

# Collaborative Teaching Teams – A Focus on Learning

*“When everything is important, nothing is” (Buffam et al 2012)*

Establish teams to work together with collective responsibility for the learning of all year level learners	
	Make <i>time</i> for collaboration
	Ensure teams have clearly articulated and documented norms/agreements for how they will work
	Identify proven pedagogical practices - Engage teams in dialogue about High Quality Classroom Teaching in Literacy and Numeracy
	Agree on a timetable for Intervention – negotiate with Whole Site Learner Support Team (WSLST) for ‘push in’ support. This is to ensure learners never miss Wave 1 core instruction.
	Take one learning area and develop essential learning outcomes – skills and knowledge - (the guaranteed and viable curriculum) to build a common language and knowledge base
Take the above learning area and one of the essential learner outcomes and agree:	
<i>What do we want our children to learn?</i>	
	Consider each standard Reach consensus on the importance of this learning Re-word the standard in teacher friendly and learner friendly language if necessary Agree what learners will be able to do as a result of mastering this standard and the process for learning required by learners to reach mastery
<i>How will we know if each learner is learning each of the skills, concepts, knowledge and dispositions we have deemed essential?</i>	
	Identify prior knowledge and skills necessary for learner to learn at a proficient level What agreed annual assessment data do we already have? Identify and agree on the pre-requisite skills Conduct a quick & targeted pre assessment for all learners before instruction: use this data to inform Wave 1 instruction For those learners who do not have the pre-requisite skills give additional time <b>before</b> or <b>as</b> a unit of learning begins – Consider how this can best be done? By whom? What resources are required? How we will challenge the learners who have already mastered this learning? Agree on timing of instruction
<i>How will we respond when some of our learners don't learn?</i>	
	Agree on common formative assessments (these take part as part of instruction) and implement throughout instruction at agreed times Analyse the data – How are learners responding to Wave 1 instruction? Are there learners who are not gaining mastery? Ascertain the cause of the learner’s struggle not the symptom Turn inward and ask “How can we find better ways to meet the learner’s specific learning needs?” Revise and extend support and provide more intensive targeted assistance (in scheduled intervention time) – this is a plan developed collaboratively by the team and is based on collective responsibility of all learners. Consider how this can best be done? By whom? What resources are required? (This can be considered Wave 2 intervention) Refer to the WSLST if the child does not respond to intervention at Wave 1 & 2
<i>How will we enrich and extend the learning for learners who are already proficient?</i>	
	Plan enrichment for learners who have mastered the standard. How can we differentiate the <i>Content</i> (what learners learn and the representative materials)? <i>Process</i> (activities through which learners make sense of key ideas using the essential skills)? <i>Product</i> (how learners demonstrate and extend what they understand they can do as a result of a span of learning)? <i>Learning environment</i> (the classrooms conditions that set the tone and expectations of learning)?
<i>What does this mean for our essential learning outcomes and teaching strategies?</i>	
	Monitor effectiveness of instruction. Consider: What was the impact of my teaching? How can we continuously improve? How does the learner’s learning reflect the effectiveness/relevance of the essential standard as we described? What does it mean for the teaching and learning of this standard for the future?

