

COLLABORATIVE STUDENT SUPPORT

Collaborative teaching to support students in difficulties

Course description

This course is for teachers, head teachers and counsellors from primary and secondary education who are in the process of implementing, developing or improving the team work of teachers or collaborative teaching practice. We strongly encourage more teachers from the same school to participate together to facilitate the learning transfer after the course.

Collaborative teaching involves two or more teachers working together to lead, instruct and mentor groups of students, often working cross-disciplinary and focusing on the 21st century key competences (such as collaboration and creative and innovative thinking). Collaborative teaching and professional learning communities among teachers can enhance students' performance and well-being. Through collaboration teachers develop themselves, their own teaching practice and their common approaches to go beyond traditional subjects and to deal better with classes or students in difficulties. Professional learning communities is about building a reflective and innovative practice, where teachers constantly inquire into the aims of their work, their success criteria, and whether the effects of their actions are in accordance with their intentions.

All teachers have an idea about what good education is, and when someone doesn't fit in nor profits, the teacher might feel powerless and frustrated. This often leads to the development of ideas about why this student doesn't fit in... ideas about what is wrong with the student. In many cases these ideas might be comforting but they do not give much concrete advice on how to deal with the situation. The course will give the participants tools to work collaborative with colleagues to support students in difficulties. The course is based on the assumption that a lot of knowledge already exists about how to deal with students and classes in difficulties, but that this knowledge might be pushed in the background when frustration goes up. What needs to be strengthened are therefore the concrete methods for reflecting upon practice through both appreciative and critical questions, and for sharing this knowledge among teachers.



The course will give you...

- An overview of the concept of collaborative teaching and professional learning communities - the history of the concepts and the evidence of its link to students' well-being
- An insight into the social constructionist approach to well-being, learning and team work
- An awareness of how certain ideas can either help you or limit your teaching practice
- An ability to step into the shoes of others and understand their perspective
- Increased ability to look at the complex relations maintaining the problem
- An ability to ask the right questions to open up for reflection on current practice
- Understanding the process of working in a reflective team
- A plan for continuing the reflective work and collegial supervision in the teacher teams at home

Methodology

The course will be based on current research on professional learning communities as well as on social constructionist approaches. Despite of the theoretical basis, the training will be highly practical. The course will consist of a mix of short inputs, concrete exercises, and group discussions. It is important for the course that you are willing to share your current practice and challenges and work on developing new ideas

together with the other participants.



Programme

Monday	Arrival in the evening Welcome drink & Presentation of programme
Tuesday	Introduction: Learning goals and learning contract <ul style="list-style-type: none">• Collaborative teaching and Professional learning communities• Social constructionist approaches to well-being and students in difficulties• Appreciation and multiverse• Domains of communication
Wednesday	The power of stories <ul style="list-style-type: none">• Stories (of exclusion) that shape us• Externalising problems• Looking at relations and context that shape problems• Reflecting upon consequences of own ideas about what is wrong• Applying the ideas to e.g. conflicts and bullying
Thursday	Collegial supervision <ul style="list-style-type: none">• Negotiating a reflective practice among teachers• Asking the right questions - exploring patterns• And exploring exceptions to the problems• The reflective team
Friday	Creating a reflective practice at home Developing own model for reflection and collegial supervision Reflecting upon the leaning of the course Evaluation
Saturday	Departure

PRACTICAL INFORMATION

Dates, time and place

This course will be organised on a regular basis. [Please check here](#) to see when and where.

All courses will start with a short welcome evening/ drink at 19.30 p.m. on Monday evening and end on Friday around 16.00 p.m.

Consultants

The [consultant](#) running this course is either **Yvor Broer**, **Lene Mogensen** or **RajVinder Singh Gill**. Depending on the group size a second consultant will be attracted. As we are currently enlarging our organisation, we might place another consultant than above at this course and communicate this well in advance of the course.

Price

The fee for this course is 775 Euros, excluding travel, food and accommodation. This course is in line with the criteria and priorities of the Erasmus+ programme of the EU. This means that you can apply for a grant to cover most costs, given the criteria that you are working in school education, adult education, vocational education or some parts of higher education. [Have a look here for more information](#).

Registration

You can register for one of our courses by downloading the registration form on our home page, on the [registration page](#) for open courses. After receiving your form, we will reserve a place for you on the course. There is a maximum of 18 participants per course.

In case you want to use the Erasmus+ programme for a grant to cover e.g., travel, accommodation and course fee, more information and application form can be found on the [information page](#) on that programme

After registering we will be glad to assist you in booking a room and arranging your travel.

About In Dialogue

In Dialogue is a consultancy corporation that works with development of individuals, leaders, consultants, teams, organisations and communities. In Dialogue was established in 2004 and got its recent name in 2007.

Our consultants work within the approach of In Dialogue, when inspiring change, development and growth. We closely follow new academic developments and are proud of translating new theories into practical and sustainable solutions to your challenges. All the consultants have a higher degree in relevant sciences as well as a proven capacity to translate their knowledge into practice - e.g. in relation to coaching, conflict mediation, project management and organisational change and learning.

We operate in various parts of the world, and all consultants have extensive national as well as international experience and are trained in applying their competences in culturally sensitive ways. Our main office is located in Roskilde, Denmark. Next to that we have an office in the city of Gouda, The Netherlands. Read more on [our homepage](#) or contact us via opencourses@in-dialogue.org.

In Dialogue courses

In Dialogue makes sure that learning at our courses is contextualised and therefore relevant for the challenges of

the participants. Theory is put into action through concrete training of new competences as well as through working on the cases from the group:

- The courses are well structured though still flexible to allow for adjustments based on the dialogue with the participants about their concrete challenges, needs and previous experiences
- The international setting ensures an inspiring environment where the diversity of contexts, challenges and ideas are used to increase the understanding of complexity and diverse ways of dealing with issues.
- Our courses are based on a sound theoretical foundation of social constructionist theory. This means that we draw upon innovative approaches such as the narrative, systemic, appreciative and solution focused approaches.
- We believe that there lies a greater potential for development in strengths than in weaknesses. We therefore focus on applying the resources of each participant to reach his/her learning goals and to build an appreciative working atmosphere within the group.
- It is important for In Dialogue that everyone leaves our courses feeling empowered and competent to apply the concrete outcome of the course in his/her daily work - knowing in which situations to use which techniques and when not to use them.