

Module 5: Teaching the competences and values

Guidance material	5.8.2 Teaching Collaboration/Teamwork Grade 7-9
What is the purpose of this material?	<ul style="list-style-type: none"> This is a selection of teaching strategies and teaching templates to support the teaching of collaboration/teamwork.
When to use this material?	<ul style="list-style-type: none"> When introducing the competences to teachers to support them in implementing this competence in their class programme.
With whom to use this material?	<ul style="list-style-type: none"> Teachers
Have you considered these materials first?	<ul style="list-style-type: none"> Introduce teachers to the SCF through: <ul style="list-style-type: none"> 1.1 What is the SCF? 1.2 Structure of the SCF 1.3 Definitions matching activity 1.4 Prior knowledge brainstorm activity 1.5 Close reading – Executive summary 1.6 Close reading – Framework Requirements and Exemplifications 4.1 What are competences? Introduce teachers to this competence through: <ul style="list-style-type: none"> 4.1.8 What is Collaboration/Teamwork?
How to use this material?	<ul style="list-style-type: none"> This resource can be used in a range of ways, for example: <ul style="list-style-type: none"> Share with teachers and discuss it in staff meetings or team meetings. Encourage teachers to plan using the ideas in this resource. Encourage teachers to adapt the teaching strategies and templates below to meet their grade level, curriculum area and student's needs. Discuss the ideas and then ask teachers to share their own ideas for teaching this competence. For more information on each competence read the <i>Framework Requirements & Exemplifications</i> section of the <i>Abu Dhabi Education Council Student Competence Framework (SCF) for Private Schools - Competences for Abu Dhabi's 21st Century Learners (2014)</i>. Note: All websites were checked at the time this guidance material was created. Any website used in an educational context should be checked for accuracy and appropriate content. Links to other websites from this material should not be taken as endorsement of those sites or of content/products offered on those sites
What resources or equipment are needed?	<ul style="list-style-type: none"> Copies of the <i>Framework Requirements & Exemplifications</i> section of the <i>ADEC SCF for Private Schools (2014)</i>.

Teaching Collaboration/Teamwork Grade 7-9

Here are some strategies and teaching approaches to try in your classroom to promote collaboration/teamwork:

- Collaboratively create class norms
 - Students work in teams to identify the non-negotiable responsibilities for classroom participation, including how they enter the room, prepare for class, ask questions, etc. Students could develop a rubric to assess how well norms are followed.
- Provide opportunities to collaborate, for example by creating a class mural or sculpture
- Create projects for students to work on in groups. Ensure students have a common goal or outcome that can only be achieved together.
- Students develop an incentive and consequence process.
- Help students learn and practice effective communication of ideas and feelings e.g. develop a series of questioning cards that model the type of questions to ask each other in the group to stimulate critical thinking, develop visual scaffolds/ frameworks to help students summarize the group's ideas.
- Students develop a group charter which sets out the way groups will function and operate in their classroom. This could include:
 - rules for forming groups
 - protocols for the ways of conducting group interaction
 - guiding questions for improving depth of thinking
 - roles within the groups to ensure effective group function
- Support students to “*use and share their acquired knowledge and understanding*”

What is our group common goal/task?			
What do we already know that will help us? What can we already do that will help us?			
Group member 1	Group member 2	Group member 3	Group member 4
How will we make sure we use what already know/can do?			

- Use cooperative learning strategies in the classroom. Cooperative learning strategies are a good way to build collaboration and teamwork in the classroom. Students are arranged into groups. The focus is on the group's success not the success of an individual.



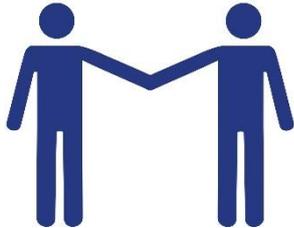
[What is cooperative learning?](#)

[What is the difference between group work and cooperative learning?](#)

[Collaborative Learning tips and strategies](#)

[Cooperative learning resources](#)

- Working collaboratively can be organised in lots of different ways. Adapt and try one of the ideas below:

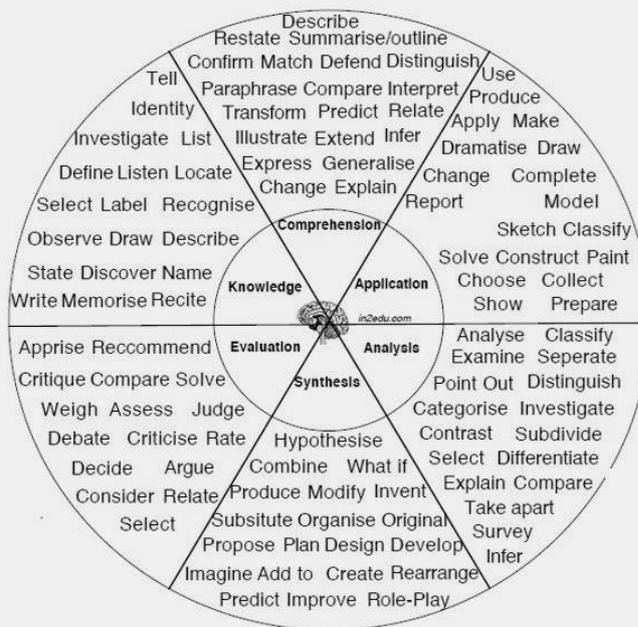
Snowballing	Students discuss something or investigate an issue in pairs. The pairs then join another pair to form a group of four and share their findings. The small groups then join together to make a larger group and then an even larger group, until you have the whole class (2 - 4 - 8 - 16 - whole class)	
Think - Pair - Share	<p>A student is given a question to answer or a problem to solve. The student takes some time to <i>THINK</i> of their answer or solution. Then they work in <i>PAIRS</i> to share their thinking.</p> <p>After the pairs have discussed their ideas they join with another pair or the whole class to <i>SHARE</i> their answer or solution. It is important that students are given enough time at each stage.</p>	  
Listening Triangles	Learners work together in groups of three. The speaker explains the topic (or expresses their opinion on an issue) as directed by the teacher, the questioner listens carefully and asks for clarification or further detail and the note-taker observes this process and provides feedback to both speaker and questioner.	
Buddy Up	Student A works out the answer to a problem and checks it while student B watches and coaches them. Then students switch roles, so student B works out the next problem while student A watches and coaches.	

- Provide opportunities for groups to review their performance by having students designing formative in-process questions, and summative end of task questions for the group to use to reflect on their performance as a group in completing their task. These questions could include
 - Was everyone included in the group task?
 - Was everyone able to contribute in a courteous way?
 - Did everyone carrying out their roles effectively?
 - What could we do better next time?
 - How would we do that?
- Explain the roles of team members and how they should be assessed by each other

The Facilitator	The Presenter
<ul style="list-style-type: none"> • Leads the discussions • Suggests solutions to team problems • Helps members clarify points • Ensures everyone is heard • Prevents anyone being inappropriate • Asks “Let’s hear from XX next” • Says “That’s OK, but let’s get back to our task” 	<ul style="list-style-type: none"> • Regularly contributes to the team’s efforts • Presents the group’s finished work to the class • Asks “How would you like this to sound?” • Asks “How much of what we discussed should be shared with the class?”
The Recorder	The Summariser
<ul style="list-style-type: none"> • Keeps a record of the team’s ideas and progress • Checks to be sure that ideas are clear and accurate • Uses charts, multiple colours and other techniques to highlight the ideas of the team • Asks “I think I heard you say XX is that right?” • Asks “How would you like me to write this?” 	<ul style="list-style-type: none"> • Restates the group’s conclusions and responses • Prepares a summary of the group’s efforts • Checks for clarity of understanding • Asks “Does this accurately reflect what we’ve done today?” • Asks “Have I left out anything important here?”

- Digital tools can assist with collaborative activities.
 - [Google docs](#) - Students can co-construct a document together and it can be annotated by others at the same time. Conversations are shared and feedback can be recorded. In Google docs students can create word documents, spreadsheets, powerpoint slides and websites.
 - [Padlet](#) - Padlet allows students to create and gather ideas with a group quickly and easily.
 - [Blogging](#) - Blogging allows parents, teachers and other students to read and comment on student work.



SCF Pilot School Case Study	
Blooms action verbs	
SCF Pilot School	Bright Riders Private School
	<p>Many teachers are familiar with the Blooms Taxonomy Action Verbs wheel, but Bright Riders Private School have taken this tool one step further. They have reorganised the action verbs into the SCF competences. Teachers use the action verbs when writing their learning outcomes. They start their learning outcome with an action verb that matches the major competence they and their students are focussing on.</p>
<p>Blooms action verbs for: Collaboration / Teamwork e.g. By the end of this lesson students will be able to work respectfully with others from different backgrounds when creating their team poster.</p>	
<p>Action verbs:</p>	
<p>Listen Share Empathise Organise Participate Collaborate Contribute Discuss Assist</p>	<p>Generate Debate Create Respond Relate Demonstrate Perform Build</p>
<p>Predict Explain Lead Seek Judge Examine Take part in Recognise</p>	<p>Act Justify Show Connect Agree Work Value Argue</p>