



**Newbubbles**  
the education marketplace



## The FE Toolkit: A Magazine for Grade 1 Teachers

### MANAGING GROUPWORK

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#### IN-FOCUS

The SPRinG (Social Pedagogic Research into Group work) project found that learners trained in group working skills (e.g. listening, communication, explaining, feedback) improve academic performance:

- Improved reading & maths in KS1 learners (effect sizes = 0.22-0.62).
- Improved conceptual understanding in science in KS2 learners (effect sizes = 0.21-0.58).
- Higher cognitive thinking in K3 learners.

Nov 2005

#### Vincent Lombardi

"Individual commitment to a group effort - that is what makes a team work, a company work, a society work, a civilization work".



#### Ground Rules for Groups: the 4Rs

**Respect:** All opinions are respected and valued equally

**Responsibility:** Every learner is committed to the ground rules

**Relationship:** Learners trust and support each other

**Results:** The purpose of group activity is to achieve a desired goal

#### Assessment Corner

#### Simple ways to test learning

#### The Mini-Wipeboard

You can make mini-wipeboards by laminating an A4 piece of paper

- **Ask and Lift:** Pose a question, ask learners to write the answer on the wipeboard, and ask them to hold it in the air on your instruction.
- **One Word Summary:** Ask learners to write down a single word that summarises the lesson
- **Misconception Check:** Learners respond with 'TRUE' and 'FALSE' to posed questions.

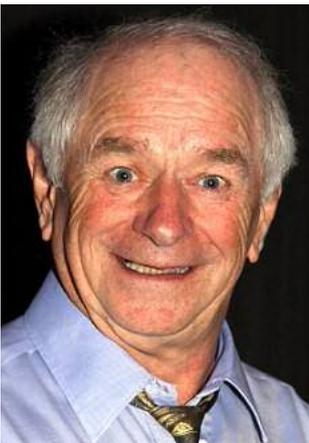


IT'S NOT TOO LATE TO BOOK...

# LEADING FURTHER EDUCATION

21st March 2014, Mandolay Hotel, Guildford

FE leadership under the microscope! A focus on creating the right culture for excellence to thrive...



## Keynote Speaker: Johnny Ball

Science and maths broadcaster **Johnny Ball** leads next month's National Conference line-up and will discuss his revolutionary work in colleges to turn Maths teaching into an exciting, motivational and hands-on experience for learners that transforms their confidence and critical thinking skills. Johnny Ball is fondly remembered for the BAFTA-winning 'Think of a Number', but these days he is writing books, advising companies and collecting honorary doctorates in recognition of his ground-breaking work in Maths and Science.

## CONFERENCE OBJECTIVES

Attend this event if you want to:

- Examine the implication of recent funding changes on leadership and management priorities
- Consider innovative strategies for managing large cultural change projects
- Examine successful approaches to analysing and preparing OFSTED data and managing short-notice inspections
- Evaluate links between coaching and organisational performance
- Consider innovative methods for embedding whole-college creativity and numeracy

## FEATURING INTERNATIONAL SPEAKER...



David Clutterbuck

**Professor David Clutterbuck** explores how private and public sector organisations around the world are getting to grips with the management of coaching and mentoring. David looks at ways colleges can create and sustain a 'coaching culture' starting with work teams as the natural fulcrums of change.

He also reviews the four critical management conversations that managers must engage in to manage organisational talent. This is a significantly under-represented area in college institutions, in which leadership, employee aspirations and organisational values are central to the development of employee potential.

**Date & Venue: 21 March 2014**  
**Mandolay Hotel & Conference Centre,**  
36-40 London Road, Guildford, Surrey, GU1 2AE.

**Delegate Rate: £289.00 exc. VAT/ £346.80 inc VAT**  
E-mail your booking to [gradeonetraining@newbubbles.com](mailto:gradeonetraining@newbubbles.com)



## Speakers include...

- Johnny Ball
- Toni Fazaeli, CEO of Institute for Learning
- Matthew Coffey, OFSTED's Director for Learning & Skills
- Prof. David Clutterbuck, International Expert on Coaching
- Prof. Helen Colley, Cultural Change Expert
- Lynne Sedgmore CBE, CEO of 157 Group
- Mike Davis, former principal HMI for FE and co-author of the CIF 2012
- Geoff Petty, Author of *Teaching Today* and *Evidence-Based Teaching*
- Julian Appleyard, Principal, Rochdale Sixth Form College
- Stephen Grix, Co-Principal, Mid-Kent College

## Workshop Titles

**Getting Grade 1 in Leadership & Management**

**Optimising Senior Management Performance through Executive Coaching**

**The Right Way to Manage Talent: Developing Internal Capability**

**Leading Improvements in Teaching, Learning & Assessment**

**Getting Grade 1 in Teaching & Learning**

**Improving Performance through Peer Observation**

**Using Coaching to Transform College Learning Cultures**

**Getting Grade in Learner Outcomes—Preparing your OFSTED data for inspection.**

## WHY USE GROUPWORK?

Group work can be successful in almost all courses, regardless of size or content. Performing lab experiments, writing reports, solving mathematical problems, designing projects for presentation, preparing briefings or position papers – these are a few examples of how learners can work in pairs or small groups.

### Strengths:

- ✓ Learners working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats.
- ✓ When learners feel connected, engaged, and included, they feel more satisfied with their courses.
- ✓ Group work provides learners with more "real world" experience, because most of them will indeed be spending much of their working lives developing projects in groups.
- ✓ Groups often provide more of a sense of "shared purpose" in a class, which means that learners feel a greater sense of dedication to the material.
- ✓ Group interaction helps learners to understand how other learners think and behave, and is important as a way of breaking down barriers, challenging traditional assumptions and promoting co-operation.

## TOP TIPS FOR SUCCESSFUL GROUPWORK

It is not uncommon in training sessions for delegates to state: "It's all very well doing all these activities, but I simply don't have the time because I have to get through the syllabus". This is a consistent error that teachers make - covering content does not equate to developing learner understanding!

When group work is not managed effectively, learners may start to question the validity of the exercise, particularly if this is not linked to their assessment needs. However, group work that is planned into your scheme of work, that enables learners to experience material in a different way, that promotes 'learning-by-doing' and encourages the application of newly acquired knowledge and the development of specific subject-related skills can be a *powerful recipe* for success. Remember to:

### 1. Set the Task:

- The task is clear and tangible outcomes that can be linked to the learners' assessment needs.
- Time for the task is set in advance.
- For complex tasks, written instructions accompany verbal instructions.
- Tasks differentiate by being open, graduated and challenging (some higher-order activities on Bloom's taxonomy e.g. analysis, synthesis, evaluation).

### 2. Learners Work on Task:

- A group scribe is appointed (by the group or teacher) to record ideas and progress.
- The teacher checks on each group at periodic intervals to ensure progress is being made against the task outcomes. Setting interim milestones for each group often works effectively.
- Challenging time constraints are given (i.e. the task doesn't go on too long).
- The person acting as scribe is rotated.

### 3. Check and Correct:

- Feedback follows a 'medal and mission' approach (Petty, 2008). A medal (praise, prize) for progress made against the task outcome(s) and a mission to improve performance.
- Interventions are judged according to the progress made by the group, with lesser or greater levels of intervention provided to move the group to the next 'milestone'. The group is challenged to find their own solution to encountered difficulties before the teacher provides 'an answer'.

### Feedback & Review:

- Every group is asked for their findings and no single group provides all the answers.
- The teacher uses an 'assertive questioning' style that encourages the class to debate what they found before an 'answer' is given away.
- Key learning points are written up on the wipeboard for whole class review.
- Learners take notes or a handout is provided summarising the key points from the exercise.
- Learning points from the group exercise become the focus of the next session's recap.



## Pitfalls to Groupwork

- ✗ It can be difficult to assess individual attainment when work is produced by a group.
- ✗ Powerful personalities can dominate a group.
- ✗ Verbal instructions can be easily forgotten and groups may then rely on the teacher to provide all of the required information.
- ✗ Some learners may contribute little or nothing and simply become 'passengers'.
- ✗ While the teacher is observing or helping one group, other groups may stray from the task and get distracted.
- ✗ Groupwork usually involves methods that take up much more time than whole-class or teacher-centred learning methods.
- ✗ Learners may get bored with working with the same people
- ✗ Learners, left to their own devices, will tend to form groups with their friends, restricting the scope of interaction.
- ✗ It can be difficult to regain the group's attention once the group task has come to an end.

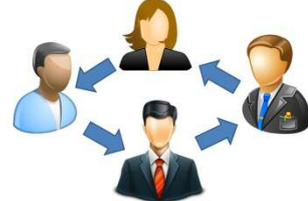
## Early Group Tasks

The following tasks give learners experience of working in teams and enable them to think about what their group 'stands for'.

- Produce a picture to represent the course.
- Design a course mascot, including patterns, material specifications, instructions on how to make it.
- Write a course-related poem.
- Produce an advertising leaflet to encourage people to attend this course.
- Design and prepare a role-play of how to deal with one of the problems raised by learners earlier in the course.
- Write a set of course handouts or 'Frequently-Asked-Questions' which give answers to questions raised earlier.
- Design and draw a course logo.

CO-OPERATIVE GROUP ACTIVITIES

“Research on co-operative learning is one of the greatest success stories in the history of educational research” (Slavin et al, 2003). The work of Robert Marzano and John Hattie suggest effect sizes for co-operative learning tasks of around 0.59-0.73 (i.e. learners learn 30%+ more effectively when doing these tasks than via more passive forms of teaching).

<p><b>JIGSAW</b> Groups with five learners are set up. Each group member is assigned some unique material to learn and then to teach to his group members. To help in the learning learners across the class working on the same sub-section get together to decide what is important and how to teach it. After practice in these "expert" groups the original groups reform and learners teach each other. (Wood, p. 17) Tests or assessment follows.</p>	
<p><b>THINK-PAIR-SHARE</b> Involves a three step cooperative structure. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.</p>	
<p><b>THREE-STEP INTERVIEW</b> Each member of a team chooses another member to be a partner. During the first step individuals interview their partners on the current topic by asking clarifying questions. During the second step partners reverse the roles. For the final step, members share their partner's response with the team.</p>	
<p><b>ROUND ROBIN BRAINSTORM</b> Class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and learners are given time to think about answers. After the "think time," members of the team share responses with one another round robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group in order gives an answer until time is called.</p>	
<p><b>THREE MINUTE REVIEW</b> Teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions.</p>	
<p><b>NUMBERED HEADS</b> A team of four is established. Each member is given numbers of 1, 2, 3, 4. Questions are asked of the group. Groups work together to answer the question so that all can verbally answer the question. Teacher calls out a number (two) and each two is asked to give the answer.</p>	
<p><b>TEAM-PAIR-SOLO</b> Learners do problems first as a team, then with a partner, and finally on their own. It is designed to motivate learners to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning. Learners can do more things with help (mediation) than they can do alone. By allowing them to work on problems they could not do alone, first as a team and then with a partner, they progress to a point they can do alone that which at first they could do only with help.</p>	
<p><b>PARTNERS</b> The class is divided into teams of four. Partners move to one side of the room. Half of each team is given an assignment to master to be able to teach the other half. Partners work to learn and can consult with other partners working on the same material. Teams go back together with each set of partners teaching the other set. Partners quiz and tutor teammates. Team reviews how well they learned and taught and how they might improve the process.</p>	

Peer Reading Tasks

**Question Pairs:**

- Learners prepare for the activity by reading an agreed text.
- Learners then generate questions and answers focused on the major points or issues raised.
- At the next class meeting, pairs are randomly assigned.
- Partners alternately ask their questions of each other, and provide corrective feedback on the answers.

**Peer Teaching:**

- Each learner reads different selections of an agreed text
- Learners are randomly paired with each other.
- Each partner teaches the essence of the material to each other, and then the whole class is presented with a quiz to see how effective the peer teaching has been.
- The teacher provides feedback and further explanation on common errors.

**Peer Jigsaw:**

- Learners are randomly assigned to each other in pairs or small groups
- Learners are given the same OR different text, video or stimulus material and read this alone for 5 minutes.
- Each partner is asked to focus on different points in the material (e.g. strengths, weaknesses, positive impact, negative impact, etc) and is then required to teach these points to the other person(s).
- Listeners can use questions to clarify points, but a strict time limit should be given for 'information exchange'
- Each peer provides part of the jigsaw and collectively a whole topic is covered.
- Groups are assessed on their understanding of the points raised across all of the individual tasks (so that each pair/group is now accountable for their assessment performance).
- Teachers ask questions and either accept voluntary answers from each group OR ask specific individuals for answers (more challenging and increases accountability).
- The teacher provides feedback on common errors.

TUCKMAN'S MODEL OF GROUP DEVELOPMENT

SOLO Model



Bruce Tuckman is currently Professor Emeritus of Educational Psychology at the Ohio State University, where he is also Founding Director of the Walter E. Dennis Learning Centre.

Psychologist Bruce Tuckman first came up with the memorable phrase "forming, storming, norming, and performing" in his 1965 article, "Developmental Sequence in Small Groups." He used it to describe the path that most teams follow on their way to high performance. Later, he added a fifth stage in 1977, "adjourning" (which is sometimes known as "mourning").

**Why is this model important?**

Your role as a teacher is to ensure that your learners settle into their course as quickly as possible. Right at the start, you need to create opportunities for learners to interact with each other. Only when learners feel truly comfortable with each other, and learn to trust one another, will the optimum climate for learning be reached. Until then, learners may find the process of 'integration' stressful and difficult, spawning a number of 'side-effects' which the teacher should be prepared for. Tuckman characterises these dilemmas in his **four stages of group development.**



**Stage 1: FORMING**

The point at which a group first comes together. It is often characterised by shyness, uncertainty and hesitancy among the members. Individual roles and responsibilities may be unclear. If a leader is present, there is a high dependency on them for guidance and direction; if there is no leader, extrovert members may rapidly assume some form of leadership role. This stage can last for some time, as people start to work together, and as they make an effort to get to know their new colleagues.

**Stage 2: STORMING**

With the group now established, there is a period of jockeying for position, authority and influence among the members. In classes, this is the period of "testing-out" the teacher. Frustrations and disagreements emerge that may test relationships and established patterns of working. Cliques are most likely to appear in this stage. The initial 'student leaders' may not survive this period: it is the most uncomfortable phase of the group's life – a sort of group adolescence.

**Stage 3: NORMING**

This stage sees members start to resolve their differences, appreciate each other's strengths and respect the teacher's authority. There is a gradual consensus on what the group stands for and what behaviour/contribution is regarded as acceptable. Members may begin to ask each other for help and seek constructive feedback. However, if new tasks are introduced, it is not unsurprising to see the group lapse back into a storming phase where the process is repeated.

**Stage 4: PERFORMING**

The team clearly knows what it is doing and why it is doing it. Members are 'strategically aware' and work cohesively towards the attainment of the group's agreed goals. There is a much higher degree of autonomy present in decision-making, with the teacher acting more as facilitator and coach. Processes for working are clear and consensual, disagreements are constructively addressed and tasks can be delegated to group members with confidence.

**Stage 5: ADJOURNING ('MOURNING')**

Classes, like many teams, have a finite time and eventually are disbanded as the course comes to a close. Members who have worked alongside each other for a period of time may find this stage difficult, particularly if the future looks uncertain. In this stage it is the wellbeing of group members rather than the team's performance which is the primary focus.

**Teacher Tips for Group Development:**

**FORMING:**

- Lessons and activities should be highly structured at the start.
- Develop a welcoming and controlled atmosphere to allow learner interaction to flourish. Class photos are good 'identity' makers.
- Let learners know what is expected of them – rules, routines, assessments, participation, deadlines, etc.
- Use activities that encourage learners to self-disclose information about themselves and their interests (build learner profiles for each member of the class).
- Train learners in giving feedback to each other.

**STORMING:**

- Use teacher-led team-building/co-operative learning activities (e.g. jigsaw) that encourage co-operation and open-ended discussions.
- Wikis and glossaries are good examples of tasks that require whole-class co-operation and the completion of a 'group goal'.
- Use discovery learning and problem-solving exercises (where the answer is not known) to stimulate creative thinking between groups.
- Ensure that groups are frequently mixed up to promote integration in the group and to counteract the formation of cliques.

**NORMING:**

- The use of less-structured collaborative exercises and independent learning tasks (e.g. case studies, simulations) where groups have a high degree of autonomy over the task and its outcomes.
- Rotate 'leadership roles' to develop each learner's confidence and capacity to lead e.g. chairing committees, discussions or debates.

**PERFORMING:**

- Groups set their own targets, identify their own development points and recognise how they can improve. Self –assessment, peer assessment and peer-to-peer coaching are frequently evidenced.

A MODEL FOR DEVISING GROUP ACTIVITIES

A MODEL FOR DEVELOPING INTERACTIVE LEARNING EXPERIENCES WITH GROUPS

Paul Tully (2006) suggested *four* ways of creating active learning tasks for pairs and groups.

- **Pair** - activities that require learners to team up and discuss, solve or explore
- **Share** - collaborative activities, involving groups, where learners exchange information to achieve a goal.
- **Chair**—simulations and role-plays in which learners play ‘real-life’ characters and roles to practise skills and learned routines.
- **Aware** – reflective activities, conducted individually or in groups, which focus on progress made and how learners like to learn

Example:

Topic: Flooding

Source Material: *Flooding: Now thousands more face evacuation as 14 severe warnings are issued for Thames with 'significant threat to life', 20 Feb 2014, Daily Mail Online,*

Suggested Activities:

PAIR:

- **Working with Pictures:** Pick 4 photographs connected with the story and a/ put them in order to tell a story about flooding; b/ pick on photo that best summarises the story; c/ use speech bubbles (call-outs) and suggest a conversation between the characters in one of the photos; d/ think of 3 words that characterises all 4 photos; 5/ identify 3 differences between the presented photos; 6/ create a newspaper caption for each photograph



- **Working with Text:** This task is called ‘Headings and Subheadings’. Strip out the title and subheadings that the article uses and ask learners in pairs to create a title for the article and break it down into a set number of subheadings (the great psychologist Jerome Bruner equated ‘structuring’ with learning —when learners are able to structure information, they are actively processing it).
- Ask learners in pairs to generate 5-10 questions (with the answers) on the article and then test each other on the answers. Alternatively, they can test another pair in fours.

‘Share’ Activity

A ‘Share Activity’ is usually one of two kinds of tasks:

- A task that prompts learners to give their opinions in a discussion setting. This works particularly well if you ask learners the week before to review the topic in question. In our flooding example, you might ask them to look at the news, videos, newspapers etc, and form a view as to why the floods occurred and who is to blame. Next session, run a 15 minute small group (4-6 learners) discussion where each learner puts forward their views. Film it!
- A task that provides different materials to each learner for cascade to the group (jigsaw exercise).

‘Chair’ Activity

A ‘Chaired Activity’ is one in which learners research roles/ arguments and then act out a debate that tackles the key points and disagreements surrounding an issue/topic.

In our flooding example:

**Eric Pickles MP,** the Communities Secretary, recently suggested on the news that the



Environmental Agency — who maintain the UK’s sea defence systems and monitor flooding - had not fulfilled its obligations to implement preventative measures to minimize the effects of flooding and called into question their expertise on these issues.



**Chris Smith,** the Chairman of the Environmental Agency, wrote to the Guardian to complain that

the government had cut back the money it provided to the Agency and left it compromised in its ability to handle flooding crises of this magnitude.

**Nigel Farage,** leader of UKIP, has argued for overseas aid to be stopped and re-directed to UK flooding victims.



MEETING OFSTED'S SEVEN TLA CRITERIA

By Paul Tully

The OFSTED Common Inspection Framework is accustomed to providing measures of achievement in teaching, learning and assessment (TLA) for departments to consider, but there is usually a gap between this and the practical strategies that individual teachers need on the ground. Here is our attempt to give teachers a working framework on which the seven CIF criteria for TLA can be implemented.

1.	<b>Learners benefit from high expectations, engagement, care, support and motivation from staff</b>	<ul style="list-style-type: none"> <li>• There are clear learner entry criteria for enrolment</li> <li>• You expect learners to pass the course and tell them so, and set tasks that are achievable and clearly related to the course's assessment requirements</li> <li>• Schemes of work and course handbooks provide an overview of the programme, tutorial points and support mechanisms available</li> <li>• You regularly express your faith in learners' abilities to succeed on the course and continuously praise their contributions, no matter how small</li> <li>• You regularly introduce topical, interesting and novel materials into your teaching to maintain learner engagement</li> </ul>
2.	<b>Staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs</b>	<ul style="list-style-type: none"> <li>• Learner profiles contain initial assessment data, background information and learner interests/career aspirations</li> <li>• Lesson plans are varied, use differentiated tasks, and focus as much on developing skills as developing subject content</li> <li>• Learning tasks give learners opportunities to relate personally to the new learning material</li> </ul>
3.	<b>Staff initially assess learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning for all learners</b>	<ul style="list-style-type: none"> <li>• Schemes of work should show clearly how study skills, evaluation skills and functional skills are integrated into your induction and learning programme</li> <li>• Your first six weeks concentrates on building learner skills in note-taking, summarising and memory aids</li> <li>• Differentiated learning outcomes are set for every lesson</li> <li>• A selection of extension tasks is available for learners that complete their main learning tasks early</li> <li>• You regularly give learners choices over what they learn and how they do this</li> </ul>
4.	<b>Learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning</b>	<ul style="list-style-type: none"> <li>• There is tracking sheet of formal assessment marks showing group progress against assessment tasks</li> <li>• All learners understand the assessment criteria they are working to and can articulate the differences in standards between PASS, MERIT and DISTINCTION, or other grade boundaries used</li> <li>• Written and practical assignments have specific targets set for improving learning</li> <li>• Recap, self-assessment, peer-assessment and peer-tutoring tasks are integrated into the course scheme of work</li> </ul>
5.	<b>Teaching and learning develop English, mathematics and functional skills, and support the achievement of learning goals and career aims</b>	<ul style="list-style-type: none"> <li>• Schemes of work show clearly how English and Mathematics skills are integrated into the learning programme, with specific reference to the skills identified in the adult core literacy and numeracy curriculum</li> <li>• Links between English and Maths skills and those needed in relevant professional domains are repeatedly emphasised.</li> </ul>
6.	<b>Appropriate and timely information, advice and guidance supports learning effectively</b>	<ul style="list-style-type: none"> <li>• You monitor each learner's progress in the classroom against set learning outcomes, taking account of the speed of progress, and intervening to ensure they achieve.</li> <li>• You set clear rules for how the session is to be managed and conducted, and misbehaviour is redressed immediately</li> <li>• Learning tasks are managed against set timeframes and focus is maintained by prompting learners to work within these timeframes</li> </ul>
7.	<b>Equality and diversity are promoted through teaching and learning.</b>	<ul style="list-style-type: none"> <li>• Learning materials are produced so that all learners can access them, including set roles for teaching assistants</li> <li>• Regular opportunities for collaboration are planned</li> <li>• Learners are clear about the most effective ways to communicate with each other</li> </ul>

Problems with Groups

As a class gets to know each other, there is a possibility that friendship groups or cliques emerge which can interfere with the smooth running of the course. At its worst, some groups may not want to work with other groups and there may be hostility to or rejection of certain classroom members. These are the inevitable symptoms of a class that has not used group activities to promote integration and tolerance. When this does not happen, then learners form 'territories' and habitual ways of working that are not easy to undo.

**Henri Tajfel**, a social psychologist, proposed the '**social identity theory**' in 1979 as a way of explaining why groups can behave anti-socially towards other groups. Like Maslow, the great humanist psychologist, Tajfel accepted that people have a yearning to belong, and saw their membership of groups as something that gave them a source of pride and self-esteem. In other words, groups provide us with a sense of social identity. When we belong to one group, we show a tendency to enhance the status of our own group, and diminish the benefits of belonging to another group - i.e. we create a 'Them' and 'Us'.

Tajfel went on to propose that stereotypes (putting people into general categories) is based on a normal cognitive process where we tend to exaggerate the differences between groups, and the similarities of things in the same group.

This cognitive process consists of three stages: **categorisation** - using attributes to 'place' people into one group or another; **social identification** - we adopt the identity of the group we see as most similar to ourselves, and internalise its beliefs and values; and **social comparison** - we look at other groups and find reasons why our own group is preferable to justify our membership of it.

Tajfel saw these processes as an explanatory framework for group aggression, discrimination and prejudice, and drew upon the racial tensions of the St Paul's riots in 1980 as evidence that group membership is significant for a person's social identity.

**GROUPWORK FOR QUALITY MANAGERS**

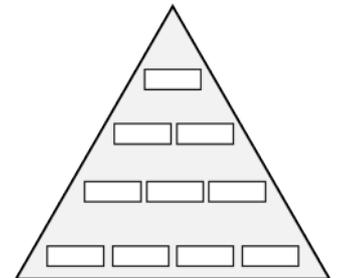
**‘STEP ON IT’ CHART**

How many workshops and group sessions do teachers run where timings for group tasks are not carefully monitored and where ‘stretch and challenge’ is missing? The ‘Step-On-It’ chart is very useful for tracking group progress against their chosen goal or against a set of agreed milestones needed to achieve their goal.

Date and Time	Name of group/ individual	Steps to be taken	How long the step should take	How long it actually took

**Decision Triangle**

There are many topics that lend themselves to the Decision Triangle. Essentially, any topic or situation that can be analysed in terms of constituent factors or influences, can be offered as a group activity where small groups get to decide what



factor or influence is at the top of the triangle (most important) and which are near the bottom (least important).

For example, in a teacher training class, you might ask learners what top 10 skills they think are demanded by employers, and then compare their answers to published surveys by the CBI (Confederation of British Industry). In a History class, you might ask learners what 10 factors were most influential in causing World War 1. In a Biology class, what 10 functions are carried out by the blood system; in a Sociology class, what 10 factors are most likely to lead to success at school, etc.

**NEWBUBBLES CPD EVENTS: SUMMER 2014**

**Newbubbles – Experts in Further Education:**



Date	Event	Location	Trainer
21.03.14	National FE Conference – <i>Leading Further Education</i> ***	Guildford	Multiple Speakers
22.05.14	Achieving Grade 1 in Performing Arts**	Croydon	Tony Davis HMI
03.06.14	Improving Learner Achievement: Strategies for Building Rapport, Self-Esteem & Positive Thinking*	Portsmouth	Multiple Speakers
12.06.14	Managing Staff Performance, Motivation & Capability**	Guildford	Multiple Speakers
17.06.14	Bringing Theory Alive: The Grade 1 Toolkit for Vocational Teachers*	Bracknell	Paul Tully
20.06.14	Achieving Grade 1 in Hair & Beauty**	Portsmouth	Phil Hatton HMI & Mary Mussell
24.06.14	Improving Motivation & Retention**	Portsmouth	Arnie Skelton
26.06.14	Classroom Management*	Portsmouth	Bradley Lightbody
03.07.14	Differentiation Masterclass*	Portsmouth	Paul Tully

\*Cost of this event is £149.00 + VAT

\*\*Cost of this event is £169.00 + VAT

\*\*\*Cost of this conference is £289.00 + VAT

To book yourself onto an event, please e-mail [gradeonetraining@newbubbles.com](mailto:gradeonetraining@newbubbles.com).

If you can offer a training specialism and your background is in further education, we would like to talk to you. E-mail us at [gradeonetraining@newbubbles.com](mailto:gradeonetraining@newbubbles.com).

**The Group Reflection**

This grid stems from the Pair-Share-Chair-Aware model on p6 and is a way of asking group members to evaluate their performance as individuals and as a group - but focus on behaviours not people!

What I did that helped the group	What I did that hindered the group
What other people did that helped	What other people did that hindered

**Further Reading**

**101 Games for Trainers**  
 Bob Pike & Chris Busse,  
 1995

**Next issue ...**

**STUDENT ENGAGEMENT**