

I am collaborative

Collaboration serves as a vital component of children's education because it facilitates deeper cognitive development and allows students to engage with material more profoundly than they would in isolation. By working together to solve complex problems, learners make their understanding explicit through negotiation and discussion, which leads to a greater conceptual grasp of the subject matter. Beyond academic achievement, the development of collaboration as a learning disposition fosters essential life skills such as effective communication, empathy, and the ability to resolve conflicts respectfully. Furthermore, mastering this disposition increases a child's self-esteem and confidence as they see the positive impact of their contributions to a collective goal.

When I am collaborative in my learning...

I engage and learn well with others

Strategies to support this:

Organise Mixed Groups: Teachers should attend to group formation, as heterogeneous grouping—mixing students of different achievement levels—appears to benefit lower-achieving students particularly well.

Encourage Interdependence: Design authentic and complex tasks that require children to work interdependently on a joint activity by pooling their unique knowledge and efforts. Praise these belonging behaviours using reward structures.

Develop the belief of belonging: People care more and work harder when they feel they belong. By embedding the language of belonging into everyday routines, the message of pupils belonging to the class and school can be reinforced.

Facilitate Peer Coaching: Use 'Grow Coaching' to train students to provide constructive, kind, and specific feedback to classmates. Reflecting on what we are proud of in ourselves and each other.

I listen and respond

Strategies to support this:

Establish Communication Norms: Set clear participation guidelines, such as using STEM sentences, supporting ideas with reasons and using active listening to ensure every team member feels heard.

Talk Partners: Use talk partners to establish communication norms such as turn taking, clarity of sharing ideas and developing active listening. This can be done by following the Trusts Talk Partner guidance.

Use the Agree, Challenge, Build (ABC) strategy: Participants either agree (and explain why), build (add new information), or challenge (critique respectfully) to promote deeper thinking and engagement.

Develop Empathy: Guide children to "get inside others' minds" to understand different perspectives and values, which is essential for successful peer relationships.

Promote Respectful Feedback: Teach students how to seek clarity about a peer's thinking and how to respectfully express when an idea makes sense or when it might be lacking.

I contribute ideas

Strategies to support this:

Thinking routines: Implement routines like Think, Pair, Share, which allows students time for individual reflection before they are required to share ideas with a partner and then the whole group.

Individual accountability and group responsibility: Structure group work so that every student is responsible for a specific part of the project ensuring everybody contributes. Promote children's fundamental rights and responsibilities as outlined in the UN Convention of the Rights of the Child.

Creative components: Include creative or physical elements in tasks to increase the motivation and involvement of students who may be less confident with academic or verbal contributions.

Resource pooling: Explicitly teach students that they may not individually hold all the resources needed for a task and must "pool" their different skills, information, and expertise to reach a common goal.

No opt out: Create a safe environment where everybody needs to contribute to the learning and strategies are in place to work through answers of 'I don't know'.