

Creative Classrooms

Collaborative learning

COLLABORATIVE LEARNING



Teacher planning

Restructuring the curriculum and the staff teams helped to make the most of skills within the staff team. Having PPA sessions together has made all the difference! Shared PPA time allows teachers to benefit from protected space to digest and make sense of their experiences and to carefully plan new creative learning experiences for their students. The beauty of collaboration is not only the ability to tap into various perspectives and ideas, but also to share responsibility for students' learning.

Supportive, understanding,
equitable,
open and creatively generous

Validating and challenging each
others' ideas, sharing
responsibility

Constantly questioning and
refining their approach

Actively listening and
co-constructing their ideas

Creating a space to talk and think

Collaborative planning has allowed the teachers to:

- Deliver cross-curricular learning beyond subject boundaries.
- Provide opportunities for professional dialogue which foster co-operation and trust.
- Focus on practical teaching challenges through evidence of student learning.
- Support curriculum development by trialing new ideas and methods.

As a result subject leaders are comfortable giving and receiving help without forfeiting accountability. They are aware that it is collaborative working which has also allowed them to build interpersonal relationships and to work towards healthy interdependence.



Collaborative planning - useful insights

- Making thinking visible is an important part of the collaborative planning process.
- Considering all the elements simultaneously makes it easy to visualise the potential big picture.
- The visual process allows for collaborative construction of meaning.
- While always conceptual, some discussions are more knowledge based, others more skills and that's okay.
- A holistic vision of the project highlights the potential opportunities to make natural connections that strengthen learning.
- Opportunities are illuminated for split subject teaching and how to align and work in parallel.
- Standing around a table might trump sitting behind computers for collaborative thinking!

Working together allows teachers to deal with tricky challenges:

“We will need to work with two class teachers and their own classes as well as find ways to become even more inclusive to include students in our ‘core’ autistic classes for whom social interaction and communication is a significant barrier.” *Clare Boreham, Subject Lead for Art and DT, Benton Dene Special School*