

## **Collaborative Learning and Teaching**

### **KS3 Regional Pilot**

Name of school	St Peter's High School
Name of teacher	Niamh O'Sullivan
Name of collaborative project	"The Ballad of Half-Hanged NcNaughten"

The school decided to run a project in collaboration with a local primary school. It was agreed that the project work should be centred on a local theme.

#### **What did pupils do?**

The pupils had to storyboard, film and edit a well-known local ballad entitled "Half-Hanged McNaughten." The pupils involved visited local historical landmarks connected to the ballad in order to assist them with their work. Pupils edited the footage that they had filmed in the Nerve Centre in Derry.

#### **What did teachers do?**

In planning, teachers had to facilitate the work in and between the two schools, which involved working together on timetables and arranging transport. As the project progressed, staff provided support and knowledge to pupils involved in drama work and also helped with props. It was also necessary for teachers to provide support and knowledge in terms of the necessary filming and editing skills and how to integrate the footage with the actual ballad. The process involved teachers managing their time very effectively.

#### **Challenges**

Teachers had to adapt to working collaboratively. This was challenging in terms of getting the time to plan and work together within the constraints of the school timetable.

There were also challenges in terms of working collaboratively across the various groups involved. These included the pupils and teachers in the local primary school, the staff in Prehen House and the staff of the Nerve Centre.

#### **Benefits/positive observations**

This sort of cross-curricular approach lends itself to the skills-infused approach of the revised curriculum and provided the pupils with opportunities to develop the skills of Using ICT and Communication. The group work involved in this project promotes the development of the Thinking Skills and Personal Capabilities. Both self- and peer-assessment were used and the whole exercise did much to promote and strengthen the open relationship between the learner and the teacher. The project has provided the pupils with challenging and engaging learning experiences and will be a springboard to other educational opportunities in the future.

This work has demonstrated to staff the potential of making more use of resources within the community and of making stronger community links in general.

Things we will do differently next time around

The next time that the school runs the project, pupils will be taken to visit the Prehen house first in order to use this as a springboard across the various Areas of Learning that are involved, for example, History, Geography, Science, Art and Design etc.

Then, pupils will be introduced to basic filming techniques, followed by basic drama techniques in order to focus them on the activities involved. Also, staff have requested more time for the project.

**How did/can you share this practice within your school?**

The details of the work involved in the project were shared with other subject areas, and further visits were made to Prehen House by other departments within the school.

**How did/can you share this practice with other schools?**

The project was undertaken in collaboration with another school from the outset and therefore, good practice was shared right from the outset. Thanks to the school's involvement in the Key Stage 3 Regional Pilot, information was shared regularly with CCEA and also with staff from other schools.

**How could this type of work be able to contribute to accreditation? (smart assessment)**

This work could contribute to assessment of the cross-curricular skills in Using ICT (for example, editing a short film) and Communication (for example, telling a story)