



Eden Park Primary and Nursery School

Toby Teamwork

“It is the long history of humankind (and animal kind, too) that those who learned to collaborate and improvise most effectively have prevailed.”

Charles Darwin

“Coming together is a beginning. Keeping together is progress. Working together is success.”

Henry Ford

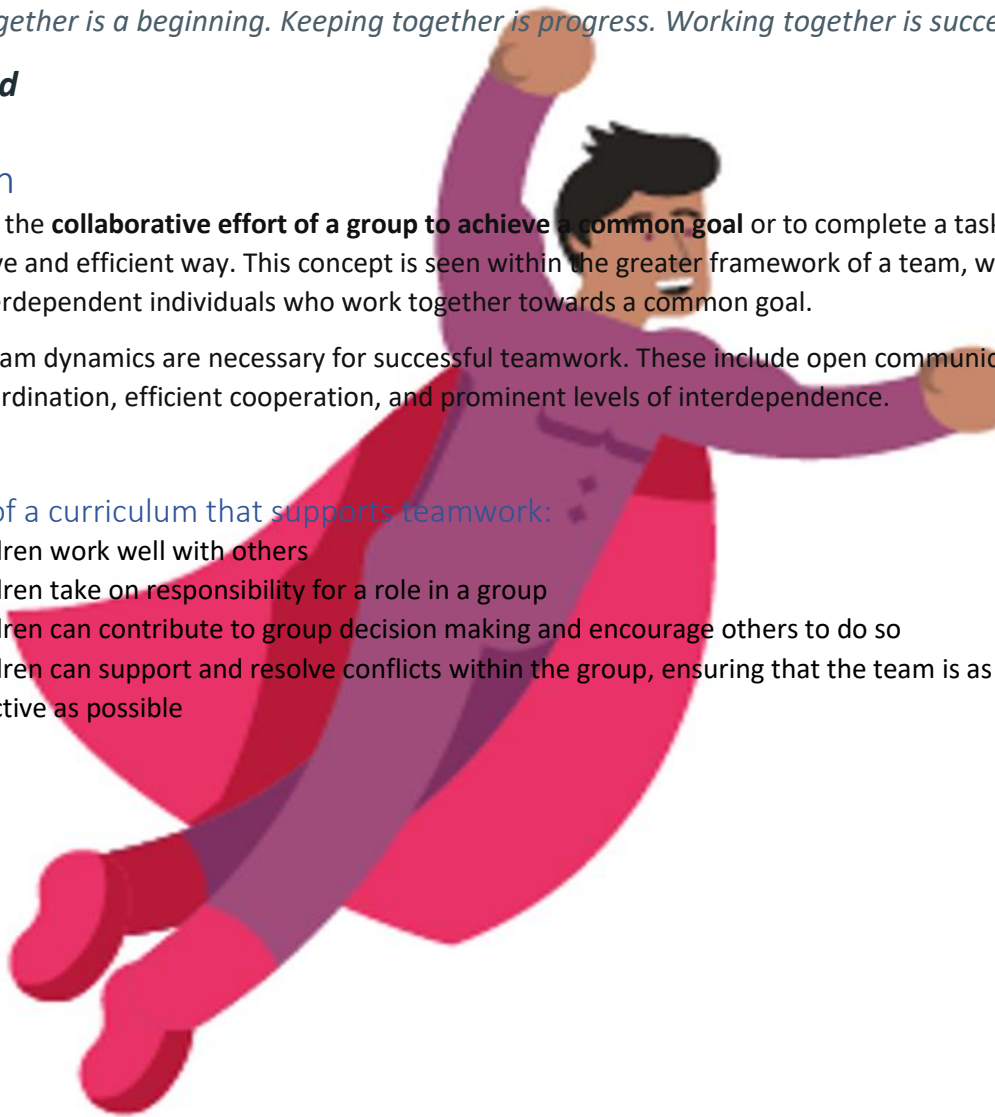
Definition

Teamwork is the **collaborative effort of a group to achieve a common goal** or to complete a task in the most effective and efficient way. This concept is seen within the greater framework of a team, which is a group of interdependent individuals who work together towards a common goal.

Dedicated team dynamics are necessary for successful teamwork. These include open communication, effective coordination, efficient cooperation, and prominent levels of interdependence.

The steps of a curriculum that supports teamwork:

- Children work well with others
- Children take on responsibility for a role in a group
- Children can contribute to group decision making and encourage others to do so
- Children can support and resolve conflicts within the group, ensuring that the team is as effective as possible





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Toby Teamwork characteristics:

- o Be reliable
- o Be punctual and prepared
- o Be positive and encouraging
- o Be a good friend
- o Be kind and supportive to motivate and achieve a common goal
- o Lend a hand when others are stuck
- o Make positive contributions to group discussions and tasks.
- o Share your promising ideas
- o Work to resolve group conflicts - using reflection and examination of past experiences
- o Allow others a fair opportunity to make decisions and understand compromise.

Created here is a framework that supports the teaching of this core value. It is a progression based on personal development and not age. Each of the developmental stages breaks into subsections making the progression easier to follow.

However, it is not a document in which children need to do each and all the activities and in the order they appear. Personal development is about moving towards being better, so this is not sequential and so teaching and focus will rightly be taken from across this framework.

See it as a resource bank, helping adults support children towards emulating the ten essential characteristics.





Toby Teamwork

Children can work well with others

Children work well with others. They are a positive and reliable member of the team. They can coach and support others in the groups.

Principles and guidance:

- This stage provides a foundation of working with each other towards a shared goal.
- It requires children to be positive, friendly, and enthusiastic. A positive attitude includes the ability to be punctual and to work hard.
- It will require teachers to talk about positive and friendly values such as honesty, kindness, and courage.
- Children will require perseverance to achieve this stage.
- Children will need to be reliable: this means that they need to be on time in terms of getting a job done within a time frame and be able to complete it with a measure of independence.
- Children will need to develop their speaking and listening so that they resolve conflict.

Activities that support this stage:

- Children should discuss what it means to work positively. They should talk about “being friends,” “being kind” “smiling” and “taking turns.” Activities that encourage these things should be used for instance games or social stories.
- Children should discuss how these things make them feel when they are on the receiving end. With guidance talk about when this does not happen and how sadness/ anger makes us feel inside and how to recognize these emotions.
- Children can draw/ role play these things. Promote this positive language and use the same language regularly to establish it in the children’s vocabulary. These could build up into a series of visual reminders/ symbols/ and the recognition of Toby Teamwork as a good friend to others.
- Children should discuss behaviours that stand in the way of effective teamwork such as causing others distress, offending them, annoying them. Story characters should be



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used to allow children to talk about the impact of these behaviours. What behaviours are never acceptable?

- Children can talk about if they are different with different people, such as friends and family and if school requires different things (uniform, timetable, group listening.) In school, do rules vary (playtime and worktime, busy time and class listening, outside or in the hall?) Why do we have these variations?
- Do the children have different rules at home and at school? Are any the same? Can they behave in separate ways depending on who they are with? Should they?
- Are some ways to behave the same, wherever you are (being polite, being kind, listening to others.)

- Children should talk about being on time and being prepared and when this has mattered to them, for instance they have been late somewhere and missed something that they wanted to do. This can link back to busy time: they ran out of time to do something that they wanted as they lacked focus previously.
- How can we be more reliable? This requires commitment to the thing we are doing and to avoid distractions. Are children able to think of times when they have been “put off” by others?
- Use time to support this idea of deadlines. Children need sand timers, clocks ticking on the screens, a knowledge of how long times are, references to various times of the day, a tidy up time timer, (linked to music works).
- Teachers need to use time for direction “in 5 minutes, I will want you to come to the carpet” but this requires the teacher to complete the task themselves in the time frame and for “5 minutes” not to become ten in reality!
- Link time keeping to being a positive characteristic.



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Children take on responsibility for their role group

Children remain positive as part of the group, but become increasingly trustworthy, taking on some levels of responsibility.

Principles and guidance:

- Children will need to take some personal responsibility in this stage.
- Children move onto showing both a willingness to support each other, but also show an awareness of when to do this.
- To do this, children will be encouraged to praise and encourage each other and to recognize when a group of children have done something well together.
- The IT provision in the class set up is quite deliberate. In having to share iPads the children must learn to work co-operatively. The values of Toby Teamwork need to be shared with the children each time an iPad task is provided and also a discussion about when this goes wrong (e.g. a more confident child completes the task for others who only have a chance to watch.)
- We do not all think the same way and so diversity and inclusivity are an important part of a team.

Activities that support this stage:

- Children need to have responsibility in a classroom for its safe function. This supports independence also. All children should therefore be encouraged to tidy up after themselves look after possessions and have a role in the classroom that others rely on (such as the book corner/ lunch boxes).
- As much as is reasonable, the adults in the room **should not** complete tasks that have been given to the children. This allows the children to experience the impact of a role not being completed such as coats on the floor or messy desks. Older children still struggling with this stage need to be given roles outside of the classroom as well and be supported in their completion initially.
- Too much responsibility too early will lead to a failure of the team and disillusionment so, as with teaching independence, this stage requires dependence on adults. Adults



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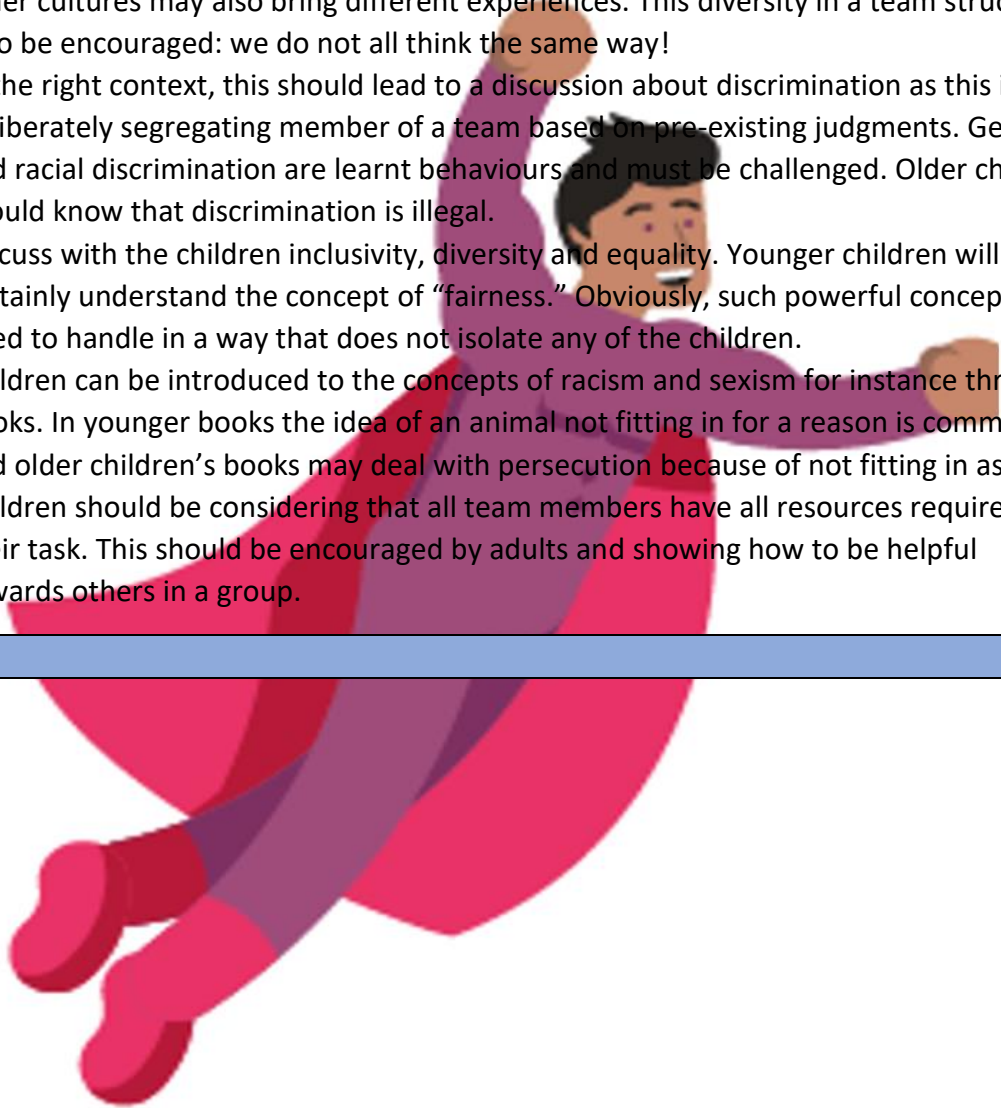
will need to set clear expectations of what the task involves and so are clear on the success criteria.

- The adults need to be good and effective role models in this situation. The impact of a teacher having a messy environment / disorganized work impacts on the class team as it models a behaviour that we do not expect in children.
- Do the children have roles and responsibilities at home? Encourage this through parent communication, especially for children who struggle.
- Introduce small teamwork tasks where each child has a role e.g. each needs to add to a picture that is a group task, or each add to a jigsaw, or each needs to complete a physical task either together or apart.
- **CAUTION:** it is **not helpful** at this time to rely too heavily on **competitive team sport** activities. This distracts as teamwork is learnt to be against a clock or competitive. Instead, think of challenges that focus on the team that completed the task the most successfully (may have been the slowest but most accurate, most polite, most supportive, most considered...)
- Children will need to be shown how to support each other in a group task. This can include sharing the role, providing advice, take on someone's role jointly if they still have a lot to do and provide encouragement. Children should see this as a two-way process and should know that it is OK to ask for support.
- Always encourage children to give praise to each other. Have specific carpet time where children give each other rewards and acknowledgment to others but challenge also. Do not accept "they helped me with my maths" without exploring how and why as the supportive child may simply have shared the answers! The children handing out of teamwork stickers could become a regular event.
- Model opportunities for the children to discuss when they have been helped and / or given help.
- Unbalanced task: This may lead to a task (say in art) where the teacher has given each team member a role, but the roles are not equal so some will be completed early (e.g. one child sets up the art task by getting the paint out, one finds images of the artist's work, one must create a report on a famous painting). Are the children who finish early prepared to help the child who will not finish in time. **CAUTION** initially the child given the longer/ more complex task will need to be resilient!



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- The children need to recognize that everyone is different in their team and these team members will bring differing strengths or have different values. Children from other cultures may also bring different experiences. This diversity in a team structure is to be encouraged: we do not all think the same way!
- In the right context, this should lead to a discussion about discrimination as this is deliberately segregating member of a team based on pre-existing judgments. Gender and racial discrimination are learnt behaviours and must be challenged. Older children should know that discrimination is illegal.
- Discuss with the children inclusivity, diversity and equality. Younger children will certainly understand the concept of “fairness.” Obviously, such powerful concepts need to handle in a way that does not isolate any of the children.
- Children can be introduced to the concepts of racism and sexism for instance through books. In younger books the idea of an animal not fitting in for a reason is common and older children’s books may deal with persecution because of not fitting in as well.
- Children should be considering that all team members have all resources required for their task. This should be encouraged by adults and showing how to be helpful towards others in a group.





Toby Teamwork

Children contribute to group Decision making

Children will contribute to group discussions, value the contributions of others and encourage others to make contributions

Principles and guidance:

- Previous steps have focused on the essentials of working well together. The focus now shifts to the child's role in a group.
- The children will need to be supported to have the confidence to contribute to a group decision process.
- The children will be taught how to value others' views and opinions.
- The children will learn to actively encourage the others in the group to contribute.
- Children need to be taught speaking and listening skills – tone, politeness, language choices

Activities that support this stage:

- Children are given group tasks, but leaders are not appointed. Each child is encouraged to contribute a suggestion about a way forward before any decisions are allowed to be made. If one child disagrees, show how conflict needs to be resolved politely. Children who are quiet can be told that they may choose to simply agree with the view of another: they do not have to have a new idea. This will support their confidence. At this stage, older children may be able to write down the suggestions, younger ones may voice record these. Using the iPad groups will strongly support this method.
- During this type of task, discuss what Toby's values are that make this a more successful task. Children may wish to create guidelines for how the group will work before the task is started.
- Adults may need to simulate a meeting to show how any conflicts may be resolved. This may include democracy as a core British Value. The focus is to ensure all children are able/ required to contribute.



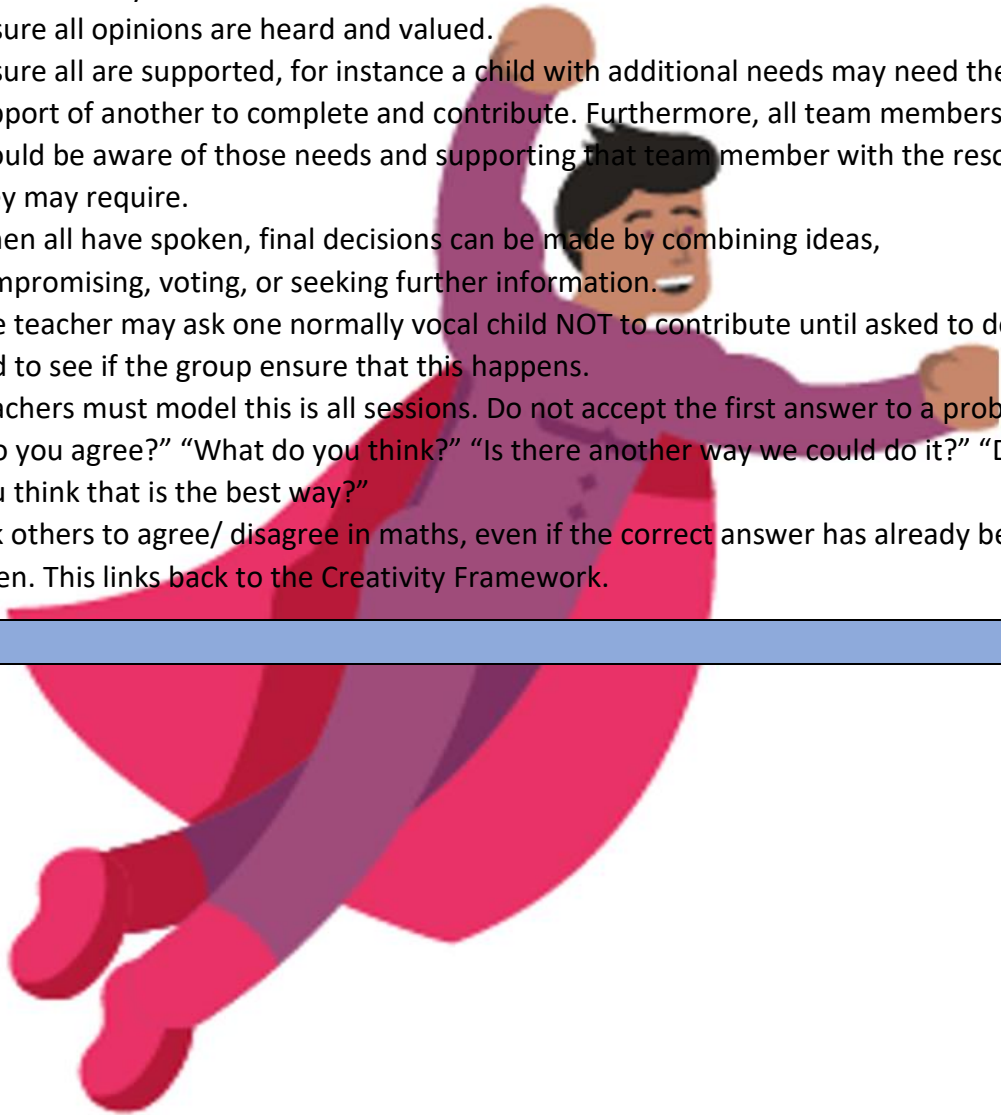
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- After the task, reflect with the children the areas where teamwork supported them. Encourage them to praise each other for showing support or producing valuable contributions.
- This task could be run successfully in parallel with the creativity framework, where children contribute to a creative task collectively.
- Children in the above stage need to see that collaboration is better than competition and so the measure of success is how well the team created the achieved goal. An achieved successful product / outcome may have been achieved by an individual.
- Children to develop open mindedness to succeed as a team. Encourage children within a team activity to decide **that they are going to:** listen to all views before starting; present their own ideas as a perspective; explain and repeat their perspective; rely to someone by saying “so what I think I heard you explain was...”, consider the reasons if you don’t agree with someone’s perspective; feel empowered to change your mind.
- Tasks at this point should be open-ended to encourage creativity. Children may be able to create a series of success outcomes for their work before starting as in the creativity framework.
- The task then should encourage debate and challenge: what should we no longer teach at school? What should we do to improve the school? The activity should deliberately prompt the children into wanting to contribute.
- Ensure within the task the group decide on the rules/ guidelines: what will make them more successful? What can we do to make sure all contribute? How will we decide what to say?
- The children need to actively encourage all to contribute to the team exercise and decision making. Not doing so means that the best ideas may not be found, and some children feel excluded from the process. It may lead to quick consensus which may prove incorrect.
- Children need to ensure all contribute. They do this by making the quiet non-contributor feel more confident in the group (they may be feeling that they do not have the expertise to help.)



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- To do this, children need to encourage other. “We haven't heard from X yet, what do you think?”
- Ensure all in the group feel appreciated for what they have said as the quiet child may be stressed by the situation.
- Ensure all opinions are heard and valued.
- Ensure all are supported, for instance a child with additional needs may need the support of another to complete and contribute. Furthermore, all team members should be aware of those needs and supporting that team member with the resources they may require.
- When all have spoken, final decisions can be made by combining ideas, compromising, voting, or seeking further information.
- The teacher may ask one normally vocal child NOT to contribute until asked to do so and to see if the group ensure that this happens.
- Teachers must model this in all sessions. Do not accept the first answer to a problem. “Do you agree?” “What do you think?” “Is there another way we could do it?” “Do you think that is the best way?”
- Ask others to agree/ disagree in maths, even if the correct answer has already been given. This links back to the Creativity Framework.





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Children work to resolve conflict, ensuring that the team is as effective as possible.

The focus moves on from how to work well with each other and how to make clear decisions to how to support and deal with unhelpful conflict and to encourage the support of others.

Principles and guidance:

- The success of a team will be based on how well the children contribute. This stage moves onto considering how to make sure the team is as effective as possible.

Activities that support this stage:

- In a teamwork activity, emphasize the difference between disagreements and conflicts. One can be helpful and will regularly occur, the other destructive as it leads to mistrust.
- Consider as a class when these both have occurred. How was the disagreement resolved?
- Look for examples of conflict e.g. world politics, geography, history or in stories. Look for patterns in these events and how they played out.
- Role play and drama is an important way to learn to deal with conflict. Book/ TV characters familiar to the children may assist in giving some context. What guidelines would you give the characters in this situation?
- In conflicts that arise in class, between children talk them through seeing the problem from the perspective of the other person. Can they talk about the situation without linking back to their emotions or thinking about blame? Talk with the children about what they did poorly/ wrong, and not what the other child did. There is a link to empathy here, within the Respect Framework.
- Ensure when dealing with conflict, the conversation remains calm (at an appropriate time) and that the children are encouraged to listen to the other. Share emotions in terms of how the action made them feel, and not in terms of whose fault it was. Always try to agree on a way forward, even if that is agreed to be punitive.
- Consider “reparation” rather than “consequence” when conflicts occur and are badly handled by the children.



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- Within a group task, if conflict arises, ask another child to help the other children see the perspective of the other child in a non-judgmental way (acting as a facilitator.) It may be helpful to point out where the two agree rather than disagree. Role play may support this.
- At the end of a session, reflect on how the team has been successful and how the disagreement may have supported the final decision.
- The final stages of teamwork building are to ensure that teams learn to build relationships with other teams. Effective teamwork is about this interaction of groups. This can be generated and supported by research, networking of conversations in which the ground rules are set of how the teams will support each other. This may require the teams to understand each other's goals and talking about the shared aim.
- **CAUTION** Approached too soon, and this stage will lead to competition and suggestions of cheating/ stealing ideas and will undo how the children have learnt to be more effective in their teamwork.

“None of us is as smart as all of us.”

Ken Blanchard