COLLABORATIVE APPROACHES FOR LEARNING AND INNOVATING TOGETHER

Silvana Richardson

Learning with and from others

Answer the questions below with your group

5 minutes

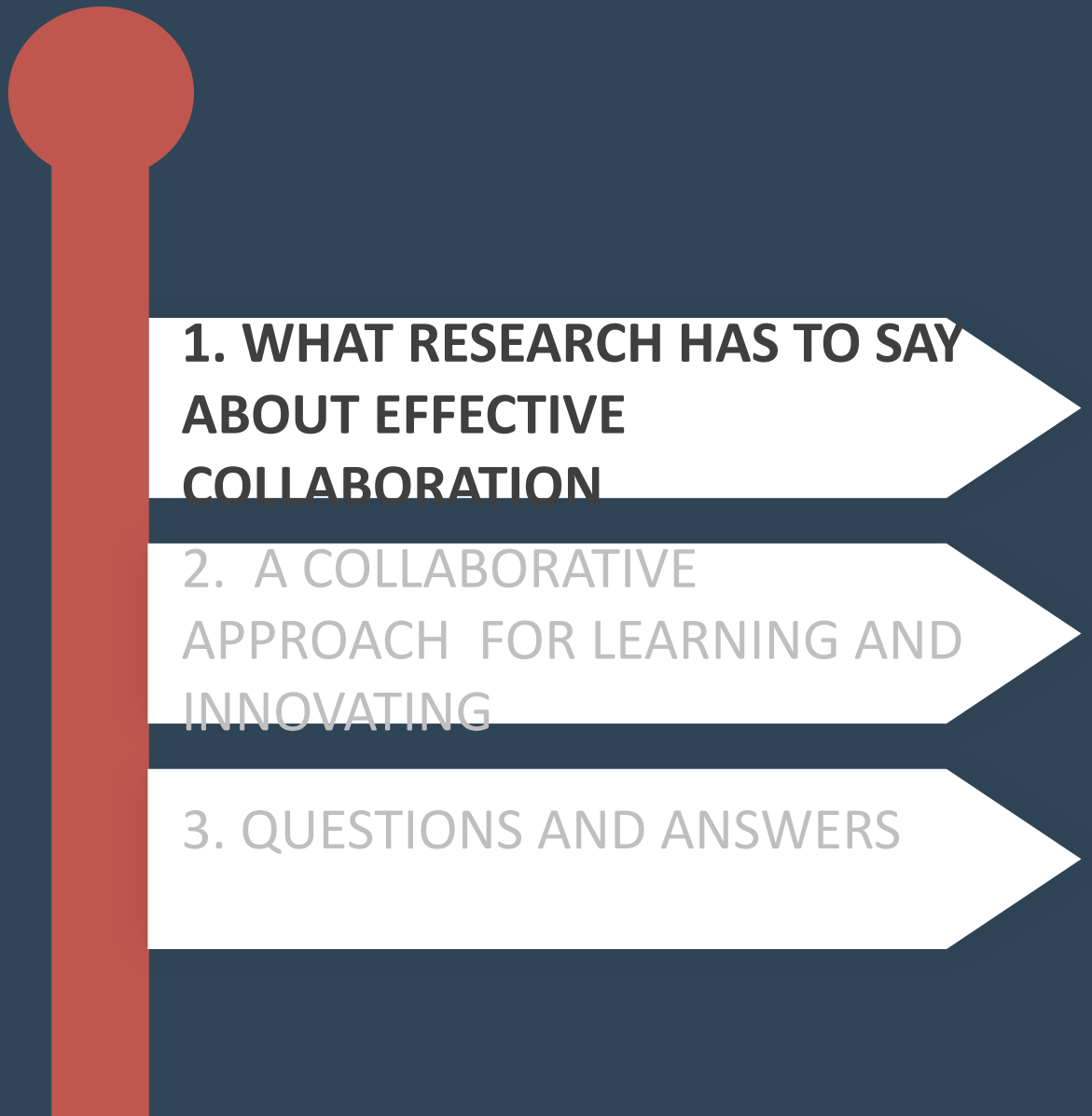
(PLEASE INTRODUCE YOURSELF REALLY QUICKLY – THANKS ☺!)

1. What was the last thing you learnt from a colleague?
   Was it a practical idea (e.g. an activity) a concept, a procedure …?
   If it was 'implementable', did you actually use it in your class?
   If you didn't, what stopped you?
2. In your experience, what professional development activities are the most conducive for learning with and from colleagues?

Session content

Learning together is crucial

Session content



Why collaborate?

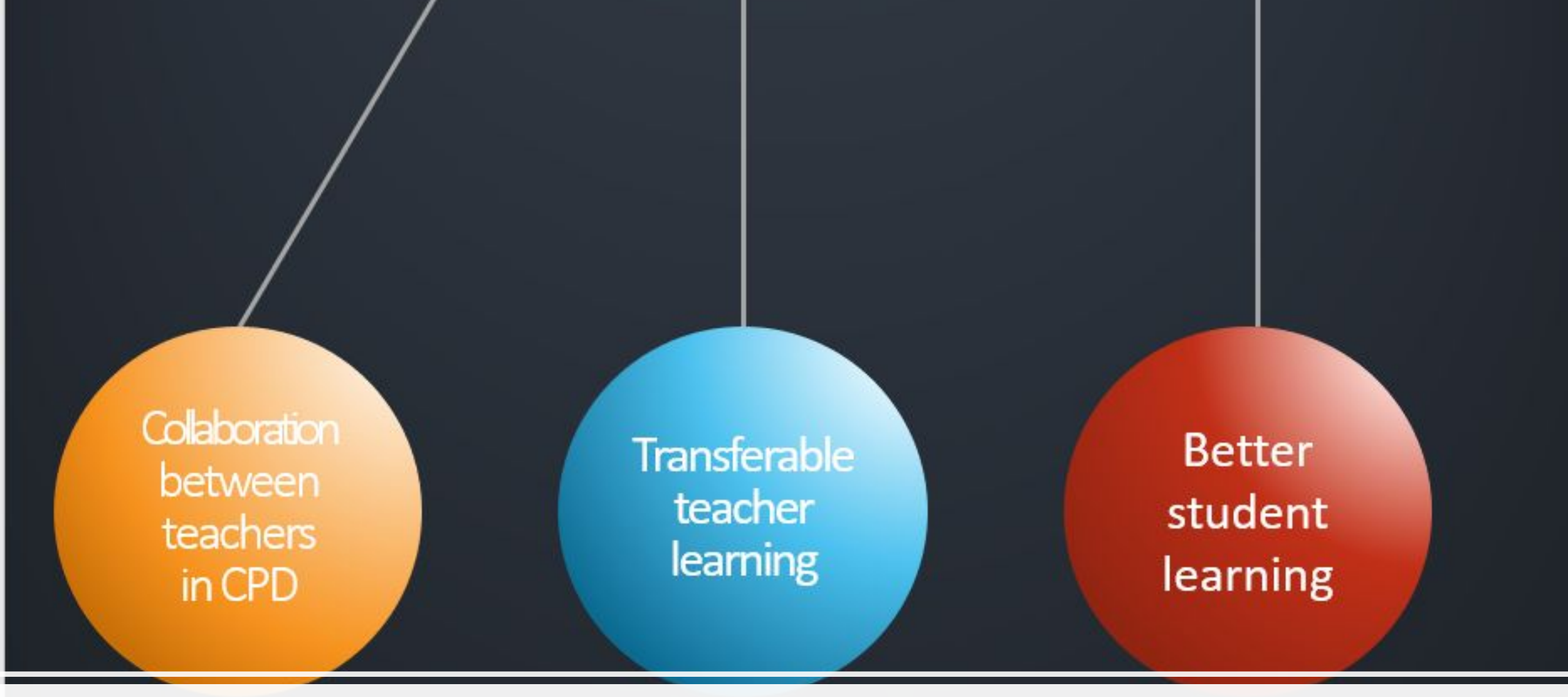
Peer support may promote development

Peers

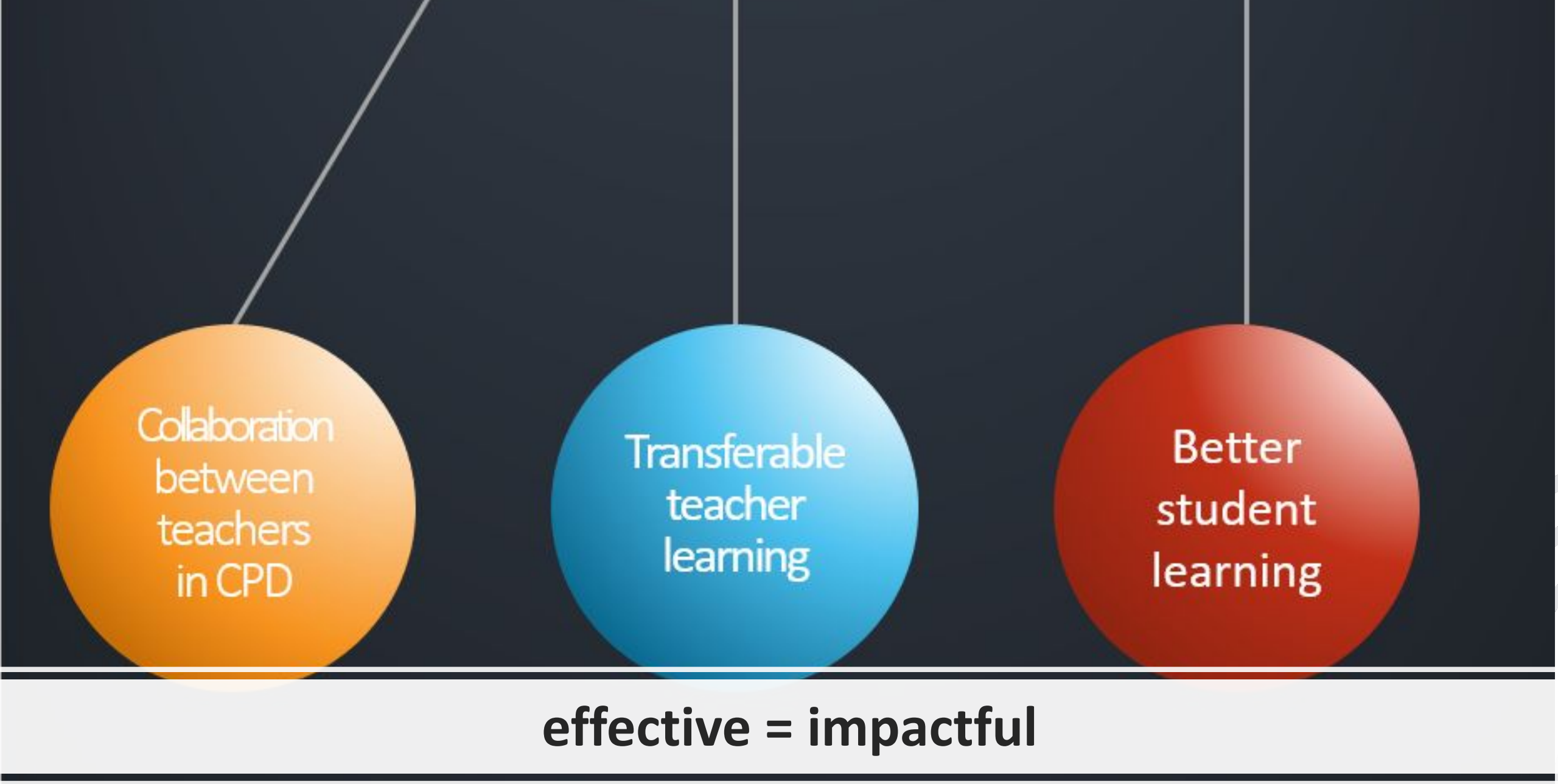
- **share a common language, culture, and knowledge** regarding the problems they face

- can **provide emotional or informational assistance** that supports a teacher in improving their practice

Collin and Smith (2021)

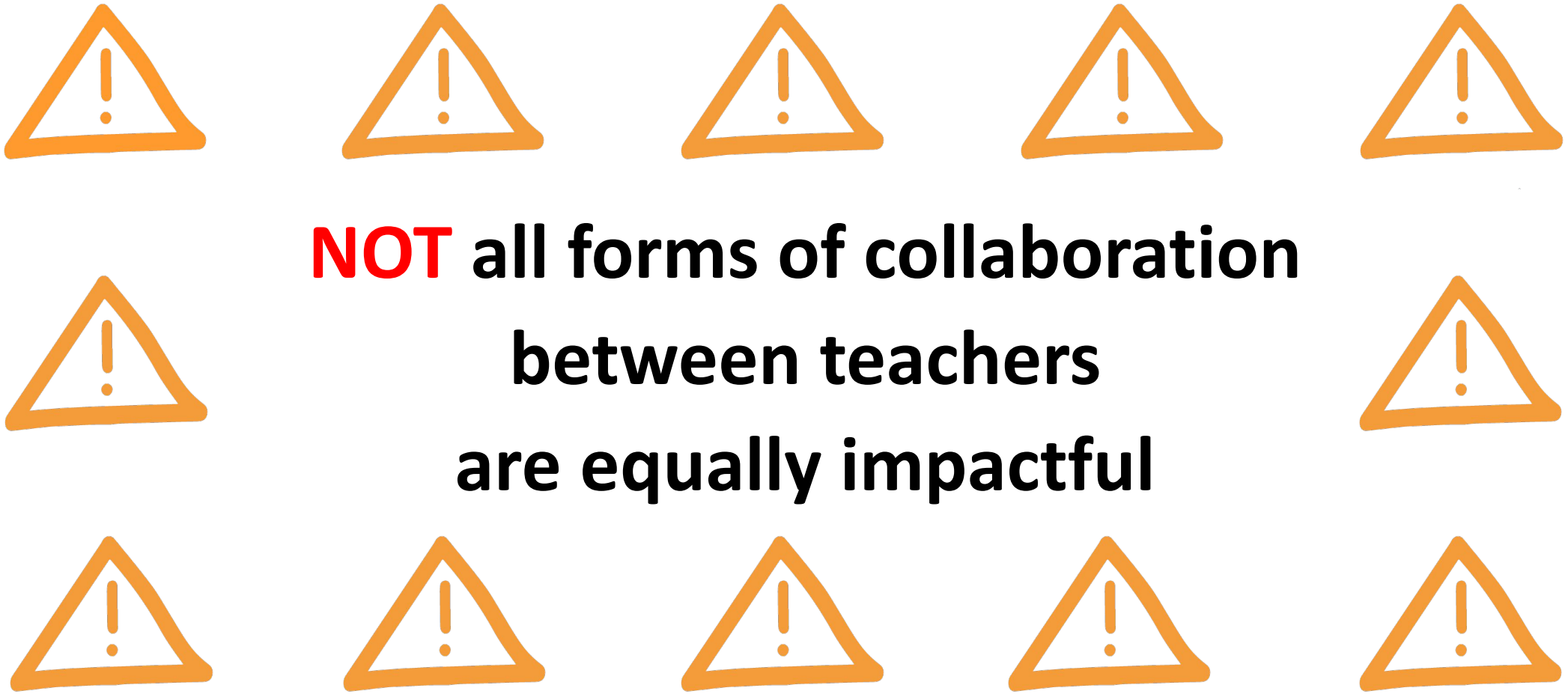

Collaboration between teachers in CPD
Transferable teacher learning
Better student learning

Effective?



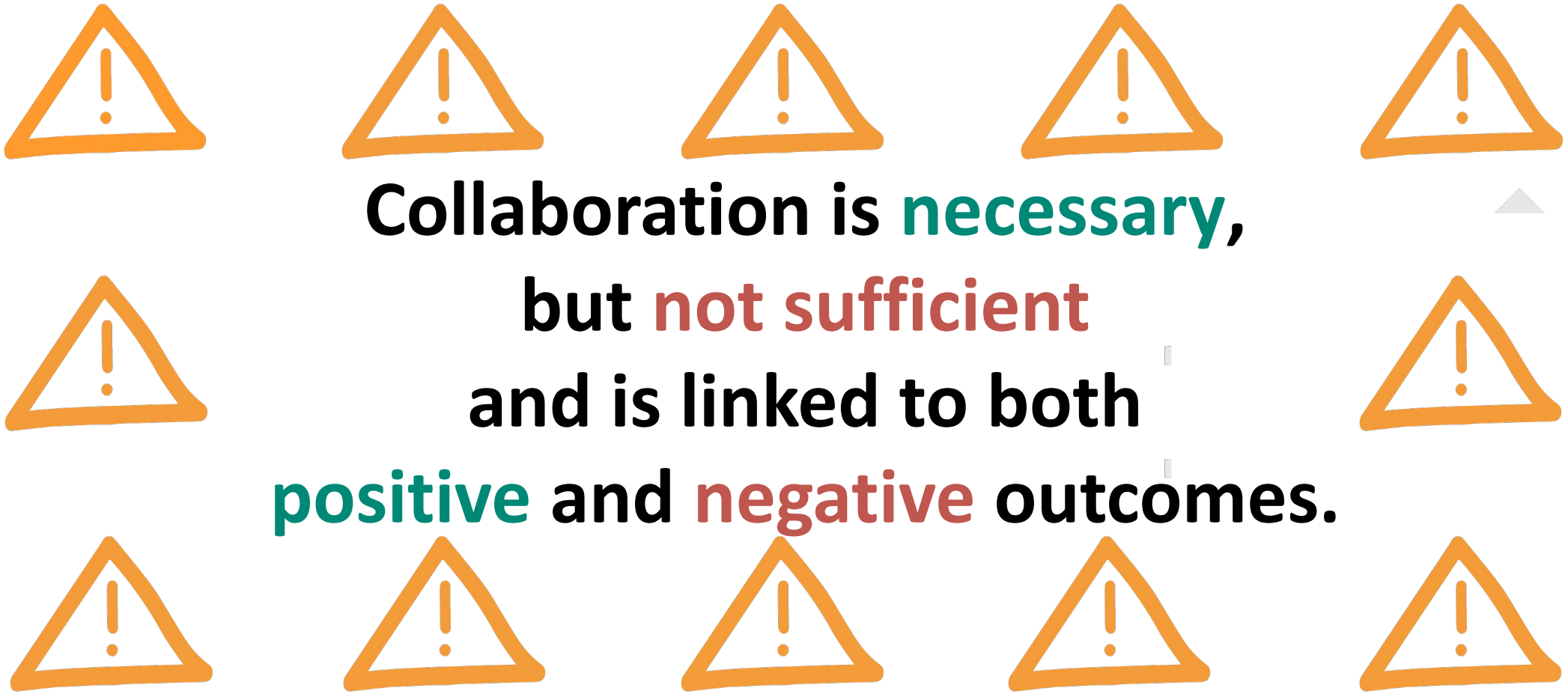
effective = impactful

What research has to say



NOT all forms of collaboration between teachers are equally impactful

What research has to say



Collaboration is necessary,
but not sufficient
and is linked to both
positive and negative outcomes.

(Higgins, Cordingley, Greany and Coe, 2015)


Effective collaboration
S
E
E
P

Effective collaboration

Rather than unplanned, informal, ad hoc, idiosyncratic

Collaborate to innovate

STRUCTURED around supporting and being supported by peer

EXPERIMENTAL – teachers try out, refine and embed **new approaches** together

EVIDENCE-RICH – teachers study **how students are responding** to changes

PROBLEM BASED – focused on **enquiry and problem-solving**

Effective collaboration

Collaborative, classroom-focused inquiry
has greater power to change classroom practices
and learning outcomes for the better
than any other factor.

James et al (2007)

Effective collaboration

It involves **tackling a real issue or problem** and aims to **develop practical solutions.**

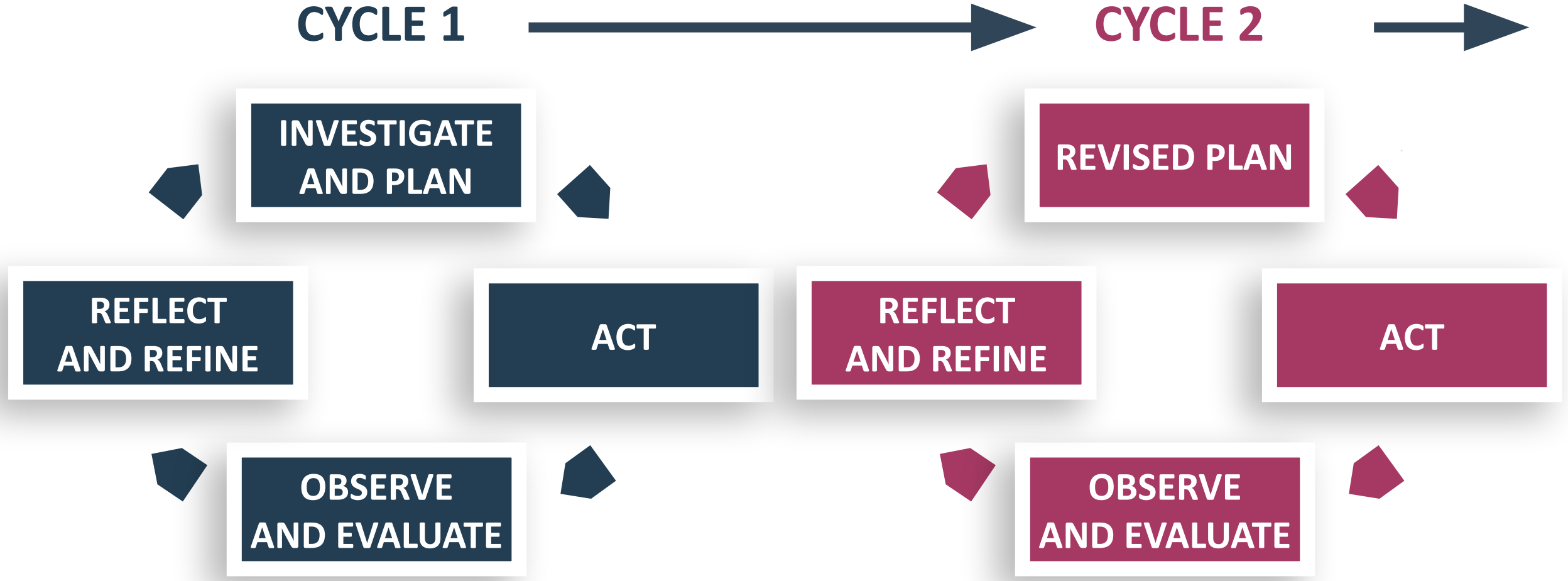
James et al (2007)

Effective collaboration

The process involves an **action research or inquiry cycle** of **investigation, action, evaluation and refinement**.

James, M. et al (2007)

Action research or enquiry cycles



Effective collaboration

It is **working through and reviewing together the effects of activities that disturb the status quo** that helps teachers review their approaches, beliefs and assumptions through a fresh and reflective pair of eyes.

Cordingley (2019)

Effective collaboration

Whenever teachers are brought in to **investigate**, **find solutions** and **develop interventions**, you're creating opportunities for **authentic community and taking action**, in a way that feels **less isolating**.

Santoro in Walker (2018)

Possible collaboration methods

1. A COACHING RELATIONSHIP

An expert coach provides peer support and assistance

2. REGULAR CONFERENCE CALLS BETWEEN TEACHERS

Peers discuss how they are finding learning and innovating

3. AT LEAST TWO COLLEAGUES TAKE PART IN TRAINING

To support each other throughout implementation

EXPER → **BASI**

Collin and Smith (2021)

Unimpactful collaboration

- Focuses on **describing and sharing existing practices**, rather than refining new ones.
- Focuses on the **teaching** rather than students learning.
- Builds a professional learning **community as an end in itself,** rather than as an environment in which it is safe to explore evidence.

Cordingley (2019)

Why sharing ‘good practice’ is unimpactful collaboration

Bell
EST 1955

1

Jean
Using CANVA
20 minutes

+

2

Emma
Using MENTIMETER
20 minutes

+

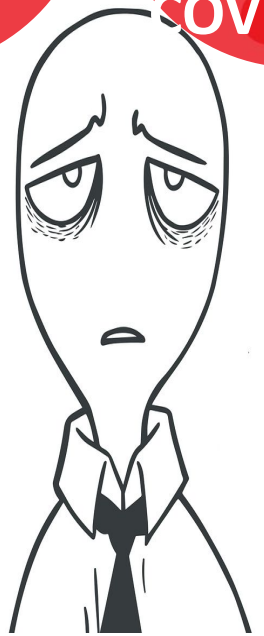
3

Olivia
Using PADLET
20 minutes

=

EXCESSIVE COGNITIVE LOAD

SUPERFICIAL COVERAGE



What teachers learn for

1. Understand concepts and theories, be aware of new ideas → AWARENESS AND INSPIRATION

2. Operate systems and procedures → USE AND APPLICATION

3. Implement, refine, evaluate and embed new practices → DIRECT IMPACT ON LEARNERS' LEARNING

Weston and Clay (2017)

Example: hybrid teaching

In your experience, do CPD activities typically go this deep in supporting you to enact what you learn in your practice?

1. Understand concepts and theories, be aware of new ideas

AWARENESS AND INSPIRATION

What is hybrid teaching and learning?

What does successful hybrid teaching and learning look like? (Models)

What are the benefits and challenges of hybrid teaching and learning?

How can we address the challenges in our context?

LEARNING TOGETHER

Example: hybrid teaching

In your experience, do CPD activities typically go this deep in supporting you to enact what you learn in your practice?

2. Operate systems and procedures

USE AND APPLICATION

Procedure for using web conferencing software and hardware teach hybrid lessons

Trying out the procedure - troubleshooting and problem-solving

Testing seating arrangements + cam placement in own classroom

Joint lesson planning

Peer reviewing lesson plans - feedback

COLLABORATION

Example: hybrid teaching

In your experience, do CPD activities typically go this deep in supporting you to enact what you learn in your practice?

3. Implement, refine, evaluate and embed new practices

DIRECT IMPACT ON LEARNERS' LEARNING

ENACTMENT

Hybrid experimentation in class + noticing and capturing impact

EVALUATION

Reflecting on lessons learnt

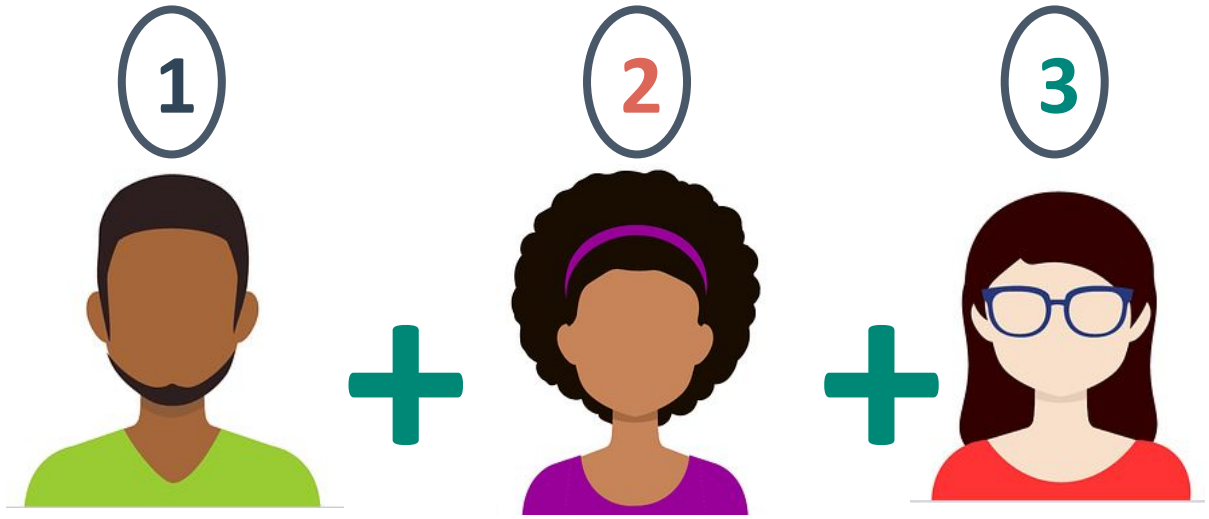
Sharing issues and challenges, raising questions, developing solutions

Planning next stages

POSSIBLE COLLABORATION (PEER OBSERVATION)

COLLABORATIO N

Why sharing ‘good practice’ is unimpactful collaboration



Jean
Using CANVA
20 minutes

Emma
Using MENTIMETER
20 minutes

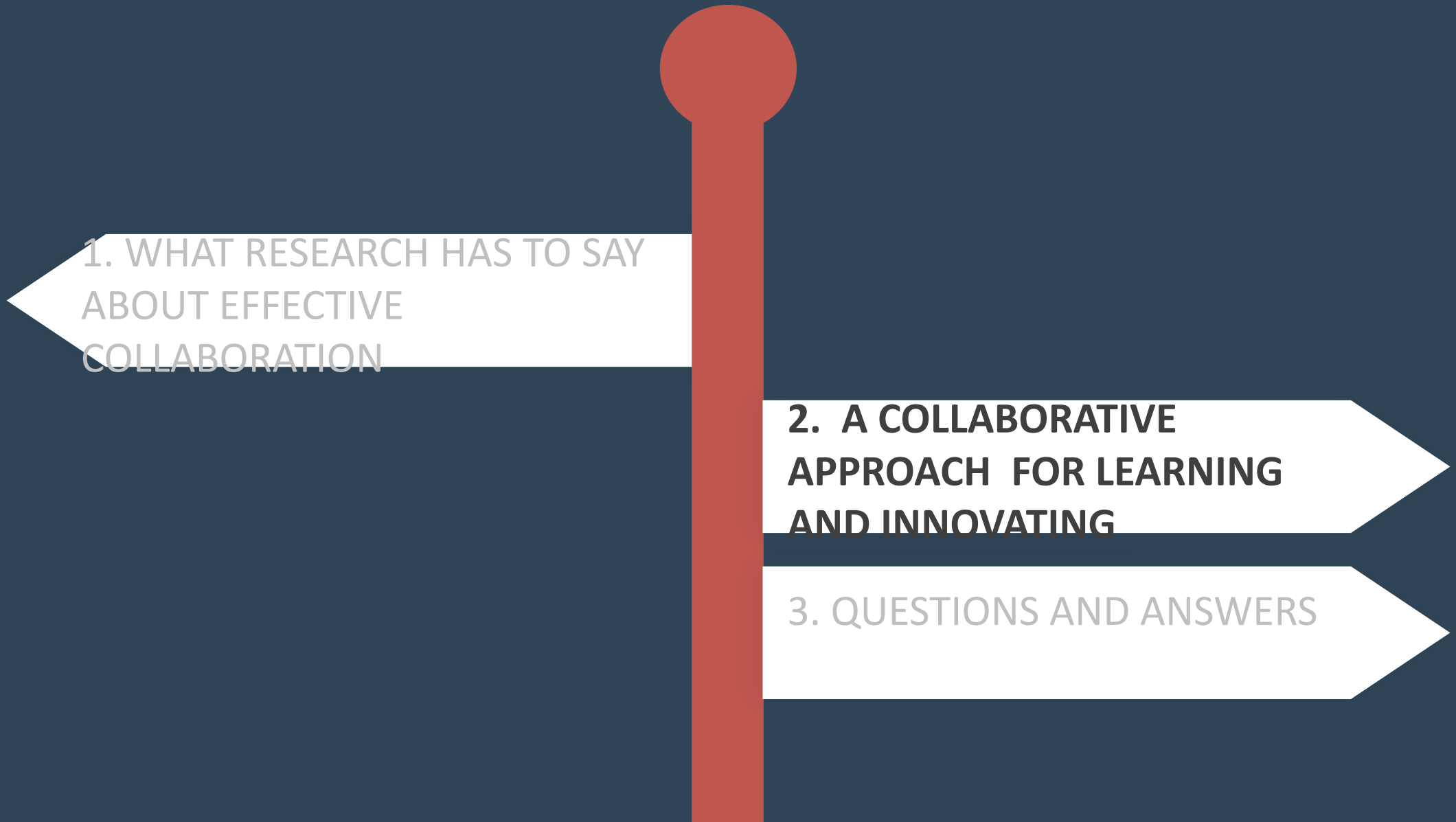
Olivia
Using PADLET
20 minutes

AWARENESS AND INSPIRATION

USE AND APPLICATION

DIRECT IMPACT ON LEARNERS’ LEARNING

Session content



Action research or enquiry cycles

Collaborative approaches for innovation

1. The Six D Cycle

2. Lesson Study

Collaborative approaches for innovation

1. **The Six D Cycle**

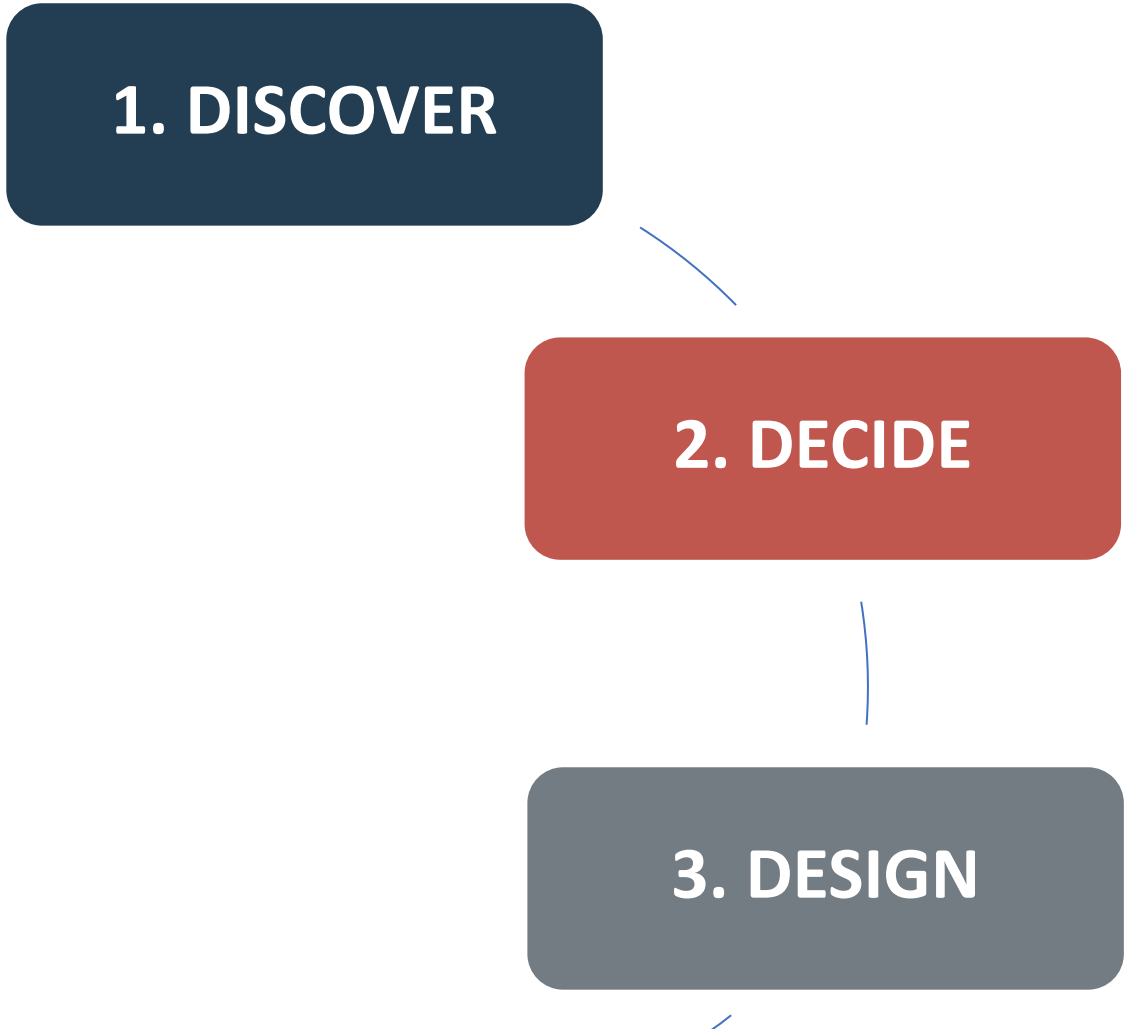
2. Lesson Study

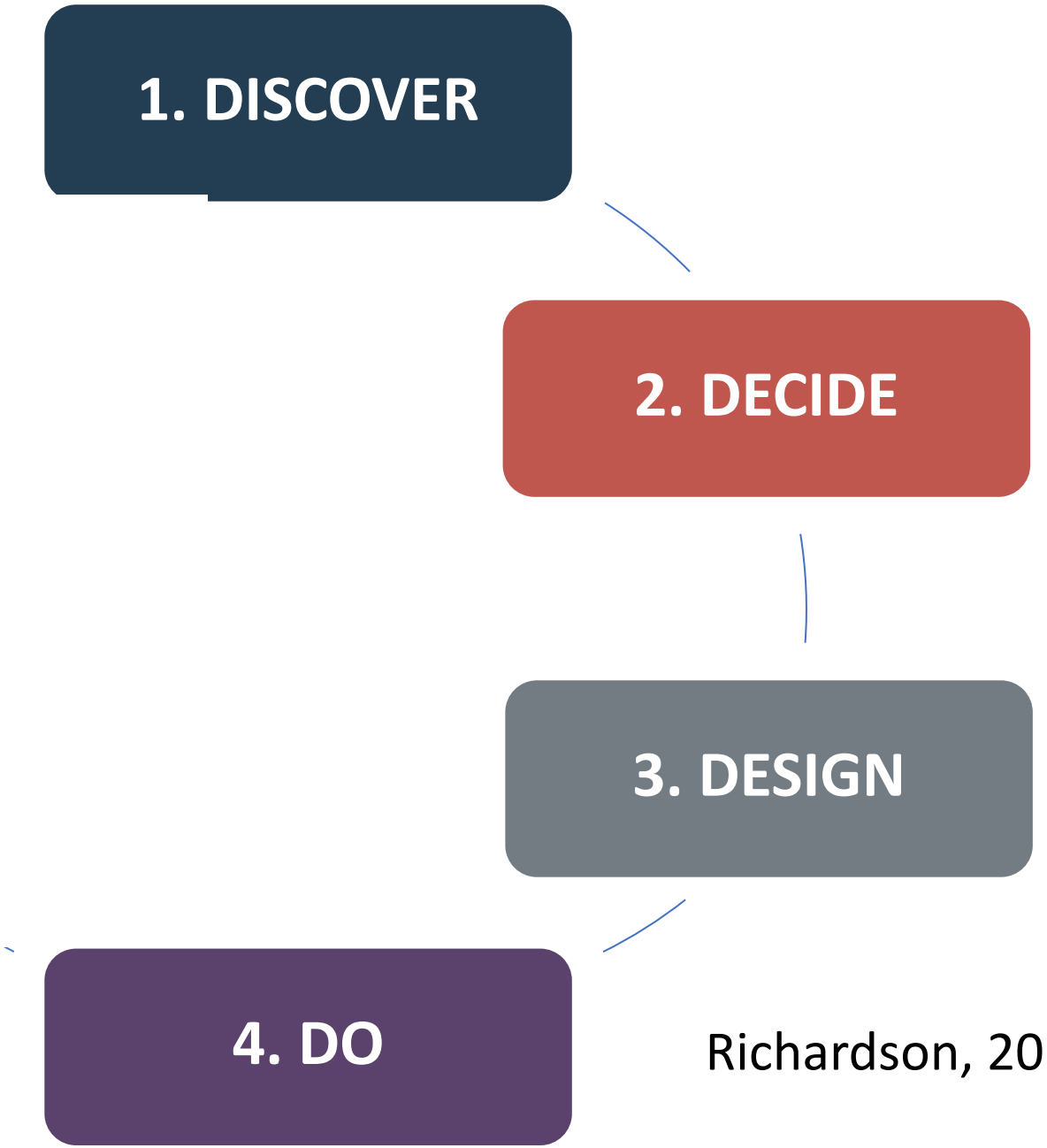
1. DISCOVER

Bell
EST 1955

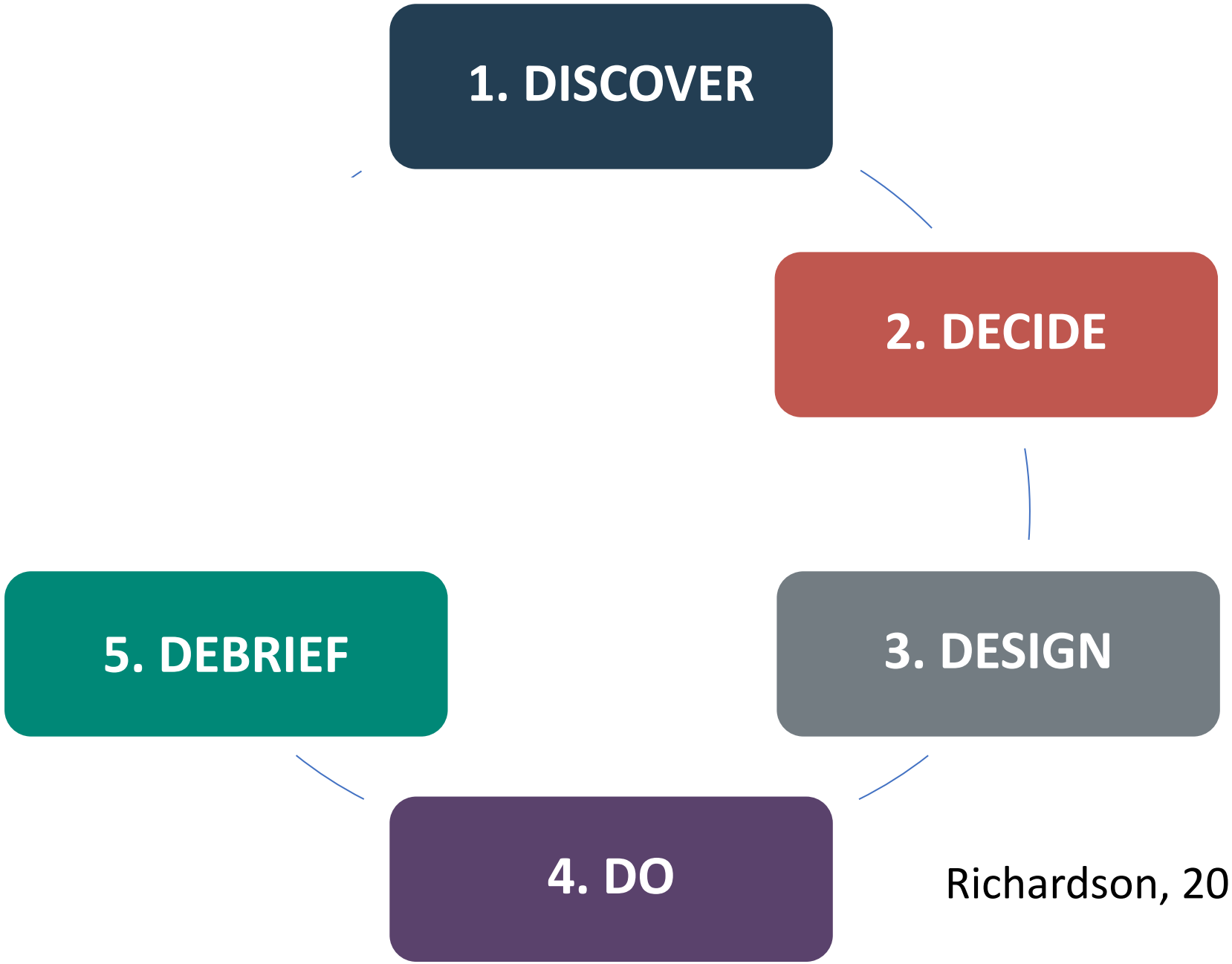
1. DISCOVER

2. DECIDE

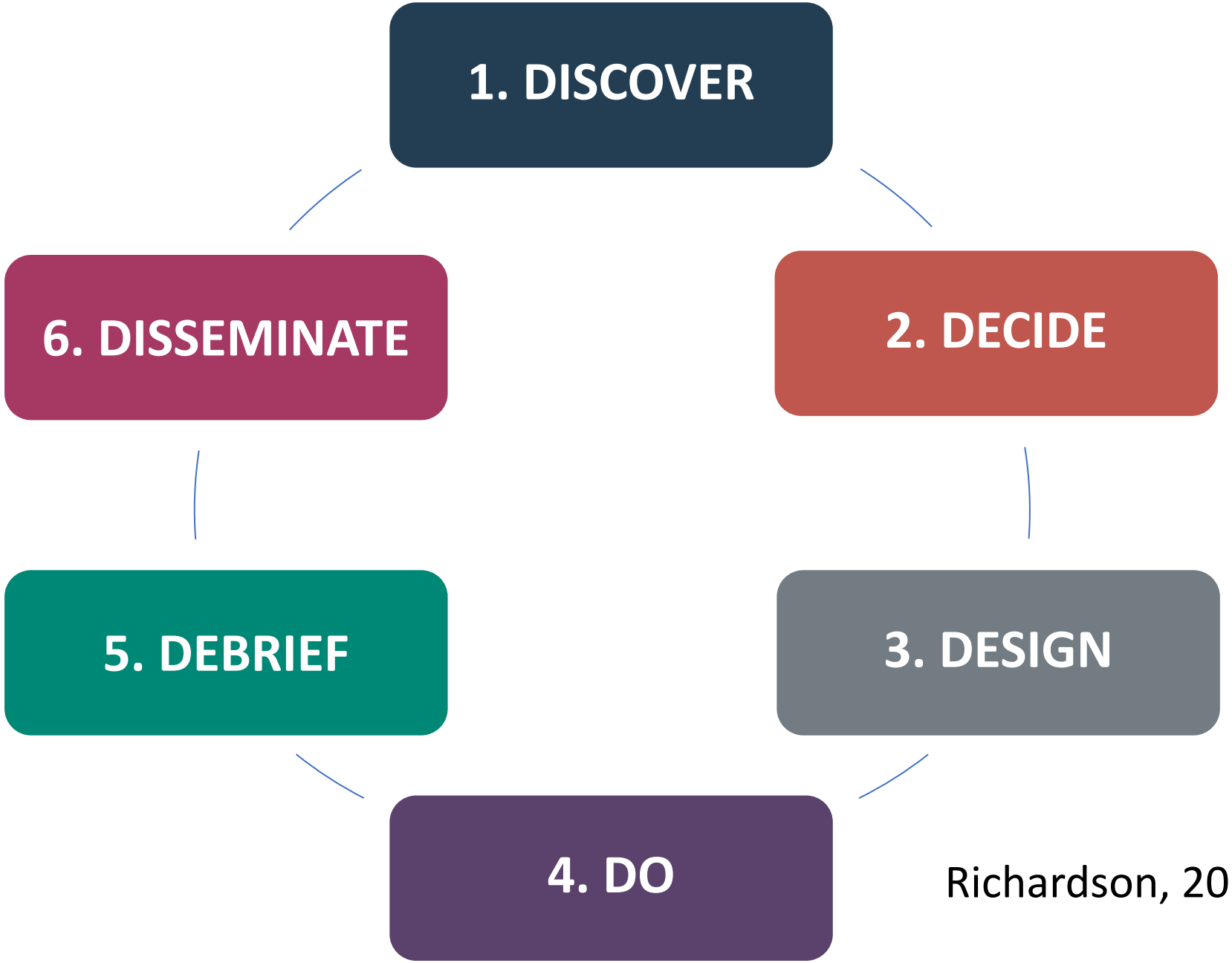

1. DISCOVER
2. DECIDE
3. DESIGN



Richardson, 2020



Richardson, 2020



Richardson, 2022

The Six Ds cycle

PROBLEM BASED – focused on **enquiry and problem-solving**

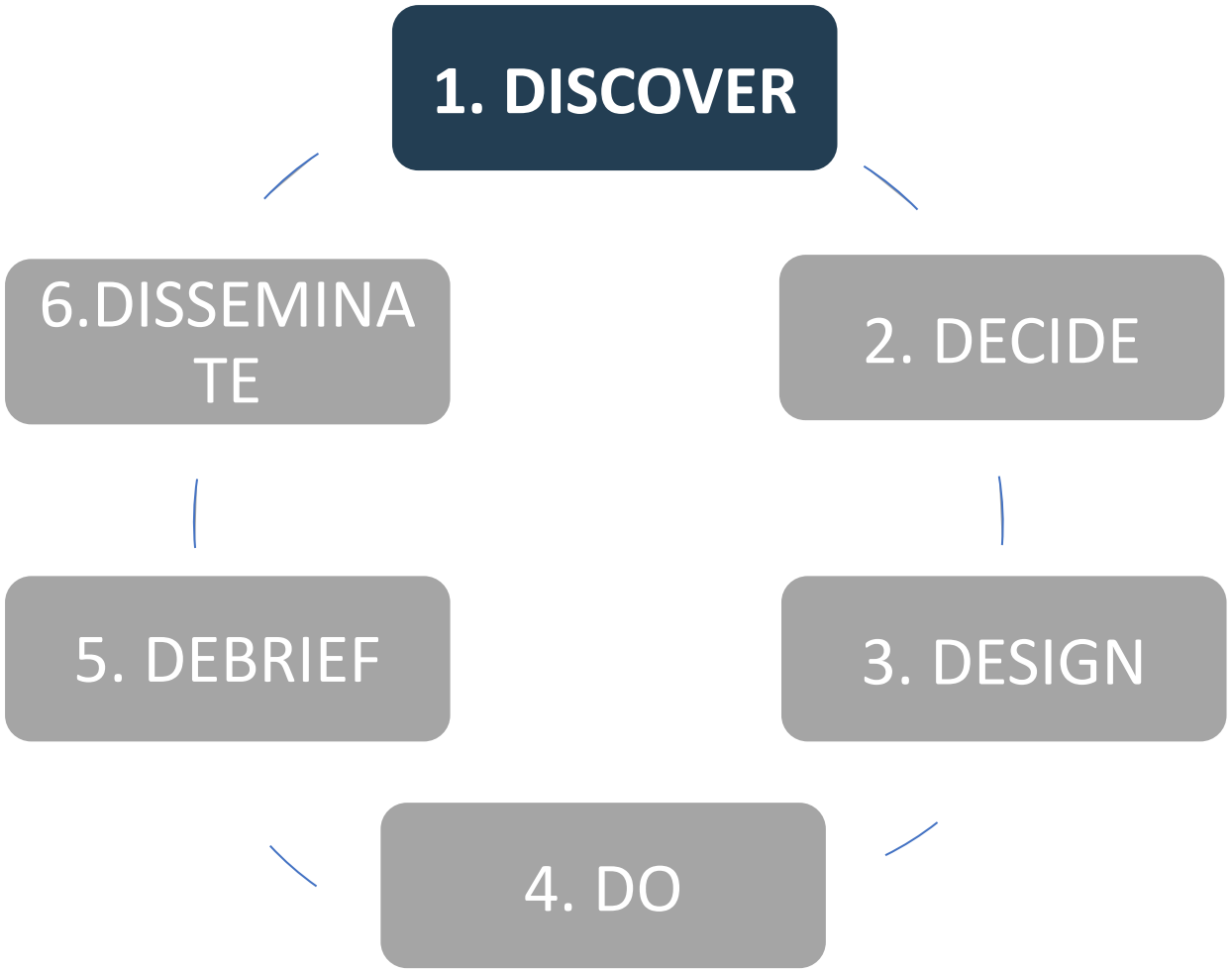
1. DISCOVER
2. DECIDE
3. DESIGN
4. DO
5. DEBRIEF
6. DISSEMINATE

What problem are we trying to solve?

What **could** we try?

What's out there that has been shown to be **effective** that might be **beneficial for our students**?

The Six Ds cycle

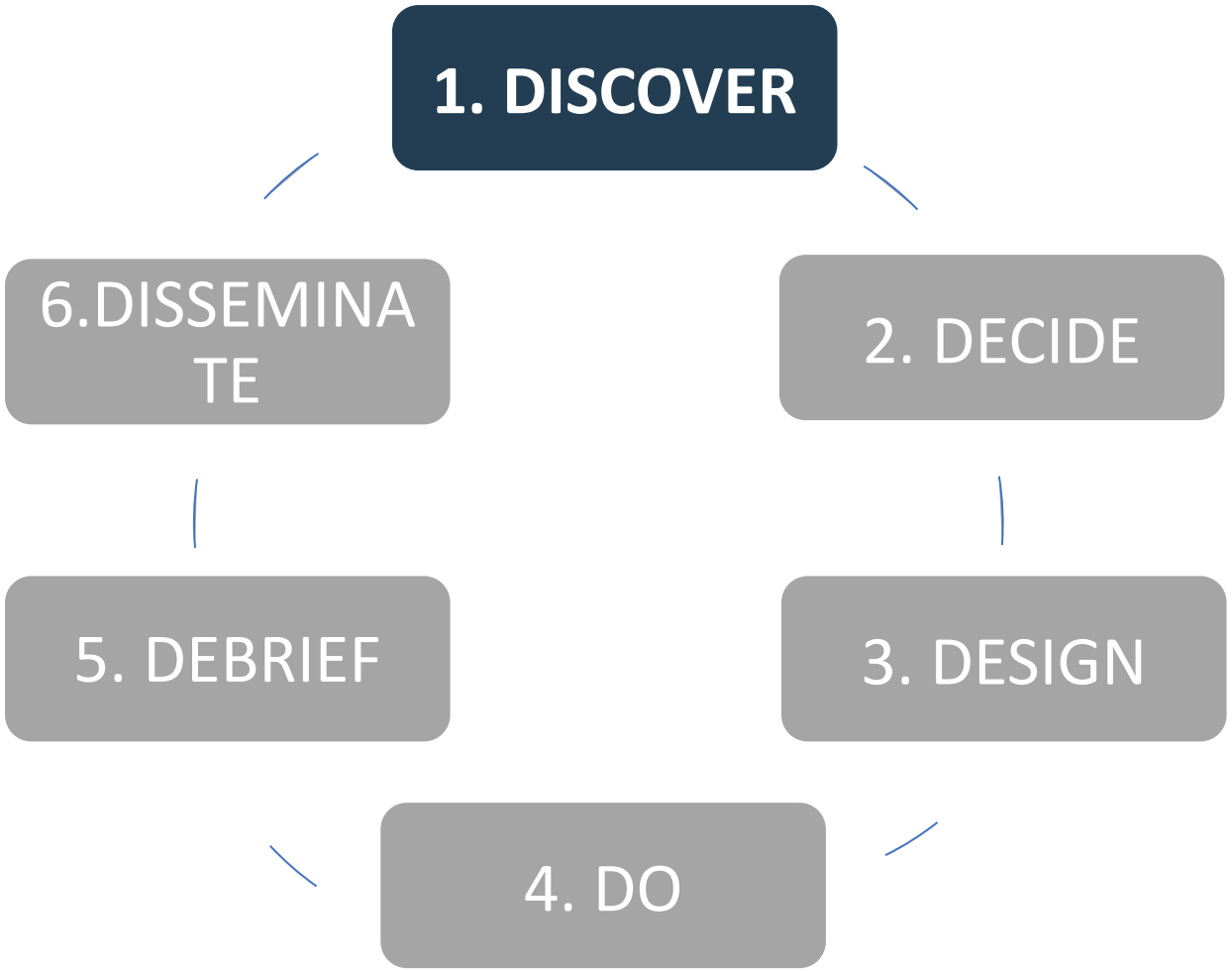


POSSIBLE SOURCES OF AWARENESS ANDS INSPIRATION

Paper (e.g.: Cambridge, Oxford)
Book (chapter)
(Journal) article
Blogpost
Webinar (recording)
Conference session
Podcast
'INSET'session
TweetMeet
Intriguing /inspiring conversation with colleagues

The Six Ds cycle

STRUCTURED – around supporting and being supported by peers

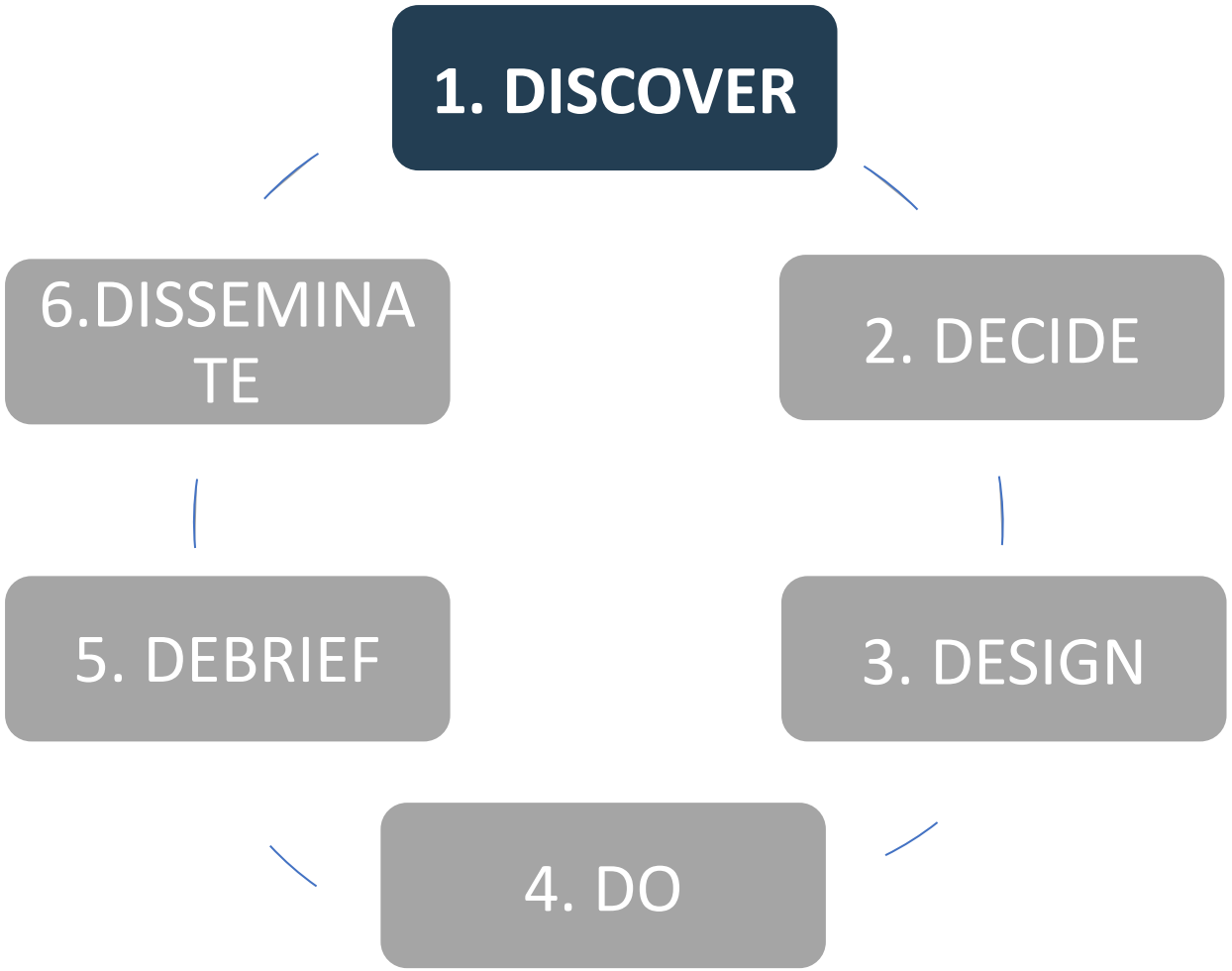


COLLABORATION

1. Sharing and/or discussing the innovative practice(s)
2. Discussing implications for own context

Would it be viable
for our students and for us
in our school and class
at this time?

Example



Giving feedback to students on their written work

PROBLEM

- We mark for hours
- Students don't (always) look at the corrections
- Feedback doesn't (always) lead to improvements in writing

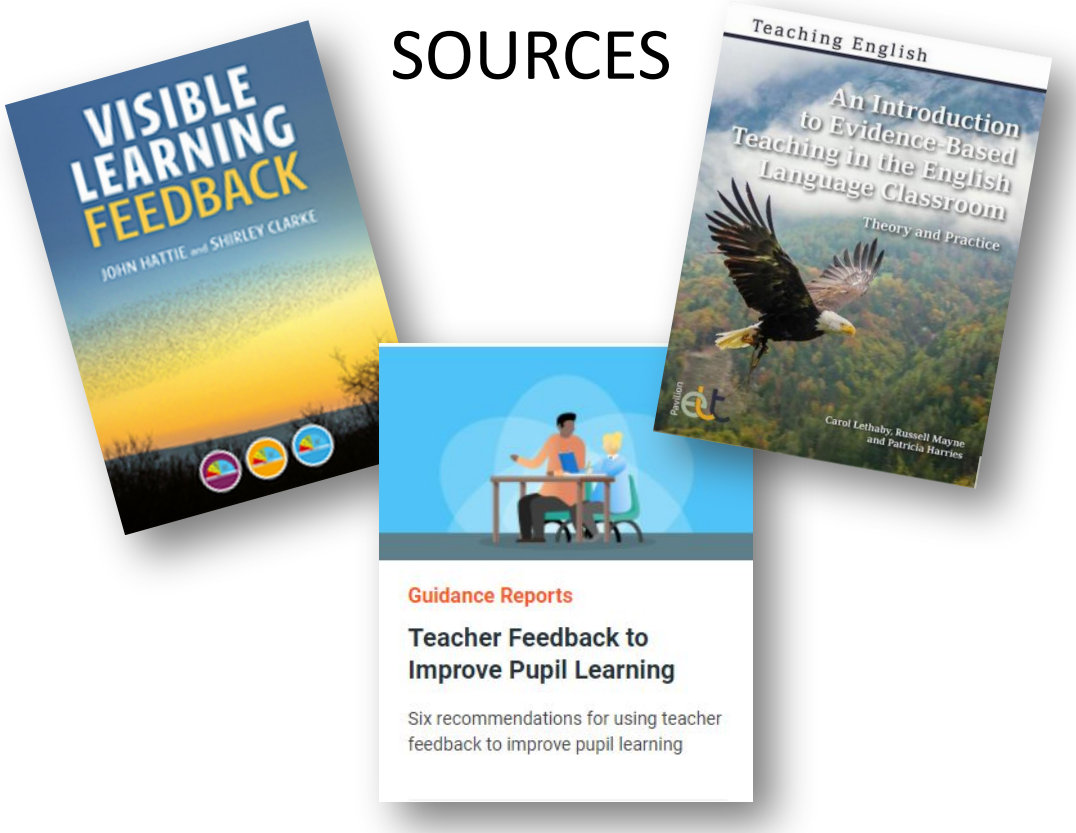
- No 'return on investment'

Example

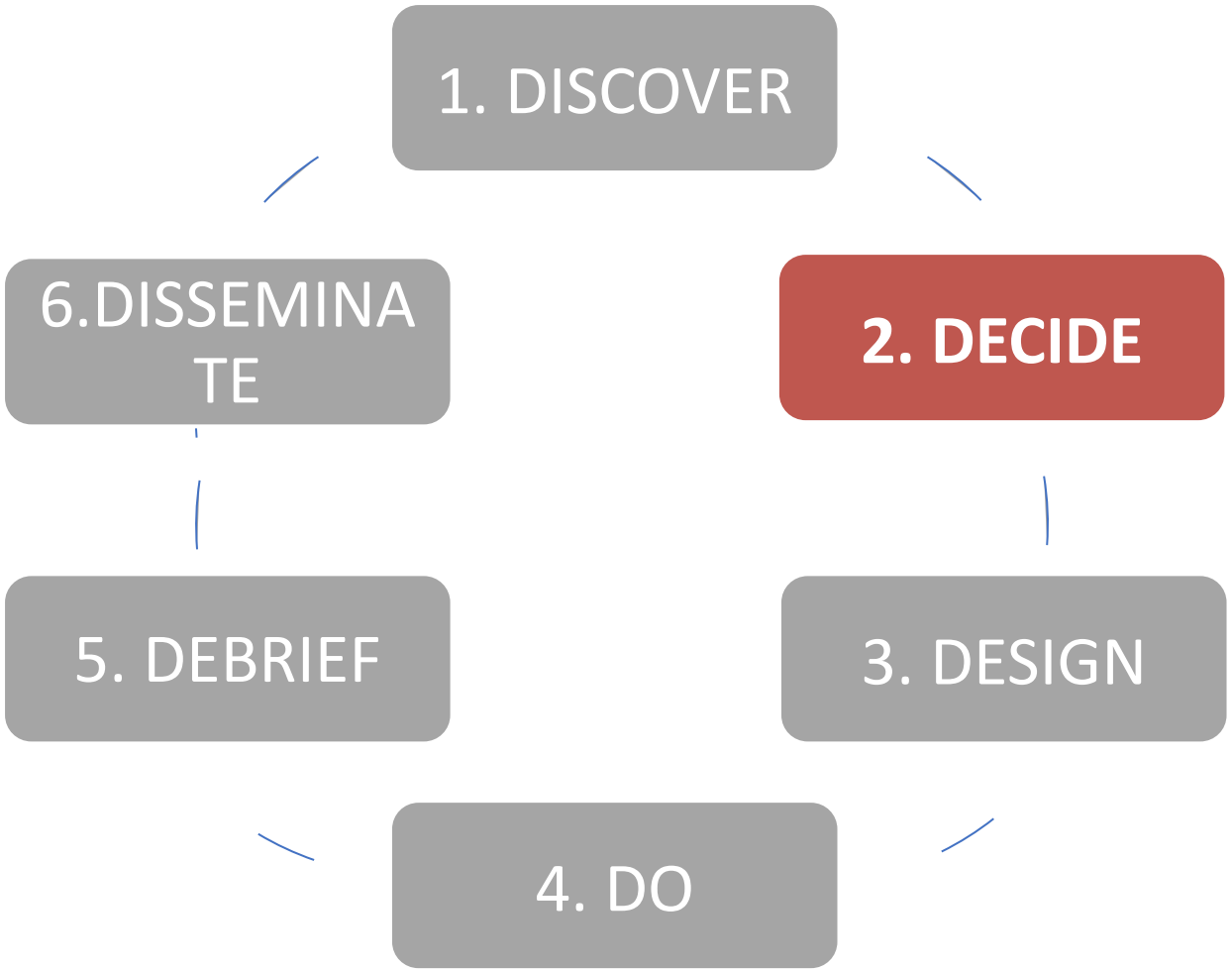
1. DISCOVER
2. DECIDE
3. DESIGN
4. DO
5. DEBRIEF
6.DISSEMINATE

Giving feedback to students on their written work

SOURCES



The Six Ds cycle



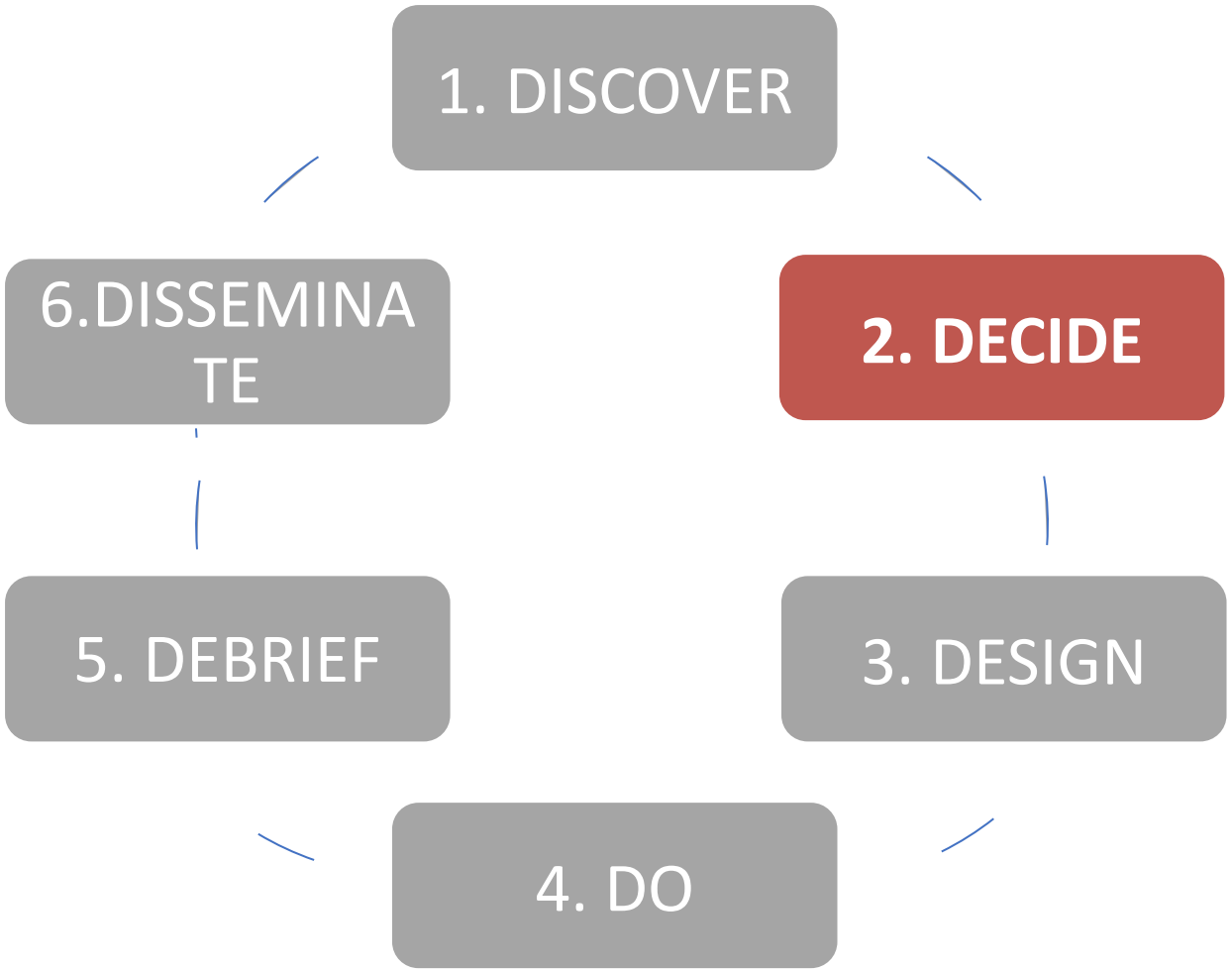
What **are we going** to try?

How are we going to prepare?

From exploration of alternatives to commitment to action

Setting conscious, specific goals

The Six Ds cycle



COLLABORATION

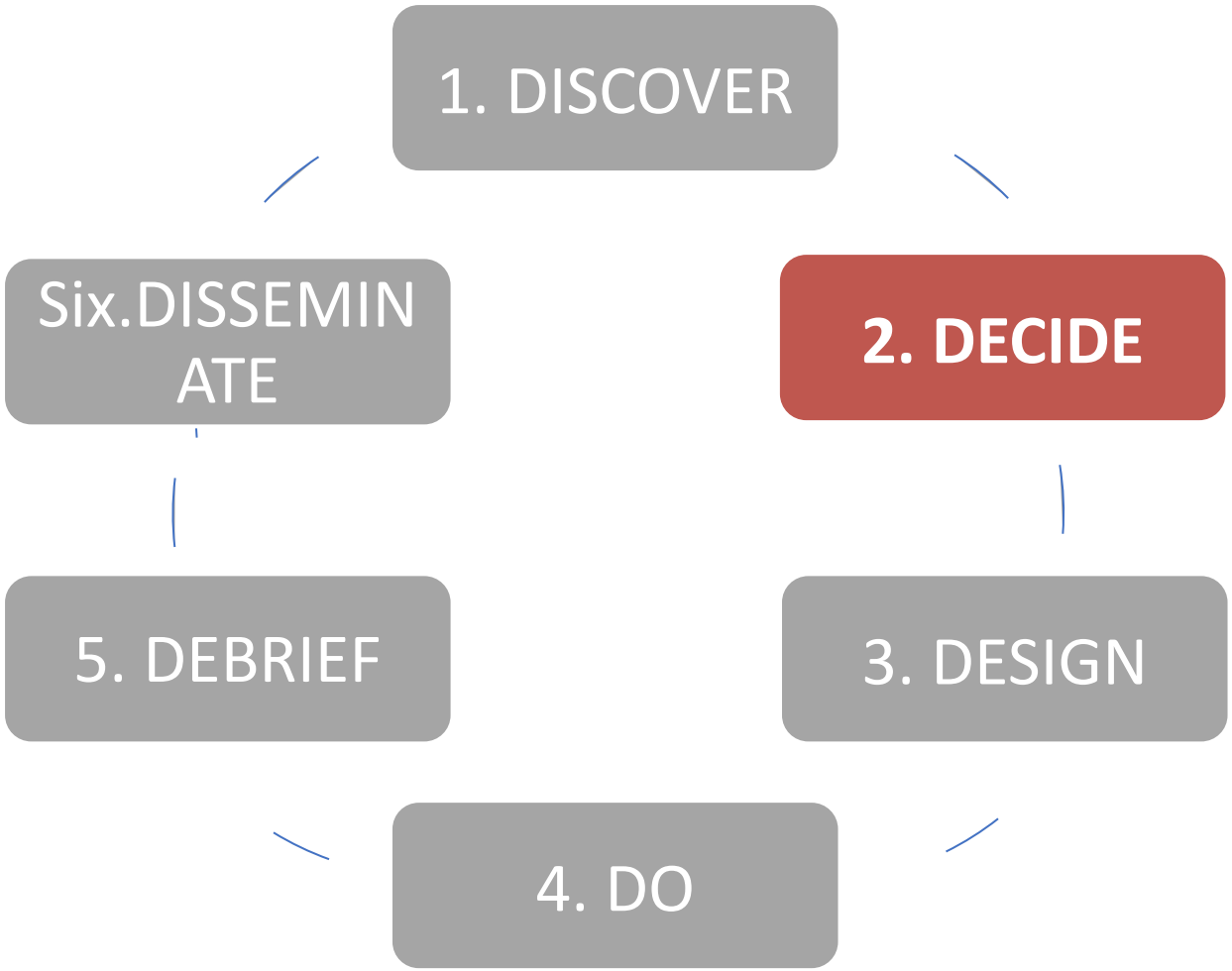
1. Discussing decisions and goals
2. Peer feedback

Are my goals specific enough?

What else should I be doing?

What am I not seeing?

The Six Ds cycle

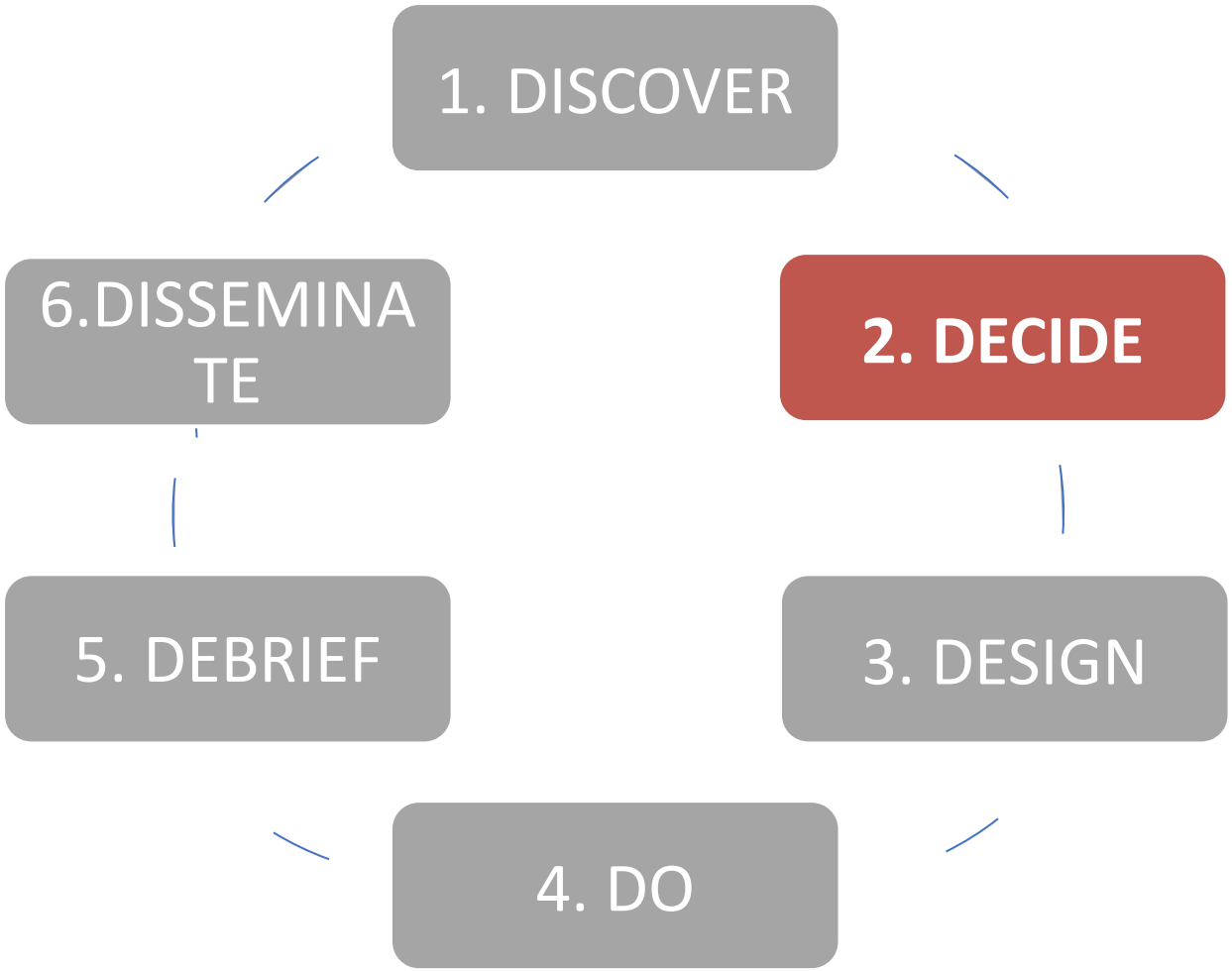


PREPARATION

OFTEN OVERLOOKED

1. Learn to use (e.g. new tech)
2. Models (e.g. new technique)
3. Rehearsal + peer feedback

The Six Ds cycle



COLLABORATION DURING PREPARATION

1. **Joint exploration of models/techniques/technology**
2. **Practice/rehearsal buddies**
   Peers help as team teachers, pretend students, or both
3. **Peer feedback**

Example

1. DISCOVER

2. DECIDE

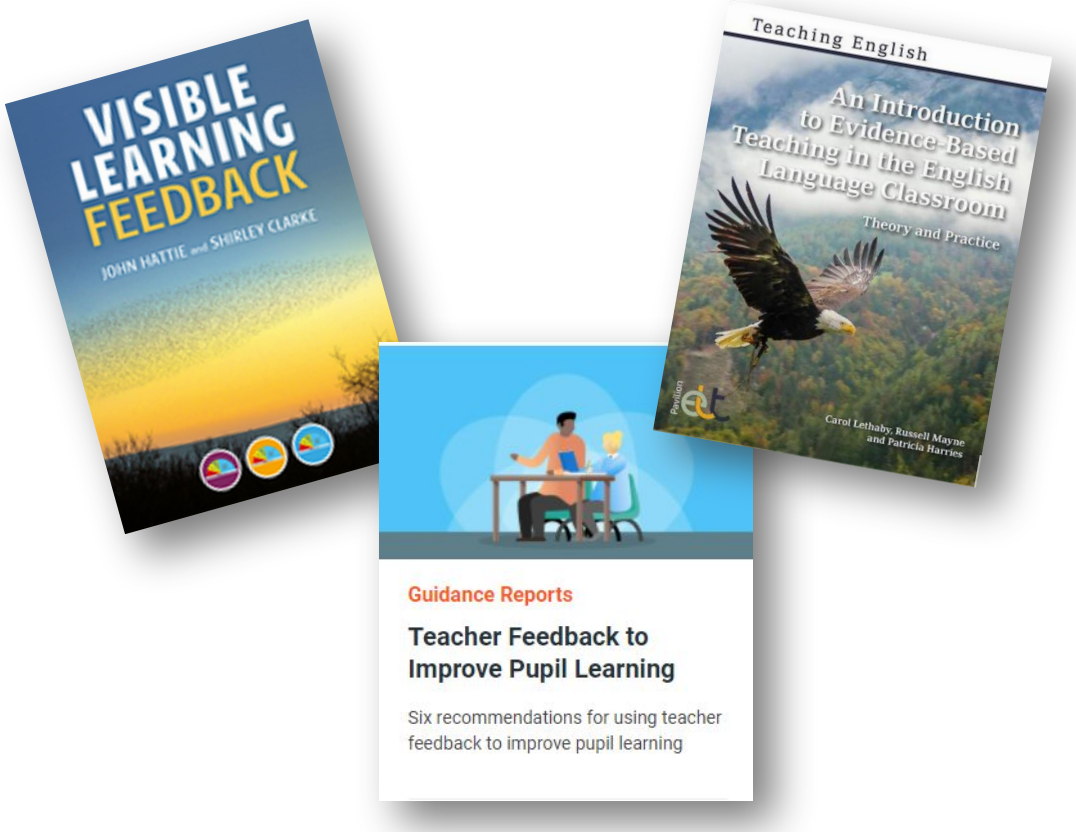
3. DESIGN

4. DO

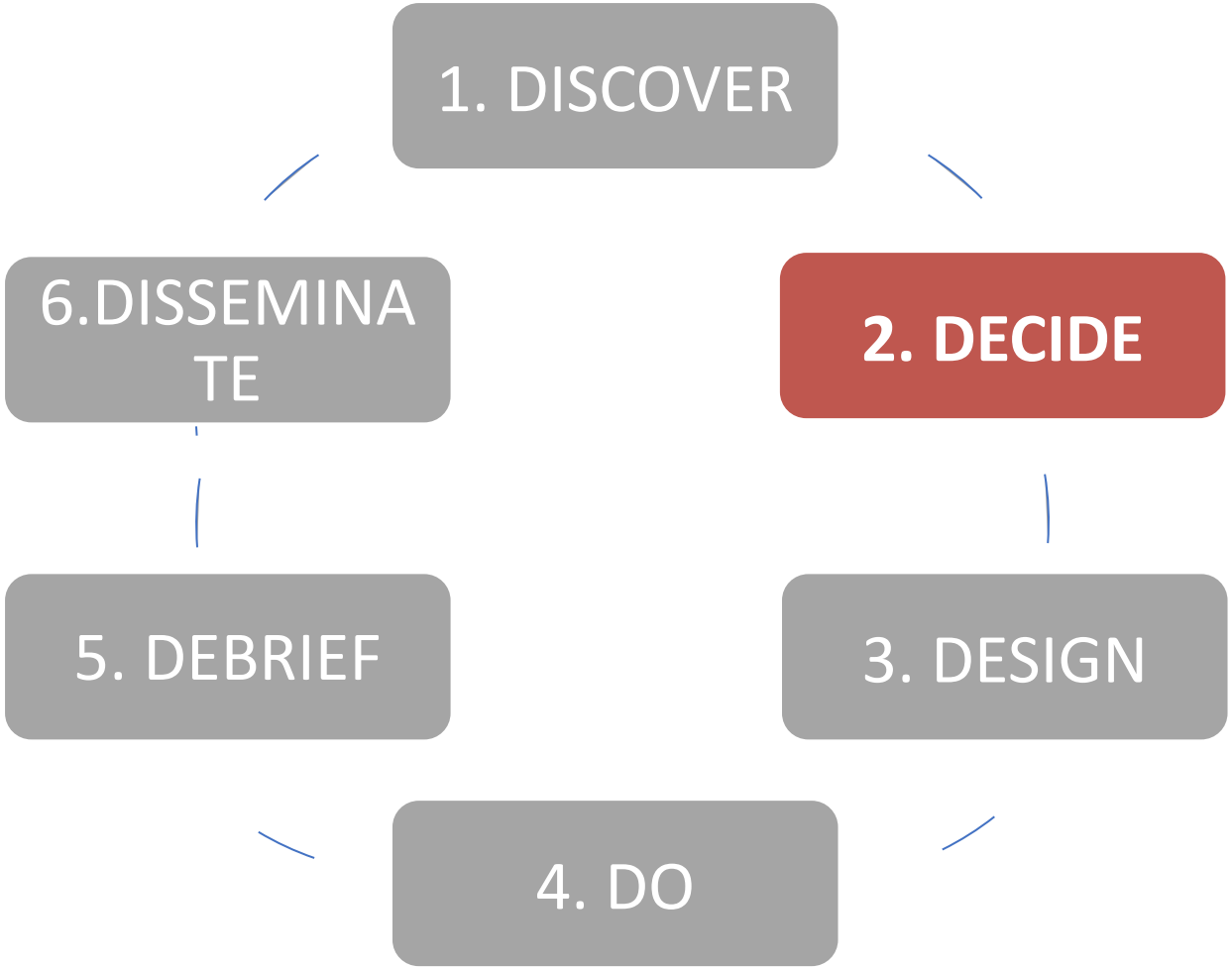
5. DEBRIEF

6.DISSEMINATE

Giving feedback to students on their written work



Example



Giving feedback to students on their written work: GOALS

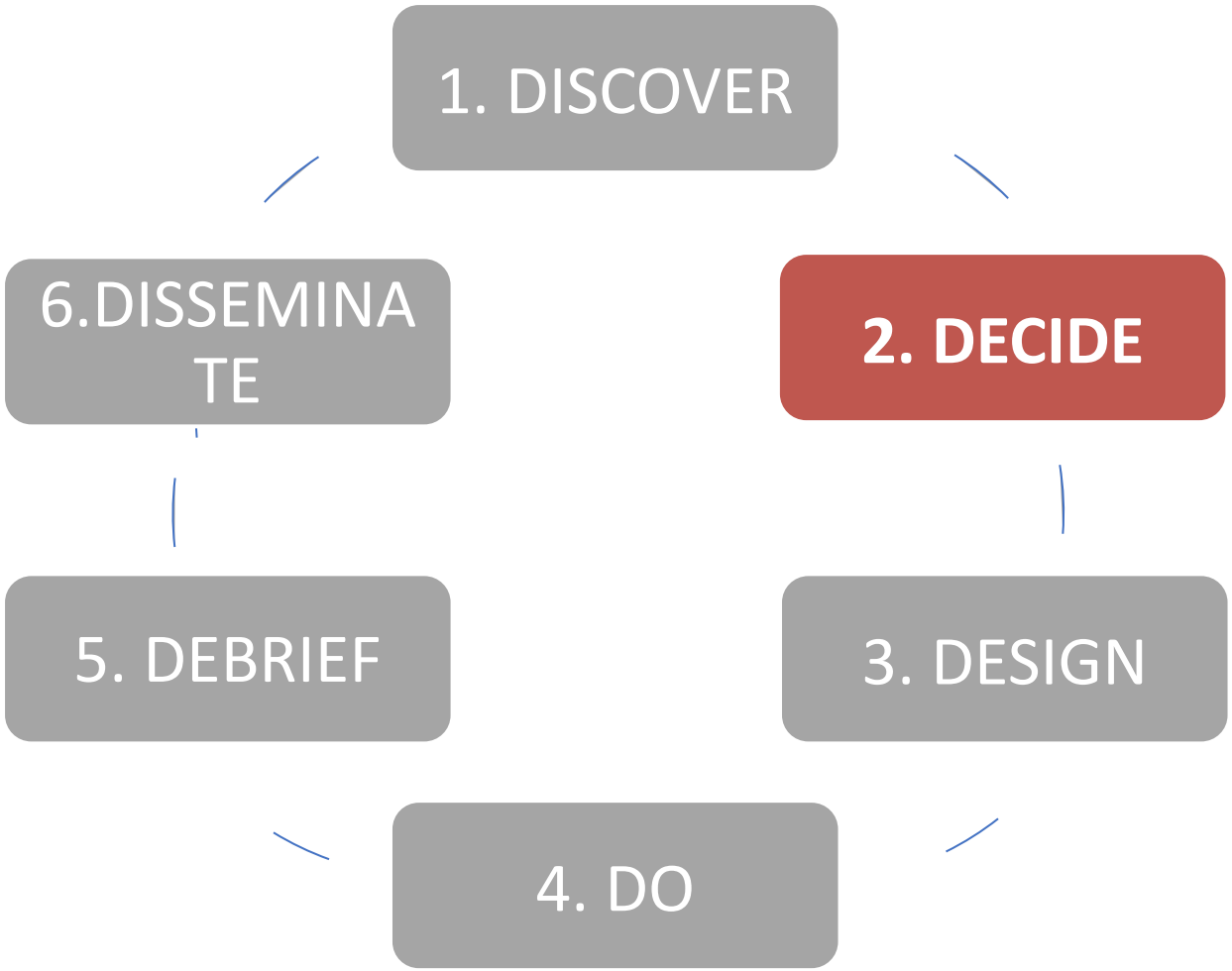
Different for different teachers

RELEVANT TO INDIVIDUAL TEACHERS

e.g.: *I'm going to try…*

- *Direct correction (if used to indirect)*
- *Focused feedback (if used to unfocused)*

Example



Giving feedback to students on their written work: THE PREPARATION

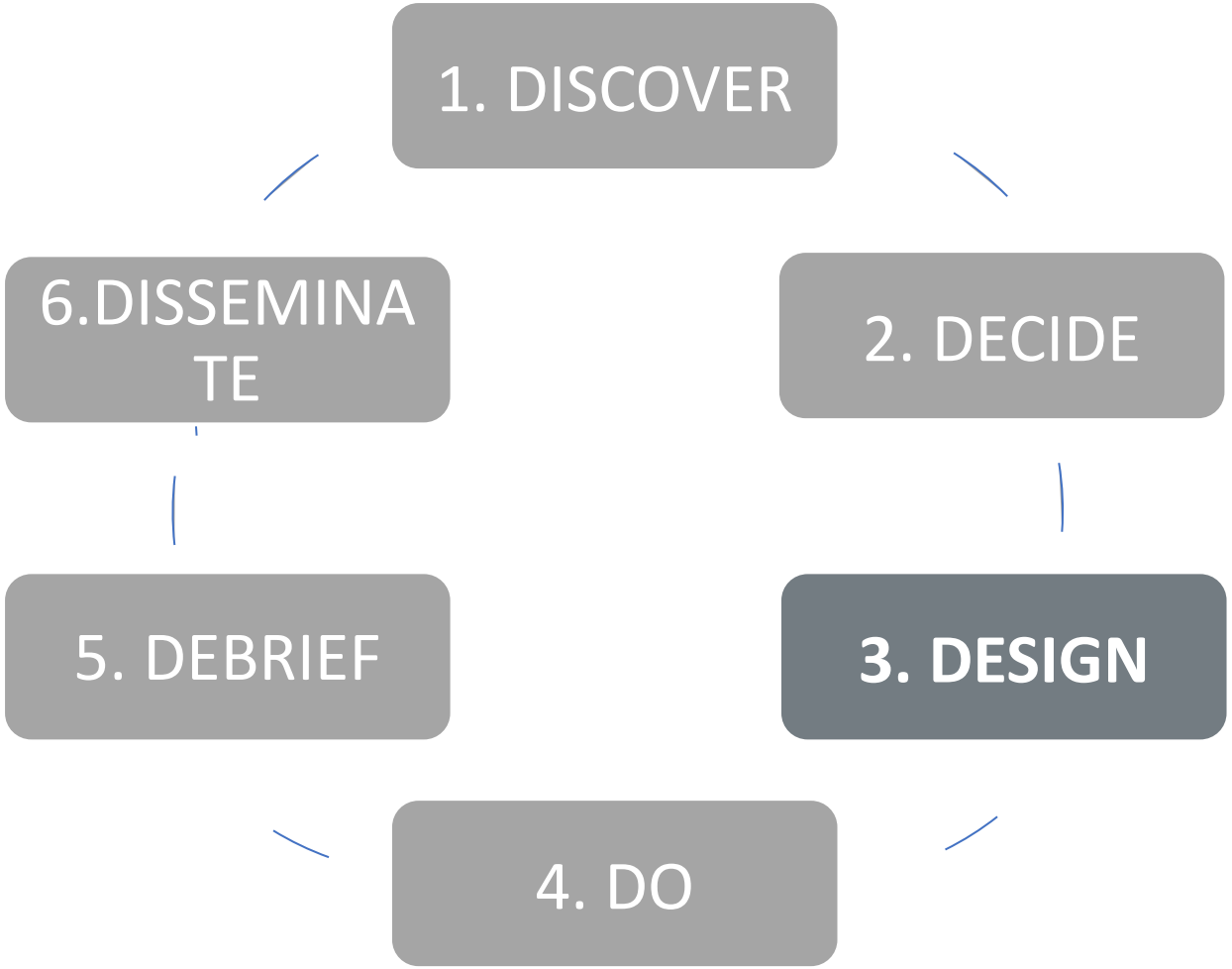
1. **Exploring models**
   What does good direct correction or focused feedback look like?
2. **Practise using strategies**
   Mock feedback on written work using chosen strategy
3. ~~Peer feedback~~

Was my feedback direct/specific enough?

WWW

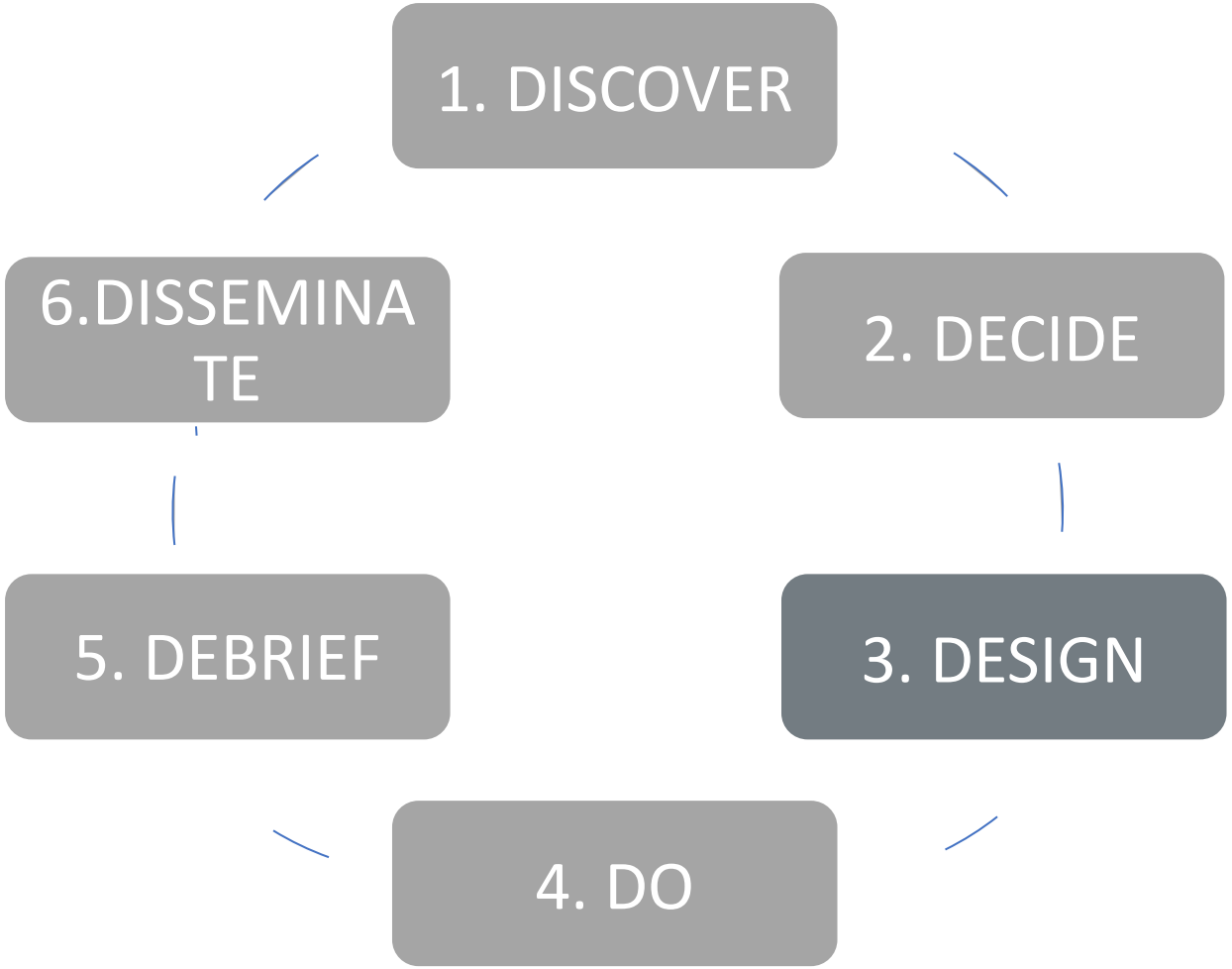
EBI

The Six Ds cycle



1. The implementation
2. The evaluation

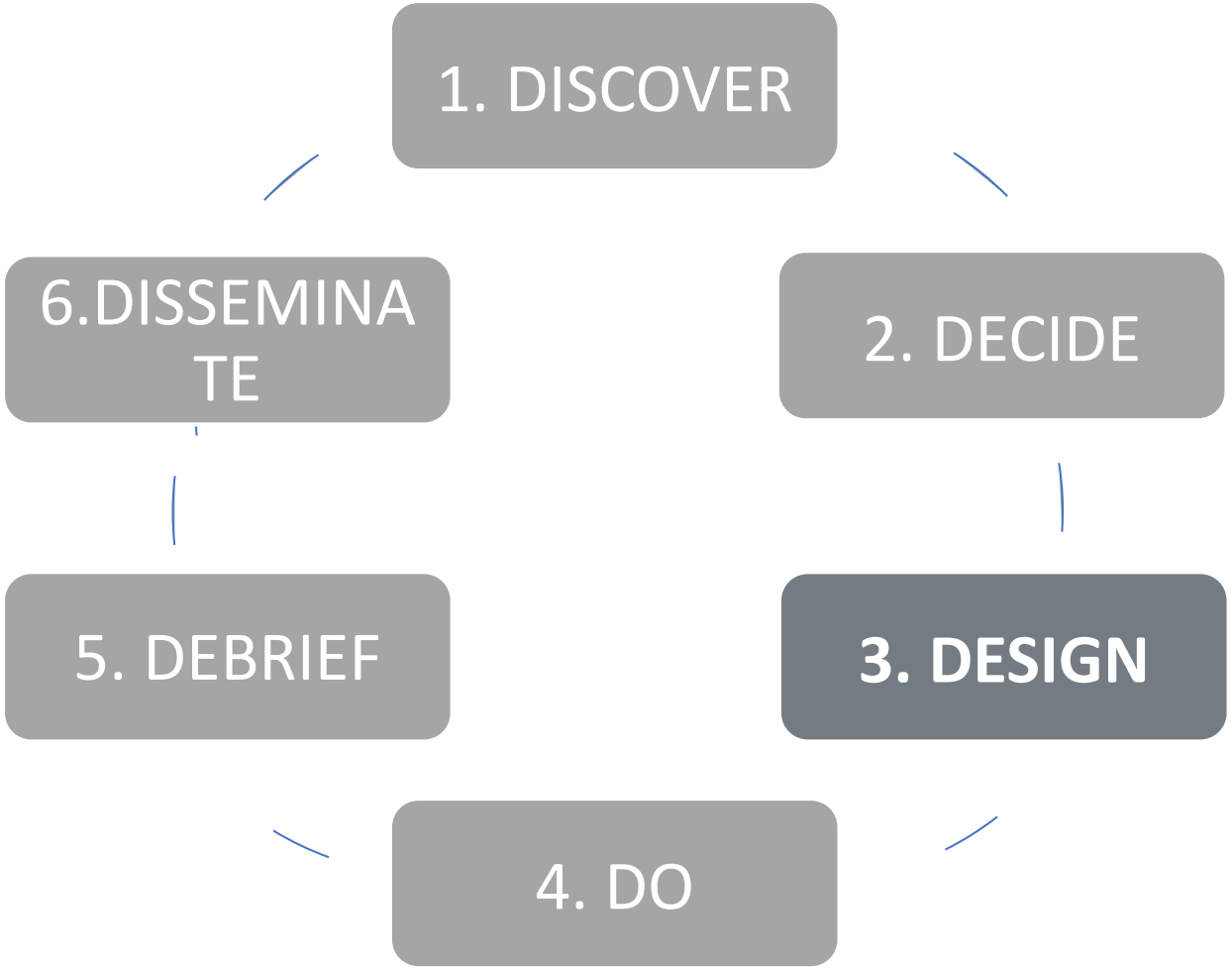
The Six Ds cycle



1. DESIGN THE IMPLEMENTATION

Which class?
When?
For how long?
How?

Example



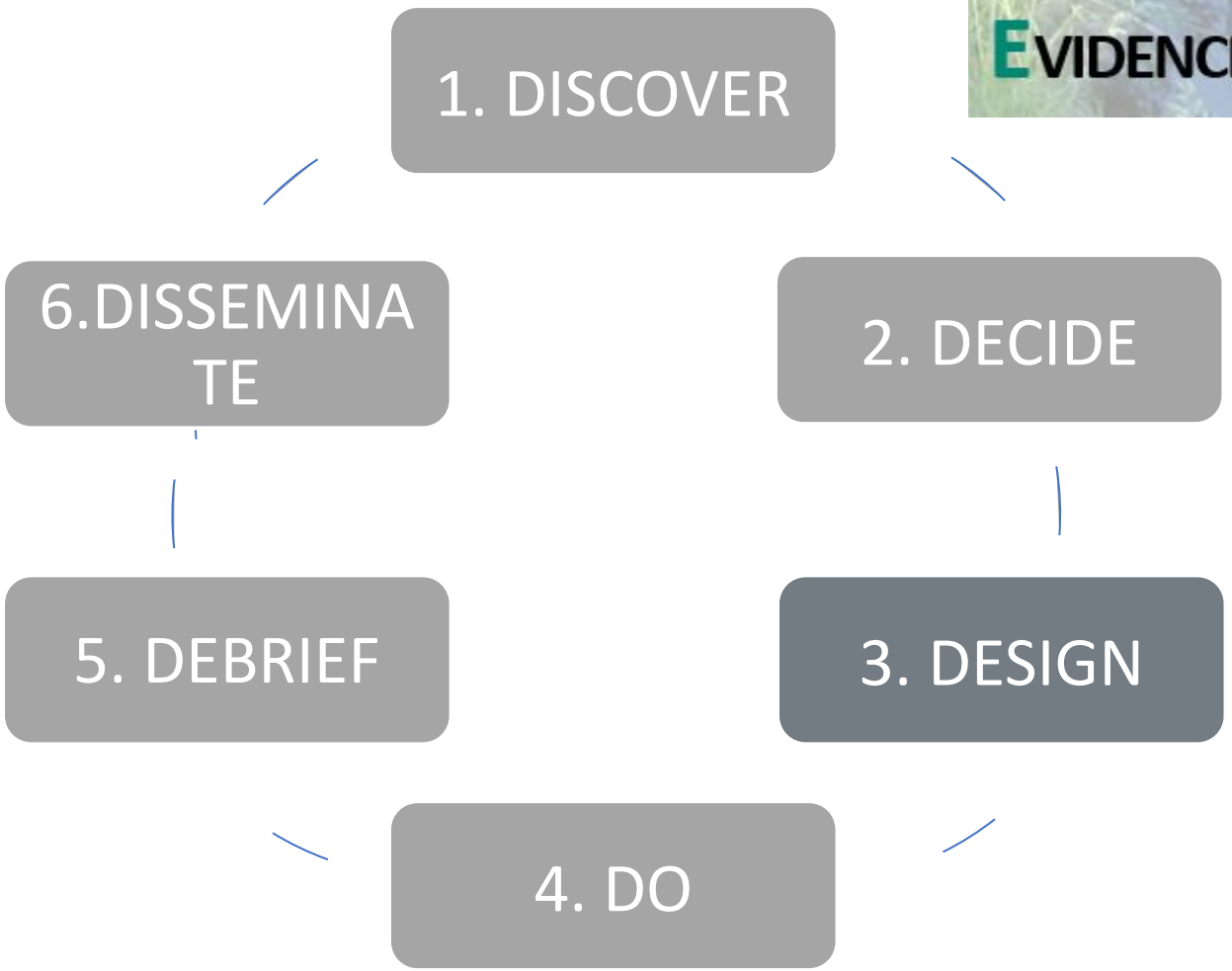
Giving feedback to students on their written work: DESIGN THE IMPLEMENTATION

1. Which class? *Morning*
2. When? *Following week*
3. For how long? *A month*
4. How?

a) Implement the strategy

b) Collect information

The Six Ds cycle



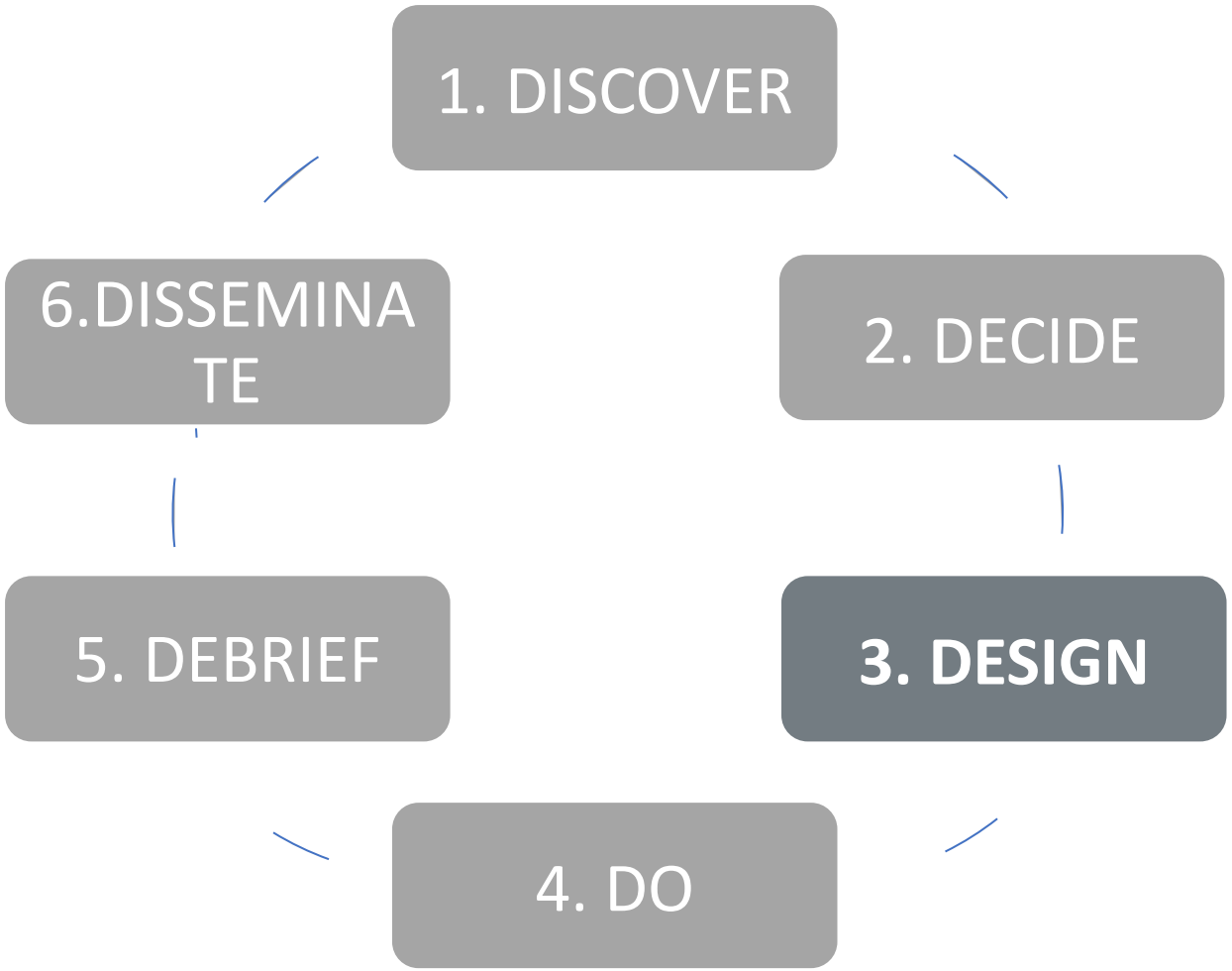
EVIDENCE-RICH – teachers study **how students are responding** to changes

2. DESIGN THE EVALUATION

How will I find out how students are responding to the innovation?

What information will I need to collect?

Example



Giving feedback to students on their written work: DESIGN THE EVALUATION

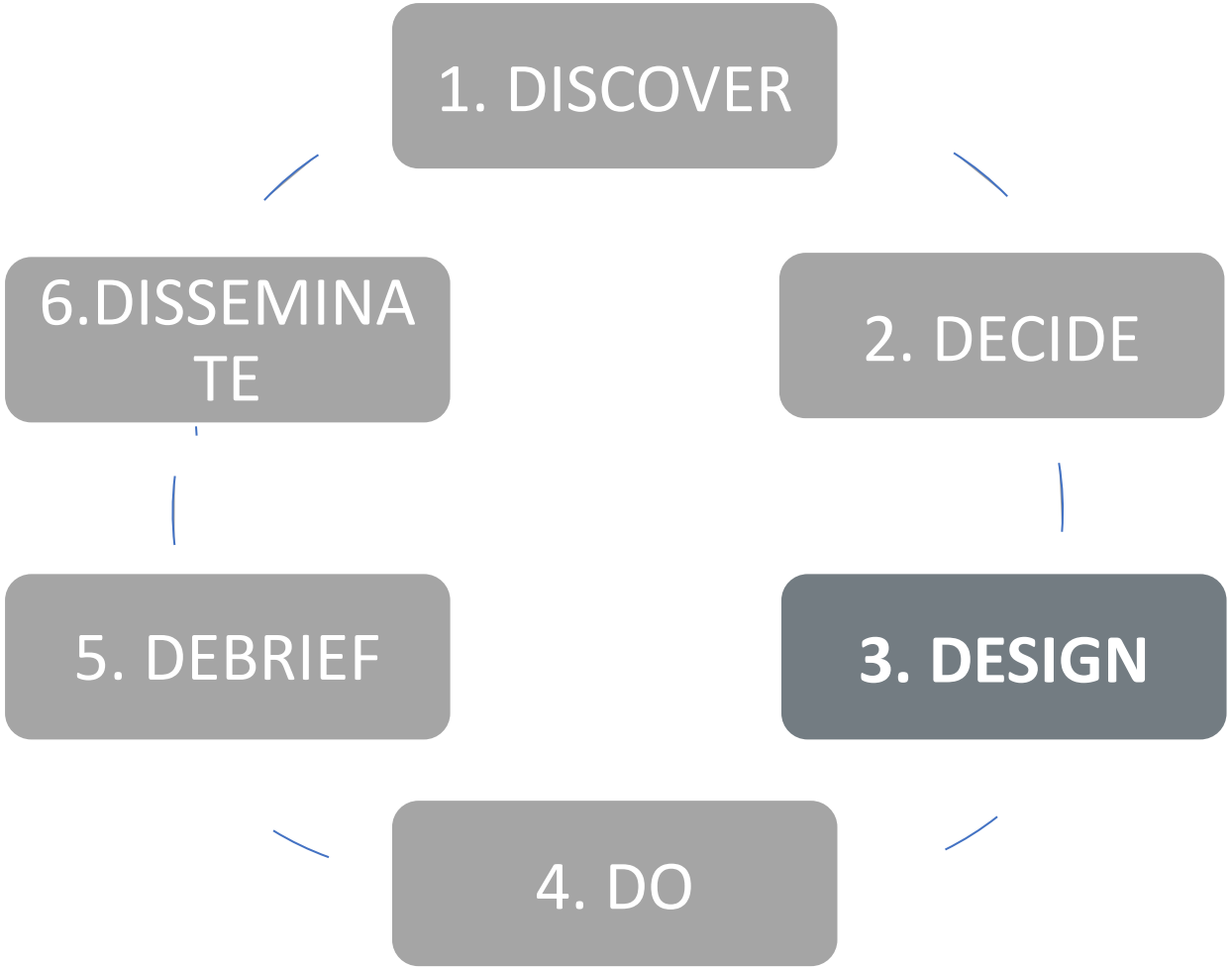
a) Save samples of students' work with feedback

b) Refer back when marking next:

Has student X taken the previous corrections on board?

Is there improvement in their written work?

The Six Ds cycle

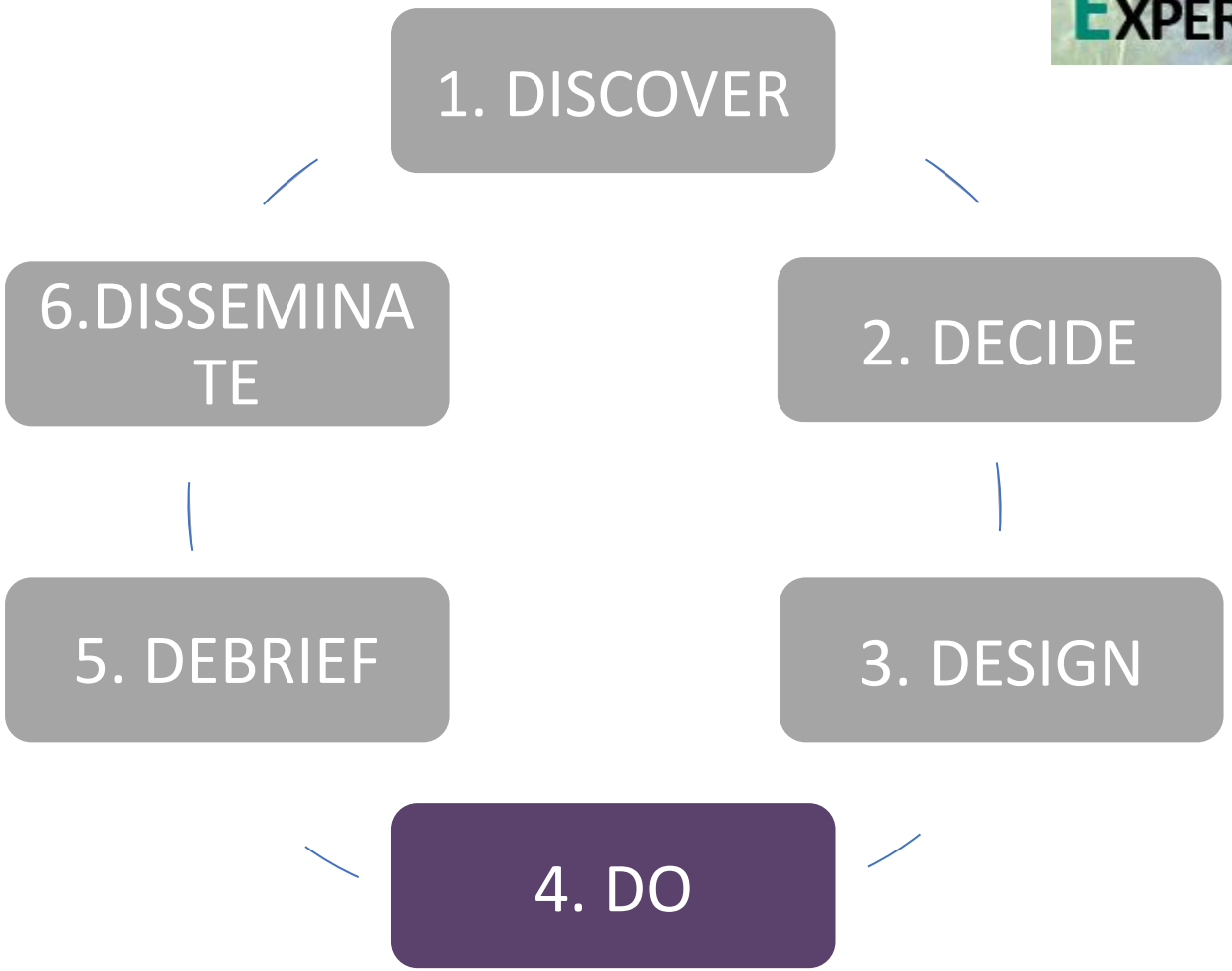


COLLABORATION

1. Joint planning

2. Peer feedback

The Six Ds cycle

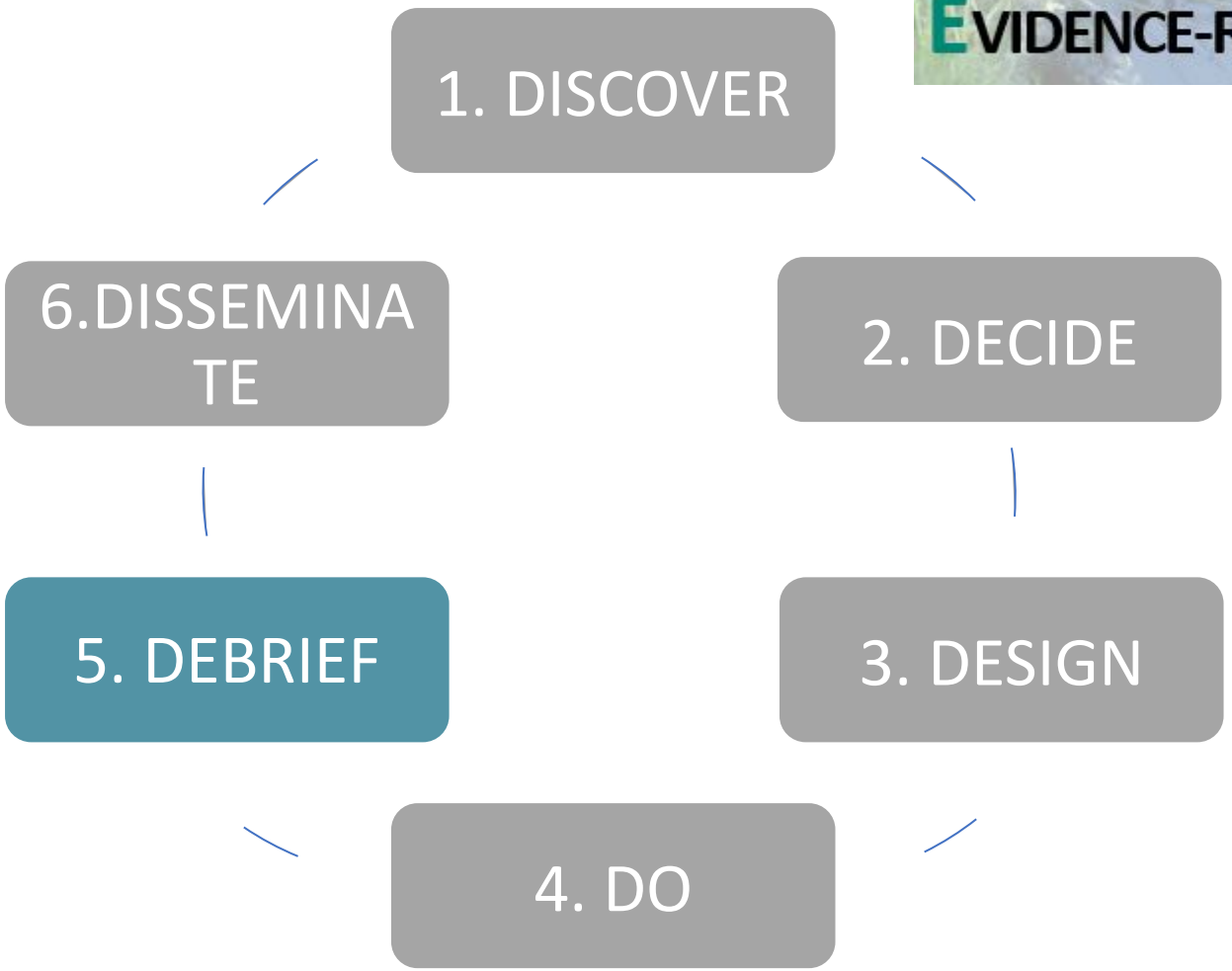


EXPERIMENTAL – teachers try out, refine and embed **new approaches**

1. Implement the innovation

2. Collect the information

The Six Ds cycle



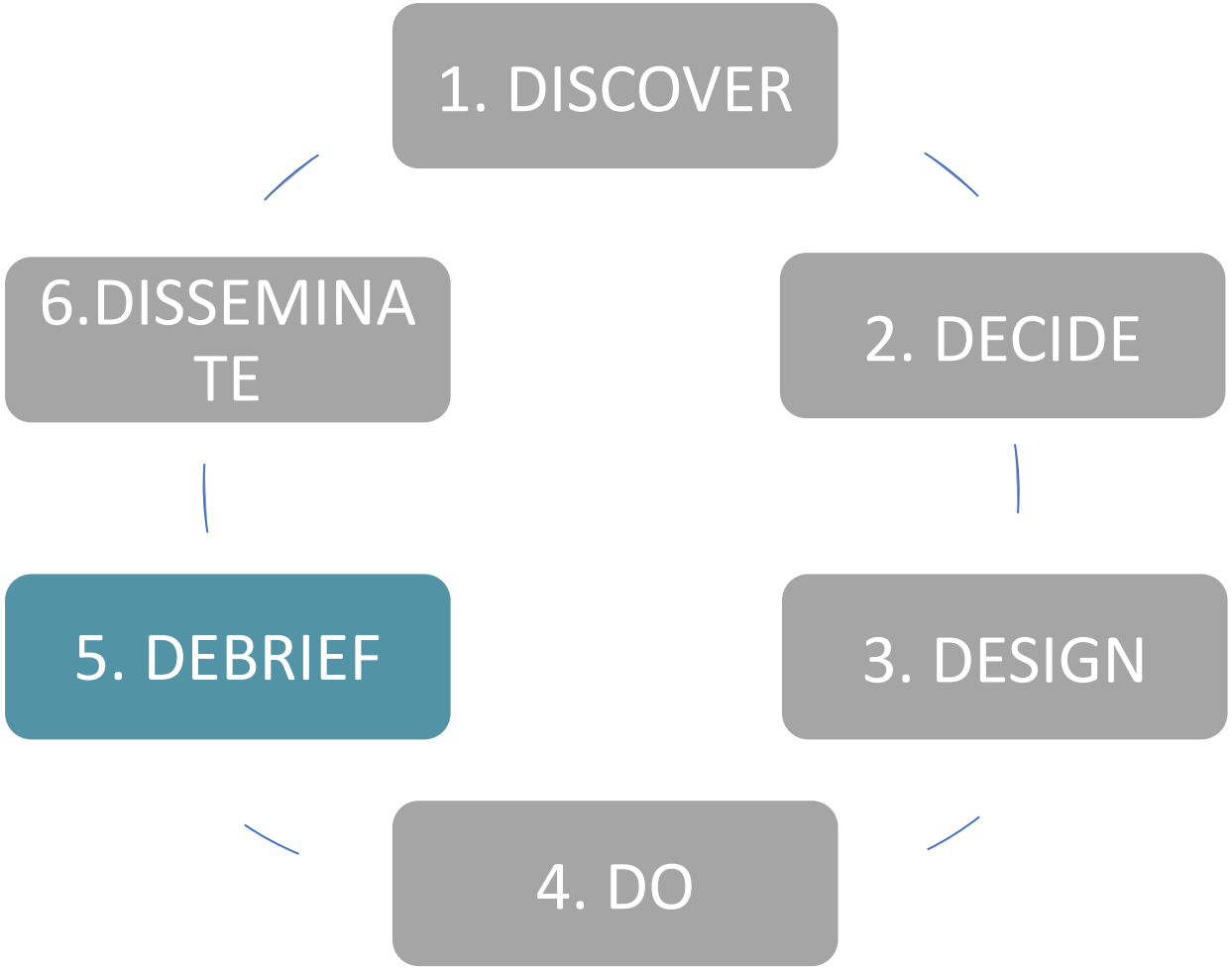
EVIDENCE-RICH – teachers study **how students are responding** to changes

How well did it work?

Did it lead to better learning?

Is it worth developing further and sharing with more colleagues?

The Six Ds cycle

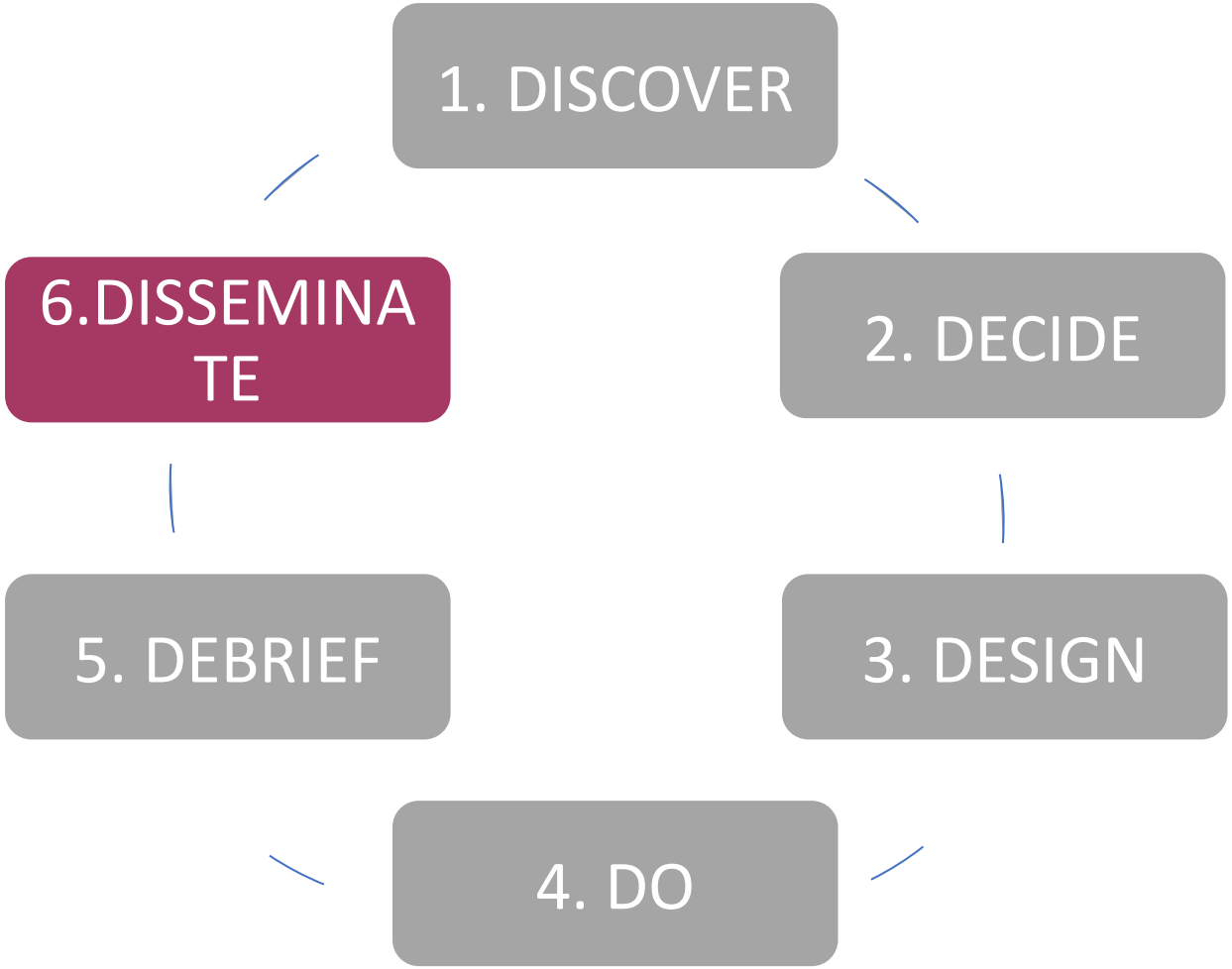


COLLABORATION

Peer as sounding board/critical friend

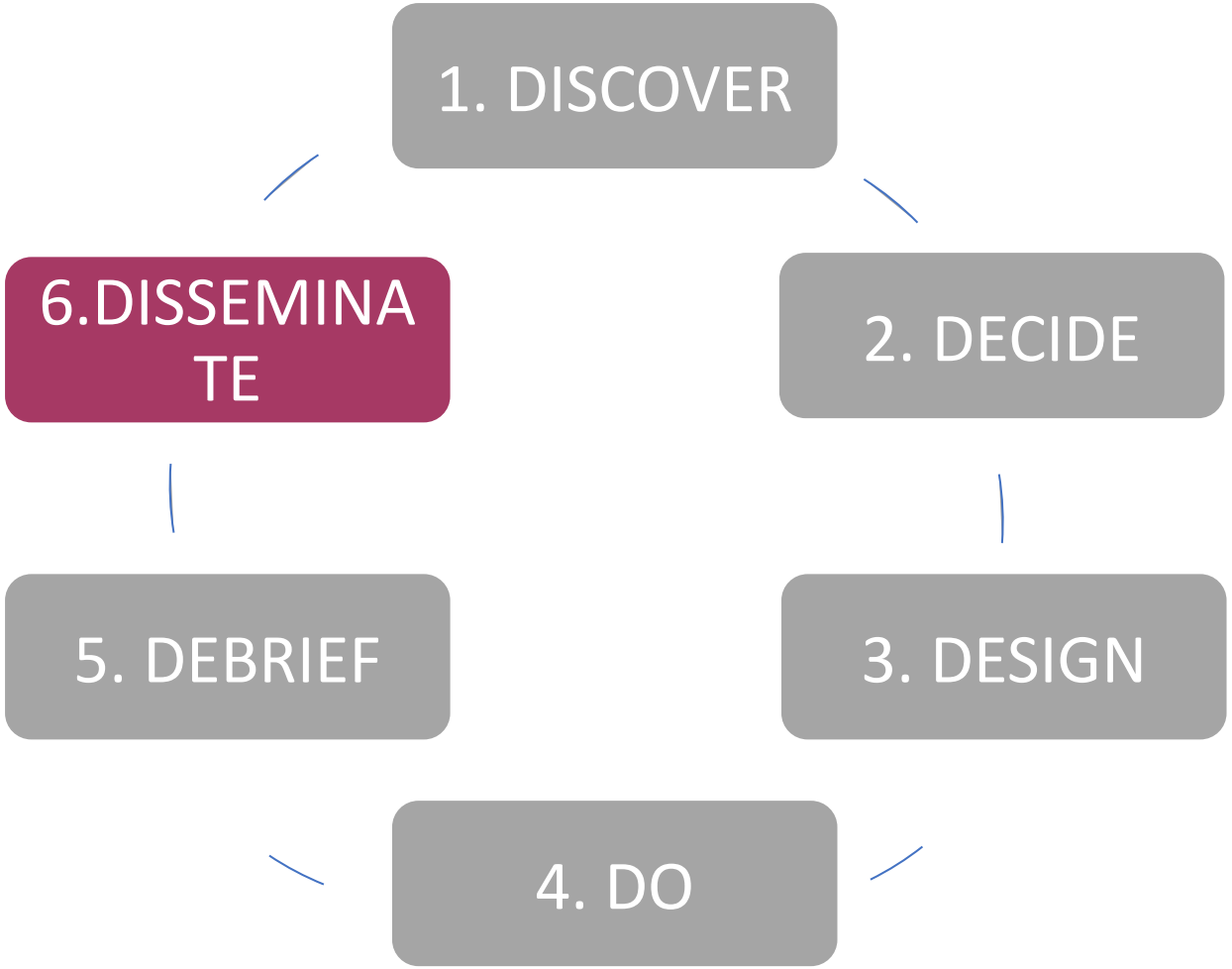
Ask provocative questions
Seeking clarification
Challenge supportively

The Six Ds cycle



‘Show and tell’
for awareness and inspiration

The Six Ds cycle



COLLABORATION

1. Joint production of a session, article, blogpost, video, etc.

2. Dissemination *is* collaboration with the wider field

Pause and take stock

‘Me’ time

2 minutes

1. Do I fully understand what’s involved in the six stages of the Six Ds cycle?
2. Do I have any questions and/or ‘yes, buts…’ that I’d like to raise?

Want to know more?

Chapter on the Six Ds Cycle

CUP Better Learning Research Review

July 2022

Collaborative approaches

1. The Six D Cycle

2. Lesson Study

What's Lesson Study?

PROBLEM BASED – focused on **enquiry and problem-solving**

A highly specified form of classroom action research focusing on the development of **teaching practice knowledge**

Dr John Mynott

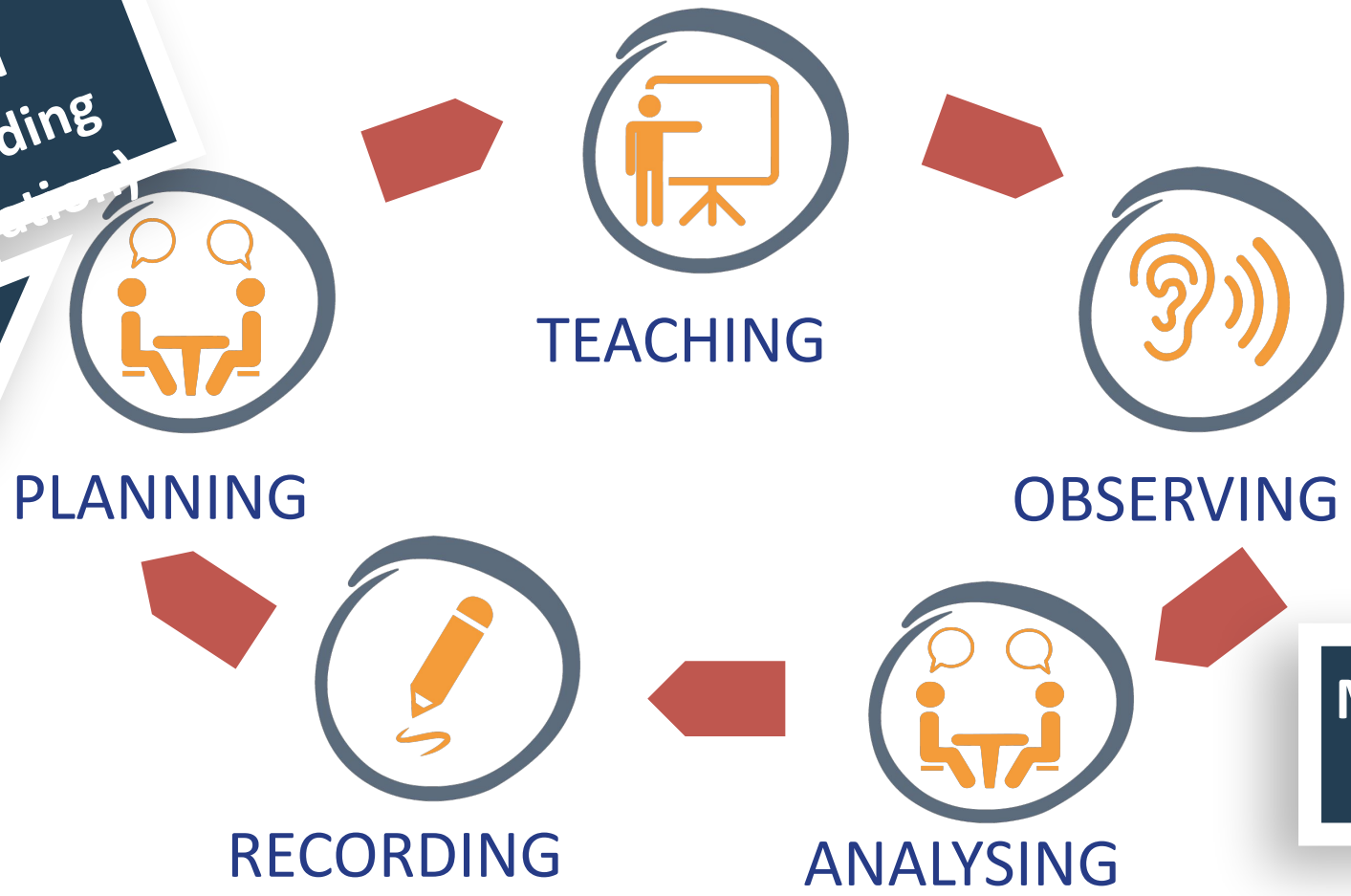
Prof. Peter Dudley

A **trial space** where ideas can be created and explored, and **innovation** can take place.

EXPERIMENTAL – teachers try out, refine and embed **new approaches**

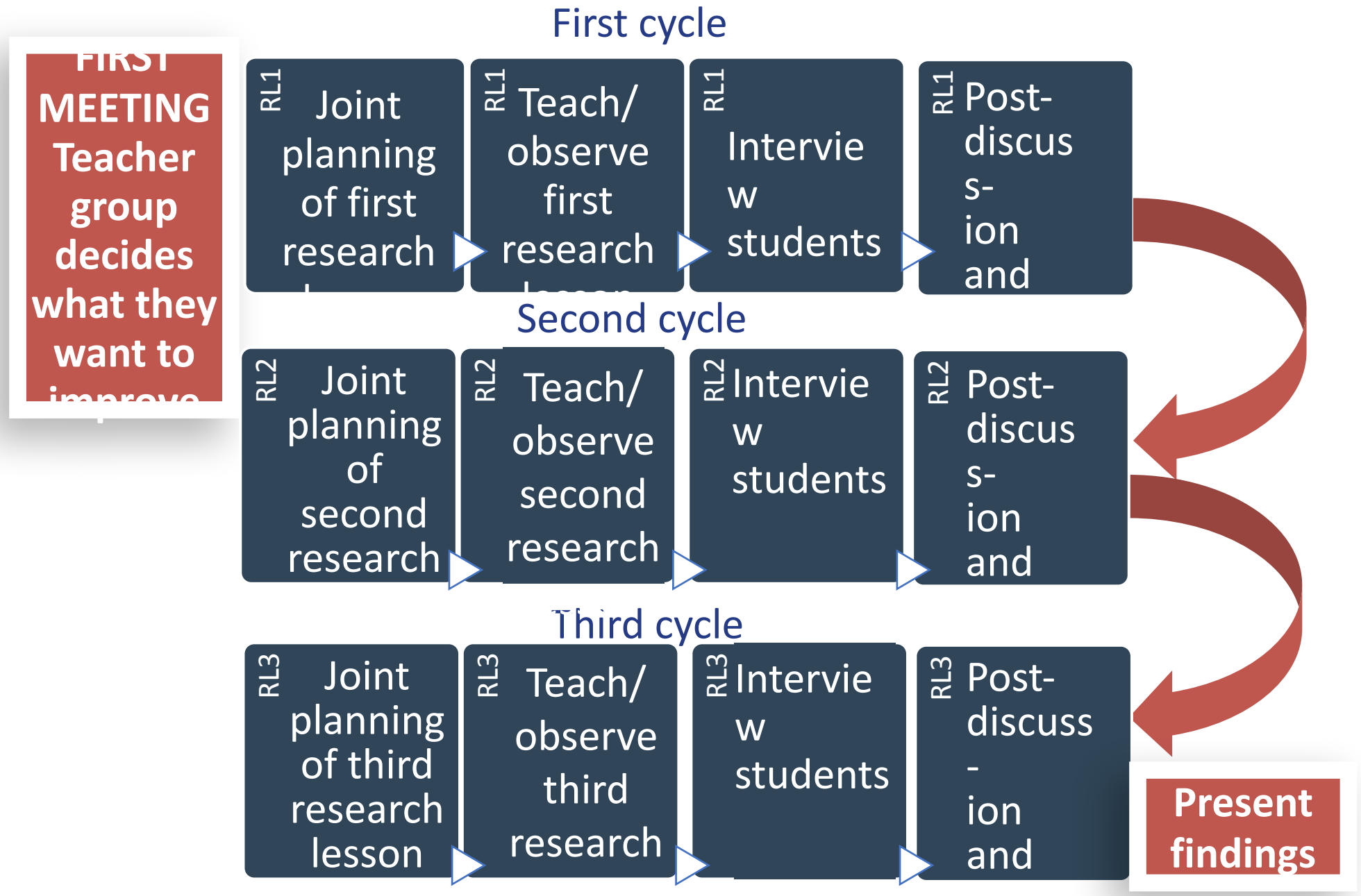
What's Lesson Study?

May involve extended preparation (training, reading



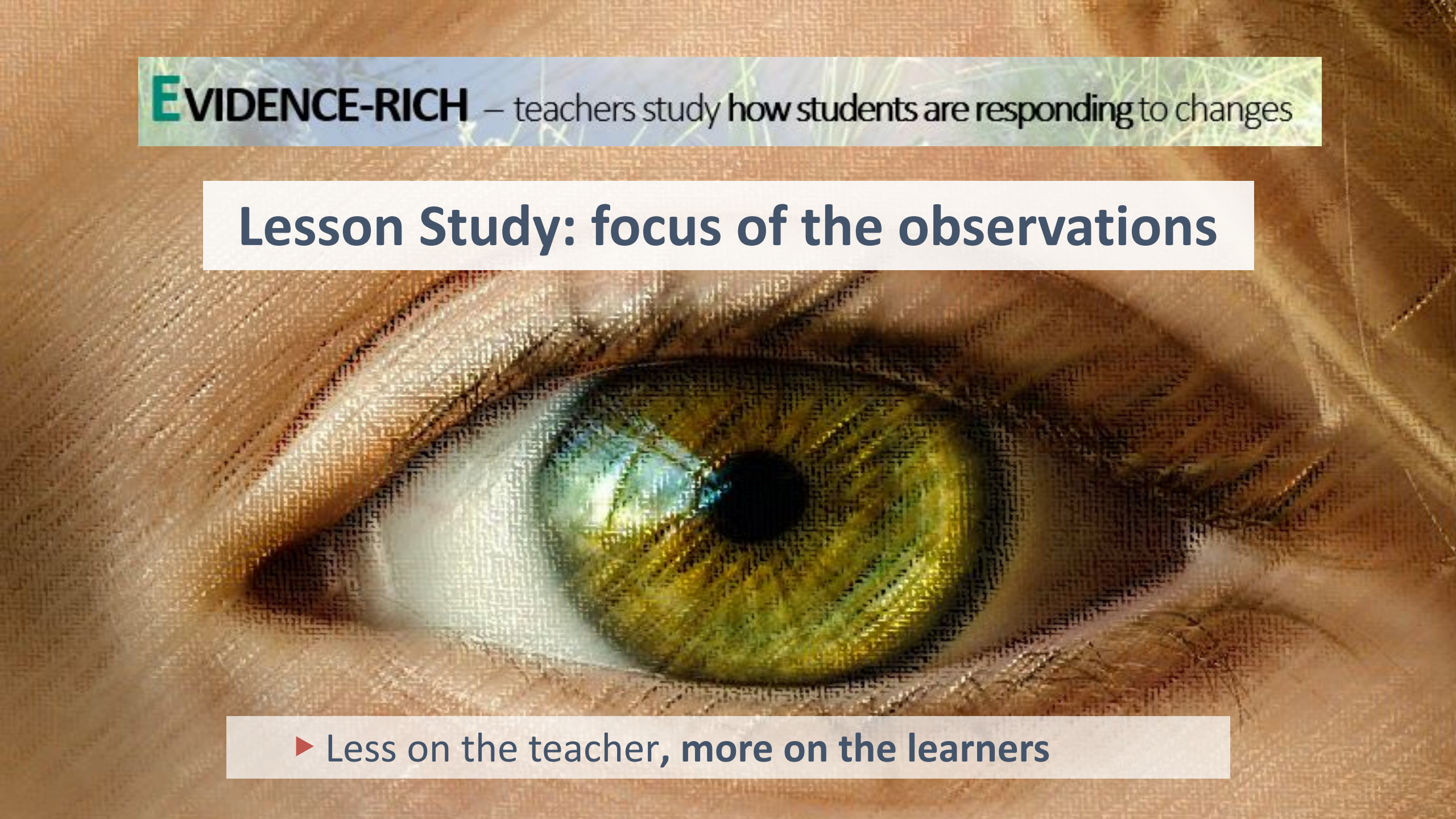
May be face-to-face or live online

Lesson Study process



EVIDENCE-RICH – teachers study **how students are responding** to changes

Lesson Study: focus of the observations



- Less on the teacher**, more on the learners**

Evaluation

(Adapted from Dudley, 2013)

What progress did each case learner make? Was this enough?

How did the technique being developed help and/or hinder?

What surprises were there?

What aspect(s) of the teaching technique could be adjusted next time to improve the progress of each learner?

So, what should we try next time?

Feedback on the LS

A teacher in a LS group

Ken Bateup, Bell Cambridge

Lesson Study helped put the focus solidly on the students' learning as opposed to our perceived teaching needs.

It was interesting and less stressful to carry out research focused on student learning rather than on teaching.

Feedback on the LS

A teacher in a LS group

We learnt much about focusing on the learner, collaborating as teachers, and taking/incorporating learner feedback

A major positive was working closely with fellow-teachers. It was motivating and inspiring. You can learn so much in terms of other ideas and perspectives.

Want to know more?

CLASSROOM RESEARCH

A first attempt at Lesson Study

Ken Bateup describes a new approach to classroom-based research.

Between September and December 2018, I embarked on my first attempt at Lesson Study along with two colleagues (Chris Edgoose and Tina

the process as Peter sets it out on his website www.lessonstudy.co.uk, but it was also both motivating and rewarding. Students reported a perceived benefit to their learning, and it was valuable to

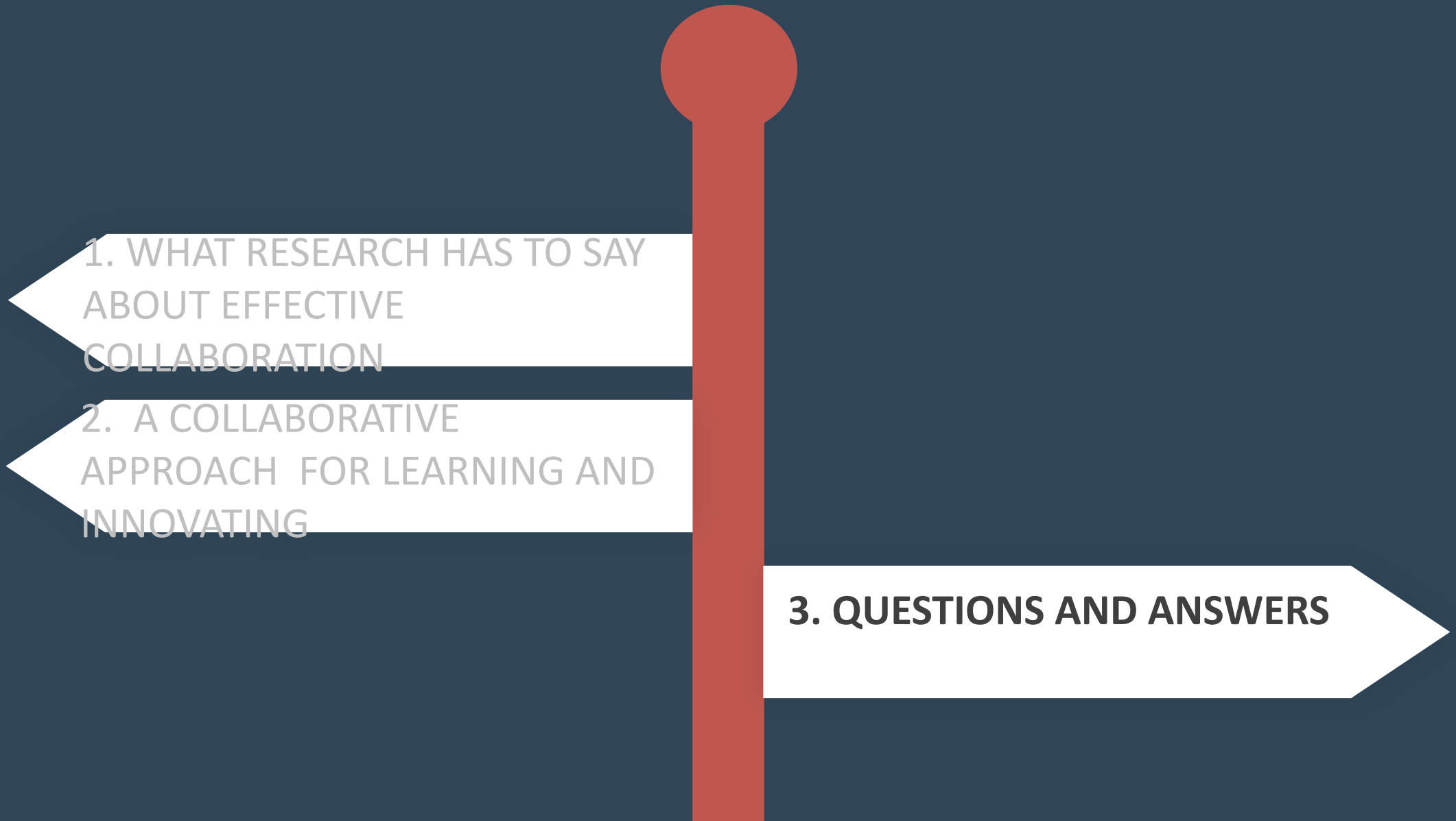
is often the case with other forms of research, teachers collaborate in small groups on researching pedagogy, and examining both student practice and present curriculum before innovating or changing usual practice in a series of 'research lessons'. The focus of Lesson Study is on student learning, rather than on what and how the teacher is teaching. The group collaboration is a process of identifying learner needs, selecting three 'case students' for observation (who remain the focal point throughout the cycle but are not the sole subjects of observation, as the whole class is observed), and planning lessons. Teachers effectively 'take turns' in teaching lessons they have designed together, and observing each other, but focusing on student reaction and output.

www.modernenglishteacher.com Volume 28 Issue 2


www.lessonstudy.co.uk
LS UK
Lesson Study:
a handbook
Peter Dudley

It’s in your power

Session content



My question

With the person sitting next to you

3 minutes

What are the key take-aways of this talk for you?

Any questions?

THANKS!

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