Agora

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Horizontal and vertical collaboration - workshop for teachers

In progressive learning programs, vertical and horizontal collaboration among teachers is substantial for planning, progress tracking and creating meaningful continuum along grade levels, and between subjects. In this workshop teachers will get familiar with the rationale behind horizontal and vertical collaboration, as well as with most useful organizational strategies and tools. The greatest benefit of this workshop is the time teachers take to develop collaborative practices on their current materials, so they are able to immediately use them in classrooms.

Workshop objectives

- To explore disciplinary practices that can be used in **trans-disciplinary teaching**
- To recognize **collaboration opportunities across subjects**
- To propose **collaboration formats**
- To distinguish between **linear and non-linear** skills development opportunities
- To practice **backwards planning**
- To understand the **importance of vertical and horizontal collaboration**

Resources and supplies

- Disciplinarity table,
- Excerpts from subject guides,
- MYP subject guides, Assessment criteria across subjects
- Question prompts (modeling inquiry, inquiry cycle, ATL questions),
- Bloom's taxonomy table,
- Bloom's taxonomy 3D revised,
- The Pernicious Myth article by Jal Mehta,
- Vertical ATL skills plan sample,
- Vertical collaboration for leaders
- PP supervisors handbook_ Toddle

- Big classroom
- Projector with a speaker
- Papers and pens
- Printer

Assessment

- Inter-disciplinary lesson/unit plans
- Leadership devises a timeline for horizontal planning
- Jigsaw presentations
- Flipped classroom discussion
- Station question development

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Skills

In this workshop session, teachers will have the opportunity to:

- Negotiate ideas and knowledge with peers
- Give and receive meaningful feedback
- Plan strategies and take action to achieve personal and professional goals
- Develop new skills, techniques and strategies for effective teaching
- Identify strengths and weaknesses of personal teaching strategies (self-assessment)
- Demonstrate flexibility in the selection and use of teaching strategies
- Make connections between various sources of information
- Present information in a variety of formats and platforms
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- Evaluate evidence and arguments
- Recognize and evaluate propositions
- Revise understanding based on new information and evidence
- Consider ideas from multiple perspectives
- Propose and evaluate a variety of solutions
- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Create novel solutions to authentic problems
- Consider multiple alternatives, including those that might be unlikely or impossible
- Apply existing knowledge to generate new ideas, products or processes
- Practice visible thinking strategies and techniques
- Make connections between subject groups and disciplines

Flow of activities and learning engagements

Welcome and introduction – 1 min.

Activity 1: Small inter-disciplinary group discussion and whole class sharing "What's the relation between disciplines and the real world?", "How do we know our students have some ideas about it?", Challenge:find the part of the ''real world'' that can be explored through purely one discipline. – 5 min.

Activity 2: Locate your subject and your teaching style and back it with examples. Work on worksheet, small group discussion and quick sharing – 5 min.

Activity 3: Presentation about disciplinarity – 5 min.

Activity 4: Group with unlikely similar subject teacher and come up with a way to plan an interdisciplinary or trans-disciplinary week. – 15 min.

Differentiation for leadership: Consider the timeline for horizontal meetings.

Quick presentation about collaboration and horizontal alignment – 3 min.

Presentation of horizontal skills planners – 5 min.

Long break

Skimming through inquiry vocabulary along the continuum – 5 min.

Activity 5: Station rotation – At each station, choose one question and develop it in a few forms that differ along phases/grade levels and subject content/skill. Sharing on the same board – 12 min.

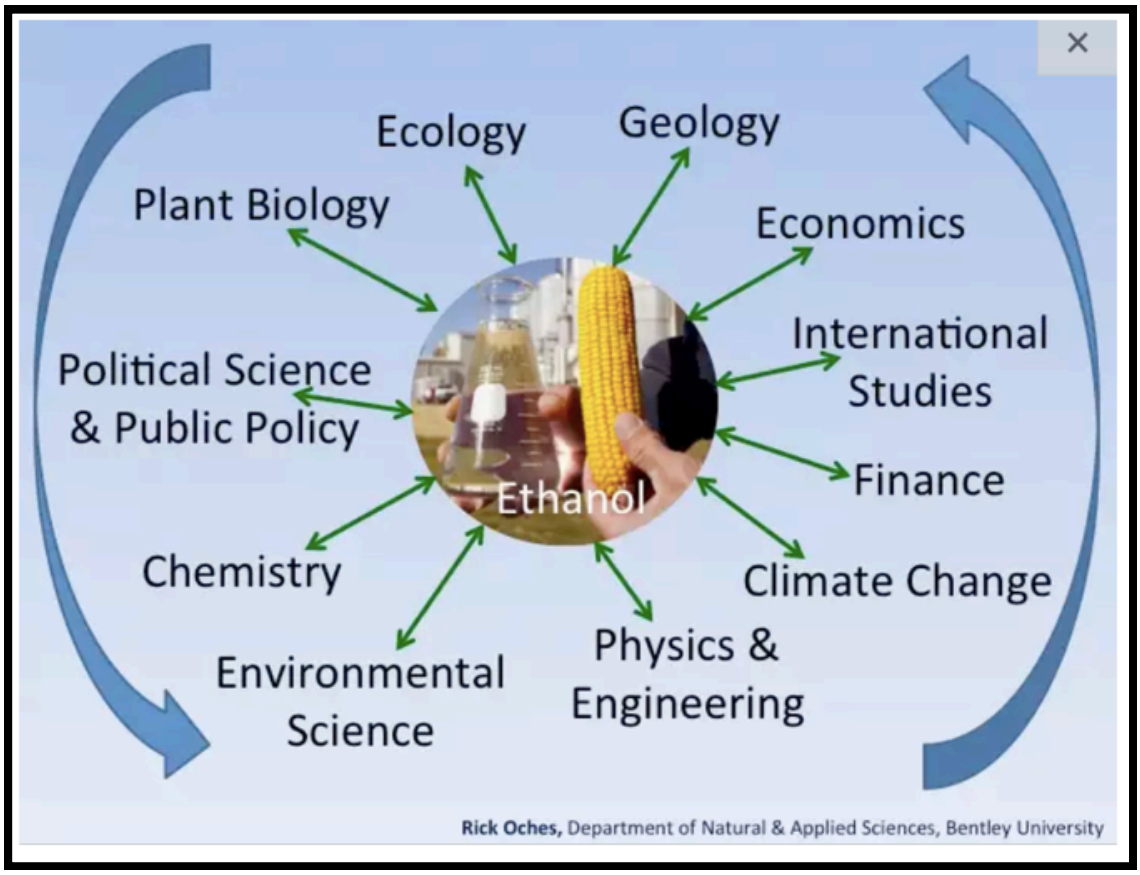
Flipped classroom check in point, *The Pernicious Myth* – 5 min.

Activity 6: Creating a learning experience in a non-linear way by looking at Bloom's taxonomy – 10 min.

Activity 7: Jigsaw – group 1. Backwards planning, group (teachers) 2. Role of a PP in vertical planning (PP supervisors and coordinators), group 3. Importance of vertical collaboration within organization (principals, coordinators) – 5 min. + 5 min. for sharing.

Closing and thanks – 1 min.

Sneak peek into the resources



Activity: Locate your subject and your teaching style and back it with examples.

Single Disciplinary	Multi-disciplinary	Interdisciplinary	Transdisciplinary
Highly specialized in one discipline	People from different disciplines working together, each drawing on their disciplinary knowledge.	Integrating knowledge and methods from different disciplines, using a real synthesis of approaches.	Creating a unity of intellectual frameworks beyond the disciplinary perspectives.
No cooperation with other disciplines	Not focused on problem solving but requires expert opinions	Focused on problem framing and solving from disciplinary perspectives	Solving problems by going beyond disciplinary perspective to involving practitioners, beneficiaries and non-academia
Development of a detailed new disciplines	Members cooperate in their contributions but do not integrate their perspectives,	Perspectives are integrated with stronger levels of cooperation	New knowledge is generated through the use of multi and interdisciplinary concepts
	Disciplinary theory development	There is a common understanding on methodological approaches , epistemological and ontological perspectives	Considered as the highest form of integration of all actors in a participatory

Sneak peek into the resources

Activity: Group with unlikely similar subject teacher and come up with a way to plan an interdisciplinary or transdisciplinary week.

Think about the

1. *objectives,*
2. *vocabulary,*
3. *methodologies,*
4. *starting points,*
5. *students' activities and*
6. *assessment.*

** You might want to take a look at the assessment criteria accross subjects table.*

3. Collaboration

Why is the **alignement** of strategies and vocabularies important for our students learning?

1. So the students know all the teachers are on the same page (learning and behavior benefits)
2. So the expectations are clearly shared across the community
3. So the students are aware of expectations accross the subjects (making sure agred strategies, techniques and routines are consistently implemented)
4. So skills can be scaffolded accross subjects and transfered
5. So the common values and culture can fourish
6. So we can design meaningful interdisciplinary learning experiences
7. So we can review success on horizontal meetings
8. So we can make clearer connections to the industry
9. So we use collaboration as a professional development opportunity
10. Open classroom doors
11. Teacher-led in-school workshops

Sneak peek into the resources

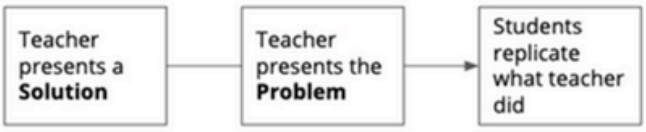
Inquiry

1. Modelling inquiry

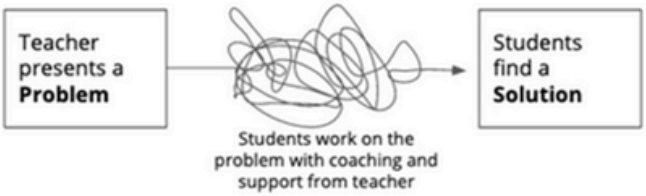
- That's an interesting response...can you tell me more about that?
- Why do you think that is true?
- So how does that fit in/connect with what we have been talking about?
- How is that idea different to some of the ones we have been exploring?
- What does that remind you of?
- What connections can you make?
- Do you think that is always true?
- What might someone say who disagreed with you?
- Can you give us an example of that?
- What do you think helped you to come to that idea?
- What does that make you wonder?
- What makes you say that?
- So how is your thinking changing?
- What are you curious about right now?
- How does this connect to me?
- What else is this like?
- Where else can I find it?

Linear and non-linear skills development

Linear education



Non-linear education



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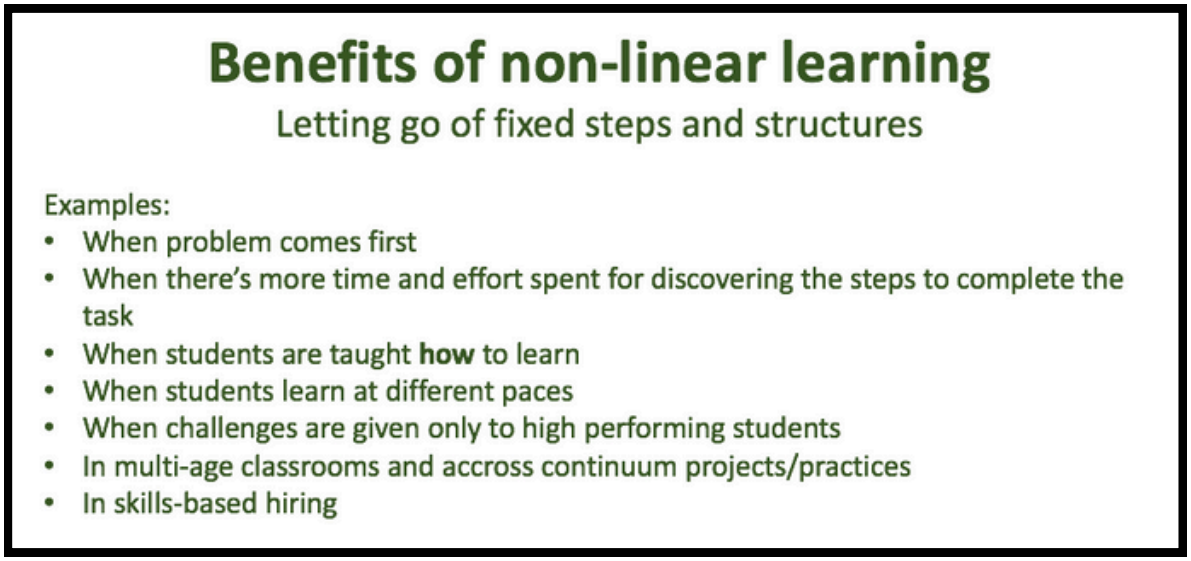

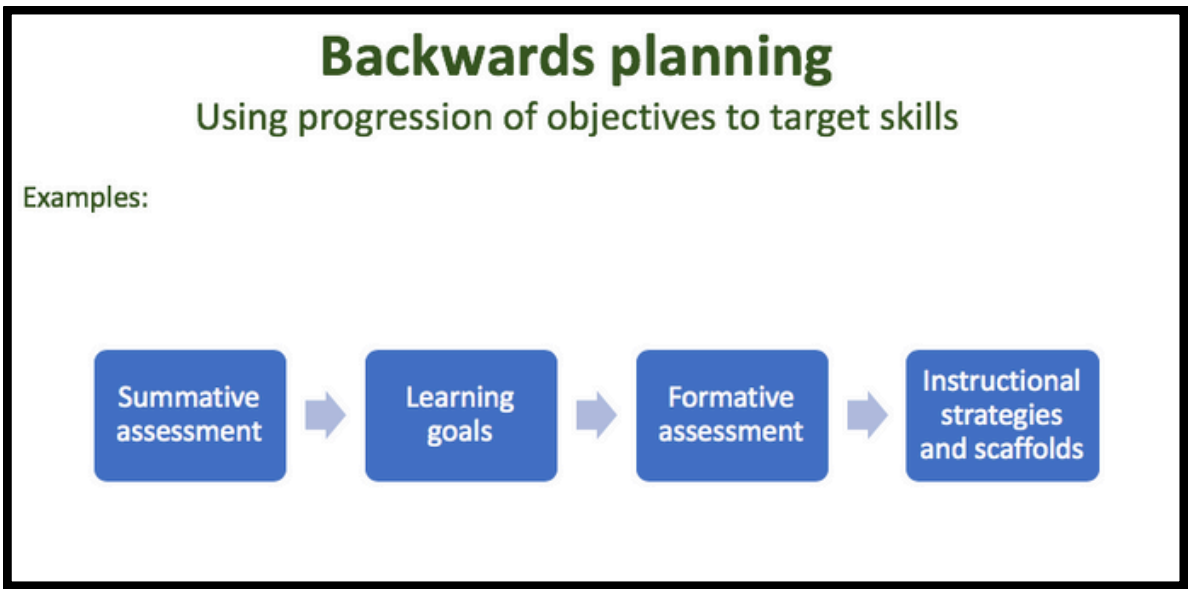

Sneak peek into the resources