

COLLABORATIVE TEACHING

Managing professional learning communities in the benefit of the student

Course description

This course is for teams of managers 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 managers 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.

The management of the school has a great responsibility in the transition towards creating professional learning communities and collaborative teaching. Both in ensuring that the mission and vision is clear, its translation into daily tasks, as well as in providing the time, space, culture and competences. Furthermore the management must model the cooperation they would like to see among teachers. The course will look at all these factors as well as give time and space for the teams of participants to tailor a plan that fits their specific school.

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' performance
- An insight into the social constructionist approach to management and leadership teams
- An chance to reflect upon the success criteria of collaborative teaching at your school
- An ability to create clarity and set the framework, ensuring that change processes lead towards organisational goals
- An understanding of how to involve the wider system in complex realities with many stakes



- The importance of modelling cooperation within the management team, and thus a chance to work on the direction, coordination and commitment
- Skills to lead open and explorative dialogues within the management team (and beyond) to model risk-taking and innovative thinking
- Opportunities to work on a specific plan within your own team of participants, that fits your school

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 in general, and in particular within your own management team.

Programme

- Monday** Arrival in the evening
Welcome drink & Presentation of programme
- Tuesday** Introduction: Learning goals and learning agreement
Collaborative teaching and professional learning communities
Social constructionist approaches to collaborative management
- Appreciation and multiverse
 - Domains of communication
- Wednesday** Input on leadership teams
- Leadership as something we produce
 - From team to teaming
- Formulating the strategic framework
- Organisational (strength-based) analysis
 - Setting goals for collaborative teaching
 - Stakeholder analysis (strategic actors)
 - Taking perspective of others - and involving them
- Thursday** Creating coordination in management team
- When to do teaming?
 - Team effectiveness charter
 - Open and explorative dialogues
 - Asking the right questions and reflecting within a team
- Friday** Ensuring commitment
- Added value of a leadership team
 - Communicating as a team at home
- 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 drink at 20.00 p.m. on Monday evening and end on Friday around 16.00 p.m.

Consultants

The consultant that will be running this course is either [Yvor Broer](#) or [Lene Mogensen](#). Depending on the group size a second consultant will be attracted.

Price

The fee for this course is 750 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 Copenhagen, 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 Dialogues' 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.

