Three main reasons to implement the *Program CL/LC*

1

It is the only way to make inclusive classrooms possible, in which all students can learn together no matter their differences, is to structure their learning in a cooperative way.

2

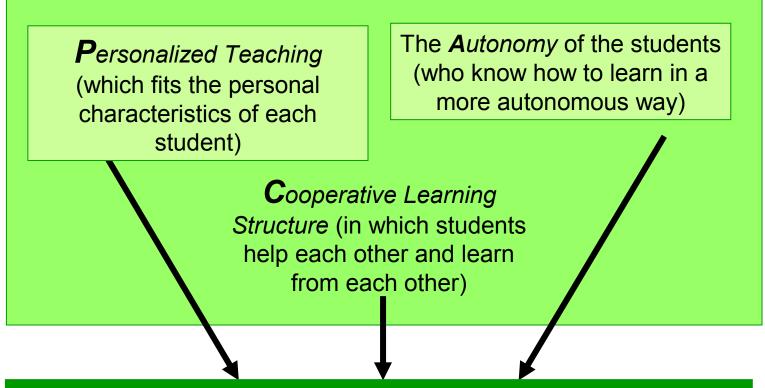
Collaboration cannot be possible (all values behind cooperation cannot be taught) –in a classroom– if previously the "odd" ones have been left out. That is to say, if the classroom is not an inclusive one.

3

It is not possible to practise then impossible to learn some (why not all) of the basic competences if the students do not have the chance to work together, in teams, in and out of the classroom in a daily basis.

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Three ways to deal with the diversity and progress towards more inclusive classrooms.



These are the three mainstays of an educational complex device which allows catering different students together



CL/LC Program

Program CL/LC (Cooperate to Learn / Learning to Cooperate):

Set of activities to teach learning in team, which affect three complementary scopes of intervention:

Scope of intervention A:

Actions aimed to achieve group **cohesion**, prepare it for teamwork, predispose it for cooperation, turning it slowly in a small learning community

Scope of intervention B:

Set of Actions aimed to use team work as a tool to teach as well as a **resource** to learn

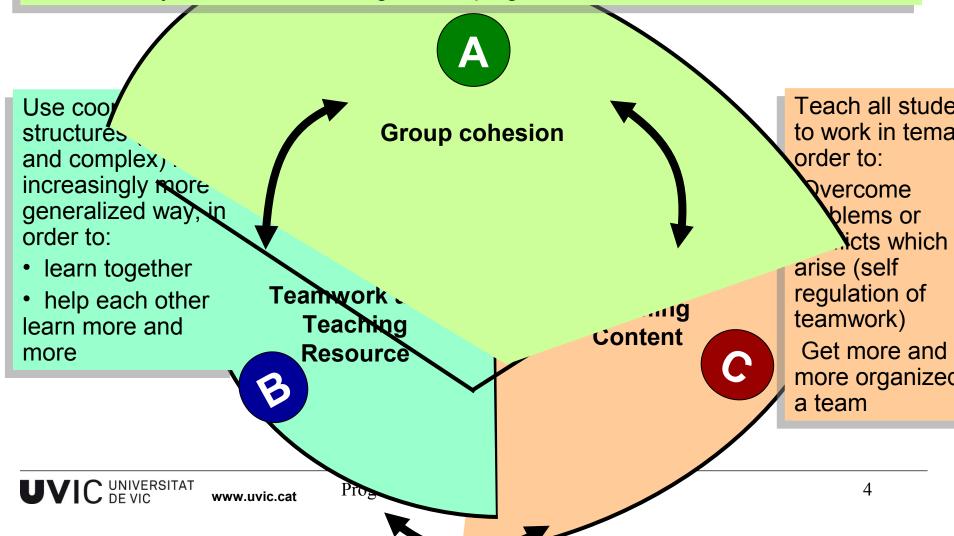
Scope of intervention C:

Set of actions aimed to teach how to work in temas, but as a **content** itself



CL/LC Program

Create the optimal conditions for the group to become more and more willing to work this way: Teamwork learning and helping each other.



Stages of the Training

Workshops, training, Individual Level practice, reading, sharing, ...

Collective Level

1. INTRODUCTION

2. GENERALISATION

3. CONSOLIDATION

The teacher "tastes" the Programm CL/LC by applying some group dynamics and some cooperative structures in some **Didactic Units** (Classes).

The teacher uses the program CL/LC in a more systematic way in some subjects and/or in some groups.

The teacher uses a COOPERATIVE STRUCTURE in all the classes

A first group of teachers "taste" the Program CL/LC by applying some group dynamics and some cooperative structures in some DU.

While the first group of teachers start using this methodology more systematically, a second group of teachers starts with the "taste" of the **Program CL/LC**

Cooperative learning methodology is incorporated into the School Project as a unique feature and creates the Coordination Committee of the CL/LC to ensure compliance

SENSIBILITZACIÓ

Stages of the Implementation of CL/LC

GENERALITZACIÓ CONSOLIDACIÓ CONSOLIDACIÓ CONSOLIDACIÓN **INTRODUCCIÓ** 1r Curs 2n Curs 3r Curs 4t Curs 5è Curs... **Grup Profes. 1 Grup Profes. 2 Grup Profes. 2 Grup Profes. 2 Grup Profes. 2 Grup Profes. 3 Grup Profes. 3 Grup Profes. 3 Grup Profes. 4 Grup Profes. 4 Grup Profes. 5**