Guidelines for the 2nd Country Dialogue Lab

2nd edition

Kay Livingston, University of Glasgow
Member of the Teach-UP Scientific and Advisory Committee

1 PURPOSE OF THE SECOND SET OF GUIDELINES

A particular feature of the TEACH-UP Project is a **series** of Dialogue Labs supporting cross-institutional collaboration in teacher education at national and European levels. The important word in the previous sentence is *series*. The purpose of having a *series* of Dialogue Labs is so that each opportunity for dialogue builds on the previous dialogue in the series. In other words, there is a connection, a sense of development in thinking across all the Country Dialogue Labs.

The purpose of this second set of Guidelines is to support the design, implementation and evaluation of the 2nd Country Dialogue Lab in the series of three. As was the case in the first set of Guidelines published during Year 1 of the Teach-UP these Guidelines are designed to enable consistency in approach across all countries responsible for running the 2nd Dialogue Lab. Just as it was expected in the 1st Dialogue Lab it is likely that there will be some differences in the outcomes of the 2nd Dialogue Labs however, it is hoped that the approaches for implementing and evaluating the 2nd Lab are as similar as possible to again give the qualitative data collection as much integrity and consistency as possible. This is essential to enable the data collection to have rigour and the findings to be comparable.

Also, as legislation about data protection has changed since the 1st Dialogue Lab there is specific guidance provided about participant registration and reporting of the 2nd Dialogue Lab.

1.1 WHAT ARE DIALOGUE LABS?

The 2nd Country Dialogue Lab will be a one-day workshop which takes place at country level. The feedback from the 1st Dialogue Lab indicated that across a number of countries the time available for dialogue was too short. This feedback is acknowledged and how the time will be used will be explored in these guidelines. The person or team who leads the Dialogue Labs at national level should act as national TEACH-UP ambassador(s). Consistent with all the Dialogue Labs the national TEACH-UP ambassador will be responsible for Dialogue Lab planning, implementing and reporting.

Active engagement of all who attend the 2nd Dialogue Lab remains paramount. As a 'workshop' ensuring opportunities for maximum collaboration, knowledge sharing and co-creation between ITE and CPD organisations and other relevant stakeholders, remains the main design criterion. Facilitated activities should enable all participants to engage *actively* in exchange of views and ideas, discussion and joint thinking as the main approach throughout the workshop. The Dialogue Lab should create a sense of community, energy and ownership of any new thinking which emerges from discussions and in turn contribute to the development of a sense of purpose, sustained interest and shared responsibility.

It is important to note that Dialogue Labs are not meetings with presentations led only from the front or from a top table of leaders or speakers. Developing an environment that encourages openness is challenging, particularly when co-construction is a new way of working for people. However, Dialogue Labs are opportunities for people to come together to share views and expertise through dialogue around tables to co-create new possibilities for teacher education.

1.2 PURPOSE OF THE DIALOGUE LABS

TEACH-UP tests the impact of online tutoring and mentoring for student and in-service teachers. This process is enriched by Country Dialogue Labs. Dialogue between different stakeholders offers a way to explore and re-consider taken-for-granted views and is a way of expanding knowledge through question and answer and reflection on new ideas, contradictions or alternative views. The reports of the 1st Country Dialogue Labs demonstrated how dialogue contributed to the policy experimentation by enabling a range of stakeholders involved in Initial Teacher Education (ITE) and Continuous Professional Development (CPD) to come together and engage in discussion about the design, implementation and evaluation of an online course for the professional development of teachers. The feedback provided in the Country Dialogue Lab Reports and in the follow-up discussions at the TEACH-UP Project Partners' meeting in Brussels (June 2018) influenced changes in, for example, the design and content of the online courses.

It is important that feedback from the 1st Dialogue Lab, particularly feedback from the Cross-country Report is provided at the start of the 2nd Lab in the series. The provision of the feedback gives value to the voices of the stakeholders involved and demonstrates that their voices are being heard and their active engagement plays an important part in the policy experimentation. The feedback also creates the connection between the dialogue in the 1st and 2nd Labs in the series.

The importance of social interaction in relation to learning remains an underpinning element of the 2nd Dialogue Lab. Interaction enables the different stakeholders to share views and ideas, encourage the development of shared understanding and values in the implementation and evaluation of the online courses. The feedback from the 1st Dialogue Lab demonstrated the value of representatives of the policy, research and practice communities sharing the reality of their day-to-day work and it provided evidence of how the Lab contributed to co-constructing new possibilities for professional learning through the online courses.

1.3 AIMS OF THE DIALOGUE LABS

- To involve a wide community of stakeholders in the process of developing and testing the online courses and disseminating the results
- To harness all stakeholders' expertise through the facilitation of knowledge sharing and cooperation between partners involved in the professional development of teachers
- To enable all partners to have an opportunity to have their voice heard and gather a range of different perspectives to inform and improve the development, implementation and evaluation of an online course for teachers' professional development
- To contribute to the generation of evidence-informed advice for policy-makers and others involved in teacher education
- To improve the flows of information across the stages of teacher education (initial teacher education, newly qualified teachers and teachers' career-long professional learning)
- To develop networks of stakeholders and others who can sustain knowledge sharing in teacher education (content, approach, continuum, recognition of teachers within ITE and CPD) and encourage the dissemination and use of the online courses.

1.4 OBJECTIVES OF THE DIALOGUE LABS

- Spread the word about policy experimentation and evidence from research and policy on online courses and teacher education
- Establish solid communication and exchange channels between practitioners, policy-makers, teacher education providers, researchers and other relevant stakeholders
- Offer a platform for dialogue about the continuum of teacher education from ITE to CPD at large scale
- Consider the conditions for online teacher education recognition on the basis of the courses tested in the field trials.

2 SERIES OF THREE DIALOGUE LABS

The aim is for 3 Dialogue Labs to be arranged by each Country Partner in the TEACH-UP Project *before, during* and *after* the field trials. Each Lab will focus on a different stage of the online courses and will have a different focus. The timing of each Dialogue Lab in each year of the 3 year TEACH-UP Project enables adjustments to be made from the feedback and comment gathered from the participants.

To ensure sufficient consistency in data collection between the countries each Dialogue Labs should be arranged to take place during the same timescale.

1ˢᵗ Dialogue Lab **(Completed)**

Timescale   - took place before field trials

Focus   - it focused on the **development and design of online courses** for teachers' professional development and assessment. The Reports of the Country Dialogue Labs provided comment and recommendations on gaps in ITE and CPD provision in relation to the teachers' new roles and key competences (formative assessment; personalised learning; teacher collaboration; and creativity).

2ⁿᵈ Dialogue Lab

Timescale   - should take place between November 2018 and January 2019 during the field trials

Focus   - aims will be (1) to provide **feedback on the 1st Country Dialogue Lab** from a Cross-Country Perspective (2) to **deepen understanding of the competences** needed by students and teachers to implement formative assessment and personalized learning at classroom level; (3) to explore **potential methods of recognition/certification and identify what would count as evidence of achieving competences** in formative assessment and personalised learning

3ʳᵈ Dialogue Lab

Timescale   - should take place between November and December 2019 after the field trials

Focus   - should be on the **results and evaluation of the field trials and the nature of follow-up measures**, mainstreaming measures, enriching/localising the content of the courses, adapting the instructional designs etc).

2.1   PROFILE OF PARTICIPANTS OF THE DIALOGUE LABS

To enable sufficient continuity of dialogue and exchange and the development of deep-level trusting relationships between participants it is important that the **same participants** are invited to attend the 2nd Dialogue Lab. This expectation that all participants should commit to engaging in all 3 Dialogue Labs was signalled at the outset of the series of labs. Inevitably, there is likely to be slight change in those who attend. People retire or change jobs or responsibilities, but it is hoped with a few exceptions those attending the 2nd Dialogue Lab will be the same people as the first.

The reports from the 1st Dialogue Lab indicated that in almost all cases a wide range of stakeholders engaged in the 1st Lab. This enabled dialogue across the stages of teacher education (initial teacher education, newly qualified teachers and teachers' career-long professional learning). The list of attendees reported in each of the Country Dialogue Reports offer examples of the different stakeholders who attended. If any country identified a gap in representation in one stage or sector during the 1st Dialogue Lab then representatives of that stage or sector should be invited to attend the 2nd Lab. For example, if student teachers were missing from the 1st Dialogue Lab, student teacher representatives should be invited to the 2nd Lab.

2.2   NUMBER OF PEOPLE ATTENDING THE DIALOGUE LABS

A total number of 303 participants engaged in the 1st Dialogue Lab across all countries. There was variation in the number of people attending the 1st Dialogue Lab in each country. The range was 24 – 36 people. The size of the group and how they were arranged around the tables was discussed at the Project Partners Meeting in Brussels (June 2018) and there was agreement that the size of the group matters. A bigger or smaller number of participants attending the Dialogue Lab can feel intimidating for some participants and stifle rather than stimulate dialogue. The optimal number around each table appears to be 6 people. Six participants at a table enable different activities that require discussion in pairs, in 3s and as a table group of 6 people. The discussions should be framed by reflective questions and planned activities should be designed to provide opportunities for dialogue stimulated by a set of reflective questions. Potential reflective questions are provided in Appendix 2 of this guide and you will find suggested activities for the Standard Agenda for the 2nd Dialogue Lab in Appendix 3.

Each person attending the Dialogue Lab must register using the new Registration Form so consistent information can be collected about the participants across the countries. The new Registration Form template is compatible with the General Data Protection Regulation and is provided by EUN (see Registration Form in Appendix 1). All registration information should be collected before the participants leave the Dialogue Lab. Remember that only those who register their attendance should be included in the reporting form and in the total number of participants.

2.3 VENUE

The feedback from the 1st Dialogue Lab also confirmed that the choice of venue can contribute substantially to its success or failure. If you were not satisfied with the size or the lay-out of the space for the 1st Dialogue Lab be aware of the importance of finding a space that is conducive to enabling dialogue around the tables and sufficient space to move around the room easily when changing tables between activities. The room should also be large enough to enable facilitators to move easily between the 4 or 5 or in some cases 6 tables of 6 people. The feedback suggested that round tables are better for participants than square tables!

There should also be space for the participants to move around during breaks to enable them to interact with different people. Feedback from one Country's Dialogue Lab Report indicated that a standing buffet-style lunch enabled people to continue to engage in dialogue with various people at lunch time. This is something to consider as a way to extend opportunities for dialogue.

3 EXPECTATIONS OF DIALOGUE LAB

3.1 INFORMATION DISTRIBUTED BEFORE ATTENDING EACH DIALOGUE LAB

There was a strong message coming through from the Country Dialogue Reports and from the discussion at the Project Partners' Meeting (June 2018) that a summary of the feedback should be sent out to the participants prior to their attendance at the 2nd Dialogue Lab. This is important to signal the connection between the series of 3 Dialogue Labs. The 2nd Dialogue Lab will build on the discussions of the 1st Lab and provision of a feedback summary beforehand will help people to re-connect with the main themes and ideas. It will also be particularly important for any stakeholders who did not attend the 1st Dialogue Lab as the feedback will give them a sense of what was discussed previously. The summary booklet of the feedback reported in the Cross-country Reports prepared by EUN (*Findings from the First Country Dialogue Lab)* should be sent out to all participants at least 1 week before the 2nd Dialogue Lab. It is helpful to let the participants know before the Dialogue Lab that the feedback from the 1st Dialogue Labs will be discussed so it is important to read the booklet prior to attending. This will enable them to come to the Lab prepared for the first activity. EUN have also prepared the PowerPoint presentation about the feedback for everyone to use at the start of the 2nd Dialogue Lab. The presentation will provide the main points relating to the design and implementation of the online courses.

Information about what to expect at the 2nd Dialogue Lab should also be distributed to the participants prior to attending the Lab. For example, the aims set for the 2nd Dialogue Lab (see Appendix 4) should be sent to the participant and a reminder of the aims of the TEACH-UP Project. The feedback in the Country Dialogue reports also suggested that some prior information about the topics to be discussed, for example, in the case of the 2nd Dialogue Lab: formative assessment; personalised learning; and recognition, certification and evidence of these competences.   This information should not be overwhelming but sufficient to provide some prior knowledge of the topics of discussion. It will enable participants to have greater confidence about their contribution to the discussions and consequently increase the likelihood of interaction and meaningful dialogue. The Literature Review document and

the slide presentation about the competences (see document on Smartsheet) provide a helpful overview for example.

3.2 CREATING THE CONTEXT FOR DIALOGUE

Research tells us that how we talk, listen and interact is deeply influenced by personal and cultural experiences. Creating a participative culture/community where everyone feels able to contribute and engage in open and meaningful discussion requires the development of trusting relationships. Once again it was clear from the feedback in the Country Dialogue Reports that working in collaboration and engaging in co-construction is not a way of working that is familiar to everyone. This comment applied to policy-makers, teachers and students. This means the facilitators of the Dialogue Labs have a key role in supporting people to feel comfortable in interaction, collaboration and co-construction. They should be aware of encouraging people sensitively who are not at ease with sharing their views. In other words, where someone at a table group has been silent throughout a discussion the facilitator should choose the moment carefully to invite that person's thoughts about the point that is under discussion. Also, the structure of the day should give participants different opportunities to interact with one another in structured conversations in 2s, 3s and table groups of 6 people, as well as in informal unstructured conversations during breaks. Some people will feel more comfortable discussing an issue in pairs while others will feel more comfortable in a discussion with 6 people. A Dialogue Lab should involve a range of different experiences so that people have an opportunity to engage in discussion with different people in different ways. The structured conversations should be guided by reflective questions and supported by facilitators when the expectation is that the whole table group will interact. The facilitators should pay particular attention to ensuring that participants who are attending for the 1st time are included in the dialogue.

A reminder - the role of the facilitators is not to direct conversation but to guide the dialogue. For example, the facilitator at each table should:

- remind the participants of the focus of the dialogue, if they move off to another topic or issue
- pose reflective questions to stimulate and structure dialogue
- ensure everyone at the table has an opportunity to speak by encouraging people who have not spoken to share their thoughts
- remind people of the norms agreed (e.g. mobile phones on silent, active participation, all voices and experiences are important)
- invite participants to say more about the point they are making (this could involve asking for an example to make the point more concrete)
- take notes but ensure that the table group agrees with the notes. This indicates that they are the notes from the table and not from the facilitator.

To ensure that as many opportunities are given to share ideas and thoughts during the 2nd Dialogue Lab, a Flip Chart paper can be put on the wall for **Additional thoughts, ideas and questions.** People can add thoughts by writing them on a post-it pad and sticking it on the Flip Chart paper. This is particularly useful for someone who may feel nervous about sharing a thought at a table group but may feel comfortable sharing it anonymously on the Flip Chart paper.

It is important to send the message of ***active participation*** from the start of the Dialogue Lab. This means it is important not to start the day with a long period of the participants sitting listening to a presentation with an opportunity for dialogue between them. The presentation of feedback from the 1st Dialogue Lab should be kept short (reminding the participants they were sent the feedback booklet prior to the meeting), the aims of the 2nd Dialogue Lab (Appendix 4) should be sent out to participants in advance and be available on the day of the lab.

The welcome by a national TEACH-UP ambassador should be brief (no more than 5 minutes). As this is the 2nd Dialogue Lab you will be more aware of how people interacted with others from the dialogue at the 1st Lab which will help you make decisions how to arrange the people at the tables for the first activity. Any new members, who are attending for the first time should be placed at different tables. As before the table group should have the opportunity to introduce themselves to a partner at the table first (to settle and feel comfortable talking). The participants may be sitting next to someone they did not interact with directly at the 1st Lab or beside a new participant. This introduction should take no more than 4 minutes (approximately 2 minutes for each person to introduce themselves). This should be followed by 5 minutes when the participants introduce themselves to the other participants at their table. A simple structure for this activity should indicate on a PowerPoint slide:

- Pair up with the person sitting next to you (3 x pairs at each table) and introduce yourself to each other – name, organisation, interest in teacher education - 4 minutes)

- Take turns around the table group to introduce yourself to everyone (name, organisation, expectations of the Dialogue Lab – 5 minutes).

It is necessary to keep the time short at the start so there is an immediate sense of energy and pace. If the introduction goes on too long then the conversations slowly fade and energy dissipates. The TEACH-UP ambassador has responsibility for time management and for starting and stopping the group discussions. It is helpful to have each activity set out on a PowerPoint slide so people can listen to the instructions given for the structured discussions and read what they have to do if they have not fully understood the instructions given orally. A Standard Agenda for the 2nd Dialogue Lab is set out in Section 3.4 and a more detailed Standard Agenda with activities included in Appendix 3.

3.3 GROUP DYNAMICS

People often prefer to sit beside people they already know. However, mixed tables with a range of different stakeholders enables people to share different perspectives about teacher education and offers potential for new thinking to emerge. A key role of the country TEACH-UP Ambassador is to mix people with different knowledge and experience. This requires gentle but clear direction to avoid the creation of imbalance in group dialogue. It is important for all participants to feel that their individual expertise and experience is valued. Creating a good atmosphere facilitates the development of valuable and trusting professional relationships. It is helpful to remind participants that in a group with a wide and varied experience differences in opinion may arise. An attitude of openness, combined with mutual respect can transform issues of difference into opportunities for new understanding and innovation.

An easy way to mix the stakeholders at the table is by preparing in advance - numbering the tables and putting the table number for each person on the badge they receive with their name on it when they register their arrival at the Dialogue Lab. In the 2nd Dialogue Lab if you wish to be more precise in where people sit for the first activity to accommodate the inclusion of new participants for example you could have a seating plan for each table indicating where each person should sit. You should make clear that people will be moving around tables so they understand that is part of the design of the Dialogue Lab from the outset. In this way it will not come as a surprise for new members when people are asked to move.

As before, it is suggested that 3 people should move from each table onto the next table after each break to enable people to work with different people and build community as a whole group. The same 3 people would move each time going from for example, from table 1 to table 2 after the morning break, from table 2 to table 3 after lunch, and from table 3 to table 4 following the afternoon break. Introductions (name and organisation/agency) should be made around the tables at the start of each move to ensure that the participants get to know as many people as possible to develop a sense of community and establish links and communication flows. The feedback from the 1st Dialogue Lab indicated that time for all the activities was short. For this reason, it is important to use each break to move 3 people to the next table so time is not lost from the agenda. It is suggested before each break remind the 3 people who are going to move which table they will move to after the break.

As a way of saving time it is tempting to focus on only table group discussions with 6 people but as explained in an earlier section different people have different preferences when it comes to engaging in dialogue. Therefore, during the Dialogue Lab the activities should include working in 2s, in 3s and as a table group of 6 people. This is also about showing understanding of personalizing learning by incorporating different ways of working to accommodate different individual preferences.

Norms should be agreed at the start of the Dialogue Lab in terms of ways of working together such as:

- all mobile phones on silent
- everyone commits to actively listening to one another and contributing to the discussion
- everyone should have the opportunity to make their voice heard
- etc

3.4 DIALOGUE LAB 1 STANDARD AGENDA

There is no expectation that every Dialogue Lab will be the same. On the contrary each Dialogue Lab should take account of the context prevailing and the experience of the participants attending. However, as mentioned to be able to compare the results and learn from each Dialogue Lab it is recommended that the Standard Agenda is used as the framework for planning and implementation. At country level the national TEACH-UP ambassadors may have extensive experience in running similar dialogue activities and will be familiar with a range of appropriate activities that encourage and enable active participation of everyone present. However, for some TEACH-UP ambassadors this active dialogic approach of gathering multiple views from participants with a wide range of experiences and expertise (e.g. student-teachers, teachers, school leaders, researchers, inspectors, local authority

officers, consultants, agency officials) will still be a relatively new way of working for them in this 2ⁿᵈ Dialogue Lab (see Appendix 3 for suggested activities to accompany this agenda).

- **Welcome to the Dialogue Lab** (each Ministry to nominate a TEACH-UP ambassador) - participants should be welcomed and thanked for attending the 2ⁿᵈ Dialogue Lab. The participants should be reminded of the importance of their participation and contribution to developing and implementing the online courses. The impact of their feedback on the design and development of the online courses should be emphasised. A particular welcome to anyone attending for the first time should be made. It should be explained that the tables and activities have been arranged to enable as much cross-agency/institution dialogue as possible. The participants should also be reminded at the welcome stage that people will be asked to move around different tables so that people get to know and hear about the work and ideas for teacher education from as many people as possible.

- **Participant Introduction** – participants are invited to introduce themselves to each other around the table. They should present their name, their organisation and share what they thought was the most useful learning point for them from the 1ˢᵗ Dialogue Lab. If they are new participants they should share the reason why they are interested in the development of an online course for teacher education (either initial or in-service).

- Establish **norms for working together** (see section above for explanation). You may wish to have a PowerPoint slide already prepared with the norms agreed at the 1ˢᵗ Dialogue Lab and invite the participants to agree with them and suggest amendments or additions for the 2ⁿᵈ Dialogue Lab.

- **Introduction to the 2ⁿᵈ Dialogue Lab** - the **Teach-UP brochure**, which reminds participants of what the Teach-UP project aims are, can be given in a pack together with the **Summary Feedback from the 1ˢᵗ Dialogue Lab**. The main focus of the introduction being the Standard PowerPoint on the Feedback drawn from the Cross-country Report on the Dialogue Labs. The PowerPoint is provided by EUN as the basis for introduction to the 2ⁿᵈ Dialogue Lab and to the progress in developing the online courses. The Standard PowerPoint introduction means that all participants across the 10 different countries will be presented with the same feedback from the 1ˢᵗ Dialogue Lab and information about the progress of the TEACH-UP Project which is now in Year 2. The PowerPoint finishes with the specific aims of the 2ⁿᵈ Dialogue Lab.

- **Reflection on the Feedback from 1ˢᵗ Dialogue Lab -** share any comments or surprises about the feedback from the Cross-country Dialogue Lab Report presented in the Summary Booklet

- **Feedback Session 1:** Feedback (2 main points only agreed by the table group) to be taken from the tables by the Teach-UP Ambassador in a plenary

- **Theme session 1 – Opportunities and challenges of providing students and teachers with the knowledge and skills to implement formative assessment in schools** (content from the Literature Review on Formative Assessment can be used to stimulate dialogue).

- **Feedback session 2**

- **Morning Break**

- **Theme session 2 Opportunities and challenges of providing students and teachers with the knowledge and skills to implement personalized learning in schools** (content from the Literature Review on Personalized Learning can be used to stimulate dialogue).

- **Feedback session 3**

- **Lunch break**

- **Themed session 3 How to evidence student and teacher competences in formative assessment and personalized learning and how to provide the students and teachers who have engaged successfully in the online courses with recognition of their achievement and/or certification**

- **Feedback session 4**

- **Afternoon break**

- **Evaluation and reporting** – revisit the aims of Dialogue Lab 2 (Put PowerPoint slide of 2nd Dialogue Lab back up on the screen) to check progress in achieving them (this emphasizes formative assessment by enabling the participants to evaluate progress). Invite participant evaluation of Dialogue Lab 2. Explain reporting of each Lab and how the report will be used.

- **Next Steps** - preparation for Dialogue Lab 3

- **Thank all presenters and participants for their contribution to the dialogue and remind them of their participation in the 3rd Dialogue Lab.**

3.5 EVALUATION OF DIALOGUE LABS

Evaluation is important in all aspects of teaching and learning and the Dialogue Labs are no exception. The specific aims of the 2nd Dialogue Lab should be re-visited at the end of the Lab to find out if the participants think they have been achieved. The evaluation process should provide answers to the following questions:

- Have the aims of the 2nd Dialogue Lab been achieved?
- What needs to be maintained or improved in the 3rd Dialogue Lab?

- What specific actions need to be taken in the 3rd Dialogue Lab to sustain dialogue between the different sectors in education and share thinking about future of teacher education through online courses/MOOCs ?

It is necessary to plan not only what to evaluate but how.

Evidence of participant evaluation can be collected via a short evaluation form to be completed by all participants at the end of the Dialogue Lab, from notes taken at the feedback sessions throughout the day, from facilitator notes from the Table groups and/or individual comments made by the participants.

Actions to be taken to prepare for the 3rd Dialogue Lab should be specifically allocated to individuals to ensure they are planned and implemented.

3.6 REPORTING ON THE DIALOGUE LABS

Different approaches were taken to the reporting process. The main point is that essential information is provided as required by the reporting template guide as well as information about the achievement of the aims of the 2nd Dialogue Lab and about how successful the dialogic approach was in 2nd Lab compared to the 1st Lab.

At least a three-page *Summary Report of the 2nd Country Dialogue Lab* should be produced by each of the 10 country partners and shared between all partners. The data from the Dialogue Labs will be collected using the *Dialogue Lab Reporting Template* (see Appendix 5) to complement the data-driven analysis at the core of the policy experimentation. The date, time and place of the 2nd Dialogue Lab should be recorded on the Dialogue Lab Reporting Template. The total number of people attending the Dialogue Lab should also be recorded. The key points from each of the themes to be covered at the Dialogue Lab should be recorded along with any comments on the dialogic process or any other relevant aspects on the development of the online courses you wish to raise.

Cross-country Dialogue Labs

Once again, the discussions taking place in Country Dialogue Labs will be collated in an Cross-country Dialogue Lab Report that draws together key points made across countries to enable comparative analysis, sharing of innovative and effective practices across countries that have potential to be adapted to suit different country contexts. The cross-country analysis will validate the feedback collected at the Dialogue Labs. The feedback will contribute to further development of/potential amendment to the TEACH-UP Courses Final Script. The Cross-country Dialogue Lab Report will also contribute to the TEACH-UP Project Report and recommendations.

3.7 CONTINUITY AND SUSTAINED COLLABORATION

All country partners should work towards ensuring that the Country Dialogue Labs continue independently beyond the lifetime of the TEACH-UP Project in order to continue discussion between stakeholders and align ITE and CPD better. This will be a key topic in the 3rd Dialogue Lab but if any suggestions arise in the 2nd Dialogue Lab regarding sustaining the way of working collaborative they should be included in your report.

APPENDIX 1

GDPR-COMPLIANT REGISTRATION FORM

Important note: to be compliant with the EU's General Data Protection Regulation, the registration form **must** be accompanied by the privacy notice.

Teach-UP logo **Country Dialogue Lab 2** **Date/Time** **Venue**	
Title (Prof, Dr, Mr, Ms)	
First Name	
Surname	
Position (e.g. researcher, teacher, student teacher, school leader, consultant, parent)	
Institution/Agency/School	
Institution address	
Telephone number	
Email address (to subscribe to the TEACH-UP Newsletter):	
Any dietary requirements	
Interest in the development of teacher education	
Knowledge/Experience of online courses (e.g. MOOC)	

PRIVACY NOTICE

1. This Privacy Notice concerns the 2nd Country Dialogue Lab to take place on the YYYYY. The event is organized by YYYYY ("the organizers") on behalf of the European Commission and the Executive Agency for Education, Audio Visual and Culture. This Privacy Notice sets out our obligations under the General Data Protection Regulation (GDPR).

2. In order to register for the event, we may use a third party processor, XXXXX and this processing may be covered by its own privacy statement which can be viewed at XXXX.

3. The personal data that we obtain on registration, will be used for the management and organisation of the event including sending you information about activities and material related to it. Your data is secure. Some of the data may be used to prepare electronic participant lists and mailing lists. Once the event is complete, the organizers may keep a limited data set (name, organization, contact addresses) specifically for the purpose of sharing, with you, further information in relation to our events in the future. Your personal data, including your email address, provided by you for registration, will be maintained electronically by the organizers until February 2020.

4. You may contact us at any time to request us to amend your personal data, delete it or have us confirm what personal data we are holding on you (subject access request). If you do send us such a request, we may ask further information from you (for example, copy of ID card or passport), for us to be able to check your identity.

5. Please note that photographs and/or video may be taken during the event. These images may be reproduced in formats including printed publications, videos and online materials, produced by the Teach-UP project, the European Commission and its agencies and the organizers. Your photos may be used for the purposes of informing the general public or the education sector about the EU education programmes. Your photos will not be kept for a period longer than 2 years after the event. You may contact us at any time (see e-mail detailed below) to withdraw your consent to the use of your photos but this will not affect the photos included in materials that have already been published.

6. By ticking the box below, you indicate that you agree with the terms of our privacy notice and accept that the organizers may use your personal data and your photographs in the way that we have described in this notice.

7. If you have any questions about this Privacy Notice, you may contact us at:

Via e-mail:

Data controller:

Via Post:

Data Controller/Internal auditor

Via Telephone:

8. If you feel that we have infringed your rights under the GDPR, you make an official complaint to the data protection authorities in your Member State:

APPENDIX 2

SUGGESTED REFLECTIVE QUESTIONS

- Were there any surprises in the Feedback Summary drawn from the Cross-Country Dialogue Lab Report?
- What are your views about the competences students and teachers need to implement formative assessment in school?
- What new knowledge and skills do teachers need for new ways of working in schools?
- What is the role of school leaders in supporting the professional development of teachers in the new competences?
- How do curriculum and assessment approaches currently in place fit with new ways of working in schools?
- What is needed for a collaborative environment to be successful in your environment?
- How can a collaborative classroom culture be created and sustained?
- How do spaces in school help/constrain creativity, collaboration and personalised learning?
- Is there a mechanism to upscale formative assessment and personalised learning beyond the students and teachers involved once the project is completed?

- What are your experiences of implementing formative assessment?
- What are your experiences of implementing personalised learning?
- What are the advantages and challenges for the teachers and students implementing formative assessment and/or personalised learning in their classes?
- How might the challenges of implementing formative assessment and/or personalised learning with students be overcome?
- What are the best ways to prepare teachers and student teachers in practice for implementing formative assessment and/or personalised learning in everyday educational practice?
- What kind of the support do teachers need specifically in our national context?
- What suggestions do you have for further education and training so teachers continue to have the necessary knowledge and skills to implement formative assessment and personalised learning into their educational practices?
- How can teachers and students be motivated to develop their knowledge and skills regarding to formative assessment and/or personalised learning via on-line courses?
- How can evidence of students' and teachers' competence in formative assessment and/or personalised learning be recognised or certification given?

APPENDIX 3 SUGGESTED ACTIVITIES FOR 2ND DIALOGUE LAB

Welcome to the Dialogue Lab Participant Introduction – participants should be welcomed and thanked for attending the 2ⁿᵈ Dialogue Lab by the National TEACH-UP ambassador. The participants should be reminded of the importance of their participation and contribution to developing and implementing the online courses. It should be explained that the tables have been arranged to enable as much cross-agency/institution dialogue as possible. The participants should also be told at the welcome stage that people will be asked to move around different tables so that people get to know and hear about the work and ideas for teacher education from as many people as possible.

- **Participant Introduction** - participants should be invited to introduce themselves to each other around the table. They should present their name, their organisation and share what they thought was the most useful learning point for them from the 1ˢᵗ Dialogue Lab. If they are a new participant, they should share the reason why they are interested in the development of an online course for teacher education (either initial or inservice).

- Re-establish **Norms for working together** (see section above for explanation and suggestion of using the norms agreed in 1ˢᵗ Dialogue Lab as a starting point to add to the norms or refine them or agree to keep them as they are)

- The **Teach-UP brochure**, which **reminds participants of the Teach-UP project aims** can be sent out to participants prior to 2ⁿᵈ Dialogue Lab together with the **Summary Booklet of the Feedback from the 1ˢᵗ Dialogue Lab**. The Feedback PowerPoint is provided by EUN as the basis for introduction to the 2ⁿᵈ Dialogue Lab and to the progress made in the development of the online courses. The Standard PowerPoint introduction means that all participants across the 10 different countries will be presented with the same feedback from the 1ˢᵗ Dialogue Lab and the same information about the progress of the TEACH-UP Project. The introduction finishes with a PowerPoint slide with the specific aims of the 2ⁿᵈ Dialogue Lab.

- **Reflection on the Feedback Summary from 1ˢᵗ Dialogue Lab - share any comments or surprises about the feedback from the Summary presented of Cross-country Report (it is helpful to have a Summary Booklet available for each table in case the participants have not brought the copy they received prior to the 2ⁿᵈ Dialogue Lab)**
  This can be done in 2 groups of 3 participants at a table first to enable people to immediately engage in dialogue in a smaller group of 3, after 5 minutes they can be invited to discuss the Cross-country Feedback as a table group for a further 5 minutes supported by a facilitator who records the key points of the dialogue on Flip Chart Paper. The focus of the discussion should be on **any surprises** about the Cross-country feedback, from the 1ˢᵗ Dialogue lab and **anything they would add now reflecting back to the 1ˢᵗ Dialogue Lab**. The table group should agree 2 main points they wish to feedback to the whole group. All members of the table group should

cooperate and take responsibility for agreeing what is recorded even though one person is writing up the record. One person should be selected to provide the feedback from the table. It is better if it is someone other than the facilitator. Each time feedback is presented throughout the day a different person should be encouraged to give the feedback on behalf of the table group.

- **Feedback to be taken from the tables by the Teach-UP Ambassador in a plenary. (6mins in total – 1 minute per table to take 2 main points only).** This should be a short feedback session because it is **feedback about feedback**! Also, the short feedback session signals people need to be succinct. The focus should on surprises and any further reflections on 1st Dialogue Lab. It is not about opening up further discussion at this stage on the topics as opportunities will come in next sessions to think about the topics in more detail. The purpose is to make the connection between the 1st and the 2nd Labs and make the link to the agenda for the day ahead explaining that there will be opportunities to re-visit some of the themes in more depth. If any of the tables do open up dialogue about a specific topic the facilitator should keep the focus on agreeing 2 main points about the feedback from across the countries in relation to 1st Dialogue Lab. If during the plenary session a feedback from a table opens up dialogue about one of the topics the TEACH-UP Ambassador taking the feedback should remind them there will be time to do this during the day but for now they should share only 2 main points about the feedback in the Summary Booklet.

  Do not move people to a different table at this point. People should move after the next activity during the break period.

- **Theme session 1 – Opportunities and challenges of providing students and teachers with the knowledge and skills to implement formative assessment in schools.**

  This is the opportunity for the table group to think more deeply about formative assessment. The focus for the discussion is very dependent on your national context – in other words what is teachers' understanding of formative assessment? and what are the opportunities and challenges in implementing formative assessment with students? The reflective questions in Appendix 2 provide a number of questions that can be used to structure the dialogue. For example,

  What are your experiences of implementing formative assessment?

  How might the challenges of implementing formative assessment with students be overcome?

  What are the best ways to prepare teachers and student teachers in practice for implementing formative assessment in everyday educational practice?

  What needs to support students for formative assessment?

The first reflective question could be used to structure dialogue with the whole table group of 6 people for 8 – 10 minutes. The second reflective question could be discussed in smaller groups of 3 people for 5 – 8 minutes to try to suggest how to overcome the challenges of implementing formative assessment. They could be asked to focus on proposing potential solutions to the challenges and providing any examples of implementation of formative assessment. The participant could also be encouraged to draw from and discuss ideas from the Literature Review to inform their discussion.

They could return to working as a table group of 6 people for the 3rd and 4th reflective questions keeping the focus on first preparing teachers for formative assessment (either ITE or inservice) and second on preparing students for formative assessment (10 minutes). The facilitator should record the key points of the dialogue on Flip Chart Paper. The table group should spend 5 minutes revising what has been recorded and agree the main points they wish to feedback to the whole group. All members of the table group should cooperate and take responsibility for agreeing what is recorded even though one person is writing up the record. One person should be selected to provide the feedback from the table.

- **Feedback session 2** (10 – 12 minutes minutes) – the national TEACH-UP ambassador should invite one person from each group to put their group's flip chart poster on a stand or the wall and present the main feedback points. One person from each table should be asked in turn to present the main feedback points and put their poster up on the wall. Each table only has 2 minutes to feedback.

The national TEACH-UP ambassador should encourage the participants to take a walk around the posters during break to read the feedback points from each table. The national TEACH-UP ambassador should also remind 3 people from each table that they will move to the next table when they return from break. Three people stay at the same table and 3 people move to the next.

The first time people move it is always confusing. Clear instructions are needed to indicate 3 people stay seated at each table and 3
people from each table move to the next table! For example,

Table 1 – 3 people move to table 2

Table 2 – 3 people move to table 3

Table 3 – 3 people move to table 4

Table 4 - 3 people move to table 5

Table 5 – 3 people move to table 1

Morning Break - TEACH-UP ambassador explains arrangements for coffee/tea etc, encourages people to talk to someone they have not had the opportunity to meet and says clearly when the participants are expected to be back at their tables to start the next session. Informal dialogue is important in building community so the break should be 20 – 30 minutes.

- **Theme session 2 Opportunities and challenges of providing students and teachers with the knowledge and skills to implement personalized learning in schools.**

  A different approach should be brought to this themed session. The participants should work in pairs and record their experience/views about personalised learning in schools. They should be encouraged to draw on their own experiences of learning and teaching or draw from their reading of the relevant sections of the Literature Review. Notes should be recorded on an A4 paper. The participants should be given 6 minutes to do this. The participants should share their thoughts around the table group for 10 minutes and develop their thinking together with a particular focus on the national context - see third reflective question below.

  The participants should respond to reflective questions about personalized. For example,

  What are your experiences of implementing personalised learning?

  What are the best ways to prepare teachers and student teachers in practice for implementing personalised learning in everyday educational practice?

  What kind of the support do teachers need specifically in our national context?

  Each person in the group could write what they believe is the most important point for supporting teachers in the national context to implement personalized learning on a sticky post-it note. If they wish to make more than one point they should put each one on a separate post-it note. The notes should be stuck to a flip chart paper for each group. Where possible similar issues should be grouped together on the chart. From the poster the table group should identify what they believe as the main priority/priorities to support teachers in implementing personalized learning in their own national context.

  Feedback session 3 - feedback from this themed session should be gathered by the TEACH-UP ambassador. He/she should invite comments from the table groups about the main priority points (i.e. which points had received discussion on all the posters suggesting broad agreement and importance for stimulating teacher development). Were there any surprises in the comments made about personalized learning? Were there any points on reflection that were not made on the posters that should now be added?

  A facilitator for each table should conclude this session by recording the main priority points arising from each table in relation to the each of the 3 reflective questions.

  The TEACH-UP ambassador should remind the 3 people who move that they should move to the next table after lunch.

- **Lunch break**

- **Themed session 3 How to evidence of student and teacher competences in formative assessment and personalised learning and how to provide the students and teachers who have engaged successfully in the online courses with recognition/certification**

  This session could start with two short presentations. The first presentation from a stakeholder (from university, research or policy sector) about the kind of evidence that could be collected to demonstrate student and teacher competence in formative assessment and personalized learning. The second presentation (from a teacher or student teacher) should be about how they think they should be recognised for engaging in online training (such as a MOOC) or given certification for achieving the competence in formative assessment and/or personalized learning. The presentations could be no more than 8 minutes each with opportunities for questions at the end of each presentation.

- **Feedback session 4 –** Each table group should be given 10 minutes to discuss the presentations and make suggestions regarding how to evidence of student and teacher competences in formative assessment and personalised learning and how to provide the students and teachers who have engaged successfully in the online courses with recognition/certification. The table facilitator should record their suggestions for evidencing student and teacher competencies in formative assessment and personalized learning and also suggestions for recognition and/or certification for successfully completing an online course.

- **Afternoon break**

- **Evaluation and reporting** – The specific aims of the 2nd Dialogue Lab should be re-visited at the end of the Lab to find out if the participants think they have been achieved. The evaluation process should provide answers to the following questions:

  Have the aims of the 2nd Dialogue Lab been achieved?

  What needs to be maintained or improved in the 3rd Dialogue Lab?

  What specific actions need to be taken in the 3rd Dialogue Lab to sustain dialogue between the different sectors in education and share thinking about future of teacher education through online courses/MOOCs ?

  Evidence of participant evaluation can be collected via a short evaluation form to be completed by all participants at the end of the Dialogue Lab, from notes taken at the feedback sessions throughout the day, from facilitator notes from the Table groups and/or individual comments made by the participants.

Explain that the reporting of each Lab will be similar to the 1st Dialogue Lab and that they will receive a Feedback Summary from the Cross-country Report of the 2 Dialogue Labs.

- **Next Steps** - preparation for Dialogue Lab 3. Remind everyone that a 3rd Dialogue Lab will take place and remind everyone of the importance of continuity of the participants in all three Labs. Emphasise the focus for the next Dialogue Lab will be feedback from the field trails, on implementation of online courses in the future and on sustaining the Dialogue Labs after the conclusion of the TEACH-UP project.

- **Thank all presenters and participants**

APPENDIX 4

AIMS OF 2ND DIALOGUE LAB

- to provide **feedback on the 1st Country Dialogue Lab** from a Cross-Country Perspective

- to **deepen understanding of the competences** needed by students and teachers to implement formative assessment and personalized learning at classroom level

- to explore **potential methods of recognition/certification and identify what would count as evidence of achieving competences** in formative assessment and personalised learning

APPENDIX 5: STANDARD REPORT TEMPLATE FOR 2ND DIALOGUE LAB

Name(s) of country Teach-UP Ambassador(s):
Total number of participants engaging in the 2nd Dialogue Lab:
Break-down of positions of those attending: **(list those present in box opposite and the number attending e.g. 2 student teachers, 2 teachers, 1 school leaders, 3 agency officials etc)**
Main points from discussion of Feedback from Dialogue Lab 1:
Main points from discussion and feedback of Theme 1 – What are the opportunities and challenges in providing students and teachers with the knowledge and skills to implement formative assessment in schools?

Main points from discussion and feedback of Theme 2 - What are the opportunities and challenges in providing students and teachers with the knowledge and skills to implement personalised learning in schools?

Main points from discussion and feedback of Theme 3 - How to evidence of student and teacher competences in formative assessment and personalised learning and how to provide the students and teachers who have engaged successfully in the ONLINE COURSES courses with recognition/certification?

Comments about the Dialogue Lab Process

Main comments from the Participant Evaluation of the 2nd Dialogue Lab

Any other comments you wish to add