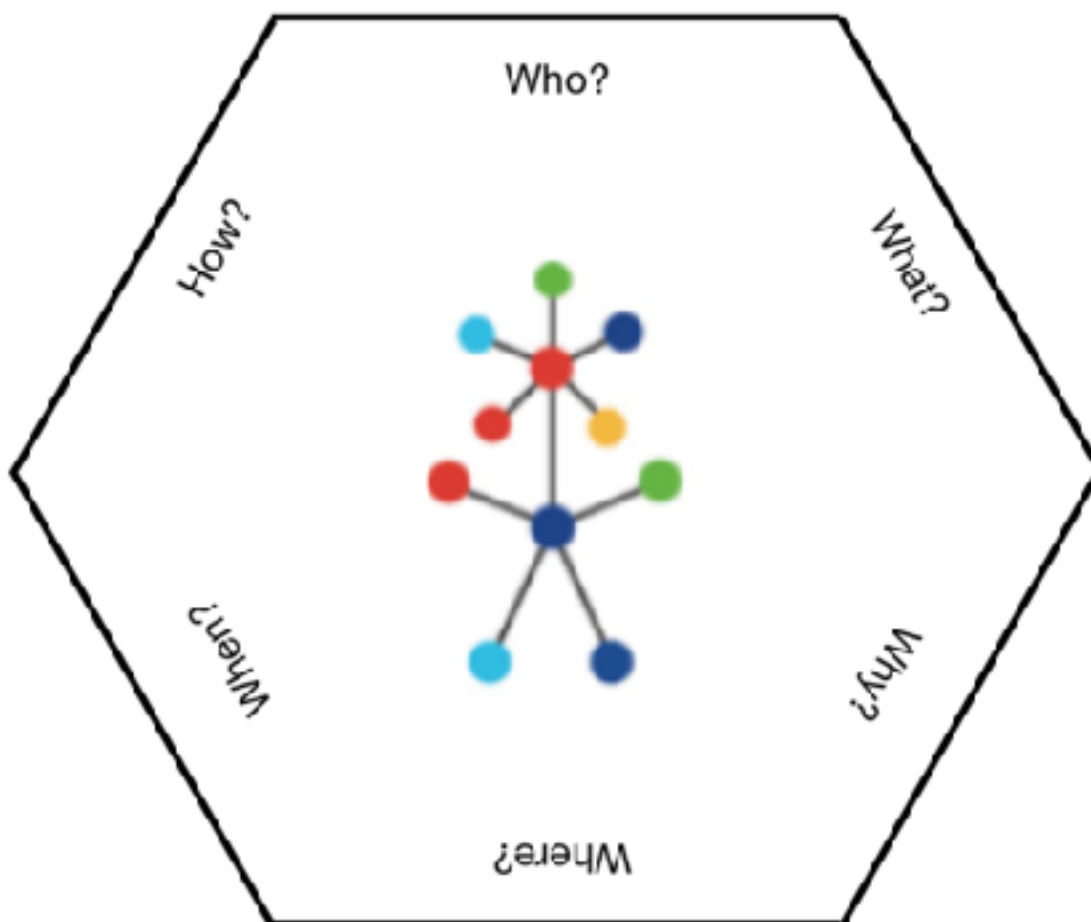




A Guide to the Methodological Framework for Facilitating Collaborative Teacher Learning

*“I keep six honest serving-men,
(They taught me all I knew.)”*



Collaborative Teacher Learning Guide		
1	Introduction, orientation, recommendation to the audience, what the guide is and for whom it is intended.	HU/CZ
2	Content of the guide	
2.1	What is CTL?,	UK
2.2	Why CTL is important?	FI
2.3	Who should be engaged in CTL?	LV
2.4	Where is this guide relevant?	IR
2.5	When is the time for CTL	CZ
3	Advice and ideas on the process of and conditions for CTL	
3.1	Principles of CTL	UK
3.2	Factors fostering CTL and inhibiting CTL	IR
3.3	Facilitating CTL	FI
3.4	Evaluation and Impact	LV
Glossary		IR
Resource Pool +		HU

Original plan

The methodological framework

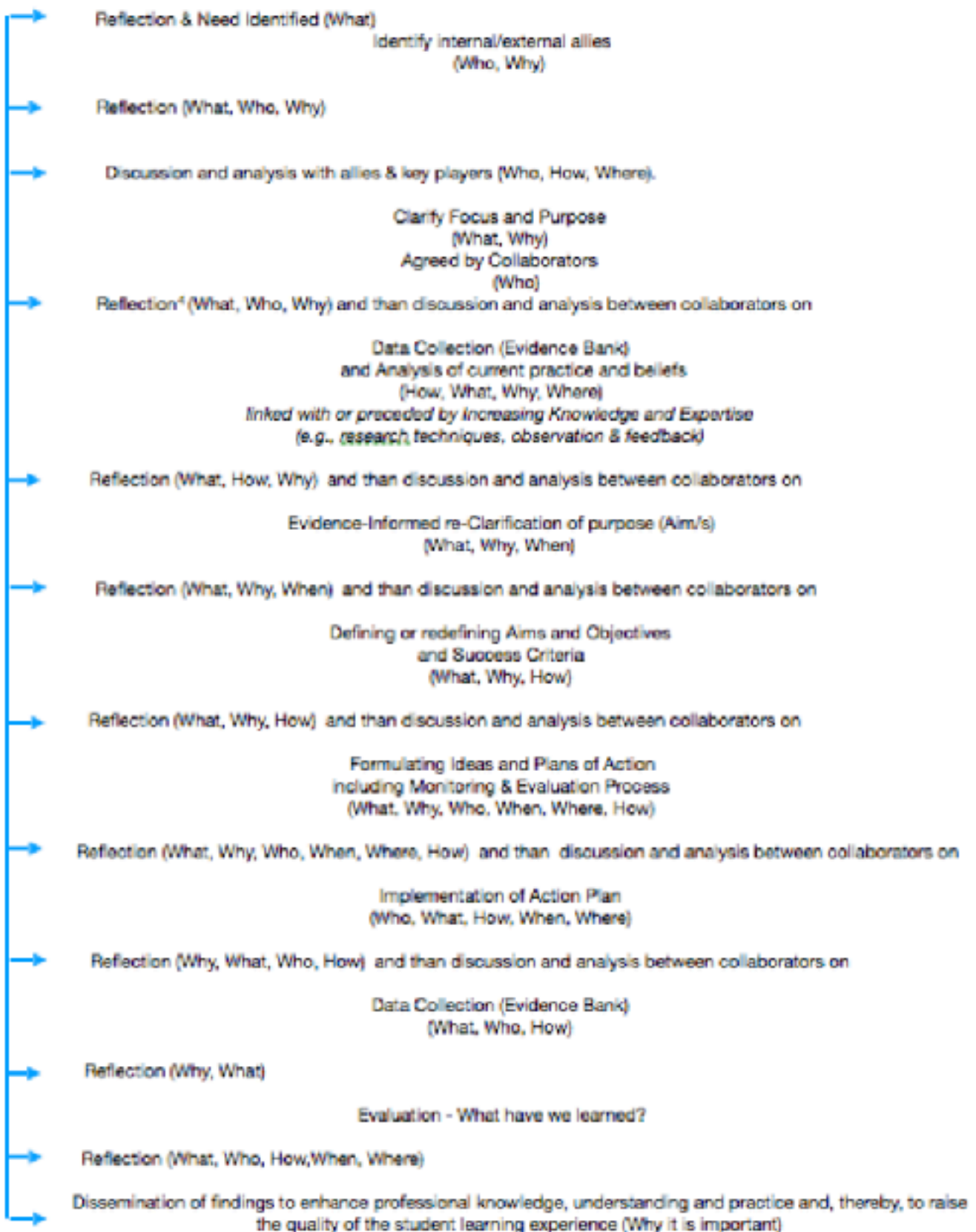
Thus, the methodological framework built on and was derived from steps taken during the project, reflection and reflection on action, learning through action, further research and reflection, sharing, discussing and analysing. evaluating and co-creating. Its steps were:

- the selection of a purposeful theme/focus
- the original conceptual proposition of a methodological framework; involved a literature review & sharing with partners
- Exemplification of current good practice - to develop an evidence-base grounded in good practice
- Analysis of examples of current good practice - using a recognised research approach
- Reconceptualisation of the derived methodological framework - establishing core principles
- Piloting the revised conceptualisation - testing out the principles in practice and their comprehensibility in the workplace and among stakeholders.
- Distribution of findings emerging from the piloting and workshops with stakeholders
- Analysis of findings from interaction with stakeholders
- Evaluating
- Revision of the methodological framework
- Presentation of findings with recommendations for practice
- Dissemination: E-book, containing a Guide to how to use the methodological framework, a Resource Pool, academic papers with support for changes in practice from theory.

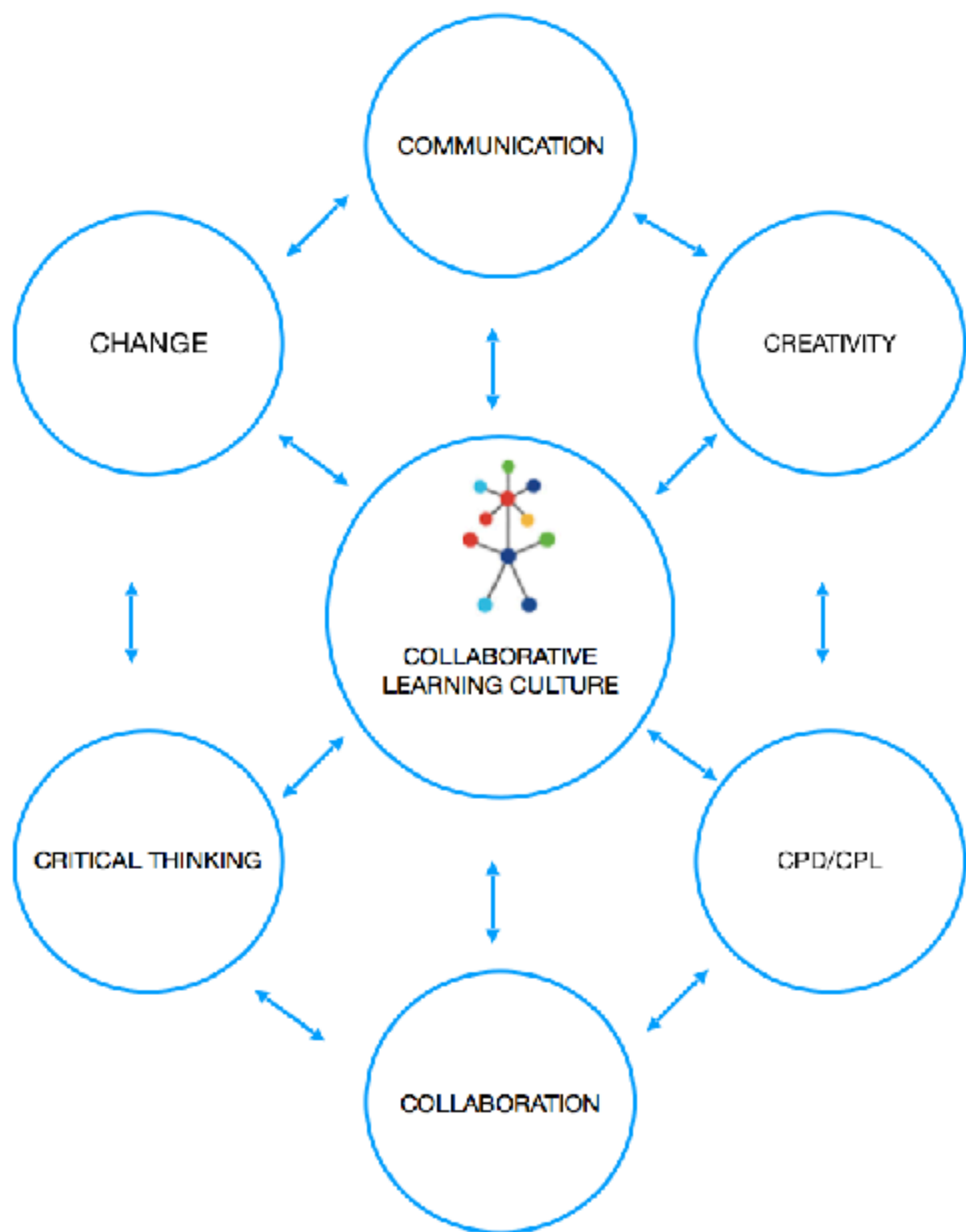
Collaborative Teacher Learning



Stimulus



* In all cases, at regular meetings and informally, reflection of individuals is shared between collaborators to become joint and common understanding



6/7 Significant Cs

All outer six have a potential relationship with each of the others which could be demonstrated using the communications formula $n(n-1)/2$ to calculate the number of interactions and is similar to the diagram in the section on communication. The diagram above is to show their reciprocal impact on the collaborative learning culture (a seventh 'c').

1. Methodological Framework
2. Audience
3. Content of Methodological Framework
 - 3.1 What is CTL?
 - 3.2 Why is CTL Important?
 - 3.3 Who Should Use the MF?
 - 3.4 Where is the Guide Relevant?
 - 3.5 When? Challenging Issue of Time and Timing
 - 3.6 How to be Processed CTL?
4. Advice and Ideas on the Process and Conditions of CTL
 - 4.1 Principles
 - 4.2 Factors Fostering and Hindering CTL
 - 4.3 Infrastructural Conditions
 - 4.4 Facilitating CTL
 - 4.5 Network Building Strategies
 - 4.6 Strategies for Sustainability and Capabilities
 - 4.7 Evaluation and Reflection on the Process and Impact of CTL
 - 4.8 Ongoing Learning from Practice
5. Guidelines for Developers: How to Use the MF and the Related Resource Pool?
6. Policy Recommendation

Over to you

