


## 3.4 Working with others

Duration: 14 hours

Trainer:



enterschoolmind



**The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.**



enterschoolmind



Co-funded by the  
Erasmus+ Programme  
of the European Union

## Project Coordinator:

**MMC**



<http://www.mmclearningsolutions.com/>

## Project partners



<http://www.cycert.org.cy/index.php/el/>



<http://dim-ap-varnavas-lef.schools.ac.cy/>

[www.rinova.co.uk](http://www.rinova.co.uk)



<https://15billionebp.org/>

[www.dimitra.gr](http://www.dimitra.gr)



<https://blogs.sch.gr/4dimtyrnavlar/>

**GRUPPO 4**

<https://www.fh-joanneum.at/>

<https://www.gruppo4.com/>



enterschoolmind

# Working With Others

“TO TEAM UP, COLLABORATE  
AND NETWORK”

(EntreComp)



enterschoolmind

# Learning Outcomes



32. DEFINE CONFLICT RESOLUTION TECHNIQUES SUCH AS COMPROMISING, WIN-WIN, WITHDRAWING AND SMOOTHING

33. DEFINE EMOTIONAL INTELLIGENCE AND LIST ITS ELEMENTS ACCORDING TO GOLEMAN

34. DEFINE DIFFERENT ROLES IN A TEAM AND A CLASSROOM

35. APPLY ACTIVE LISTENING TECHNIQUES SUCH AS QUESTIONING, PARAPHRASING, SUMMARIZING AND APPROPRIATE USE OF BODY LANGUAGE, AND TEACH THEIR PUPILS TO USE THESE TECHNIQUES ALSO

36. DEMONSTRATE EMOTIONAL INTELLIGENCE AND DEVELOP THE EMOTIONAL INTELLIGENCE SKILLS OF THEIR PUPILS THROUGH THE DESIGN OF APPROPRIATE ACTIVITIES

37. FOSTER COOPERATION AMONG PUPILS THROUGH THE APPLICATION OF ACTIVITIES THAT WILL DEVELOP A COLLABORATIVE CLASSROOM

38. SUPPORT PUPILS IN BUILDING TRUSTING RELATIONSHIPS AND COMMUNICATING WITH ONE ANOTHER

# Training Rules

- ▶ Mobile Phones
- ▶ Smoking
- ▶ Breaks
- ▶ Other



Participation



Respect

Express your opinion



enterschoolmind



# Conflict Resolution

# What is conflict resolution?

- Conflict resolution can be defined as the **informal** or **formal** process that **two or more parties use to find a peaceful solution to their dispute.**





# Conflict resolution techniques

Handling Everyday Conflicts (Elementary school children)



enterschoolmind

# Conflict resolution techniques: Forcing

- ▶ Also known as **competing**.
- ▶ An individual firmly pursues his or her own concerns **despite resistance** from the other person.
- ▶ This may involve pushing one viewpoint at the expense of another or maintaining **firm resistance** to another person's actions.



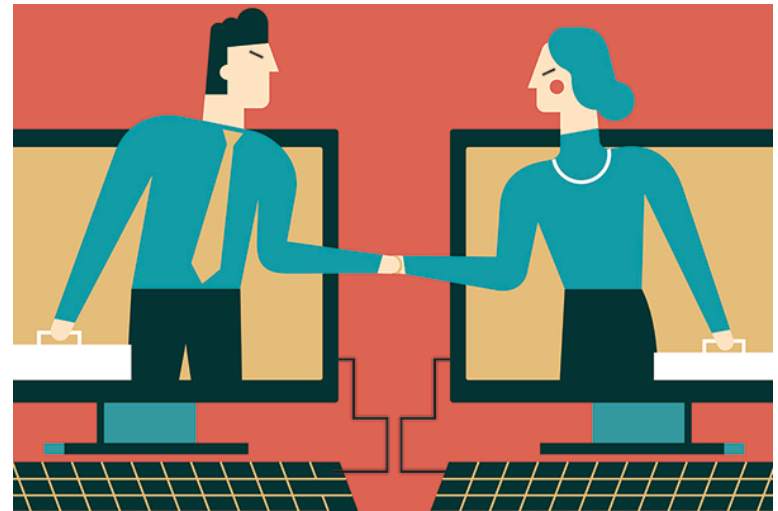
# Conflict resolution techniques: Win-win (Collaborating)

- ▶ Occasionally referred to as **confronting the problem or problem solving**.
- ▶ Collaboration involves an attempt to **work with the other person** to find a **win-win solution** to the problem at hand - the one that most satisfies the concerns of both parties.
- ▶ The win-win approach sees conflict resolution as an **opportunity to come to a mutually beneficial result**. It includes identifying the opponent's underlying concerns and finding an alternative which meets each party's concerns.



# Conflict resolution techniques: Compromising

- ▶ Sometimes called **reconciling**.
- ▶ *Compromising* looks for an expedient and **mutually acceptable solution** which partially satisfies both parties.
- ▶ Compromise may result in a situation where both parties are not satisfied with the outcome (**a lose-lose situation**) and does not contribute to building trust in the long run.
- ▶ It may even require **close monitoring** and control to ensure the mutual agreements are met.



# Conflict resolution techniques: Withdrawing

- ▶ Withdrawing or **avoiding situations** occurs when a person neither pursues their own concerns nor those of their opponent. He or she does not address the conflict but **sidesteps, postpones or simply withdraws**.
- ▶ Withdrawing is a **low stress approach** when the conflict is short, providing the ability/time to focus on more important or more urgent issues instead.



# Conflict resolution techniques: Smoothing

- ▶ Also referred to as **accommodating**. Smoothing is about accommodating the **concerns of other people first**, rather than prioritizing one's own concerns.
- ▶ In some cases smoothing will help to **protect more important interests** while giving up on some less important ones
- ▶ Smoothing provides the **opportunity to reassess** the situation from a different angle



# Power struggles between teachers and pupils

- ▶ They occur when pupils become confrontational in the classroom (e.g. when the teacher makes a request and a pupil refuses to comply)
- ▶ Teachers and pupils lose control of their emotions
- ▶ Someone has to win and someone has to lose
- ▶ They often occur when a teacher holds preconceived views about a pupil; they may replay situations the pupils have experienced previously
- ▶ Pupils may be confrontational in order to get attention and respect from their classmates





# How can teachers avoid power struggles with pupils

- ▶ Disengage from the power struggle: remain calm, avoid reacting in a confrontational manner
- ▶ Use tactics to interrupt pupil's escalating anger: divert pupil's attention from the conflict, remove pupil briefly from the setting, ask open-ended questions to better understand the problem situation and find possible solutions
- ▶ Use tactics to deescalate the potential confrontation: use humour, replace negative words in teacher requests with positive words
- ▶ Build a positive pupil-teacher relationship: listen to the pupils
- ▶ Reinforce positive behaviour by giving them specific, meaningful feedback







# Emotional Intelligence

# Brainstorming

- What is emotional intelligence?



# Emotional intelligence



# What is emotional intelligence?

- Emotional intelligence refers to the **ability** to **identify** and manage one's **own emotions**, as well as the **emotions of others**.



# Skills included in emotional intelligence

- ▶ **Emotional intelligence** is generally said to include at least **three skills**:
- 1. **Emotional awareness**, or the ability to **identify** and **name** one's own **emotions**
- 2. **Ability to harness those emotions** and **apply them to tasks** like thinking and problem solving
- 3. **Ability to manage emotions**, which includes:
  - regulating one's own emotions when necessary
  - helping others to do the same



# How to develop your emotional intelligence



enterschoolmind

# 5 Key Elements of Emotional Intelligence According to Goleman



# 5 Key Elements of Emotional Intelligence

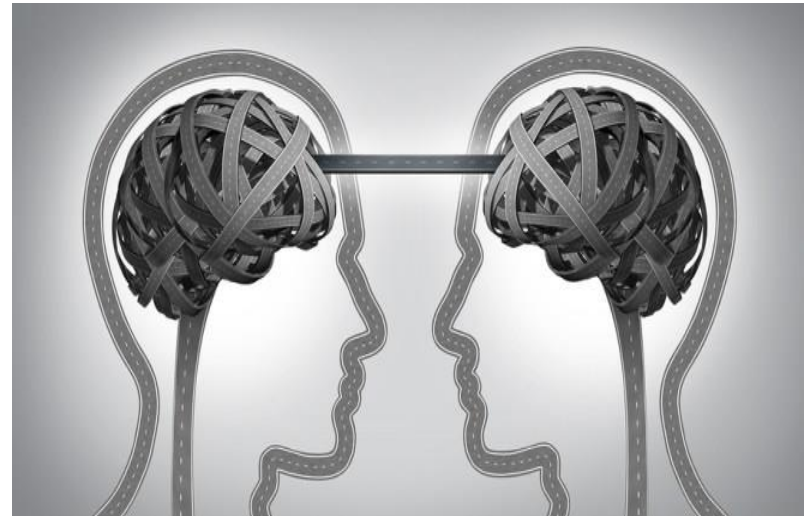
- ▶ **Self-Awareness** is the ability to recognize and understand your emotions.
- ▶ **Self-Regulation** is the ability to control emotions and impulses.
- ▶ **Empathy** is the ability to identify and understand the wants, needs, and viewpoints of those around you.





# 5 Key Elements of Emotional Intelligence

- ▶ **Motivation** – People with a high degree of emotional intelligence have a passion to fulfil their own inner needs and goals.
- ▶ **Social Skills** – Being able to interact well with others is another important aspect of emotional intelligence. True emotional understanding involves understanding others' emotions as well, and it is important to be able to put this information to work in daily interactions and communications. People with strong social skills are typically team players.



# Emotional Intelligence and working with others

- ▶ Having a heightened awareness of others' emotions, as well as being aware of his/her own feelings, gives the individual an advantage when working in a group.



# Emotional Intelligence in the classroom

- ▶ Teachers being aware of pupils' emotions permits them to **manage their classroom** with strategies that are understanding and compassionate and ones that help to keep pupils engaged.
- ▶ Teachers should help pupils to understand their emotions **through reflection** and through **observing their peers' reactions**.
- ▶ Teachers should develop strategies to help pupils have **control over their emotions and reactions** (e.g. have them brainstorm on ways they might react in different situations and then allow them to role play)



# Emotional Intelligence in the classroom

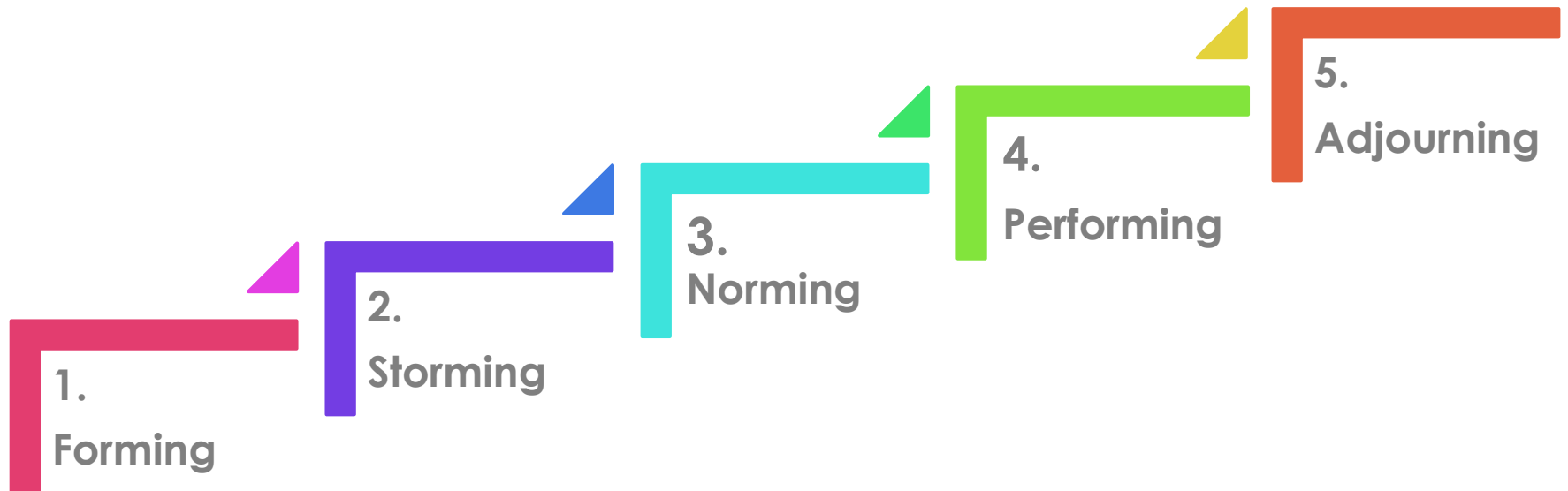
- ▶ Teachers should **support pupils in developing empathy** by encouraging them to view life from another person's perspective.
- ▶ Teachers should **encourage pupils to help others**. The act of charity teaches them to give back to their community; they will, in turn, develop the intrinsic values that come with it.
- ▶ Teachers should support pupils in **practicing conflict resolution** and learning how to give and take in various situations.





# Team Development and Team Roles

# Tuckman's 5 Stages of Team Development



# Tuckman's 5 Stages of Team Development: Forming Stage

- ▶ It is a period of **orientation** and **getting acquainted**.
- ▶ There is **uncertainty**, team members are looking for leadership and authority.
- ▶ Roles and processes are not clearly defined
- ▶ Discussion centers on **defining the goals**, ground rules and individual roles
- ▶ It is unlikely the team will be high-performing at this stage





# Tuckman's 5 Stages of Team Development: Storming Stage

- ▶ It is a period marked by **conflict** and **competition** as individual personalities emerge and power and status are assigned.
- ▶ Members may **disagree** on team goals, and subgroups may form around strong personalities or areas of agreement.
- ▶ To get through this stage, members must work to overcome obstacles, to **accept individual differences**, and to work through conflicting ideas on team tasks and goals.
- ▶ Team performance may **decrease** in this stage because energy is put into unproductive activities.





# Tuckman's 5 Stages of Team Development: Norming Stage

- ▶ **Conflict is resolved** and some degree of **unity** emerges
- ▶ **Consensus** develops around who the leader and individual member's roles are
- ▶ Members learn to **cooperate** and take the responsibility and have the ambition to work for the success of the team's goals
- ▶ Team performance **increases** during this stage



# Tuckman's 5 Stages of Team Development: Performing Stage

- ▶ Consensus and cooperation have been well-established
- ▶ The team is mature, organized, and well-functioning
- ▶ The team is focused on problem solving and meeting team goals.
- ▶ Team performance is at all-time high



# Tuckman's 5 Stages of Team Development: Adjourning Stage

- ▶ Most of the team's goals have been accomplished.
- ▶ The emphasis is on wrapping up final tasks and documenting the effort and results.
- ▶ As the work load is diminished, individual members may be reassigned to other teams, and the team disbands.
- ▶ There may be regret as the team ends, so a ceremonial acknowledgement of the work and success of the team can be helpful.



# Group Discussion

- ▶ How does Tuckman's model of team development stages apply in the school environment?
- ▶ What strategies would you use in order to successfully lead your team-class through the first two stages (forming, storming) of team development?



# Team roles

- ▶ **Team work roles** refer to how a person will behave and what tasks they will perform within the group as a whole.
- ▶ Educational strategies and tactics can define roles for participants. These are also called **roles for team work** or **collaboration rules**.





# Procedure for defining team roles

- ▶ Define the roles that are needed with respect to (learning) goals to be achieved and group dynamics that is desired
- ▶ Explain roles to students
- ▶ Design activities that capitalize on outcomes within groups, between groups and at the class level
- ▶ Debrief



# Team roles: Facilitator/Leader/Manager

- ▶ Makes sure that objectives are met
- ▶ Manages discussion
- ▶ Coordinates work or discussion of coordination
- ▶ Ensures that work is done and deadlines are met



# Team roles: Recorder/Secretary

- ▶ Takes notes on important thoughts expressed in the group
- ▶ Writes final summary





# Team roles:

## Presenter/Spokesperson/Summarizer

- ▶ Presents results to other groups/class
- ▶ Prepares to answer questions



# Team roles: Encourager

- ▶ Gets discussion **moving** and keeps it moving, often by asking other group members questions
- ▶ Sometimes rephrases or paraphrases what has just been said, **summarizing** the content.



# Team roles: Checker

- ▶ Checks for accuracy and clarity of thinking during discussions
- ▶ Checks written work

## *CHECKLIST*

<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>



# Team roles: Questioner

- ▶ Asks at least one interesting and challenging question
- ▶ Checks over work in problem-solving contexts before the group members finalize their answers





# Fostering Cooperation

# Cooperative learning in school

- ▶ Cooperative learning is **more** than having pupils **sit together**, helping the others do their work.
- ▶ Directing pupils who finish their work early to assist others **is not a form of cooperative learning** either.
- ▶ Neither is assigning a group of pupils to "work together" **unless** you are sure that all will contribute their fair share to the product.



# Criteria for cooperative learning experience

- ▶ Division of labour among pupils in the group
- ▶ Face-to-face interaction between pupils
- ▶ Assignment of specific roles and duties to pupils
- ▶ Group processing of a task





# Criteria for cooperative learning experience

- ▶ **Positive interdependence** in which all pupils need to do their assigned duties in order for the task to be completed
- ▶ **Individual accountability** for completing one's own assigned duties
- ▶ The development of **social skills** as a result of cooperative interaction
- ▶ Provision of **group rewards** by the teacher



# Competitive learning

- ▶ No interaction between pupils
- ▶ Not accountable to others
- ▶ Responsible only to self
- ▶ Homogeneous grouping, if any
- ▶ One pupil serves as leader
- ▶ Social skills ignored
- ▶ Rewards are obtained for individual effort



# Learning teams in the classroom

- ▶ The teams usually work together on **long-term assignments**.
- ▶ In the groups, each individual is **responsible** for assuring that the other team members learn the assigned material.
- ▶ Those who **understand** the lesson/material are responsible for teaching it to the others.
- ▶ Groups progress to a new unit of study **when all members** of the group have mastered the lesson.



# Fostering cooperation

- ▶ Group members are also responsible for the **behaviour** of all members.
- ▶ Members attempt to refocus the misbehaving pupils by offering help and suggestions.



# Experiential Workshop

- Cooperate to recreate a copy of the object.



enterschoolmind



# Active Listening



# Active listening in the classroom

**Active listening** in the classroom can be used to:

- ▶ Gain self-understanding
- ▶ Improve relationships
- ▶ Make pupils feel understood
- ▶ Make pupils feel cared for
- ▶ Make learning easier

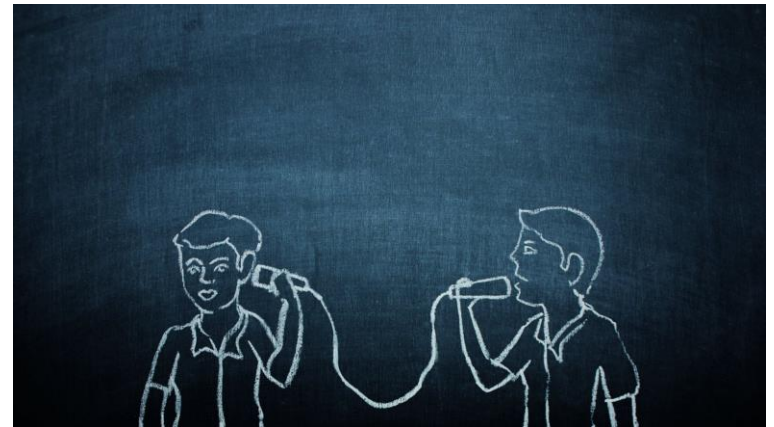




# Active listening in the classroom

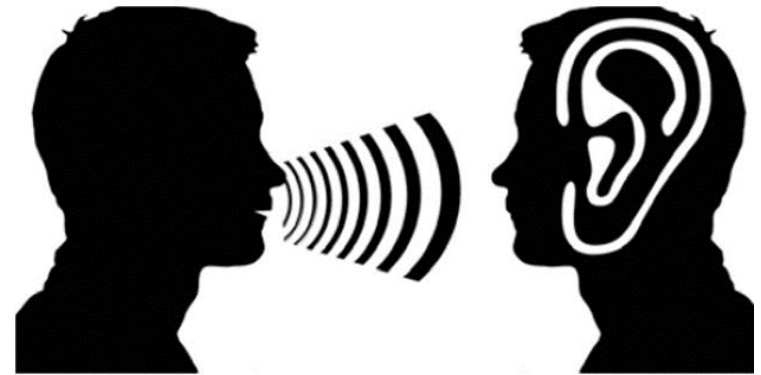
Through active listening teachers help pupils **to overcome poor listening habits** such as:

- ▶ dwelling on **internal distractions**
- ▶ developing a **prejudice** about the speaker due to an early remark with which the listener disagrees
- ▶ focusing on the **personal characteristics** of the speaker or their poor delivery, which **prevents understanding**



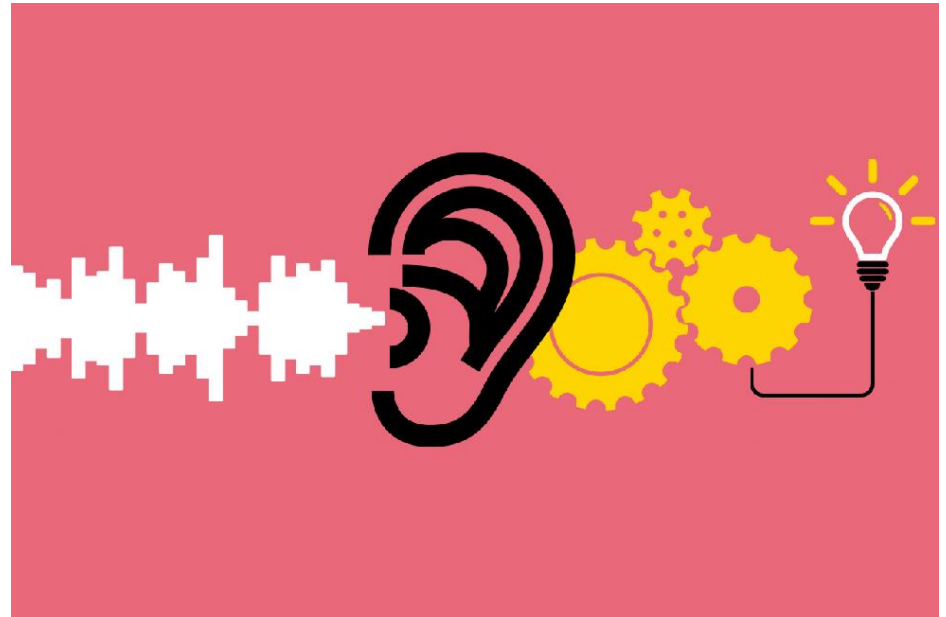
# Steps for performing active listening

- ▶ **Look** at the person, and suspend other things you are doing
- ▶ Listen not merely to the words, but the **feeling** content
- ▶ Be **sincerely** interested in what the other person is talking about
- ▶ **Restate** what the person said
- ▶ Ask **clarification** questions
- ▶ Be aware of your own **feelings** and **existing** opinions
- ▶ If you have to state your views, say them only **after** you have listened



# Verbal signals of active listening

- ▶ "I'm listening" cues
- ▶ Disclosures
- ▶ Validating statements
- ▶ Statements of support
- ▶ Reflection/mirroring statements
- ▶ Paraphrasing
- ▶ Summarizing



# Non-verbal signals of active listening

- ▶ Good eye contact
- ▶ Facial expressions
- ▶ Body language
- ▶ Silence
- ▶ Touching



# Group Exercise

## ► Practising Active Listening





# Building Trusting Relationships

# Ways of building trusting relationships in the classroom

## Talk about trust

- ▶ Establishing trust should start the moment pupils enter the classroom.
- ▶ Lead a conversation with your class about how trust is important in all relationships as well as in learning.
- ▶ Have your pupils share examples of how teachers and pupils can earn and demonstrate trust in the classroom.





# Ways of building trusting relationships in the classroom

## Give pupils responsibilities

- ▶ Give your pupils responsibilities and trust that they will complete the tasks you set for them.
- ▶ If you see that a pupil has not completed their job, do not do it for them. If you do this, you are showing them that you don't trust that they can do it on their own.
- ▶ Instead, be patient and give them some time.



# Ways of building trusting relationships in the classroom

## Be tolerant

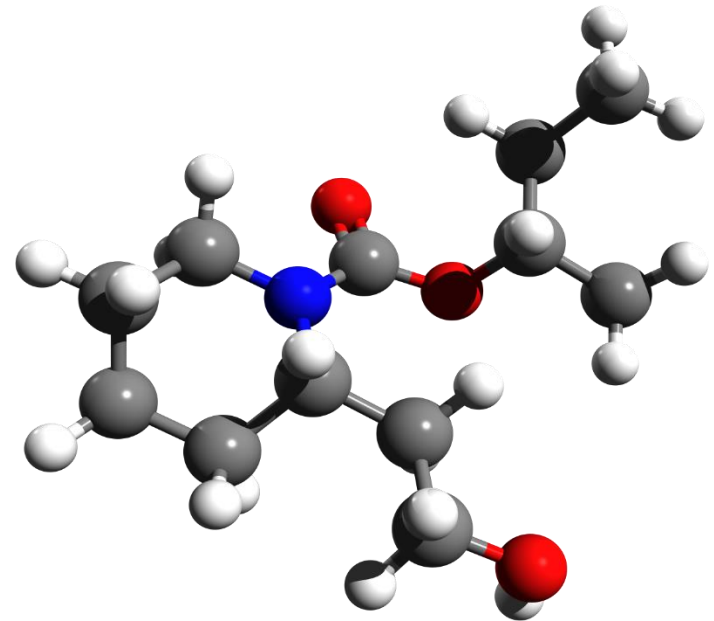
- ▶ Be considerate of the negative experiences that may have affected a pupil's ability to trust.
- ▶ If a pupil has learned not to trust any adults at home, they will have no reason to trust a teacher at first.
- ▶ Be patient and take the time to get to know your students before you dismiss them as being incapable of trust. After all, you never know what they may be going through at home.



# Ways of building trusting relationships in the classroom

## Provide Structure

- ▶ Structure makes pupils feel safe and leads to increased learning.
- ▶ It is essential that teachers set the tone early by establishing clear expectations and practicing class procedures.
- ▶ It is equally critical that students see that you follow through when boundaries are overstepped.
- ▶ A structured classroom is one with minimal downtime.



# Ways of building trusting relationships in the classroom

## Teach with enthusiasm and passion

- ▶ Pupils will respond positively when a teacher is enthusiastic and passionate about the content he/she is teaching.
- ▶ Excitement is contagious. When a teacher introduces new content enthusiastically, pupils will buy in.
- ▶ Exuberance will rub off on the pupils in a classroom when the teacher is passionate about the content.



# Ways of building trusting relationships in the classroom

## Incorporate humor into lessons

- ▶ Teaching and learning should not be boring. Most people love to laugh. Teachers should incorporate humor into their daily lessons.
- ▶ This may involve sharing an appropriate joke related to the content you will be teaching that day. It may be laughing at yourself when you make a silly mistake.
- ▶ Humor comes in several forms and pupils will respond to it.



- ▶ Conflict resolution techniques such as compromising, win-win, withdrawing and smoothing should be employed in the classroom to encourage cooperation between pupils and promote collaborative learning
- ▶ Teachers should improve their own emotional intelligence and apply it in their lesson, as well as teach pupils to develop emotional intelligence skills so as to improve their learning
- ▶ Teachers should view pupils as a team that goes through different stages of development in its path to high performance
- ▶ Active listening techniques should be employed by teachers themselves as well as be taught to pupils for the improvement of their overall learning experience
- ▶ Teachers should create a class environment where pupils can cooperate and build trusting relationships with one another



## Key Points



# Suggestions for self-directed learning

- ▶ Liz Slater, "Teachers: building high-performing and improving education systems, *Education Development Trust* 2013.  
<https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/files/04/04ca44b5-b70e-4775-82a0-645cfd6483b2.pdf>
- ▶ Ke Huang & Xianxuan Xu, "Developing Emotionally Intelligent Teachers", *TIE Online* 2019.  
<https://www.tieonline.com/article/2549/developing-emotionally-intelligent-teachers>
- ▶ Hallam, Ireson, Davies, *Effective Pupil Grouping in the Primary School: A Practical Guide*, Routledge 2013.  
[https://books.google.com.cy/books/about/Effective\\_Pupil\\_Grouping\\_in\\_the\\_Primary.html?id=9J9I3Y88KslC&source=kp\\_book\\_description&redir\\_esc=y](https://books.google.com.cy/books/about/Effective_Pupil_Grouping_in_the_Primary.html?id=9J9I3Y88KslC&source=kp_book_description&redir_esc=y)
- ▶ McNaughton, Hamlin, McCarthy, Head-Reeves, Schreiner, "Learning to Listen: Teaching an Active Listening Strategy to Preservice Education Professionals", *Topics in Early Childhood Special Education* 27, 2008, 223-231.  
<https://journals.sagepub.com/doi/pdf/10.1177/0271121407311241>
- ▶ Active Listening Teachers' Manual  
<https://www.scribd.com/document/239092429/Active-Listening-1-TB>
- ▶ Gillies, Ashman, Terwel (eds), *The Teacher's Role in Implementing Cooperative Learning in the Classroom*, Springer 2008.  
<https://link.springer.com/book/10.1007/978-0-387-70892-8>





