

TOOL 3.4

Fears and hopes

FEARS

After developing an understanding of the attributes of collaborative professional learning, identify the fears, concerns, or worries that come to mind when you think about implementing collaborative learning in your school.

- Write your fears, concerns, or worries individually on index cards first. Time: 1-2 minutes.
- Share your fears, concerns, or worries using a round-robin process (each person in turns shares one idea at a time until all ideas are shared). Time: 3 minutes.
- Discuss the patterns or themes that emerged in the fears, concerns, or worries people expressed. Time: 5 minutes.

HOPES

After developing an understanding of the attributes of collaborative professional learning, identify the advantages or hopes that come to mind when you think about implementing collaborative learning in your school.

- Write your advantages or hopes individually on index cards first. Time: 1-2 minutes.
- Share your advantages or hopes using a round-robin process (each person in turns shares one idea at a time until all ideas are shared). Time: 3 minutes.
- Discuss the patterns or themes that emerged in the advantages or hopes people expressed. Time: 5 minutes.

Collect the fears, hopes, and patterns and compile them to share with staff.

TOOL 3.5

Possible staff meeting agenda

Total time: 85 minutes

TIME	WHAT	WHO	NOTES
5 minutes	<p>Introduction</p> <p>Purpose for today's meeting:</p> <ul style="list-style-type: none"> • Develop an understanding about the attributes of collaborative professional learning. • Consider how collaborative professional learning might add value to our school's professional development. • Understand the staff's fears and hopes regarding collaborative professional learning. 	Principal/ teacher leaders	
30 minutes	Attributes of collaborative professional learning	Principal/ teacher leaders	
20 minutes	<p>Rationale for collaborative professional learning</p> <ul style="list-style-type: none"> • Ask the staff to meet in pairs according to the different selections they have read and to offer a two-minute summary of their readings to each other. (5 minutes) • Revisit definitions written earlier in the Team Learning Scenario Task (Tool 3.1) and add any other ideas stimulated by the rationale. (3 minutes) <p>NOTE: Divide the staff into two groups. Have one half read the rationale for NSDC's Learning Communities standard (Tool 3.2). Have the other half read the May 2004 article by Dennis Sparks (Tool 3.3).</p>	Principal/ teacher leaders	
20 minutes	Complete Fears and Hopes activity (Tool 3.4).	Principal/ teacher leaders	
10 minutes	Recommend next actions regarding collaborative professional learning in the school.	Principal/ teacher leaders	