# Collaborative Learning Progression

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| **Threshold - Summary Statement** | **Progression Level statement** |
| **Students at this level harness group interactions to improve learning.** | Students at this level can provide reasons for and against their own opinions and explain how the evidence they provide supports their own opinion. They are open to discussing their own opinion and are able to present others with extensive information from which to critique.  When supporting others’ thoughts students at this level actively show others they are listening by explaining their opinion back to them to check for understanding. They actively seek others’ perspectives by engaging in dialogue to explore their opinions and if they question others’ opinions they provide counter-evidence to keep the dialogue open.  They harness team work by leading the group to make plans and form opinions together. They lead discussions to make sure everyone in the group is aware of the group’s progress and each member’s contribution to the group’s final product. They check if each member of the group needs help and discuss with the whole group what they have learned together. |
| **Students at this level utilise group interactions to monitor progress.** | Students at this level make sure that when the group needs suggestions that everyone’s suggestions are heard. They seek opinions from others about their own perspective, always checking how and why others think about their own opinions. They seek feedback from others on the quality of their work and ask for suggestions for improvement. They ask various people for feedback so they get a range of feedback and make sure they understand the feedback fully so they can use it to improve.  They genuinely engage in the opinions of others and actively listen and think of questions for clarification. They actively seek the opinion of others to help form their own opinions. They give feedback to others through quality conversation with their peers about the quality of their work. They are able to reflect on the groups’ learning by initiating discussions on what the group could have done better. |
| **Students at this level value group interactions and review their own progress.** | Students at this level express their own opinions and make an effort to ensure that they provide evidence and help the group understand. If they need help they use the group. They initiate feedback making sure that they seek feedback from someone they know will tell them the truth ensuring the feedback is authentic.  When giving input to others’ on their learning they seek clarification and ask questions to fully understand. They make the effort to find out many opinions to they have as much information as possible before fully forming their own opinion. When providing help to others they include an explanation and try to give genuine feedback by checking the standard the teacher has set and making sure that others feel comfortable to approach them for feedback.  When managing the group students at this level will join a discussion about how the group is progressing. They check on whether everyone in the group in learning by monitoring progress and making sure the group explores way to move forward together when they need help. When reviewing learning they think about what they have learned and what they could have done better as an individual. |
| **Students at this level participate with the group and draw on group members they respect.** | Students at this level give their suggestions to the group and are open to discussion about their opinion. When they give their opinion, they ask others what they think of the opinion. When they need help in groups they tend to ask group members that they like or ask who they perceive to be the best group member to help them. They tend not to seek feedback or if they do they ask someone they know will give them positive feedback. However, if they do receive feedback they listen and ask questions.  When they disagree with others’ opinions they provide an explanation for why they disagree. When exploring different opinions, they tend to seek peers who have the same opinion as themselves.  They will enter into a discussion to make a group plan and if the group doesn’t do well they will tell the group what they could have done better. |
| **Students at this level join in with the group and rely on the teacher.** | Students at this level join in with the group and provide their opinion but suggestions consist of telling the group what to do. When seeking help from others they think that the teacher should be the only source of help. If their peers give them feedback they respond by trying to convince their peer that they are correct, but they may make the changes suggested.  When engaging with others’ thoughts they listen and don’t interrupt, seeking clarification by stating that they don’t understand. When they question others’ opinions, they tend to just state that they disagree. If others ask for help they just give the answer and they only give feedback to others when directed to do so by the teacher.  When working with the group they rely on the teacher to make a plan but are able to check the progress of the group. If the group is getting behind they ask the group to try harder and tell the group they need a different plan. They will join discussions on how to solve problems, the groups final product and participate in discussions on forming opinions as a group. |
| **Insufficient evidence** | Students at this level have not yet demonstrated a range of the behaviours associated with the lowest level. |