Collaboration -

Work interdependently and synergistically in teams with strong interpersonal and team-related skills including effective management of team dynamics and challenges, making substantive decisions together, and learning from and contributing to the learning of others.

Source: Bianca Hudson from Derrimut PS. Elaborations developed while participating in the New Pedagogies for Deep Learning Global Project

Beginning/Limited	Emerging	Developing	Accelerating	Proficient
Co-operation -org by teacher -face to face -playing alongside -talk to others				Collaboration High Performing Team -organised by students -high cognitive load -online, lab, field, classroom -deep commitment to one anothers personal growth and success
• Learners work individually /collaborate informally • Learners skip over substantiative decisions • Interpersonal and team related skills are not evident in learners. Shared purpose is not evident • Learners have a basic awareness of how their behaviour affects others but see things from their own perspective • Learners mishandle team challenges/conflict	• Learners work together and are responsible for contributions/completion of tasks but roles and effort are not equitable or matched to strengths • Learners involve all members in making joint decisions about issues, problems or process, but some team members dominate • Learners demonstrate collective ownership, good interpersonal skills and a shared sense of responsibility • The team listens, negotiates and agrees on goals, content, process, design and conclusions of their work • Learners use self-awareness as a base for understanding others • Learners are starting to build positive relationships, sharing perspectives and discussing differences and require support in managing personal and peer challenges	• Learners make joint decisions about issues, problems or processes and match tasks to individual strengths and expertise to develop a team solution • Learners demonstrate good interpersonal skills, collective ownership of the work and an active sense of shared responsibility • At all points the team listens, negotiates and agrees on goals, content, process, design and conclusions of the work • Learners have a good self-awareness, can empathise, value-add and accommodate different viewpoints • Learners have a considered approach to dealing with disagreements, sharing perspectives- listening and learning from others but still need guidance	• Learners contributions are interwoven into the overarching ideas/product/task in ways that are interdependent • Learners clearly demonstrate and articulate joint responsibility and exhibit strong interpersonal/teamwork skills using each person's strengths to make sound substantive decisions and develop ideas and solutions • Learners have a strong sense of self, use others viewpoints to enrich their own learning and are able to support others • Team members effectively support, encourage, challenge and grow themselves and others • Learners listen and learn from others and debate their viewpoints/conflict and freely express their ideas with courage and clarity focussed on team progress	• Learners work highly effectively and interdependently, leveraging each other's strengths and skills • Learners' substantive decisions are infused with perspectives and mutual benefit • Learners take active responsibility (individual and collective) for collaborative processes using individual and collective capacity to create a quality/value-adding product or outcome • Learners have highly developed social and emotional skills and an ability to communicate across cultures and disciplines regulating behaviour and perspectives • Learners respectfully raise and explore different options and are able to move forward in the direction the team identifies • Learners have a deep understanding of what underpins points of view, express their viewpoints and empathise, listen and learn from others

INTERPERSONAL / COLLABORATION

Level 5

Know - understand	Do – skills	Be – dispositions
• life experiences (culture, economic status, abilities) can influence social behavior • certain behaviours are unacceptable in society/ at school and are considered bullying • by observing, talking to others and being thoughtful you and be aware of others feelings • through role plays you can begin to understand points of view such as bullying victims • through storytelling, attentive listening, curiosity and an open mind you can be aware of various perspectives (walking in another's shoes) • understanding your own and others role within a group helps achieve the shared goal/complete the task • by listening to others, sharing materials, inviting others to participate helps avoid conflict in diverse social situations • to bond with others you can share information, discuss common interests, provide and accept feedback • being flexible when team roles are being allocated helps the group function and gives everyone a chance to participate • asking people to elaborate or clarify (positive questioning) helps individuals/ teams to develop plans and goals • encouraging and supporting others enhances working and social relationships	• explore • analyse • negotiate • problem solve • encourage others • question • develop plans • set goals • elaborate on ideas • give and receive feedback • overcome difficulties • take on a variety of roles • share responsibility • reflect • gather various perspectives	• aware of cultural, social and economic impacts on people, viewpoints and behaviours • responsible • understanding • thoughtful • supportive • flexible • persistent • encouraging • honest • tactful • tolerant

Teacher Talk:
What would you say in this situation?
Who are the people that most need your support and why?
Can we change people's behavior? Why/why not? What works? What doesn't?
Can you define the issue or problem?
Can you generate possible solutions/alternative ideas?
Which solution is best?
make a plan?
How did it work?

Student Talk:
I learnt… from you
…. Helped our group to work well together
My suggestion is….
We are up to… and need to….
How can I support you?
What do you bring to the team?
What is your goal and how can I help you achieve this?

We will see and hear:
• students and teachers exploring diverse perspectives in all areas of learning through role play, storytelling, text analysis, compare and contrast, surveys, perspective specs protocol, circle of viewpoints, fishbowls
• students examining their own perspectives for bias and listening to others to expand and enrich their own point of view
• students demonstrating a thoughtfulness for others through supporting people different from themselves students describing the role of themselves and team members within their group
• students undertaking a variety of roles within a group (leadership and supporting roles)-classes and communities undertake fair decision making protocols (voting, 10-4 protocol, hot dotting, suggestion boxes, community government)
• students negotiating positive outcomes to problems
• flowcharts and complex cause and effect charts with multiple causes/effects in relation to conflict situations
• students providing peers with feedback and act upon the feedback received, modifying tasks, behaviours and effort
• students sharing a range of problem solving strategies and negotiating sentence stems to enhance abilities to overcome difficulties
• anchor charts on feedback, exemplary examples of feedback from students in the community
• reflection on group members, students fill in criteria of working as a group
• students and teachers communicating and collaborating digitally via blogs, wiki's, Edmodo, ….