



# Key skills and collaborating WITH COLLEAGUES



## Key skills and collaborating with colleagues

Young people's confidence is built overtime though multiple opportunities to be actively involved in their learning, make decisions, set goals, problem solve and reflect on their learning.

When young people's engagement matters day-to-day, they are more likely to be well placed to contribute to conversations about their learning and decision-making at whole school level, e.g. School Self Evaluation (SSE). Actively involving young people in their learning as they develop the key skills provides opportunities for young people to build their confidence in voicing their ideas and opinions.

### Collaboration with colleague(s) in planning for the development of Key Skills

- With a colleague(s), agree to focus on one key skill, in particular, in your classroom for the coming weeks.
- Review the relevant **NCCA Key Skill Tool Kit** and **JCT Classroom Strategies**
- Select a small number of classroom strategies to try in your classroom. Share ideas on how these strategies could be used or adapted within your subjects
- Agree how best to maximise young people's voice when using these classroom strategies
- Outline with your students what is planned and agree to take on board their feedback to inform next steps
- Consider these strategies through the lens of Lundy participation model

## Space

Provide a safe and inclusive space for young people to form and express their views

- Are the young people affected by this issue involved?
- Are steps taken to ensure that the process is inclusive?
- Do the young people feel safe to express themselves freely in the space?
- Are the young people who are interested in the issue involved?
- Are the young people involved from the start?

## Voice

Provide appropriate information and facilitate the young people to form and express their views

- Do the young people have the information they need to form a view?
- Are the young people be given a range of options on how to express themselves?
- Do the young people know to whom their views will be communicated?
- Does the process include opportunities for young people to identify issues that they want to discuss?
- Do the young people know they have a choice about their participation?

## Participation Prompts; Planning and Review

### Influence

Ensure that young people's views are taken seriously and acted upon, where appropriate

- Are the young people clear about the scope of their influence, (opportunities and limitations)?
- Will young people be given feedback explaining the reasons for decisions taken?
- Will the young people be given an easily accessible summary of their views?
- Do the young people know who the key decision makers involved are?

### Audience

Ensure that young people's views are communicated to someone with the responsibility to listen

- Are the right decision-makers involved, i.e. those responsible for decision making on this issue?
- Have these decision makers committed to taking the young people's feedback seriously?
- Is there a process in place to ensure that the young people's voices are given due weight and consideration?
- Are there plans to have the young people involved in presenting their views

- Agree a timeframe for this process and consider inviting a colleague to be a critical friend in this work. The Teacher Peer Observation tool could be used in this context, (Appendix 1).

## APPENDIX 1:

### Teacher peer observation tool

**Are you collaborating with colleagues to develop young people's 'participation with purpose' in your classroom?**

**Would you consider observing each other's teaching practice and reflecting together on what appears to be working well and how it might be improved?**

This observation template is designed to support teachers who are working together to build young people's '*participation with purpose*' in their classroom. Teachers can use the template in their observation of a colleague's teaching. The material arising from this observation is then used to support a feedback/reflection conversation with their colleague following the lesson observation.

#### STEP 1.

During the lesson, your colleague observes the lesson in order to provide constructive feedback and act as a critical friend in a joint reflection after the lesson.

#### STEP 2.

Following the lesson, your colleague will invite you to reflect on what went well and what area(s) you think you would like to improve. This conversation should be based on the areas included in the observation template below.

#### STEP 3.

Your colleague will then give their feedback about the lesson using the observation tool below to support the conversation.

#### STEP 4:

Consider together next steps because in observing another's practice, there is often learning for both the observing teacher and the teacher being observed.

## APPENDIX 1:

### Teacher peer observation tool<sup>1</sup>

#### STUDENT VOICE AND AGENCY IN THE CLASSROOM

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Co-operating colleague: \_\_\_\_\_

STUDENT VOICE	Indicate on a 1-5 scale where 1 is Never and 5 is Always					EVIDENCE
	1	2	3	4	5	
Students' views are valued in this classroom						
The needs of all students are met.						
Students take ownership of their learning in different ways						
Students have opportunities to reflect on and talk about their learning.						
Students are encouraged to take responsibility for their learning						
Students are encouraged to take responsibility for their behaviour						
Relationships between students and teachers are open and trustful.						
Students are engaged in self and/or peer assessment						
Teacher invites and listens to students' feedback						
Students are actively involved in the design of learning experiences and assessment						
Students sometimes take on teaching roles						
Students work with one another – listen to one another and respect different views.						
Students are motivated and engaged in learning.						

<sup>1</sup> Adapted from a resource developed by the National Education Institute Slovenia (Zavod Republike Slovenije za šolstvo). Research Project Material of NEI Slovenia – Formative Assessment (2016-2017).