

Developing Collaborative Groups

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IntroductionAs Garmston and Wellman suggest (2009), Shared practice, the approach of a faculty in developing expertise and purpose on a shared level, is a reliable predictor of a school's success and effectiveness. Sadly, this approach is not the status quo within our educational system as a whole and, as a result, professional communities often fall short in their quest to nurture and sustain higher than average academic achievement. In order to produce focused professional communities, where school-wide systems, goals and outcomes can be replicated with lasting success, leaders must take into account a number of factors. First, student success must be recognized as the underlying goal of any initiative. Next, the individual styles and strengths of group members must be celebrated and embraced. Finally, professional communities must be built on the principles of taking risks, trust and the collaborative process as a means for ultimately doing what is right for kids.

The Group ProcessWith the purpose of exploring these few concepts on a deeper level, educators should begin by analyzing personal interactions and relationships within their own professional communities. With this in mind, I would like to reflect on a collaborative activity which took place in class last week. The main purpose of this activity was centered on outlining a plan for honoring school traditions and the school culture as a whole. The class was divided into three groups and was instructed to approach this activity from the perspective of shared practice and mutual goal setting.

Garmston and Wellman

(2009) have provided us with a whole host of tools and strategies which can help us plan, facilitate and reflect back on collaborative group int..... middle of paperlls us (2010), as supervisors, we not only need to know ourselves before we go about making change, but we must know the educational community as well. We have to clearly identify our own educational beliefs and approaches, while embracing those of other stakeholders at the same time. Within the group activity, each member proved they held this principle fully. I truly believe this is one of the most important traits a strong leader can possess and it is what helped my group remain engaged, focused and solution oriented. Works Cited
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Glickman, C. D., Gordon, S. P., & Gordon, J. M. (2010). Supervision and instructional leadership: a developmental approach (8th ed.). Boston: Allyn and Bacon.

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