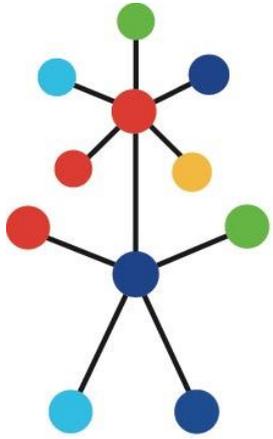


2018



EFFECT

European Methodological
Framework for Facilitating Teachers'
Collaborative Learning

Guidelines for facilitating CTL programmes

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Introduction

Teachers in the 21st century need to respond to a rapidly-changing environment characterised by fast technological progress, changing labour market needs, demographic changes, as well as the need to facilitate learning that enables students to flourish and grow as people. In order to have up-to-date knowledge and skills to be able to live up to this expectation, lifelong learning needs to be a reality for teachers as professional educators. The main focus of the EFFECT project was to enhance opportunities for teachers' collaborative learning and innovation and for effective networking between teachers, teacher educators, researchers and other educational stakeholders, so they can improve their competencies and keep them up-to-date, through enhanced opportunities for learning at all stages of their career. Evidence shows that fostering strong working relationships among teachers and **promoting professional collaboration between teachers** and other educational stakeholders in ways that allows them to deepen their knowledge and **improve student outcomes** are critical in terms of effectiveness.

The project aimed to develop a European Methodological Framework (MF) for facilitating collaborative learning of teachers, which can be used as a guideline for teachers, teacher educators, school leaders, policymakers and other educational stakeholders. The original purpose of creating MF was to inspire and inform the learners, to offer ideas and resources to help in developing innovative policy measures and other initiatives at regional, local and institutional levels for facilitating and enhancing teachers' collaborative learning. This document is part of the final outcomes of the [EFFeCT project](#) in which the partnership collected the acquired knowledge of collaborative teacher learning and systematized it in the [EFFeCT-portal](#). We regard the EFFeCT-portal the European Methodological Framework for Collaborative Teacher Learning, on which the consortium has arranged and published all project outcomes that helps to design, facilitate and evaluate CTL processes.

The EFFeCT-portal is a collection of supportive materials for building your own context rich road to Collaborative Learning. All have something to offer and individual users or teams may find what they feel they need in any section. Colleagues who are initiating or involved in seeking strategies for embedding or supporting changes in education content or practice, for instant head teachers, mentors and policy makers may find it useful to look at the whole compendium but first, we suggest reading this Guidelines. The Guidelines consists of the two sections: *Guiding ideas* and *Guidelines for designing and evaluating CTL programmes*.

We hope you find your journey interesting, challenging, fun and above all fulfilling both personally and professionally, for yourself, your institution or department and above all the future of all involved in the educational process, teachers, learners and society. Produce your own tailor-made programme for introducing or developing collaborative learning yourselves by using the European Methodological Framework, including this Guidelines, the items of [Resource Pool](#), the studies in the [Library](#) and the EFFeCT papers in the e-book chapters ([Guide for CTL](#)) to create a 'road' for your school and staff to travel!

Guiding ideas: definitions, criteria and key determinants

As it is described in the relevant literature¹ the development of professional skills that is implemented over a long period of time and on a systematic level, and involves collegial expertise, has a greater effect on teachers' effective work with students than individual skill development. Collaborative teacher learning can take place in many different forms. For example, it may engage teachers in school-based activities, classroom observations followed by reflection, regular face-to-face events, as well as online communication, mutual support between schools and activities with local and national government and other agencies and external expertise.

The EFFeCT partnership intended to create a practical tool for facilitating effective professional development of teachers, rooted in the evidenced good practices provided by the original case studies. The Guiding ideas in this section are, therefore, formulated with the prime intention of informing practice rather than advancing theory.² They are offered as support for designing activities and programmes that enable teachers and other stakeholders to engage in collaborative learning. This section offers *definitions* of key terms, a description of the *criteria* of effective teachers' collaborative learning practice and some suggested *key determinants* of that practice.

Definitions

Collaborative teacher learning involves working together with one or more partners, through **purposeful processes of interaction** intended to advance teachers' learning. In the

¹ Darling-Hammond, L., Wei, R.C., Andree, A., Richardson, N. and Orphanos, S. (2009): "*Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad*" in *The Status of Professional Development in the United States*, Stanford University.

Hargreaves, A., and Fullan, M. (2012): *Professional Capital Transforming Teaching in Every School*. Teachers College Press, New York.

TALIS – *Teaching and Learning International Survey* (2008, 2013): OECD research results <http://www.oecd.org/edu/school/talis.htm>

Vangrieken, K., Dochy, F., Raes, E., and Kyndt, K. (2015): *Teacher collaboration: A systematic review*. Educational Research Review, Elsevier Ltd.

White, M., Crouse, A., Bafile, C. and Barnes, H. (2009): *Extraordinary Teachers: Teaching for Success*. Lead and Learn Press, Englewood.

² Therefore the MF does not follow an existing or new definition of collaborative learning nor make an exact distinction between cooperative and collaborative learning. The results and recommendations made here are built on a theoretical background incorporating learning theories (e.g. Vygotsky's Social Development Theory) and findings from social psychology (e.g. positive interdependence, Deutsch, Johnson), as well as results from the OECD's Teaching and Learning International Survey (TALIS 2013) and recommendations of the related professional movements (Collaborative Networked Learning, Computer-supported collaborative learning).

project's understanding for using the MF successfully, we have to differentiate between individual and collaborative learning and other co-operative activities among teachers. Both *individual-focused teacher learning* (when a teacher takes action to advance his/her learning without the purpose of working together with another to achieve this goal) and *teachers' co-operative or collaborative activities* (which are indispensable in a school community but do not necessarily have a learning purpose) are both important but differ from the project's focus. In the case of ***collaborative teacher learning***, knowledge is created by and emerges from the interactions of the participants, whose engagement is motivated by the aim of professional development. The process of collaborative teacher learning, however includes individual actions which take place among joint interactions with the aim of professional development.

The learning that collaborative teacher practice generates has two aspects that can be distinguished analytically in practice, however, they are intertwined. The first aspect is the individual learning that occurs. This is the learning that is experienced by the individual as an outcome of the collaborative practice. The second is collective and emergent learning. This is the learning that is shared by and which emerges from the relationships and activities of the group. It includes new knowledge and understanding that might not have been created without collaborative activity. It is also important to note that the learning that occurs does not have to be limited by the original plans of the collaborative group, since new aspects can emerge in the course of the collaborative activity. This feature is one of the great strengths of collaboration.

Effective collaborative teacher learning can involve one or more levels of the educational system, including at the school level (across a school or within parts of a school), at a local level (e.g. between teachers from different local schools), regional (e.g. involving teachers, schools and/or agencies facilitating collaborative teacher learning across a region), at a national level and at international level. It may include collaboration between teachers and other stakeholders concerned with education, such as local authorities, central government and non-teachers (students, parents, etc.).

Criteria and key determinants

Teachers' collaborative learning has a wide range of variety and forms. In the research phase of the EFFECT project a set of characteristics were proposed as criteria to identify and present the examples of good practice and both from the theoretical background and from analyses of the case studies some key determinants has been identified that are important in developing successful cases.

Criteria:

- participative professionalism
- deep-level collaboration
- equity
- holistic learning

Key determinants:

- moral purpose
- ownership
- reflection
- flexible development process
- common purpose
- evaluation

With regard to its practice, effective collaborative teacher learning is characterised by:

Participative professionalism

that is, reflecting a participatory or democratic model of professionalism involving leadership that is shared and enacted by teachers and other stakeholders as active agents of change (co-leadership), mobilisation of their knowledge and expertise, and considered interpretation of policy by teachers and others rather than unreflective policy implementation; in this model, the teacher is not merely a ‘technician who simply “delivers” the curriculum’ but ‘a professional who helps to create it... in a process that is creative, critical and active’³

Deep-level collaboration may be evidenced in the following:

displaying characteristics such as mutual support; a cohesive culture and strong team identity; discussion and critical examination of pedagogy, educational aims and ways of enhancing teachers’ practice; and working creatively together to provide new holistic ways to support learning, children and families⁴

With regard to outcomes, effective collaborative teacher learning promotes

Equity is evident in advancing the four different aspects of social justice⁵

³ Page 20, in Frost, D. (2006): *The Concept of ‘Agency’ in Leadership for Learning*, Leading & Managing, 12(2): 19-28.

⁴ Vangrieken et al in their review (see footnote 1) concluded that deep level collaboration is rare: “[D]eep level teacher collaboration seemed to be less frequent as teachers often tend to restrict collaboration to a focus on practical affairs. Consultation with colleagues is often restricted to discussing ideas and materials, planning teaching activities, the nature and content of testing, and the pace and content of teaching. Discussing aspects of the didactics of teaching, problems teachers meet in their daily practice, observing each other in the classroom, discussing each others’ functioning, and critical examination of teaching seemed to be rare’ (p27).

⁵ For further information on this four-fold scheme, see

Cribb, A. & Gewirtz, S. (2003): *Towards a sociology of just practices: an analysis of plural conceptions of justice*. In C. Vincent (Ed.). *Social Justice, Education and Identity*, London, Routledge/Falmer

Woods, P. A. (2012): *A Four-fold Approach to Social Justice*. A 2-page information sheet (Available at https://www.academia.edu/5755395/A_Four-fold_Approach_to_Social_Justice)

- *developmental*: fair opportunities for learning and growth
- *participative*: fair opportunities to be heard and contribute to decision-making
- *cultural*: absence of cultural domination, non-recognition and disrespect
- *distributive*: absence of unjustified socio-economic inequalities and deprivation

Holistic learning

When advancing holistic learning, included are the development of⁶

- *the full range of human capabilities*: intellectual, emotional, ethical, aesthetic and spiritual, so that knowledge, understanding and practical life-skills are developed as well as an appreciation of those things in life that nourish the senses and give a sense of purpose and inspiration
- *democratic citizenship*: an understanding of democratic citizenship and appreciation of values such as justice, democracy, the rule of law, tolerance, mutual understanding and a concern for the welfare of others and the natural environment
- *how to learn*: the ability to reflect on and understand how one learns so that people continue to learn throughout their lives.

and meeting the purposes or functions of education identified by Biesta⁷:

- *qualification*: the knowledge, skills, understanding, dispositions and judgements for doing things, such as a particular craft, profession or other activities involved in family and community life

Woods, P.A. and Roberts, A. (2013): *Distributed Leadership and Social Justice (DLSJ)*. National Review, prepared for European Policy Network on School Leadership. (Available at <https://herts.academia.edu/PhilipWoods>)

⁶ This draws from a range of work that includes

Forde, C, McMahon, M and Hamilton, G (2015): *Rethinking professional standards to promote professional learning*. Professional Development in Education. 1-17

Frost, D. and Roberts, A. (2011) '*Student leadership, participation and democracy*'. Leading and Managing 17 (2): 64-84

Woods, P. A. and Roberts, A. (2015): *Developing distributed leadership for equity and learning: A toolset for policy-makers and school leaders*, European Policy Network on School Leadership (EPNoSL) Available at <https://herts.academia.edu/PhilipWoods>; Woods, P. A. and Woods, G. J. (eds) *Alternative Education in the 21st Century: Philosophies, Approaches, Visions*, New York: Palgrave.

⁷ Biesta, G. (2009): *Good education in an age of measurement: on the need to reconnect with the question of purpose in education*, Educational Assessment, Evaluation and Accountability, 21(1): 33-46.

- *socialisation*: becoming a member of a group, community or organisation, such as the teaching profession or other groupings (e.g. the student community) within the school and the wider community in which it is located
- *subjectification*: developing as an individual with some independence from the groups, communities or organisations into which the person is socialised, with an ability to think critically and independently.

*There are certain **key determinants which contribute to** and are essential for successful teachers' collaborative learning. among others which may be deemed more practical are the following, these include:*

Moral purpose

- Cultivating moral purpose as a dimension of extended professionalism, including making explicit the aim of enhancing social justice.

Ownership

- Engaging teachers in the design, implementation and evaluation of their learning processes which enhances their day-to-day practice.

Reflection

- Using dialogic activities to support reflective practice.

Flexible development process

- Creating a structured yet flexible development process, which contains regular elements and takes into account the group's preferred learning methods and changing demands.

Common purpose

- Ensuring there is a well-defined common purpose for learning, which emphasises identifying practical problems, developing and piloting solutions and co-creating knowledge, based on relevant theory and practice.

Evaluation

- Defining evaluation criteria as an integral part of the learning process which are used to review critically participants' work through reflection.

Guidelines for designing and evaluating CTL programmes

This section presents designing and evaluating tools. The guidelines are intended to support the development of initiatives that promote teachers' collaborative learning and for designers of CTL programmes. This is a structured set of pointers to the important questions that need to be addressed in developing and supporting teachers' collaborative learning. This section which contains practical tools seeks to be a structure or skeleton to support activities which develop opportunities for learning in a collaborative setting, whether this is a group of teachers together in a room or in a digitalised environment, or a combination of the two.

The design approach should be consistent with the goal for learning. It is essentially experiential in nature, thus the MF is both methodical and methodological. Since it is a framework, the CTL programmes do not necessarily have to comply with all of the details.

Designing aspects and related activities

The common characteristics to be found from examples of collaborative learning suggest that it is likely to be successful where the following apply:

- Teachers acting as professionals recognise that objectives (in this case, learning) can be achieved more easily if everyone works together and is involved in making decisions.
- They behave as supportive, critical friends with a level of discussion and debate which, while incorporating practice, goes beyond it and involves conceptual and theoretical perspectives.
- There is a recognition of the set of teachers as being a community of learners and of the value of each individual and of their joint activity. All are treated respectfully and without any form of discrimination by others.
- The level of learning includes reflection and professional action on that reflection and touches on and transcends all aspects of human activity.

When initiating teachers' collaborative learning process it is necessary to take into the consideration both the organisational or infrastructural conditions and attributes of the practice and the personal and group characteristics. At the design stage the most important task is clarity and understanding about the purpose and purposefulness of the exercise – answering the *why* question – and how to structure an environment which promotes learning for teachers in a professional setting considering the *what* and *how* questions.

Whatever is presented before teachers in the offerings of professional learning, there has to be meaningfulness in relation to the individual teacher and her/his competence set (professional knowledge, professional understanding and professional capability, attitude and practice) and the context in which she/he is teaching. Personalisation of professional learning opportunities is thus a critical factor when designing professional learning opportunities for teachers.

Within the story of all successful scientific endeavours are indicated the rationale or purpose (what is the goal?), the players (who is involved?), the elements (what is involved?) and the process (how success was achieved). There is recognition of the fact that the particular environment (what are the local conditions?) and the time and timing of the event (when?) are also significant. There is also the moral/ethical and epistemological question (why this particular approach?).

Favourable factors

From the case studies does emerge a set of favourable factors which support teachers' active professional learning in collaborative environments. It is from these that one can build a methodical approach when planning such opportunities for learning in collaborative settings.

a) Build in to the timing of the event sufficient "coffee breaks" to allow for 'informal' learning between participants. Ensure that there is an ethos of peer support – with an openness, honesty, trustfulness between participants and, at the same time, professionally rigorous collegial challenge and professional debate and openness to change.

b) Debate furthers identity construction of what it is to be an educator and enhances the concept of membership of a professional community.

c) While attendance at such events may be an individual decision of one or more educators from an organisation, it is preferable that their attendance is supported by the senior managers of the school or organisation.

d) The leadership and facilitation of such events should be sufficiently expert and recognised as such by those in the field. Their expertise may not be necessarily related to positions held in organisational hierarchies. It is their professional capabilities that have gained them the authority to act as de-centred agents.

e) While maintaining the stated and declared learning goals, those leading and facilitating such events should respond with fluidity and flexibility in order to meet the learning requirements of those before them. What is presented as feasible should be based on sustainable structures, processes and practices.

f) Content should incorporate new and challenging ideas which develop the educator as educator-researcher, researching her/his own professional practice and that of others working in the field, building professional expectations in relation to traditional approaches. The relationship between reflection, learning and reflexivity should be clearly elicited. Opportunities to reflect and respond to 'new' ideas/methods as individuals and in small groups with feedback to the event facilitators need to be built into the programme at regular intervals.

g) Event facilitators need also to present the forms of support material which would allow individuals and/or groups to develop further their knowledge and understanding of the concepts presented prior to and after the event. This may or may not include online support.

h) For any event, there need to be clear goals, well-written guidelines and any manual supporting the event needs to demonstrate clarity and a clear direction and purpose commensurate with professional practice. The ratio of Biesta's (2009) purposes (*qualification, socialisation and subjectification*) is a design and planning consideration here.

i) If there is a team of facilitators, each should know and be competent in the role that they are to perform.

j) Within the parameters of the theme of this project, which focuses on opportunities for professional learning in collaborative settings, sharing professional activity is an essential prerequisite. It is a means by which individual and collective understanding of professional competence is achieved.

Evaluating questions

When originating, designing and planning programmes or events for teachers' professional development, it is essential to build in or incorporate and articulate the means by which will be evaluated the outcomes. If the level of learning will be evaluated, for example, then it is essential to build opportunities for individuals and groups to further their learning into the programme. Similarly, if the level of professional participation will be evaluated, then it is necessary to ensure the opportunities for such activity and interactivity are built into the programme. Further, it is essential to ensure that the evaluating means should be carefully defined in order that participants completing the evaluations have a common understanding of what is being evaluated and why. Equally, if there is a desire to measure concepts, for example, 'equity', it would be necessary to define it clearly and to understand contextual differences both in meaning and in practice. If individuals are to complete evaluations including their own level of collaboration during professional learning opportunities then it will be necessary to have a sufficiently-refined tool which takes into account individuals preferred methods of learning and participation.

APPENDICES

The tables in the APPENDICES (accompanying document) may serve as tools that can be used in the process of facilitating and evaluating the CTL programmes, together with other tools, developed by EFFeCT partners and published on the [EFFeCT-portal](#).

Table of characteristics

Base Criteria for Teachers' Collaborative Learning	Characteristics	Evaluation Criteria
<p>Participative professionalism</p> <p>Collaborative teacher learning involves leadership that is shared and enacted by teachers as active agents of change. 'Co-leadership' and co-agency are enacted by everyone in the schools), and these emerge from a supportive set of organisational features and work towards inclusive, holistic learning.</p>	<p><i>Organisational / Infrastructural conditions and attributes of the practice</i></p> <p>The leadership of the collaborative practice is recognised as sufficiently expert by those involved in the practice and it is their professional capabilities that have gained them the authority to act as de-centred agents</p> <p>The organisation follows democratic principles and it works in a transparent way</p> <p>The organisation has a flexible structure that is possible to adjust to the learning requirements of the participants</p> <p>The practice promotes teachers' involvement in decision making</p> <p>Those usually excluded from decision-making (e.g. students) can take part in the practice</p> <p>The practice uses distributed leadership / de-centred agency (where the power of the collective discourse exceeds the hierarchical position of speakers and develops self-reflexivity):</p> <ul style="list-style-type: none"> - It involves multiple stakeholders - It involves co-leadership and co-agency by teachers and different stakeholders - It is characterised by supportive organisational features <p>The practice supports the emergence of innovative ideas</p> <p>When planning, enacting and evaluating change consideration is given to</p>	<p>How does the practice use de-centred agency? (involvement of multiple stakeholders, co-leadership of teachers and other stakeholders, supportive organisational features)</p> <p>Do other stakeholders take part in the practice? (y/n)</p> <p>Are the goals and purposes of the group clear and shared? (y/n)</p> <p>How does the practice support the involvement of teachers in the decision making processes? (1-5)</p> <p>How does the practice support the involvement of others usually excluded from decision making (e.g students) in the processes? (1-5)</p> <p>Does the organisation follow democratic principles? (y/n)</p> <p>How does the practice support innovative ideas? (1-5)</p>

	<p>how the organisation and its members function and learn</p> <p>The entire organisation (principal, staff) supports the same type of learning</p> <p><i>Personal and group characteristics</i></p> <p>Open expression and sharing with the opportunity to reflect and respond to ideas is encouraged</p> <p>Participants have the ability to share, question/assess and change each other's opinion</p> <p>Change can be initiated both by external and internal stimuli</p> <p>Stimuli are evaluated and the processes they initiate are realised collaboratively</p> <p>The group community is inclusive and welcoming</p>	<p>Does the practice include elements of strategic planning? (y/n)</p> <p>Is there any reflection to policy, strategy? (y/n)</p> <p>Is open expression and sharing encouraged by group culture? (y/n)</p> <p>Can change be initiated both external and internal? (y/n)</p> <p>Are stimuli evaluated? (y/n)</p> <p>Are changes initiated by stimuli realised collaboratively? (y/n)</p>
<p>Deep-level collaboration</p> <p>Teachers discuss the aspects of the didactics of teaching, problems they meet in their daily practice, observe each other in the classroom, discuss each others' functioning, and critically examine teaching and learning</p>	<p><i>Organisational / Infrastructural conditions and attributes of the practice</i></p> <p>Top-down and bottom-up processes are balanced</p> <p>The collaborative practice is embedded at the level of the institution where it takes place -the institution is committed to support collaborative practices</p> <p>Attendance can be an individual decision, but it is preferable that is supported by the senior managers of the organisation</p> <p>Flexible structure to allow space for informal learning among participants</p> <p>Opportunities to reflect and respond to ideas as individuals and in small groups with feedback to the event facilitators are built into the programme;</p> <p><i>Personal and group characteristics</i></p> <p>The participants are committed to be part of and engaged in the collaborative practice</p> <p>The collaborative group is characterised by a cohesive culture and high</p>	<p>Is the practice embedded at the level of the institution? (1-5)</p> <p>Is teacher-involvement into collaboration supported by the management (y/n)</p> <p>How is the cohesion between the community and the organisation? (1-5)</p> <p>How is the cohesion within the community? (1-5)</p> <p>To which extent do the community members support each another mentally, emotionally and professionally? (1-5)</p> <p>How does the community support learning and creative community work? (1-5)</p> <p>Are different approaches of teaching en-</p>

	<p>team identity</p> <p>Knowledge is created as a result of mutual engagement of participants in the collaborative learning practice</p> <p>Members support each other mentally, emotionally and professionally within the community</p> <p>Openness and trust between the participants is coupled with professional collegial challenge, debate and openness to change</p> <p>Critical discussions about different aspects of teaching are encouraged</p> <p>The goals and purposes of the group are clear and shared by the participants</p>	<p>couraged within the group?</p> <p>Is informal learning among participants allowed by the structure of the event?</p> <p>Is the opportunity of reflection and responding to ideas built in the programme?</p>
<p>Equity</p> <p>means the reduction of social injustices that affect people's lives, treating people with fairness and impartiality</p>	<p><i>Equity in purposes</i></p> <p>Good practice of collaborative learning advances all forms of social justice: developmental, participative, cultural and distributive justice.</p> <p><i>Equity in the process</i></p> <p>The collaborative practice is sensitive to inequalities in its design: it is accessible. Fairness and social sensitivity are key values within the group</p>	<p>How does the practice of collaborative learning advances</p> <ul style="list-style-type: none"> - developmental - participative - cultural - distributive justice? (1-5) <p>Does the result of practice enhance equity?(y/n)</p> <p>Is the collaborative practice</p> <ul style="list-style-type: none"> - accessible, -fair -socially sensitive? (y/n)
<p>Holistic learning</p> <p>teachers' collaborative practice has an impact on both teacher and student learning. (Holistic learning is a process of learning that enhances critical, independent thinking, autonomy, and self-awareness.)</p>	<p><i>Organisational / Infrastructural conditions and attributes of the practice</i></p> <p>Broad learning (pedagogical learning; social pedagogy, andragogy, heutagogic (co-led/self-directed by the learner)), knowledge and skills development with the aim of student learning is promoted</p> <p>The collaborative practice furthers</p> <ul style="list-style-type: none"> - Professional identity construction, including collective identity and re-framing; - Institutional or community socialisation; 	<p>How does the practice support deep learning of teachers/students/other stakeholders? (1-5)</p> <p>Does the practice support</p> <ul style="list-style-type: none"> - professional identity construction - institutional or community socialisation - emotional learning? (y/n) <p>Does the practice develop engagement</p>

	<p>- Emotional learning;</p> <p>The collaborative practice develops active engagement with the community</p> <p>The collaborative practice promotes Individual agency, confidence, autonomy, critical, independent thinking and self-reflection</p> <p>The collaborative practice helps participants becoming democratic professionals</p> <p>The collaborative practice promotes holistic learning</p> <p>The collaborative practice promotes learning at the level of the group as a whole, as well as at an individual level</p> <p>The collaborative practice is professionally inspiring;</p> <p><i>Personal and group characteristics</i></p> <p>Participants are exposed to alternative ideas</p>	<p>with community? (y/n)</p> <p>How does the practice promote personal subjectification? (individual agency, confidence, critical thinking, self-reflection, becoming democratic professionals, holistic learning)</p> <p>Does the practice promote learning both on individual and group level? (y/n)</p> <p>How is the programme professionally inspiring? (1-5)</p>
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Evaluation tools

In the tables below, key determinants and favourable factors have been incorporated.

Evaluation Table 1 For use of Observers (Internal/External Evaluators)

FAVOURABLE FACTORS	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Comments
A. Participatory and decision-making components						
The leadership was sufficiently expert, and had the professional capabilities to lead/ facilitate the collaborative practice						
All participants were able and encouraged to take part in decision-making						
Feedback and reflections from the participants were heard and possibly built into the programme by the event leaders/facilitators						
The focus of the collaborative learning was defined on the basis of the needs of the participants						
It was possible to adjust the focus of collaboration to the learning requirements of the participants, even during the practice						

Participants had the opportunity to reflect and respond to ongoing processes, individually, in small groups and/or collectively						
B. Participation, commitment						
The individuals involved in the practice appeared committed to collaborative learning						
The individuals involved in the practice seemed equally committed						
The institutions or bodies involved in the practice demonstrated commitment to collaborative learning						
The institutions or bodies involved in the practice seemed equally committed						
The collaborative practice involves multiple stakeholders						
Members of the collaborative practice functioned as a group/s, with a team-identity						
Attendance was based on individual teachers' decisions						

Attendance was supported by the managers of the organisation where the practice took place						
The collaborative set is embedded in a supportive organisation/institution						
Other emergent, observed phenomena which contributed to TCL						
e.g. Organisers planned sufficient time in the programme for collaborative activity						
e.g. Participants requested more time for collaborative activity						
Social justice was apparent in participants' words and deeds						
Participants modelled their moral and ethical role as teachers and as colleagues						

Evaluation Table 2 For TCL designers' self-evaluation

The following table may be used both at the beginning of the design/planning stage, acting as a checklist, where the heading would be 'favourable factors included' and/or at the conclusion of the design process where the heading would be 'favourable factors evident'.

While the factors in the table have emerged from successful practice in relation to teachers' collaborative learning, collaboration is an intensely interpersonal phenomenon. The human factors which create success are individual- and individuals-dependent. No matter how inspiring the theme or focus, without a facilitator or facilitators who is/are able to create the right ethos it is highly unlikely that successful collaborative learning will ensue.

FAVOURABLE FACTORS INCLUDED/EVIDENT	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Comments
Adequate informal time						
Professional identity debated						
Support from senior managers						
Expert leading & facilitation of CL						
Flexible facilitating to meet learners' needs						
Challenging content						
Frequent opportunities to reflect & respond						
Support material with theoretical underpinning and including digital learning matter						
Clear, well-written learning goals & manuals						
Competent content & process facilitation team						
Knowledge exchange evident						
Knowledge creation apparent						
Professionally rigorous						
Holistic learning developing						

aims of social justice						
moral/ethical role of teachers as teachers and as colleagues						
Please add: Other emergent, observed or recorded factors which contributed to good practice in TCL						

Evaluation Table 3 For use with participants

FACTORS	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Comments
There was adequate informal time for professional discourse						
Professional identity was debated in an involving way						
I participated in debate on professional identity						
I had support from senior managers in my school						
The event was expertly led & facilitated						

Facilitation was flexible enough to meet my learning needs						
I was professionally challenged by the ideas content of the event						
There were sufficiently frequent opportunities to reflect & respond						
Sufficient support material with theoretical underpinning and including digital learning matter was made available						
There were clear, well-written learning goals & manuals for the event						
The facilitation team were competent in leading and presenting content & in managing the CL process						
With colleagues I shared professional knowledge and experience						
Involvement in the CL event increased my professional knowledge creation						

The event was professionally rigorous and demanding and I left with 'new' knowledge						
I now have a more holistic approach when developing my professional learning						
As a result of this experience, I am changing my professional practice						
I now consider that I am part of a professional learning community						
We were encouraged to ask questions						
I felt part of the decision-making process						
We worked together in the awareness of our moral and ethical responsibilities as teachers and colleagues						
the aim of enhancing social justice was made explicit and was part of our common practice						

Please add: Other emergent, observed or recorded factors which contributed to good practice in TCL						