

Where is this Guide Relevant?

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This e-book is designed to have relevance to all who are interested and committed to the development of education practice and theory.

It is meant in particular for schools and all who play a part in making them places of learning, equality, enquiry and achievement in dynamic, accessible, enjoyable and aspirational ways. The adaption of relevant techniques also have equal relevance in other group settings, including communities of learning, where individuals can be supported and challenged to achieve their potential regardless of their personal circumstances.

What is it intended to do?

The title of the project gives an indication of what and for whom the outcomes are intended: *European Methodological Framework for Facilitating Teachers' Collaborative Learning*.

This e-book is a compilation of our joint collaborative work during the project, where each contributor offered their experiences, beliefs, attitudes, uncertainties, objectives and knowledge to the joint process of discussion, assessment, trial, reflection, re-formulating, trial again and review at each project stage. A pooling of ideas produced a draft framework of what we as a group agreed to be the essential components of a journey towards Collaborative Learning. Data for this framework was justified and drawn from educational literature, our combined experience and a series of case studies each partner conducted within their own educational system. This included cases focused on i) schools ii) local ii) regional iv) national/international contexts. This then covered the range of people involved in school education. The draft framework was piloted by people working at all of these levels and through a series of evaluations, both internal and external. Following this the project team jointly reviewed the contents of the draft framework and this e-book is one of the outcomes of the whole undertaking. Its objective is, as the project title says, to "Facilitate Teachers' Collaborative Learning". But it is not only hoped to be useful for practicing teachers in their classrooms and schools. Everyone connected with schools from the policy makers in governments, to those with the task of interpreting and putting policies into practice, to local education authorities and their supply and evaluation functions, authors and providers of materials, suppliers of furniture/hardware and software etc. need to have an awareness and knowledge of school needs and what actually goes on in them.

These are all important functions for our e-book.

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For successful Collaborative Learning to take place and be embedded in any enterprise all those who play a part must be equally committed, share similar goals and honour individual and joint responsibilities. In our context of schooling this includes:

- policy makers
- manager
- administrators
- trainers
- inspectors
- supplier
- schools teachers
- non-teaching staff
- students
- parents
- publishers
- and the community

These can be at individual, local, district, area and national level involving diverse contexts. Involving participants unfamiliar with the term and practices to those well-versed in Collaborative Learning who wish to introduce new comers or take their programme to deeper levels and/or share experiences and materials with others.

The table below shows the potential outcomes of Collaborative Learning for different target groups in general, and on local, regional and national level, for setting out to show why, where, how and to whom the EFFeCT-portal, as a methodological Framework can guide, share knowledge and support the introduction, maintenance and development of Collaborative Learning communities across a range of contexts.

Potential outcomes of CTL for different target groups in general, and on local, regional and national level

		General		
Schools		<p>Continuous Professional Development begun or developed, including providing opportunities for</p> <ul style="list-style-type: none"> • learning together (CTL) • self-reflection • self-knowledge • questioning own beliefs/attitudes/practices • hearing others' thoughts • adopting other view points • changing their own attitudes etc. • influencing others' thinking • trying new ideas • seeing children's learning in a different light • addressing children's needs • involving children in inter-active activities • jointly producing lessons materials • evaluating our own and others' beliefs and practices • gaining courage to experiment • accepting that failure is OK and a stimulus to trying some other way • giving and accepting feedback without being judgemental • producing our own materials • opportunities for sharing CPD with other schools • developing CTL not only within but across schools • subject specific CTL across schools – particularly when you are the only 'X' (subject) teacher • exchanging ideas and practices • sharing equipment • sharing teachers – particularly in specialisms with a shared ethos • utilising digital learning and expertise across establishments • liaison with other social areas e.g. health, social workers etc. <p>(as general)</p> <ul style="list-style-type: none"> • national workshops to promote development and change 		
		Local	Regional	National
		<ul style="list-style-type: none"> • opportunities for sharing CPD with other schools • developing CTL not only within but across schools • subject specific CTL across schools – particularly when you are the only 'X' (subject) teacher • exchanging ideas and practices • sharing equipment • sharing teachers – particularly in specialisms with a shared ethos • utilising digital learning and expertise across establishments • liaison with other social areas e.g. health, social workers etc. 	(as general)	<ul style="list-style-type: none"> • national workshops to promote development and change

General			
Management	<p>(all the above)</p> <ul style="list-style-type: none"> • knowledge-centred • the effects of styles of management • being more aware of teachers' views, practices and needs • ways to support and practise CTL • creating a school ethos • inducting novice teachers into the profession • supporting IT students on school placements • facilitating • nurturing learning communities • designating quality class support teachers • effecting the training of mentors etc. • training needs • space – for discussion and for collaborative teaching to take place • time – including for substitute teachers for feedback/discussion • use of non-teaching staff in developing a learning community • meeting parental and societal needs • liaison possibilities with other schools, CPD providers etc. • evaluation methodology 		
	<i>Local level</i>	<i>Regional level</i>	<i>National level</i>
Policy makers	<ul style="list-style-type: none"> • knowledge of CTL • insight into school practice • improving school efficiency • providing targeted support • in appointing high quality teachers • effective allocation of resources • promotion of CTL • designing policy that promotes co-operation and collaboration • exploiting use of digital learning with their area • impetus to use CTL themselves in co-operating with other local areas 	<ul style="list-style-type: none"> • knowledge of CTL • insight into school practice across districts • improving school efficiency • providing targeted support to enhance that provide by districts • in appointing high quality teachers and monitoring • effective allocation of resources • promotion of CTL • designing policy that promotes co-operation and collaboration • exploiting use of digital learning in our districts • impetus to use CTL themselves in co-operating with other districts • knowledge to influence policy making at national level 	<ul style="list-style-type: none"> • to be aware of changes in teacher education, backed up by research • to design and implement policies to promote collaborative learning and facilities to allow them to be carried out in schools • require and support Universities to design appropriate courses • liaise with other government departments for the adequate and appropriate funding for supplying schools and universities to carry out reforms • collaborate with funders and institutions in order to run National Training days, exhibitions and conferences to promote learning
Teacher educators		<ul style="list-style-type: none"> • (university) teacher educators providing high quality teacher training • production of quality CPD courses and material 	<ul style="list-style-type: none"> • universities producing high quality teacher education courses • universities providing CPD courses at all award levels • CPD material producers developing high quality materials for use in schools