

The background features several large, stylized gears in various shades of teal and green. The gears are set against a background of intricate, light-colored line art patterns that resemble neural networks or complex circuitry. The overall aesthetic is clean, modern, and technical.

Collective Teacher Efficacy for Community Improvement

Supplementary Protocols

Anna Gariuolo

This booklet of protocols and activities serves as a companion to the teacher's guide "Collective Teacher Efficacy for Community Improvement." (available at <https://openevo.eva.mpg.de/teachingbase/collective-teacher-efficacy-guide/>). It includes a collection of protocols designed for self-reflection exercises, group teacher activities or adaptable classroom activities. Each protocol corresponds to topics that are explored in greater depth in the teacher's guide. For additional context and background information on the topics, refer to the guide.



Comparative
Cultural Psychology



UNIVERSITÄT
LEIPZIG



JOHN
TEMPLETON
FOUNDATION

Inspiring Awe & Wonder

Author: Anna Gariuolo

Publication in pdf format available for free at:

<https://openevo.eva.mpg.de/teachingbase/collective-teacher-efficacy-supplementary-protocols/>



Citation: Gariuolo, A. (2024). Collective teacher efficacy for community improvement: Supplementary protocols.
<https://openevo.eva.mpg.de/teachingbase/collective-teacher-efficacy-supplementary-protocols/>



This work is licenced under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International](https://creativecommons.org/licenses/by-nc-sa/4.0/) licence

Contents

What can teachers do	2
The causes of student behaviour	6
Increasing students' self-efficacy	9
Reflecting on teacher self-efficacy	10
Reflecting on experience	12
Expectations of outcomes	13
Spheres of concern and influence	17
Teaching values	20
The noticing tool	22
Beliefs and theories about schooling	25
Sharing, autonomy and collaboration	28
Experiences and aspirations for collaboration	30
Reducing social loafing	32
True teacher participation	34
Norms and organisational routines in school	36
Visualising (educational) networks	38
Discussing the CDPs	42
References	46

What can teachers do

Reference chapter: The power of beliefs: locus of control

Type of activity: individual or group activity, student activity

Topic(s): locus of control

Learning goals/Activity goals: reflecting on personal sense of control; reflecting on teaching as a profession; reflecting on teachers' experience

Do teachers believe that they are the cause of their students' learning? Or do they attribute more influence to external factors, like for example students' home environment? Researchers from the RAND foundation asked these questions when evaluating the success of various reading interventions in a study in 1976 (Armor et al., 1976). To measure teachers' locus of control, they asked them how much they agreed with the two statements:

Statement 1: "When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment." ([external control](#))

Statement 2: "If I really try hard, I can get through to even the most difficult or unmotivated students." ([internal control](#))

In the conceptualization proposed in the study, the first statement refers to the idea of general teaching efficacy (GTE): the beliefs about what teachers in general are actually able to achieve, considering what are the common external obstacles and influences that have an effect on every teacher and students. The second statement instead is about personal teaching efficacy (PTE) and it's intended to measure the individual teacher's beliefs about their own capacity to succeed in spite of challenges and obstacles.

What can teachers do and what can I, as a teacher, do? Do you think these two questions are related? How? Try to answer these questions, reflecting on your

experience and on your ideas of teaching as a profession. You can use the table below as a prompt.

Teachers can ...	1 = Strongly Disagree; 2 = Disagree; 3 = Neither agree or disagree; 4 = Agree; 5 = Strongly Agree	As a teacher, I can ...	1 = Strongly Disagree; 2 = Disagree; 3 = Neither agree or disagree; 4 = Agree; 5 = Strongly Agree
... adapt their lessons to different level of competence		... adapt lessons to different level of competence	
... make students passionate about learning		... make students passionate about learning	
... influence school policies		... influence school policies	
... manage disruptive behaviour		... manage disruptive behaviour	
... have fruitful partnership with parents		... have fruitful partnership with parents	
... advocate for their students' needs		... advocate for my students' needs	
... advocate for their own needs		... advocate for my own needs	
... pay individualised attention to students		... pay individualised attention to students	
... collaborate well together		... collaborate well with my colleagues	

SHARE IT IN A GROUP! You can use this exercise also for a group activity, either by brainstorming the answers together or by filling out the table individually and then sharing it with the group. Remember to establish rules for sharing at the beginning of the activity that are comfortable for everybody.

DO IT WITH STUDENTS! Consider areas or tasks in students' academic and school lives where it might be valuable for them to reflect on their sense of control. Create a list yourself, or work with your students to brainstorm one together, and encourage them to try this exercise to deepen their awareness of how their beliefs about control influence their learning and overall student experience.

The causes of student behaviour

Reference chapter: The power of beliefs: locus of control

Type of activity: group activity

Topic(s): locus of control, teacher locus of control

Learning goals/Activity goals: reflecting on internal vs. external locus of control and their benefits in context; understanding causal mapping; reflecting on complex causality of behaviour(s); reflecting on the origins of intuitive theories about behaviour in school (theories of schooling)

Dealing with students' behaviour is a common and important concern for teachers, and often is also the area of their profession where teachers feel they have the least control and perceive the lowest efficacy. It is often the first cause cited by teachers for burnout (Chang, 2013). Where do these perceptions come from? What are the experiences that lead some teachers to hold these beliefs?

This is a protocol for a group activity to reflect together on attributions teachers make about students' behaviours and to develop a more complex and better understanding of their causes.

Present the group of participants with these two opposite statements about the agency of teachers in controlling disruptive behaviour:

A.1: If a student misbehaves in class, it is usually because of influences outside the teacher's control, such as home environment, innate tendencies and school policies.

B.1: If a student misbehaves in class, it is usually because the teacher has not found the right methods, or they have not been implemented in a way that works for that particular student.

Ask participants to choose the sentence they agree with more (they might not agree completely with just one, but they should choose the one they agree with the most). Divide the group in the two subgroups A and B accordingly and ask them to discuss together the reasons why they agree more with that sentence. Ask participants to take notes.

Present them now with the two new opposite statements:

A.2: If a student behaves well in class, it is usually because of influences outside the teacher's control, such as home environment, innate tendencies and school policies.

B.2: If a student behaves well in class, it is usually because the teacher has found the right methods, and they have been implemented in a way that works for that particular student.

Ask participants if they want to remain in their group (A or B) or if they agree with the opposite statement now and request them to move group accordingly. Take notes of the participants that switch groups. Ask again to do the same exercise and to take notes. After the separate brainstorm, bring all the participants together.

Causal attributions

Ask participants what's the difference between statements A and statements B. Once participants reason that the difference is in the attribution of causality (external or internal), if it hasn't been done before, introduce the concepts of agency and locus of control.

Bias in causal attribution

Ask participants to think about the difference between the two sets of sentences (1 and 2): who moved groups and why? Did somebody feel like switching but didn't and why? (Be aware of the possible effect of reputation management in this discussion). Introduce the group then to biases in causal attribution (e.g. Fundamental attribution error)

Internal and external causal attribution

Discuss what does it mean to have an internal or external locus of control: e.g. an internal locus of control empower people more to act than an external one, but what happens if the external forces are too strong for our actions to have a positive impact? Try to always bring the conversation to concrete discussion/examples based on the prompt (students behaviour).

Complex causes of behaviour

Ask them to think about their subgroups discussions: did everybody agree one hundred percent with the statement they chose? Are there any circumstances they could think about where the statement wouldn't apply?

Through this discussion, introduce the idea that causal attributions that are either internal or external are usually simplifications of reality. They can be useful, but they are also reductive: behaviour has many causes that exist in complex relation with each other. Ask the participants to look now at their notes: what are the causes of students behaviour they have brought up during their discussions? Encourage the collective sharing/discussion.

Increasing students' self-efficacy

Reference chapter: The power of beliefs: self-efficacy beliefs

Type of activity: individual or group activity

Topic(s): self-efficacy, student self-efficacy

Learning goals/Activity goals: understanding self-efficacy and its sources; helping students develop self-efficacy beliefs; reflecting on self-efficacy in the context of students learning

What could you do in your day-to-day to help increase students' self-efficacy? Think about a previous lesson plan, classroom management or assessment method that you have used in the classroom, and how they could be improved to foster self-efficacy.

In your reflection, try to answer these questions:

- Which proximal sources of self-efficacy am I addressing? How?
- Which distant sources of self-efficacy am I addressing? How?
- How can I understand if students' self-efficacy is improving?
- How can I avoid downward or upward self-efficacy spirals?

SHARE IT IN A GROUP! You can use this exercise also for a group activity, either by brainstorming the answers together or answering individually and then sharing it with the group. Remember to establish rules for sharing at the beginning of the activity that are comfortable for everybody.

Reflecting on teacher self-efficacy

Reference chapter: The power of beliefs: self-efficacy beliefs

Type of activity: individual or group activity, student activity

Topic(s): self-efficacy, teacher self-efficacy

Learning goals/Activity goals: reflecting on teachers' experience; understanding self-efficacy in the context of teachers' experience; reflecting on how self-efficacy can change over time

Research in teachers' self-efficacy has identified two recurring patterns of decline in teacher self-efficacy:

- after the first year of teaching (Fives & Gil, 2014);
- at the beginning of school reform or a change in methods (Cantrell & Callaway, 2008).

However, research also shows that these drops in efficacy are not inevitable. Young teachers retain a high level of self-efficacy when they are supported through their first teaching experiences (e.g. having the possibility to collaborate with senior colleagues, having supportive supervisors, receiving useful feedback) (Chester & Beaudin, 1996). Similarly, when teachers are adequately supported through reforms and changes or, more importantly, when they are actively involved in the changes, their sense of self-efficacy tends to decline less (Gordon et al., 2022). Being aware of the importance of these transitory stages for teachers' self-efficacy can help both teachers and school leaders focus their resources in order to help alleviate potential negative consequences.

Thinking about your work experience, identify either a moment at the beginning of your career or a moment of change and write a letter to your past self:

- How did you feel?
- Did your self-perception and beliefs as a teacher change or not? How?
- What resources did you have and how could you have been better supported?
- How would you face the same situation today?

Alternatively, if you haven't experienced such a moment in your career, imagine how it could manifest and write a letter about it to your future self.

SHARE IT IN A GROUP! You can use this exercise also for a group activity, either by brainstorming the answers together or answering individually and then sharing it with the group. Remember to establish rules for sharing at the beginning of the activity that are comfortable for everybody.

DO IT WITH STUDENTS! Beginning to learn something new or going through transitional periods, such as moving to a new grade, can significantly impact students' self-efficacy. The questions above can help students in reflecting on these experiences. Encourage them to choose a meaningful experience related to a subject or task, and guide them in reflecting on their experience.

Reflecting on experience

Reference chapter: The power of beliefs: Collective Teacher Efficacy

Type of activity: individual or group activity

Topics: self-efficacy, teacher self-efficacy

Learning goals/Activity goals: understanding self-efficacy and its sources; helping teachers develop self-efficacy beliefs; reflecting on self-efficacy in the context of students teachers' experience

As mastery experience is the most influential source of self and collective efficacy, it's important to reflect intentionally on your experience, both as an individual or a group.

Think about an episode/situation in the last year when you felt efficacious as a teacher (self-efficacy) or when you felt efficacious as a school or a group of teachers (collective efficacy). Write down some notes about it: what was the circumstance? What actions did you take? Why did you feel efficacious? How did you feel before and after the situation? What have you learned from it? What has changed in your practices since?

SHARE IT IN A GROUP! You can use this exercise also for a group activity. Remember to establish rules for sharing at the beginning of the activity that are comfortable for everybody.

As vicarious learning is also important to foster efficacy, if you are in a group, you can share your experiences to learn from each other. In pairs, tell each other your efficacious experience. Then retell your partner's story to the group: what action did the other person take? What can be learned from it? What did the story make you feel?

In a group setting, it could also be useful to have a debriefing session, trying to answer these questions together:

- Did the exercise help you think about your own experience? Do you usually stop to reflect on it in this way? What benefits do you think it can bring to practise and what cannot?
- What did other teachers' experiences make you think about? Did you find it interesting or useful to listen to these stories? When can it be useful, and when can it not?

Expectations of outcomes

Reference chapter: The power of beliefs: Collective Teacher Efficacy

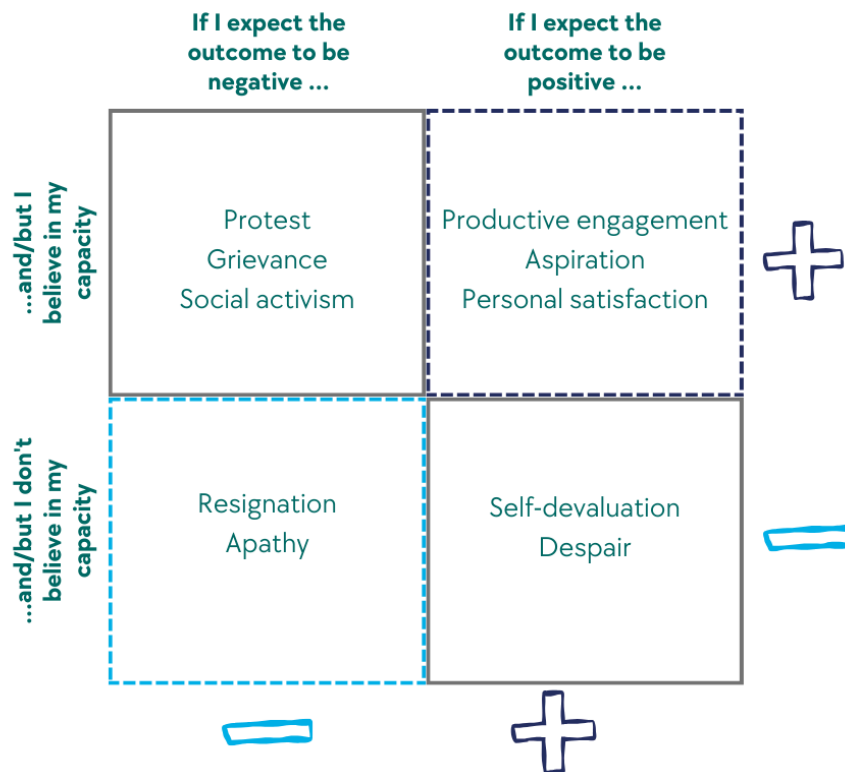
Type of activity: individual or group activity, student activity

Topic(s): outcome expectations, mental states, self-efficacy, teacher self-efficacy, student self-efficacy

Learning goals/Activity goals: reflecting on agency; reflecting on behaviour in context; reflecting on beliefs about agency in context; reflecting on self-efficacy beliefs in context

Our behaviours are shaped not only by our beliefs in our abilities, but also by our anticipation of whether our actions will lead to positive or negative results (Bandura, 1997; Hagger et al., 2020). These beliefs are not strictly about personal control, but rather our general expectations about outcomes based on a number of factors, some out of our control. To make these predictions, we often rely on our past experiences and information we have gathered through them. These expectations - being negative or positive or about the short or the long term - interact with efficacy beliefs and consequently influence behaviours. For instance, if past experiences have consistently resulted in unfavourable outcomes, this awareness will impact our expectations and thus influence our willingness to take action. Our expectations for outcomes consider the context around us, showing both the strength and limits of our beliefs, especially in challenging situations. The way our self-efficacy beliefs interact with our views on possible outcomes can influence our behaviour, mindset, and emotional state.

The matrix below can be used as a discussion tool to reflect on these different patterns.



Outcomes expectancy matrix; adapted from Bandura (1997)

To understand the matrix better, you can use the following vignettes. Based on these examples, think about a current or past work experience where you found yourself in one of the two quadrants with - capabilities (“I don’t believe in my capacity” or “If I expect the outcome to be negative”). Write down some notes, in particular regarding the affective states, feelings, emotions and mindset you experienced during the situation.

Teacher’s vignette:

Vignette1:(-capacity / + environment) A young teacher in their first year of practice is hired to a fairly good-performing school. Teachers around them are fast and prepared. While they are still slow and clumsy on the job and seem to continuously underperform. Even though the environment is supportive of high performance, they don’t seem to benefit from it. On the contrary, comparing themselves with the rest of the teaching staff makes them believe they must be the problem and that they simply lack the ability to be a good teacher.

Vignette2:(+capacity/-environment): A very competent and well-prepared educator starts working for an educational program that is

poorly organised and run. The educator identifies many problems and knows how to solve them thanks to their previous experience. Even though the management is not very responsive, they push for these solutions in the hope of improving the service and the work environment. When the leadership doesn't seem to want to enact change, they engage other educators, and begin self-organising to find solutions.

Vignette3:(-capacity/-environment) A young educator joins a special education service and gets immediately assigned to a very complicated case. They don't feel capable and experienced enough to deal effectively with this challenge. The management of the service insists that, due to a lack of staff and resources, there are no other solutions. The educator also doesn't seem to find help in other colleagues, who instead appear resigned to the idea that doing better work or in better conditions is just not possible.

When applicable, you can continue this exercise by reflecting on the topic of influence in the situation discussed using the protocol named "Spheres of concern and influence".

SHARE IT IN A GROUP! You can use this exercise also for a group activity, either by brainstorming the answers together (choosing a situation that happened to the group) or by carrying out the exercise individually and then sharing it with the group. Remember to establish rules for sharing at the beginning of the activity that are comfortable for everybody.

DO IT WITH STUDENTS! You can propose this activity to students to encourage reflection on their sense of agency in their academic lives. The vignettes below can serve as examples to help explain the tool and make it more relatable for them.

Student's vignette:

Vignette1:(-capacity/+environment) A student has a history of struggling with maths. Previous negative experiences with the subject and past teachers have solidified in them the idea that they are not and will never be good at it. A new teacher notices these difficulties and tries to meet

the student halfway by simplifying their coursework, without addressing the student's underlying lack of confidence in the subject. Over time, this approach reinforces the student's beliefs in their inability, and the student gradually stops putting in the effort.

Vignette2:(+capacity/-environment) A brilliant student excels in humanities subjects and, in particular, essay writing. They are aware of being above average in that regard, and often question teachers' methods and even the merits of what they are learning. They can often get provocative, and some teachers do not respond well to what they view as an attack on their authority. Despite the student insistence, some teachers stop engaging with their comments and contributions to class discussion.

Vignette3:(-capacity/-environment) A student comes from a first-generation immigrant household. At his arrival, the school did not provide enough resources to help with their language acquisition, and even though they are now orally fluent, they still struggle with reading complex texts and writing. Since the student appears fluent, teachers do not offer individualised help for the specific difficulties of studying in a second language. As a result, the student underperforms in almost every subject and, with the passage of time, develops the conviction that "studying is not for them" and gives up on pursuing higher education.

Spheres of concern and influence

Reference chapter: The power of beliefs: Collective Teacher Efficacy

Type of activity: individual or group activity, student activity

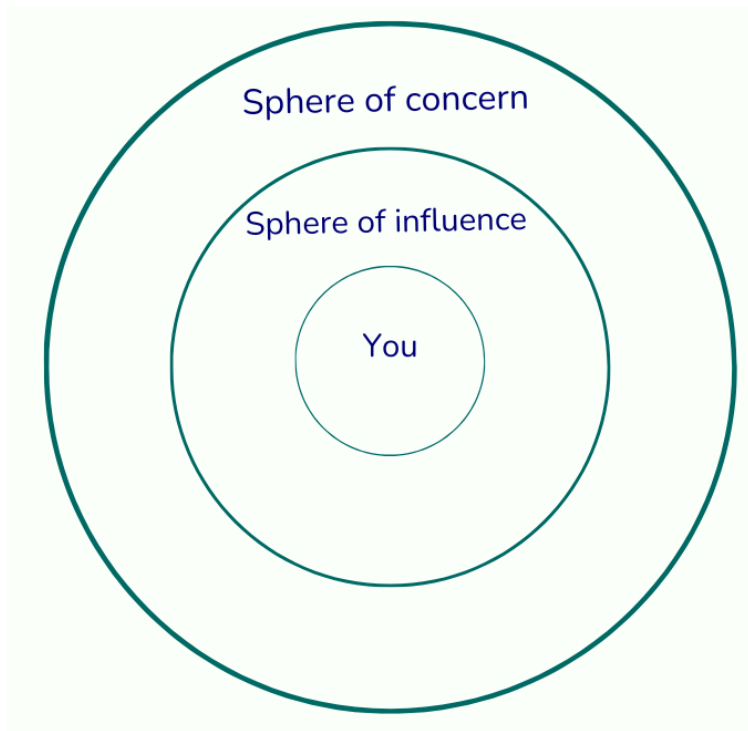
Topic(s): agency, self-efficacy

Learning goals/Activity goals: reflecting on agency; reflecting on self-efficacy; reflecting on behaviour in context

The following graph is designed to help you reflect on your agency in a specific situation by examining your sphere of influence and sphere of concern. Start by recalling a challenging professional situation you have faced. Position yourself at the centre of the circles and fill in the “sphere of concern” (e.g., the issues or challenges you experienced) and the “sphere of influence” (e.g., the actions you could take or areas you could affect).

The goal of this exercise is to identify whether there is or was potential to expand your sphere of influence by enhancing your self-efficacy and to distinguish areas that remain beyond your control.

In your opinion, which elements within these two spheres could be addressed by improving self-efficacy? Use different colours to underline the points you wrote in the spheres, indicating whether or not you believe they can be influenced by greater self-efficacy.



Adapted from Donohoo (2013)

Then try to answer these questions:

- What is in the sphere of concern and what is in the sphere of influence? What stands out?
- What issues do you think can mostly be addressed by an increase in self-efficacy? What do they have in common? Is there a sphere where they are more present?
- What issues do you think cannot be addressed by an increase in self-efficacy? What do they have in common? Is there a sphere where they are more present?
- Do you think that working on the issues in your sphere of influence can help you address something in your sphere of concern? How?

SHARE IT IN A GROUP! You can use this exercise also for a group activity, either by brainstorming the answers together (choosing a situation that happened to the group) or by carrying out the exercise individually and then sharing it with the group. Remember to establish rules for sharing at the beginning of the activity that are comfortable for everybody.

DO IT WITH STUDENTS! You can propose this activity to students to encourage reflection on their sense of agency in their academic lives. Remember to establish rules for sharing at the beginning of the activity that are comfortable for everybody.

Teaching values

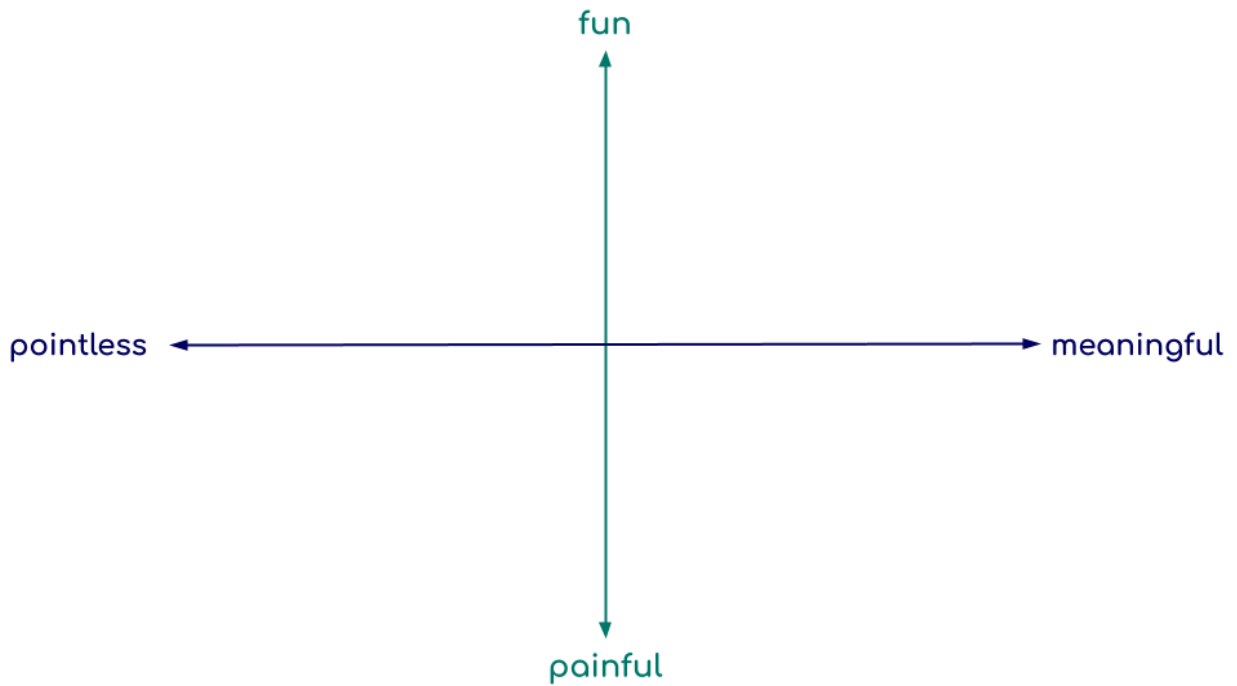
Reference chapter: The power of beliefs: limits and challenges

Type of activity: individual or group activity

Topic(s): teaching values, valued behaviour

Learning goals/Activity goals: reflecting on teaching values; understanding how values affect behaviour; reflecting on how to align behaviours with values; reflecting on teacher experience

Values are the driving force behind teaching methods and behaviours, shaping how educators approach their work and interact with students. Often, these values remain implicit, influencing actions and decisions without being directly acknowledged. Reflecting explicitly on these values provides an opportunity to better understand their impact and to critically evaluate and refine teaching practices. To do that, you can use the matrix and list below. Try and sort the list of activities of a teacher's job in different quadrants between fun or painful and meaningful and pointless. If you want, you can also add other tasks from your day-to-day life as a teacher. Then focus on the quadrants - especially the meaningful-painful quadrant: what values can be derived from the tasks in every quadrant? Try to make a list.



Lesson planning	Managing behavior in class	Personalizing teaching instruction	Doing paperwork	Participating in parent-teacher conferences	Participating in work meetings
Collaborating with colleagues	Creating and grading assessments	Organizing extracurricular activities	Handling parental concerns	Engaging in professional development	Building rapport with students
Addressing student behavioral issues	Assessing and promoting student creativity	Supporting and accommodating students with disabilities	Creating educational materials	Mentoring and supporting new teachers	Evaluating the effectiveness of teaching practices

SHARE IT IN A GROUP! You can use this exercise also for a group activity. One possibility is that every member of the group fills in their matrix. Remember to establish rules for sharing at the beginning of the activity that are comfortable for everybody. Otherwise, the matrix can also be utilised to understand the values of a group. Try to find out what the majority of the groups agree on, to establish what are shared values in the group.

The noticing tool

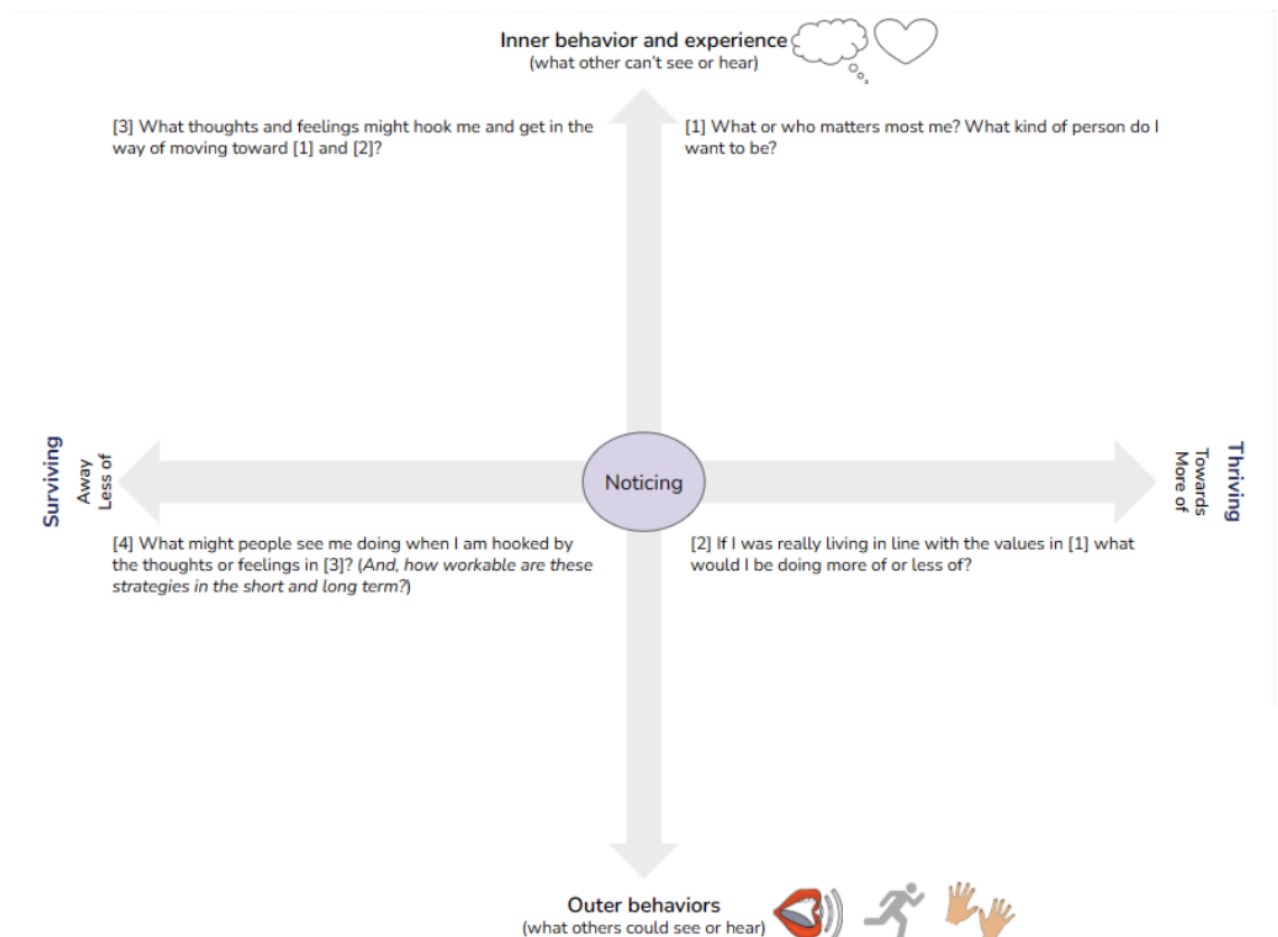
Reference chapter: The power of beliefs: limits and challenges

Type of activity: individual or group activity

Topic(s): psychological flexibility

Learning goals/Activity goals: understanding psychological flexibility; reflecting on inner and outers behaviours

An important tool for fostering psychological flexibility is the Noticing Tool, designed to help individuals reflect on and align their actions (outward behaviours) and thoughts and feelings (inward behaviours) with their core values. By mapping out these aspects, it encourages awareness of both internal experiences and external actions, guiding individuals toward more behaviours based on their value.



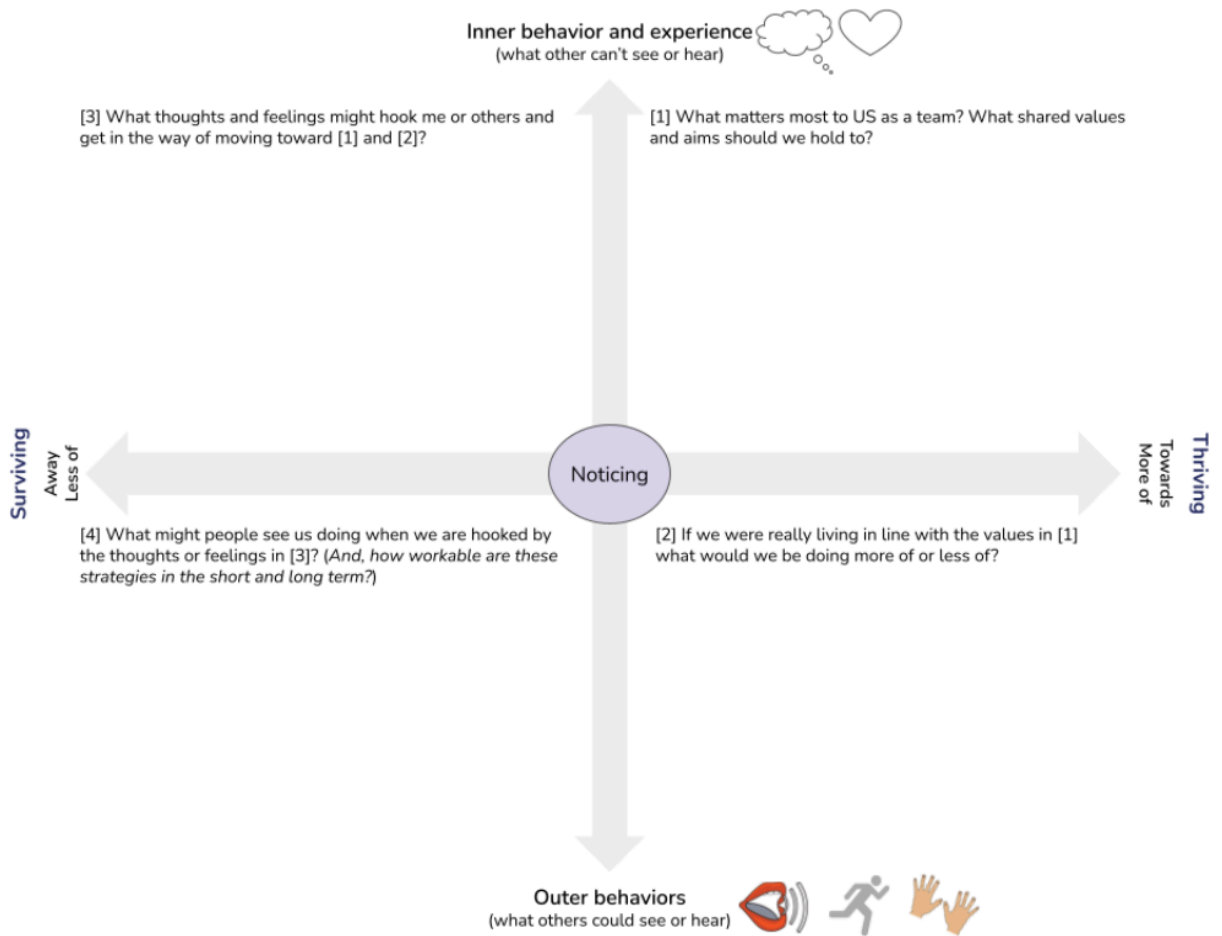
The tool consists of four quadrants arranged on two axes, with each quadrant presenting a question to answer. You can fill in the matrix by reflecting on your life as a whole or focusing on a specific aspect, such as your role as a teacher. To better answer the question in quadrant one [1], you can also use the protocol named “Teaching values”.

The quadrants are organised along two axes: the upper part of the quadrants relates to inner behaviours, such as thoughts, feelings, and beliefs, while the lower part addresses outer behaviours, which are our actions. The horizontal axis ranges from “surviving” on the left, representing behaviours and feelings we experience when we don’t live according to our values and avoid situations, to “thriving” on the right, where we are able to align our lives more closely with our values and face challenges head-on.

Debriefing questions:

- What did you find difficult / easy in doing the matrix?
- Do you think it helped you think / notice your behaviour in a new way?
- Transfer of learning: how can you incorporate what you have learned in your teaching?

SHARE IT IN A GROUP! You can use this exercise also for a group activity. One possibility is that every member of the group fills in their matrix. Remember to establish rules for sharing at the beginning of the activity that are comfortable for everybody. Otherwise, the Noticing tool can also be utilised to understand the behaviours and values of a group. The following matrix is used to discuss the psychological flexibility of teams.



Beliefs and theories about schooling

Reference chapter: The power of collective action: collaboration in schools

Type of activity: individual or group activity

Topic(s): Theories of Schooling

Learning goals/Activity goals: reflecting on beliefs about schooling

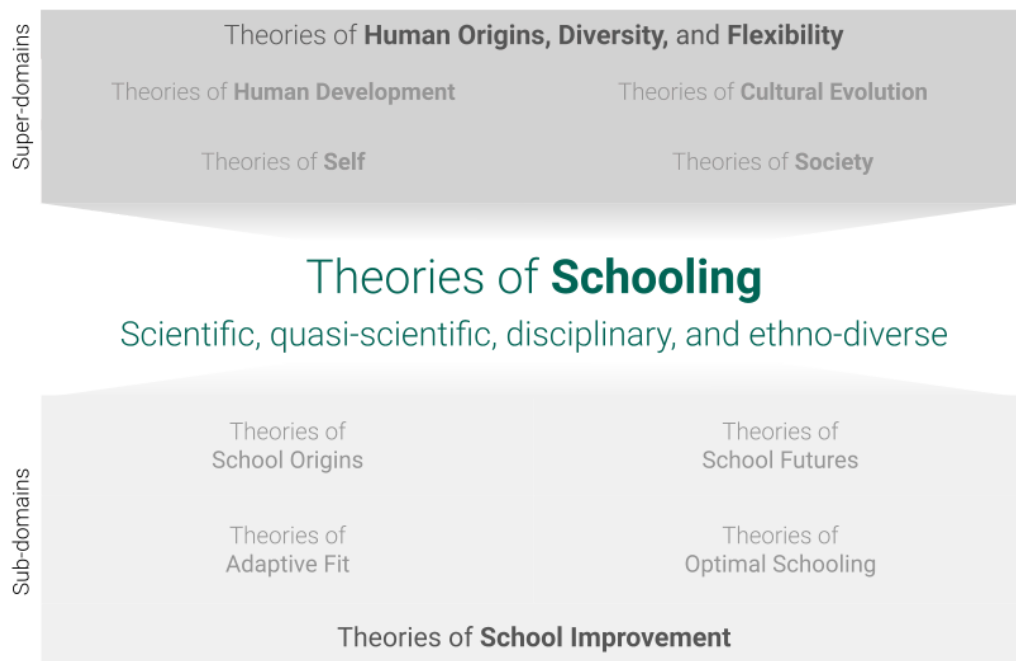


Figure 1.



Figure 2.

The two photographs above (Figure 1 and Figure 2) represent two classrooms in two different periods of time and according to two very different visions of school. Using the Theory of schooling framework and the graph below, try to reflect on the visions of these schools.



Eirdosh and Hanisch (2023)

Theories of human origins, diversity, and flexibility:

- *Theories of Human Development* → how do children develop and learn?
- *Theories of Cultural Evolution* → how do cultures change or not? What is the role of cultures in our lives?
- *Theories of the Self* → What constitutes the self? What causes shape our sense of self?
- *Theories of Society* → how do societies function? How do they influence the individual?

Theories of school improvement:

- *Theories of School Origins* → what's the origin of school? Why did we start going to school?
- *Theories of school Futures* → what would you want the future schools to look like? What purpose should they serve to bring about the future you wish for?
- *Theories of Adaptive Fit* → How does school culture help drive human development?
- *Theories of Optimal Schooling* → what is the ideal school? How should it work?

a) What would be the theories of schooling of the teachers working in these classrooms? You can use the questions above to guide your reflection.

b) Reflecting on yourself, what would you agree and disagree with both approaches? Try to reply to the questions about your own Theories of Schooling. There are no correct answers: they need to represent your honest beliefs about these topics.

c) Finally, reflect on current trends in educational research and policies; e.g.

- a push for individualised learning
- a push for practices of collaboration between teachers (collective teacher efficacy, PLC, school as learning organisation, etc ...)
- a focus on student-lead learning

In your opinion, what are the Theories of Schooling that drive these trends? Do you think they align with your own?

SHARE IT IN A GROUP! You can use this exercise also for a group activity. You can share your notes at every stage of it (a, b, c). Remember to establish rules for sharing at the beginning of the activity that are comfortable for everybody.

Sharing, autonomy and collaboration

Reference chapter: The power of collective action: collaboration in schools

Type of activity: individual or group activity

Topic(s): teacher collaboration, teacher autonomy

Learning goals/Activity goals: reflecting on professional collaboration; reflecting on the relationship between autonomy and collaboration; establish rule for sharing and collaboration

Sharing

Try to think about your daily life as a teacher: what aspect of your job would feel comfortable sharing with other colleagues and which you wouldn't? You can use the table below to help you gather ideas.

	Share or not?	Why?	Notes
Lesson plans			
Students results			
Classroom management practices			
Feelings about teaching			
Being observed in class			
Professional anecdotes			

Autonomy and collaboration

What aspects of your job do you think will benefit from collaboration with other teachers and in which others would you prefer to maintain higher autonomy? You can use the table below to help you gather ideas.

	Autonomy or collaboration?*	Why?	Notes
Lesson planning			
Rules for classroom management			
Objectives for students learning			
Students behaviour			
Lesson standards or format			
Teaching methods			

*Indicate the degree of autonomy and collaboration from 1 (complete autonomy) to 5 (complete collaboration/joint work).

SHARE IT IN A GROUP! You can use these exercises also for group activities. You can discuss your notes with other teachers: what observations and feelings do you share? What differs? Remember to establish rules for sharing at the beginning of the activity that are comfortable for everybody.

Rules for sharing: Through the discussion, try to gather ideas of what would make sharing aspects of your job safer or easier according to the members of the group: e.g., should sharing of certain aspects of a teacher job be mandatory or voluntary? Can teachers share anonymously? Should it happen in big groups or smaller teams?

Rules for collaboration: Through the discussion, try to gather ideas of what aspect would benefit from higher collaboration or higher autonomy and why.

Experiences and aspirations for collaboration

Reference chapter: The power of collective action: how collaboration works

Type of activity: individual or group activity

Topic(s): teacher collaboration

Learning goals/Activity goals: reflecting on teacher experience; reflecting on teacher collaboration

What are your opinions and experiences with collaboration between teachers?

a) Reflect on your past experiences:

- Can you share a specific instance where collaboration with another teacher was particularly effective or memorable? What made it successful?
- Have you encountered any challenges or obstacles when working with fellow teachers? How did you address or overcome these issues?
- How has collaboration with colleagues influenced your teaching methods or classroom management techniques?

b) Imagine what ideal collaboration would look like for you:

- What key elements do you believe are essential for successful teacher collaboration?
- What support or resources would you need to enhance collaboration with other teachers effectively?

c) The following table is the result of a focus group with teachers from the USA in 2014. Compare with the table, the experience and thoughts you have shared in a) and b): what do you have in common? What is different?

Focus group question: Which images represent your current experience and the ideal state of collaborative professional development?

CURRENT EXPERIENCE	<p style="text-align: center;">Lack of engagement</p> <ul style="list-style-type: none"> • "Fells like I'm being held hostage" • "I would rather be somewhere else" 	<p style="text-align: center;">Poor use of time</p> <ul style="list-style-type: none"> • "Not another meeting" • "Not one more thing I have to do" • "Don't read PowerPoint presentations to me" 	<p style="text-align: center;">Poorly planned/executed</p> <ul style="list-style-type: none"> • "People might have good knowledge but the pieces don't fit together" • "Need an agenda and rules ... otherwise it's a social hour"
IDEAL STATE	<p style="text-align: center;">Energizing</p> <ul style="list-style-type: none"> • "Makes me feel fired up" • "Energized to go back to my classroom" 	<p style="text-align: center;">Supportive</p> <ul style="list-style-type: none"> • "Makes me feel supported" • "Feel accountable to show up to help each other" • "Bounce ideas off of each other" 	<p style="text-align: center;">Hands-on/scenario-based</p> <ul style="list-style-type: none"> • "Specific activities to do" • "Brainstorm solutions for a specific teacher" • "Gives me what I need in bite-size pieces"

(Bill & Melinda Gates Foundation, 2014)

SHARE IT IN A GROUP! You can use this exercise also for a group activity. You can discuss your notes with other teachers: what observations and feelings do you share? What differs? Remember to establish rules for sharing at the beginning of the activity that are comfortable for everybody.

Reducing social loafing

Reference chapter: The power of collective action: how collaboration works

Type of activity: group activity

Topic(s): social loafing, teacher collaboration, interdependence

Learning goals/Activity goals: reflecting on teacher experience; reflecting on social loafing and the drawbacks of teacher collaboration; understanding strategies for reducing social loafing in collaboration

Team members failing to take responsibility for their contributions and leaving others to carry the weight of the group's work, it's one of the major issues of collaboration. That's why it is crucial to establish clear norms and rules that foster individual accountability and discourage social loafing within a group.

Reflect on your experiences working with other teachers. Think about a specific instance where you felt frustration due to an imbalance in contributions among team members. Take notes trying to answer these questions:

- what were the circumstances surrounding the situation
- what was the task at hand,
- what emotions did you feel during that time
- How did this imbalance affect your work and your relationships with your colleagues,
- did it leave a lasting impact.

In your group, take turns sharing these stories and choose one such experience to reflect on how collaboration could have been improved, by trying to reduce social loafing.

- Task Type: was the task designed in a way that individual contributions were visible? How can this be improved?
- Perceived Value of Effort: did team members understand the importance of their contributions? How can this understanding be enhanced?
- Positive Self-Evaluation: how did team members perceive their value in the group? What can we do to strengthen this perception?
- Feelings of Efficacy: did team members believe their skills were adequate for the task? How can we address this issue?

- Uniqueness of Contributions: were individual contributions recognized as unique? How can we ensure that each person's work is distinct and appreciated?
- Acknowledgment of Contributions: were efforts recognized in a visible manner? What methods can we implement for acknowledgment?
- Value of the Group or Task: how cohesive was the group? Was the task meaningful for individuals?
- Personality and Individual Differences: were individual differences in work styles and preferences a factor in social loafing? And can they be accommodated to reduce it?

If it is appropriate for the group, you can use this discussion to start the drafting of rules and norms for future collaboration and group work.

True teacher participation

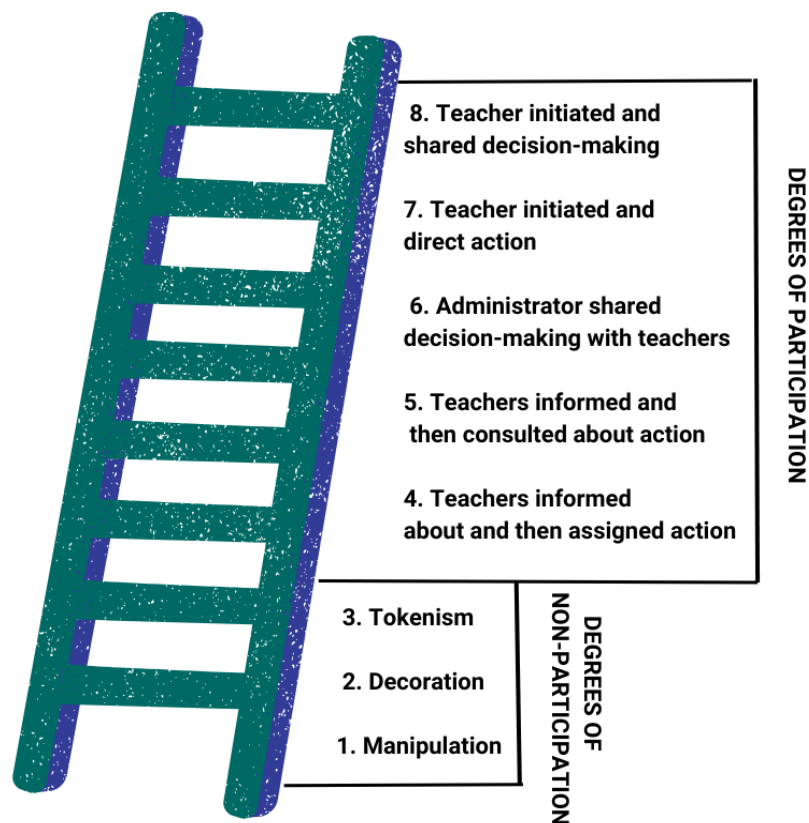
Reference chapter: The power of collective action: practices and conditions for Collective Teacher Efficacy

Type of activity: individual or group activity, student activity

Topic(s): teacher participation, distributed leadership

Learning goals/Activity goals: reflecting on distributed leadership; reflecting on teacher participation

It is essential that concepts like "teacher participation" and "distributed leadership" move beyond mere slogans and are actively implemented in schools. The graph below serves as a practical tool to initiate conversations about participation within the school community. As this is the teacher version of a similar tool focused on student participation and leadership, which can be used with students to discuss their involvement in decision-making at both the classroom and school levels. In this tool, the various levels of participation, ranging from the lowest level of non-participation to the highest level of genuine participation, are visually represented as rungs of a ladder.



Adapted from Donohoo (2016)

To reflect on the topic of teacher participation, consider the levels of participation represented on the ladder and try answering these questions:

- Where would you place teacher participation in your school right now?
- What would be the ideal position on the scale from your point of view, and in relation to which tasks or areas? (For example, research suggests that teacher participation in different areas is not equally beneficial)
- How would ideal teacher participation look like in practice for you?
- What changes would need to occur to achieve this ideal level of participation?

SHARE IT IN A GROUP! You can use this exercise also for a group activity. You can discuss your notes with other teachers: what observations and feelings do you share? What differs? Remember to establish rules for sharing at the beginning of the activity that are comfortable for everybody.

DO IT WITH STUDENTS! This tool is the teacher version of a similar resource designed to foster student participation and leadership, which can be used with students to discuss their role in decision-making at both the classroom and school levels (Adam, 2005). You can introduce this activity to students as well to spark a meaningful conversation about active student participation.

Norms and organisational routines in school

Reference chapter: The power of collective action: practices and conditions for Collective Teacher Efficacy

Type of activity: individual or group activity

Topics: norms, organisational culture, organisational routines

Learning goals/Activity goals: reflecting on norms in the school context; understanding the effect of norms on behaviour; reflecting the impact of norms on change

“School community members learn to behave according to the manner in which the overall group behaves, and group members evaluate themselves and other members of the group according to the established norms of the environment” (Fives & Gill, 2014)

- Can you think of a norm in your school or group of work? What are the expectations involved in it?
- How well do you think you conform to this norm?
- What do you think this norm says about your work environment?
- What assumptions about teaching and students do you think this norm implies?

Organizations often face barriers to learning and improvement, known as “learning disabilities” (Senge et al., 1990). Two common examples are:

1. Competency Traps: Organizations rely too heavily on existing skills and practices, avoiding new methods despite knowing better options exist. This resistance stems from comfort with familiarity and the perceived risks and efforts of change.
2. Organizational Defense Routines: These are unconscious behaviours aimed at shielding the organization from criticism or disruption, but they inadvertently suppress learning and block necessary changes.

Regarding the norms in your school:

- which of them could work as “learning disabilities”?
- in what ways are they preventing change in the school?
- what measures would need to be taken for these norms to change?

SHARE IT IN A GROUP! You can use this exercise also for a group activity. You can discuss your notes with other teachers: what observations and feelings do you share? What differs? Remember to establish rules for sharing at the beginning of the activity that are comfortable for everybody.

Visualising (educational) networks

Reference chapter: The power of collective action: schools as Common Good

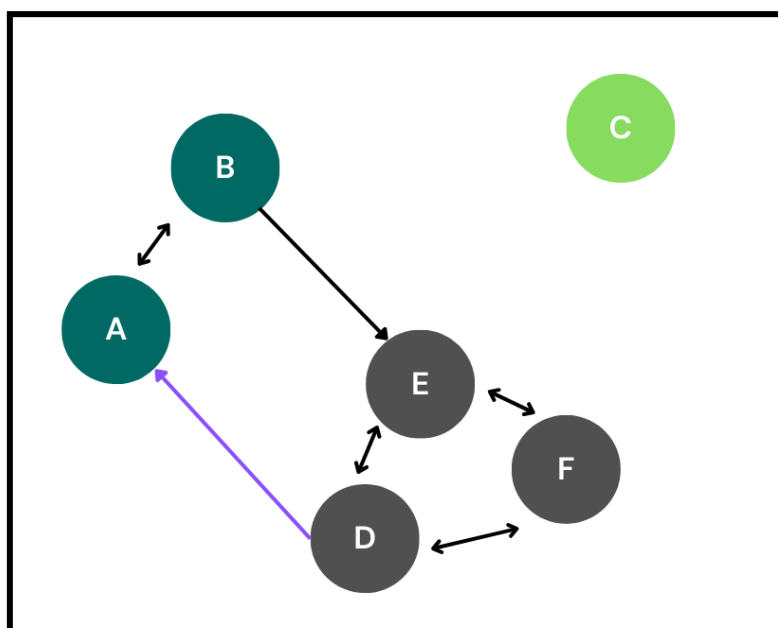
Type of activity: individual or group activity

Topic(s): social networks, collaboration, social capital

Learning goals/Activity goals: reflecting on social networks in education; learning how to draw a social network

Visualising social networks can be a powerful tool for teachers, offering valuable insights into the dynamics of their classroom and educational environment, or as a self-reflection tool about their own relationships. By visualising networks, teachers can map out relationships between students, identify key influencers, and understand how collaboration and communication flow within their class or school. For instance, understanding how students interact can help a teacher identify potential conflicts, opportunities for group work, or gaps in social connections that need addressing. Moreover, network visualisation can also be applied to understand interactions with parents, other educators, and stakeholders, providing a comprehensive view of the broader educational ecosystem.

Visualising networks involves drawing a map of relationships and interactions. Each person or entity in the network is represented as a node (a dot), and each connection or relationship between them is shown as a tie (a line connecting the dots).



Here are some simple instruction to drawing a network:

Decide What to Visualise

You can use network visualisation for various purposes, e.g.:

- Self-reflection: understand your own connections and interactions.
- Student relationships: see how students interact with each other.
- School and stakeholder connections: map out relationships between schools and other stakeholders.

Identify Your goal and start with a clear question

What do you want to learn from the network? According to your goal, you can ask different questions. Examples might include understanding collaboration among students (e.g. Who would you like to work with on a group project?), identifying key influencers in a school (e.g. Who would you ask for help?), or mapping communication channels with stakeholders (e.g. What institution/office do you need to contact to carry out this task?). You can also ask for additional information, for example to rank the relationships based on particular criteria or to assign a score based on closeness or importance. If applicable, you can leave open how many/which persons to mention, or you can give a specific list of students, teachers, or stakeholders. The choice depends on the purpose of your questions and how much you already know about the network. Leaving options open-ended is useful if you're still exploring and don't yet have a clear idea of which individuals or nodes are part of the network. In this case, open-ended questions can help you identify and learn more about the different people or roles involved. On the other hand, providing a specific list is beneficial when you have a defined group in mind—such as a set number of individuals, a particular subset of nodes, or when you're seeking insights about specific people.

Collect data

To collect data, you need to find appropriate ways to ask your questions (e.g. through questionnaires). If asking directly is not appropriate, you can change your question to be answered through observation. For example, to draw a network about friendship in your classroom, you could ask students to reply in writing to the question “who do you like to spend time with during the break? / who do you usually spend your time with during the break?” or, you could collect the same information by observing students' interaction during a couple of breaks and noting which students choose to spend time together. Questions can also be posed in negative terms (e.g. “Who would you not want to spend your break with?”). This

type of network can give information about negative relationships between students or teachers.

Draw the Network

On a piece of paper or using a software (e.g. Kumu, Gephi, NodeXL, Polinode) draw the nodes and connect them with ties. Depending on the purpose of the network, ties and nodes can be customised in many ways to include different information: dots can be coloured, have different shapes or be bigger/smaller according to a specific characteristic; ties can also have different colours or styles, but can also indicate the direction of the relationship (both ways, only one way or unspecified). Example: Imagine you have a network of students working on a group project. Each student is a node, and lines connect those who work together frequently. Thicker lines could represent stronger, more frequent interactions.

Analyse the Network

Look for patterns: identify key players, clusters of closely connected people, or any gaps in connections.

Use insights: apply your findings to improve interactions, foster collaboration, or address any issues.

You can start to practice by making a network about you. These types of networks, that focus on the relationships of one person instead of the relationships between many people, are called ego-networks and can give useful insights into how the social world of one specific person looks like. The following are two example questions you could start with to visualise networks about yourself.

- Helpful network: in your school, who would you go to for professional advice? Is that also someone outside of your school? Would you ask for help from different people for different tasks?
- Friendship network: in your school, who would you prefer spending lunch or a break with? Name at least 5 people and rank them from most to least preferred.

You can transform this ego network into social networks by gathering insights from other teachers, asking these questions and merging the collected data.

SHARE IT IN A GROUP! You can use this exercise also for a group activity. This could become the template for a first research project in the school as part of a community science approach.

Discussing the CDPs

Reference chapter: The power of collective action: schools as Common Good

Type of activity: group activity

Topic(s): Common Good, social capital, teacher collaboration

Learning goals/Activity goals: understanding the CDPs; discussing strategies to implement the CDPs; discussing how group function

The following is a list of the Ostrom's principles, each illustrated with examples in the school context. To provide a broader perspective, both successful and poor implementations are illustrated.

Core design principle	How this principle could be implemented well	How this principle could be violated or be implemented poorly
1. Shared group identity	Students and teachers reflect and share regularly on what is important to them about going to/working in school.	Students and teachers are 'just following the rules' without reflection on what they care about and why they are in school.
2. Fair distribution of costs and benefits	Students who work hard and are trying their best are receiving recognition for their effort. Teachers and students who work hard to help others and make their school an enjoyable place, receive recognition for their efforts.	Some students feel that group work is unfair because they often have to do all the work and other students benefit from it. Some teachers feel that their commitments and hard work are exploited by other teachers, students, school administration or parents.
3. Fair and inclusive decision-making	Students and teachers are able to have some choice about the kinds of things they want to learn about, and the kind of examination method they prefer.	Students are not represented in school governance. Teachers and students feel that the curriculum is imposed on them without them having any say in it.
4. Transparency and monitoring	Everyone in the school is encouraged to report any problems that they notice, such as bullying or discrimination. Students pay attention to each other and notice if someone has problems.	The principal and the teachers are constantly monitoring all the students, and some students find that coercive. Teachers and students don't notice or ignore bullying behaviour.
5. Graduated responses to helpful and unhelpful behaviours	Students know that if they are caught cheating in exams, they will fail the exam. When a student forgets an important assignment, the teacher tries to talk to the student to find out what happened and to discuss how it can be prevented next time. If undesirable behaviour from a student or teacher persists, stronger consequences are implemented.	A teacher gets angry and punishes a student harshly for forgetting homework one time, and the teacher does not try to understand the possible reasons for the student's behaviour. Students are only evaluated in a single, high-stakes exam, so that any mistakes in that test have big negative consequences for their future. Teachers notice bullying behaviours or discrimination in their school, but they don't do anything about it.

6. Fast and fair conflict resolution	<p>Students and teachers have the opportunity to learn about and practice skills of active listening, perspective taking, self-regulation, and developing awareness of the wider context of a situation.</p> <p>There is a clear process for conflict resolution that all school members know about and consider fair.</p>	<p>School administration thinks that conflicts between groups of students are not their responsibility, and there is no system to support students in managing and solving their conflicts.</p> <p>Conflicts between a teacher and a student always end in favour of the teacher, which makes students feel that the system is unfair.</p>
7. Autonomy to self-govern	<p>A classroom is encouraged and allowed to set their own rules about classroom management.</p> <p>Schools have some freedom to decide which subjects to specialise in, or which kinds of extracurricular activities and learning opportunities to provide to their students.</p>	<p>A teacher is made accountable for improving test results, but she is not given the authority to change the way she teaches.</p> <p>A school principal wants to encourage his teachers to teach across disciplines, but the state education system demands that his school just achieve high test scores in individual disciplines.</p>
8. Cooperative relations with other groups	<p>A school has partnerships with community organisations so that they can improve their school and their community together.</p> <p>Teachers work with researchers and with teachers from other schools and disciplines in order to improve and innovate their teaching.</p>	<p>The teachers of a school compete with each other for resources and for the approval of students and the administration.</p>

Ostrom (1990)

To begin the exercise, each participant should read the list provided individually to familiarise themselves with the content. Then divide into small groups to encourage collaboration and discussion. Groups can be divided according to the principle(s) that are of most interest to the members. Alternatively, the principles can be divided equally to all the groups, according to the number of groups. In these groups, discuss how to implement the principles effectively by identifying best practices and strategies for successful execution. Additionally, explore what to avoid in order to prevent poor implementation by highlighting common mistakes and pitfalls. Once the discussion is complete, summarise your group's key insights and prepare a brief presentation. Finally, present your group's conclusions to the entire plenary session, allowing for further discussion and feedback.

Here are some questions that might be useful for discussion:

- Why do I think this principle is important (or not) for my school?
- Do I see this principle already fully or partially implemented in my school?
What are the effects?
- In what way would this principle help my school?
- What conditions should be met in my school for this principle to be implemented currently? What would that look like?
- What could happen in my school for the principle to not be implemented currently or not work? What obstacles could be faced in its implementation?

References

- Armor, David J., P. Conry-Oseguera, Millicent Cox, Nicelma J. King, Lorraine M. McDonnell, Anthony H. Pascal, Edward Pauly, and Gail L. Zellman, Analysis of the School Preferred Reading Program in Selected Los Angeles Minority Schools. Santa Monica, CA: RAND Corporation, 1976. <https://www.rand.org/pubs/reports/R2007.html>.
- Bandura, A. (1997). Self-Efficacy: The Exercise of Control. Macmillan.
- Bill & Melinda Gates Foundation. (2014). Teachers Know Best: Teachers' views on professional development. <https://usprogram.gatesfoundation.org/-/media/dataimport/resources/pdf/2016/11/gates-pd-marketresearch-dec5.pdf?rev=f770d1b3de574f8c855c1428811ba30f&hash=991179D78E52CC037B0D0B4CA00EE9EE>
- Cantrell, S. C., & Callaway, P. (2008). High and low implementers of content literacy instruction: Portraits of teacher efficacy. *Teaching and Teacher Education*, 24(7), 1739–1750. <https://doi.org/10.1016/j.tate.2008.02.020>
- Chang, M. (2013). Toward a theoretical model to understand teacher emotions and teacher burnout in the context of student misbehavior: Appraisal, regulation and coping. *Motivation and Emotion*, 37(4), 799–817. <https://doi.org/10.1007/s11031-012-9335-0>
- Chester, M. D., & Beaudin, B. Q. (1996). Efficacy beliefs of newly hired teachers in urban schools. *American Educational Research Journal*, 33(1), 233–257. <https://doi.org/10.3102/00028312033001233>
- Donohoo, J. (2013). Collaborative inquiry for educators: A Facilitator's Guide to School Improvement. Corwin Press.
- Donohoo, J. (2016). Collective efficacy: How Educators' Beliefs Impact Student Learning. Corwin Press.
- Fives, H., & Gill, M. G. (2014). International Handbook of Research on Teachers' Beliefs. In Routledge eBooks. <https://doi.org/10.4324/9780203108437>
- Gordon, D., Blundell, C. N., Mills, R., & Bourke, T. (2022). Teacher self-efficacy and reform: a systematic literature review. *The Australian Educational Researcher*, 50(3), 801–821. <https://doi.org/10.1007/s13384-022-00526-3>
- Hagger, M. S., Cameron, L. D., Hamilton, K., Hankonen, N., & Lintunen, T. (2020). The Handbook of Behavior Change. In Cambridge University Press eBooks. <https://doi.org/10.1017/9781108677318>
- Ostrom, E. (1990). Governing the Commons: The Evolution of Institutions for Collective Action. Cambridge University Press.

Senge, P. M. (1990). *The fifth discipline: The Art and Practice of the Learning Organization*. Broadway Business.