

Why bother to enhance teams

Session 2.

It's always better when we're together!

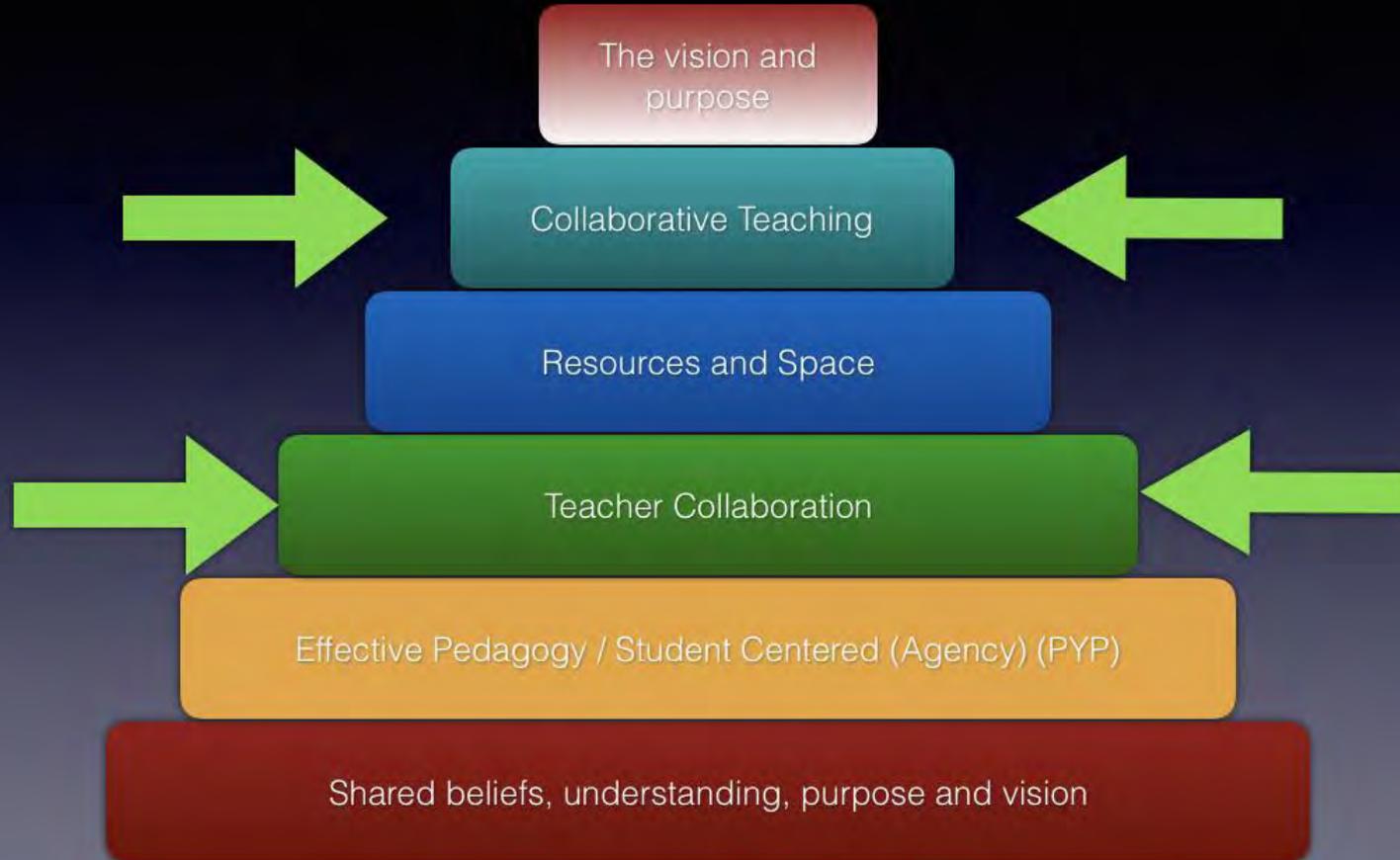
Collaboration and co-teaching can work, but what are the essential ingredients to empower and enable your team to be the best they can be?

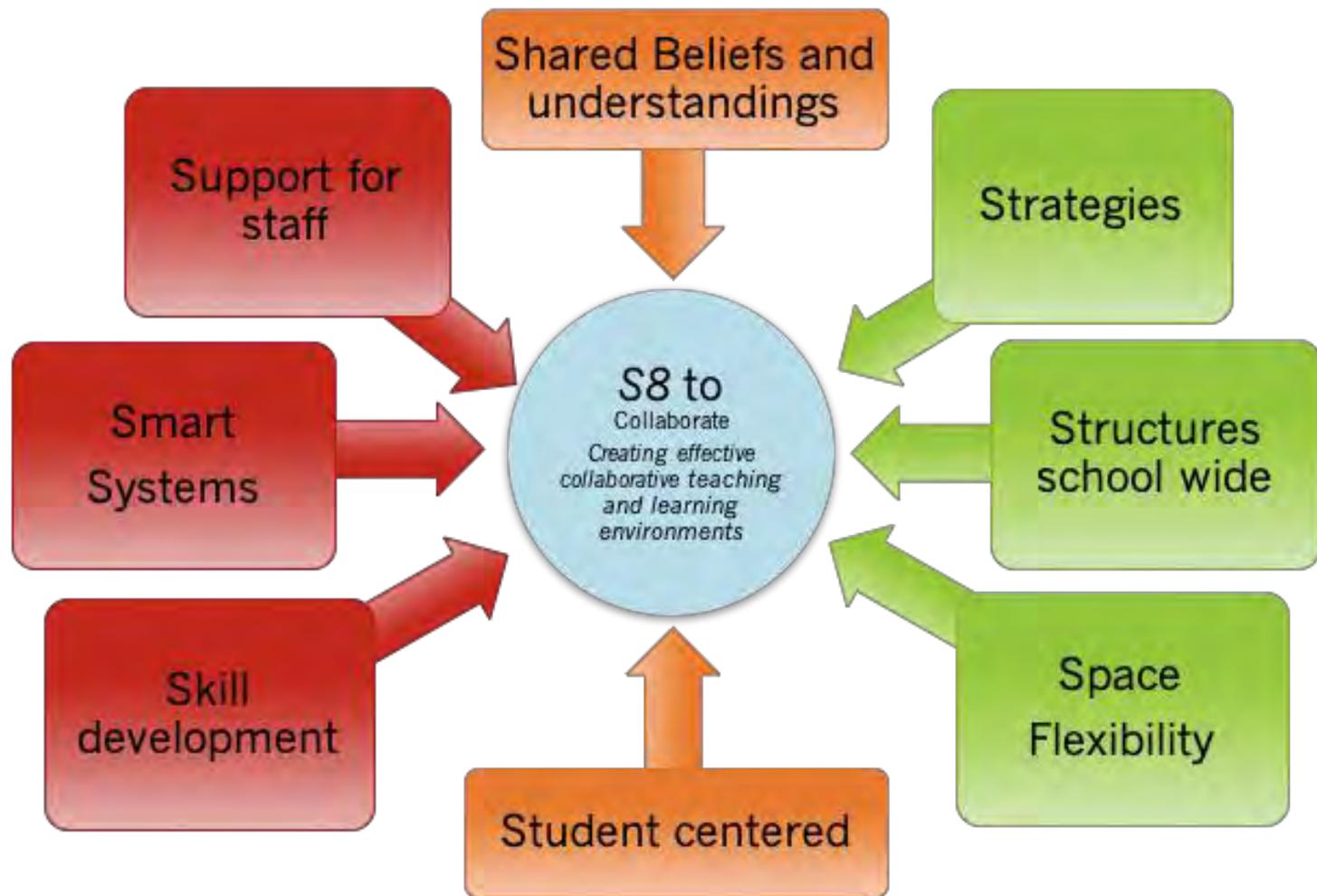




key client development values key professional
 expertise **instructions** help professional
 help professional activities seminars help instructions
 professional tasks disciplines sessions tasks
 teaching help values **practice** challenge results
 help client key client answers help methods development help methodologies
coaching individual **CO-TEACHING** individual growth professional client
 support key challenges key teaching professional help
 disciplines help growth **goal** development **training**
 questions professional tasks opportunities development values
 help professional help expertise guidance client
 client active opportunities
 help val







Year 5!

Year 3!

Year 1!



Year 4!



Year 2!



Year 6!





Year 1!

Year 2!

Year 3!

Year 4!
Year 5!

Year 6!

Shared Beliefs and understandings



Your vision!

Collaboration? (Marzano, 2003)



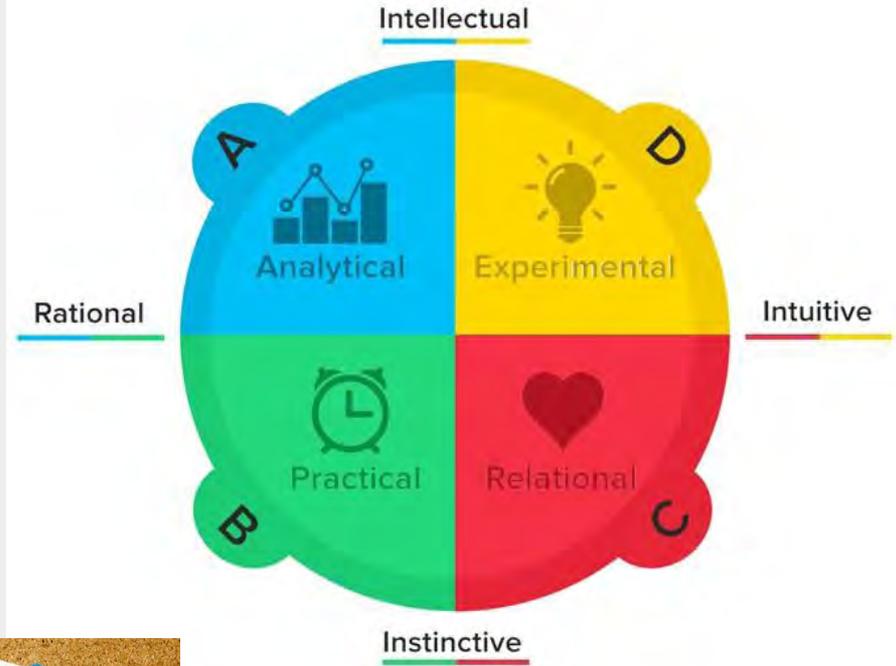
Individual vs collaboration	Percentile Entering	Percentile Leaving
Average school Average teacher	50	50
Highly ineffective teacher Highly ineffective school	50	3
Highly effective school Highly ineffective teacher	50	37
Highly ineffective school Highly effective teacher	50	63
Highly effective school Average teacher	50	78
Highly effective teacher Highly effective school	50	98

Why are teachers tired and stressed?

More release time
More collaboration
Digital technology

(Remember Handwriting reports!)

More TA's
More money



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So is it possible to make the job better?

#1



Better instruction

100% of the study participants said their **teaching improved**—collaboration gave them more support to try new ideas and fine-tune activities.

#2



Expanded teaching toolkit

Collaboration gave teachers access to **more resources** and promoted use of **recommended instructional practices**.

#3



Lesson consistency

Teachers felt they were now **on the same page** in terms of planning and delivering instruction.

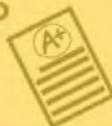
#4



More inclusive methods

Conversations started **focusing more on student learning** and how to teach to different learning styles.

#5



Increased student effort

Academic rigor shot up significantly as teachers developed core competencies they expected their students to meet.

#6



Higher teacher responsibility

Teachers developed a **greater sense of accountability** for promoting student success and meeting school goals.

Less stress through collaboration



Plan less: share displays and lesson design

Share responsibilities (and school commitments)

Work to strengths (especially HBDI)

Develop communication & collaboration skills

Engage SIT Sprints

Empower students

Have a team weekend non-communication rule

Work at school if at all possible

Student centered

Shared Beliefs and understandings

The vision and purpose

Success for Every Child!

Collaborative Teaching

SIT's

Resources and Space

SIT Sprint

Teacher Collaboration

Norms of Collaboration

1. Pausing
2. Paraphrasing
3. Posing Questions
4. Putting Ideas on the Table
5. Providing Data
6. Paying Attention to Self and Others
7. Presuming Positive Intentions

Agenda Protocols



The KJS Way

Effective Pedagogy / Student Centered (Agency) (PYP)

84% response
100% support

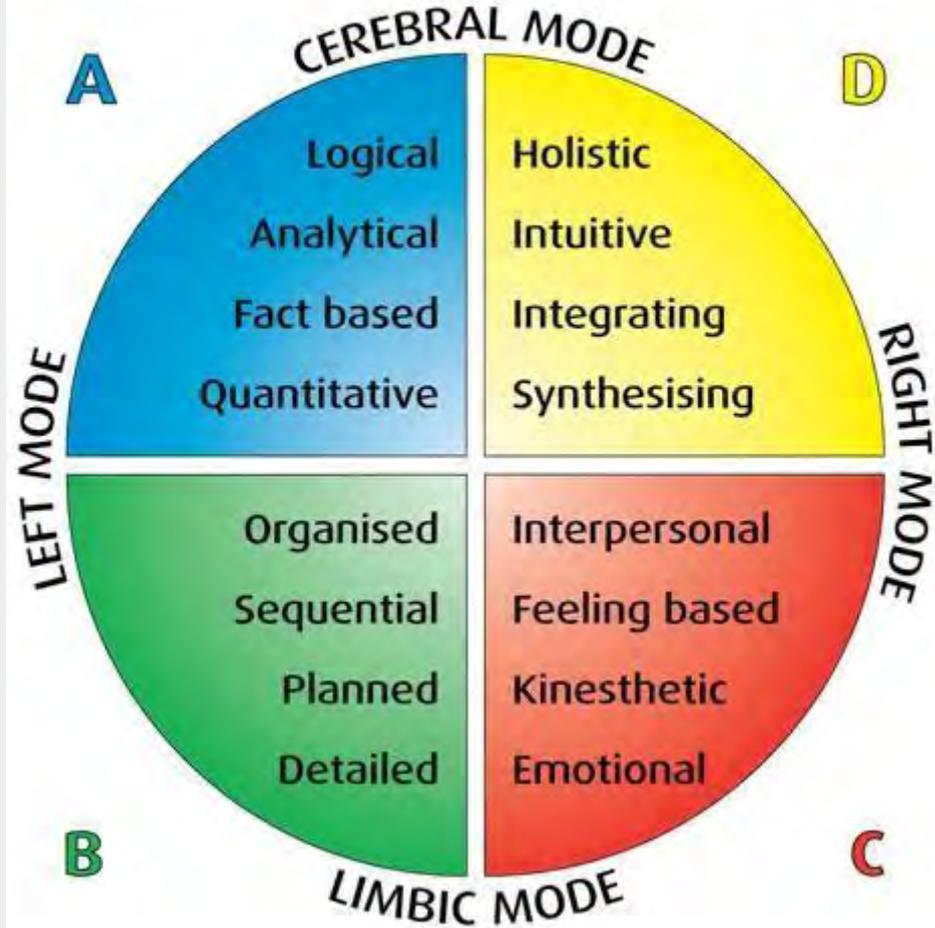
Shared beliefs, understanding, purpose and vision



Collaborative Teams a five step process

1. Student needs
2. HBDI profile
3. Experience , expertise and passions
4. Personal preference
5. Overall team dynamics

Whole Brain Model[©]





Staffing positions 2019/20 and ideas below EA's

Planning for 2019/20 our goal build cohesion, consistency and quality, meaningful, PYP inspired learning and teaching. We also want to built on work of SIT's and SIT Sprints and AAROW/ KJS Way.

Decision based on: 1. Student needs (social, emotional, academic, relational) 2. HBDI profile 3. Experience, expertise, passions (pedagogical content knowledge)

4. Personal preference (google form to be sent out which outlines process and timeline) 5. Overall team dynamics based on all of the above

	Leader			EA: Need to move? Vacancy?	Move or new.	Educational Assistants	
1	Greta EA: Rhea <i>Maths, wellbeing, Yoga. Learning through play Maths SIT 1H</i>	Clair EA: Ruby 1C	Tom EA: Nicole <i>ICT, PSPE, Circle Time, Jenny Mosley accredited P4C 1T</i>	Elizabeth EA: Cherry <i>Sports, dance, yoga, wellbeing 1M</i>	Kate EA: Tanya <i>Literacy I am passionate about well-being 1K</i>	Cherry, Ruby, Rhea + 2	
2	Lee EA: Simran	Jane EA: Harriet	Heather EA: Bindiya	*Ellie EA: Padu	Sarah EA: Sweetie*	Simran, Padu +2	
Jess <i>Early years Play-based learning /inquiry Reggio / Montessori/ 3J</i>		Alison <i>Writing, Reading Lit Sit 3L</i>		Anjali EA: <i>visual arts and wellbeing WBSIT 3I</i>		Megan <i>Design, innovation and sustainability 3A</i>	Francesca Maths 3K
4	Andrea EA: Nayya <i>ICT, photography, maths Languages Maths SIT 4D</i>	Charlotte EA: Milan <i>ICT Maths SIT 4C</i>	*Di EA: Adela <i>PYP and wellbeing 4M</i>	Brenda EA: Patsy 4O	Joe EA: Mel <i>Wellbeing 4F</i>	Nayya, Adela, Patsy, Mel	
5	Dom <i>Science/Philosophy, learning spaces. Game design, poetry, writing, music 5P</i>	Emily 5E	*Vanessa <i>Maths. ptve psychology and wellbeing Maths SIT 5S</i>	*Ian <i>Mathematics - Well Being - Inquiry WBSIT 5W</i>	Dana <i>ICT, arts, dance, jump jam 5M</i>	Diana Pat Rani	
6	Aarti <i>Technology, for Maths and Literacy Lit Sit 6G</i>	*Emma <i>Formative assessment and student centred Maths SIT 6E</i>	Paul <i>Debating, animation, Making, designing. Maths SIT 6A</i>	Cassie 6T	Scott <i>Mindfulness, ICT, wellbeing 6P</i>		
Chinese	Eileen	Ning	Jo	Julia	Lois	Lillian, Stephanie, Jennifer, Helen, Fiona, Minnie , Maggie	

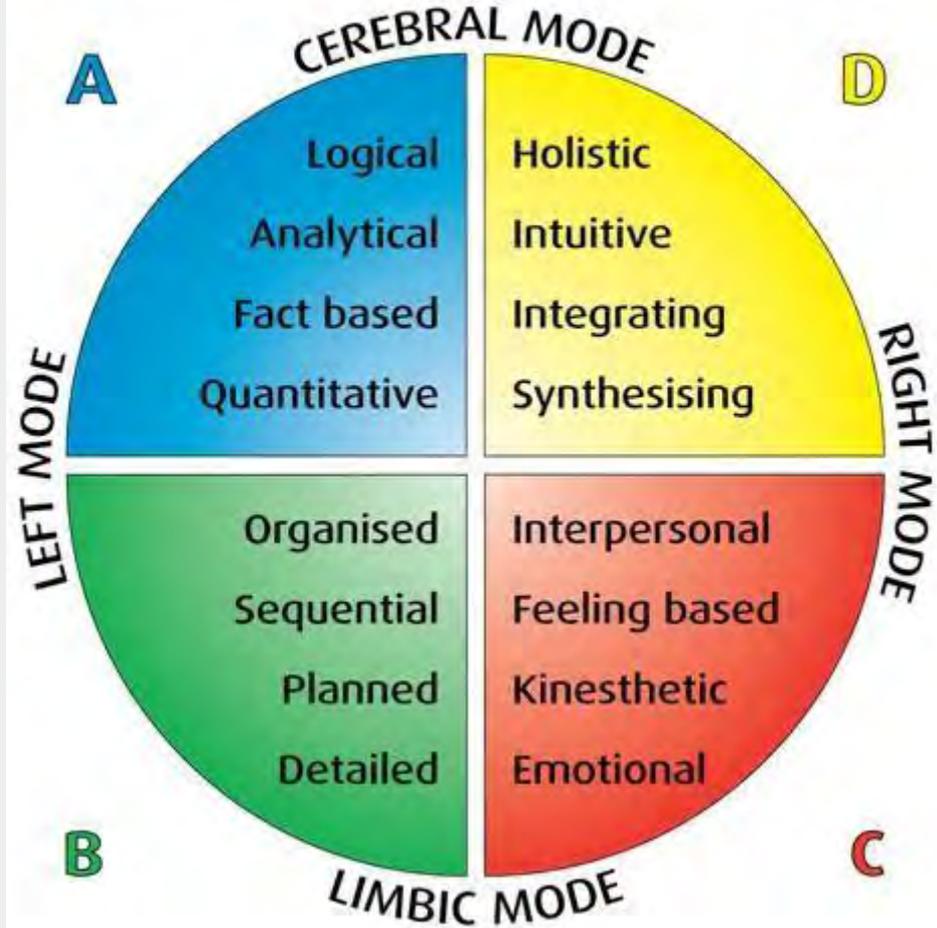
What could you
start, stop and
what has you
wondering in team
creation?



Skill
development

We set up
protocols for
teams to
explore their
own and one
another's HBDI

Whole Brain Model[©]



We set up protocols for sharing...



Likes and Dislikes



Protocols For Growth Mindset

	Fixed	Mixed	Growth
Taking on challenges	You really don't take on challenges on your own. You <i>dismiss new challenges until they are proven beyond doubt.</i>	You might take on challenges when you have some previous experience with success in a related challenge.	You look forward to new challenges, <i>of learning to work with colleagues in a shared space to improve outcomes, self regulation and hauora of students</i>
Learning from mistakes	You see mistakes as failures, as proof that the task is beyond your reach. You may hide mistakes or lie about them.	You may accept mistakes as temporary setbacks, but lack strategies to apply what you learned from the mistakes in order to succeed.	<i>You see and model mistakes as central to learning. You reflect on mistakes and invite feedback from colleagues and students.</i>
Accepting feedback and criticism	You feel threatened by feedback and may avoid it altogether. Criticism and constructive feedback <i>are not necessary because you already know what you are doing.</i>	You may be motivated by feedback if it is not overly critical or threatening. Who is giving the feedback, the level of difficulty of the task, or <i>how you feel about the person might all be factors in your response/reaction.</i>	You invite and are motivated by feedback and criticism. You apply new feedback as a result of feedback. <i>In team meetings you will ask for and give feedback to others in a professional manner</i>
Practice and applying strategies	You do not practice and avoid practicing when you can. You <i>avoid specific strategies to accomplish goals preferring global statements about such as "Yes, I tried that and it didn't work"</i>	You practice but a setback can make you want to quit. You are more willing to practice things you are already considered good at. You are open to being given a strategy to meet a challenge, but you rarely apply your own strategies unless it is something you are already good at.	You enjoy the process of practicing see, <i>and model it as part of the process of learning. You will negotiate with colleagues to reach agreement about how strategies will be practiced.</i>
Persistence	You have little persistence on	You may persevere with prompting	You 'stick to it,' and have the

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Taking risks	You do not take risks, and if something is too hard you give in or <i>move to global statements about why "it" won't work. You are not engaged in the process/task.</i>	You will take risks if the task is already fairly familiar to you. If not you will resort to copying <i>colleagues knowing it was someone else's idea not yours</i>	You begin challenges confidently, <i>seeing risk taking as part of being a lead learner, openly sharing your progress or lack of it with others</i>
Taking responsibility for	You will blame the student, <i>his/her efforts, colleagues, home etc. for a lack of progress. You make global statements</i>	You are beginning to use data <i>(assessment info, detailed observations) to support your own practice but still tend to blame the student or other for a</i>	You use data and evidence to challenge your own practice, <i>you look inward and seek support of colleagues to improve your</i>

Protocols For Meetings

Essential Question	Preparation, information	Process	Who How long
17 June			
How will we plan the environment improvements?		Environment Sprint SIT criteria	
Where are we since our last PYP evaluation?		Overall Recommendations/Commendations PYP Could we spend 10 minutes reviewing this doc as it might inform some of our work for next year?	
Check in		What is your #1 Priority for this week?	
Can we create a schedule for the Meet the teacher morning on Monday 24th?		Could you all please share what the schedule will be for meet the teacher next Monday June 24? I know it's a half day up until lunch, but that's all anyone seems to know. Will students need to <u>take snack</u> with them? What about specials classes and play? From Andrea	
No specialist classes, Jane to send out e mail.			
How will we ensure our Annual development plan is relevant, ready and instructive for 2019/20?		Here is the starting doc! Time needed!	

Inquiry Question

All meetings start with a 2-3 min check in

Agenda item

Decision / action for each item

Protocols For Meetings

Visible agenda (on the wall)

Time estimates per item

Laptops down (no one can multitask!)

7 Norms personal and team focus

Review at the end of the meeting

Protocols
for talkers!



Protocols For Meetings



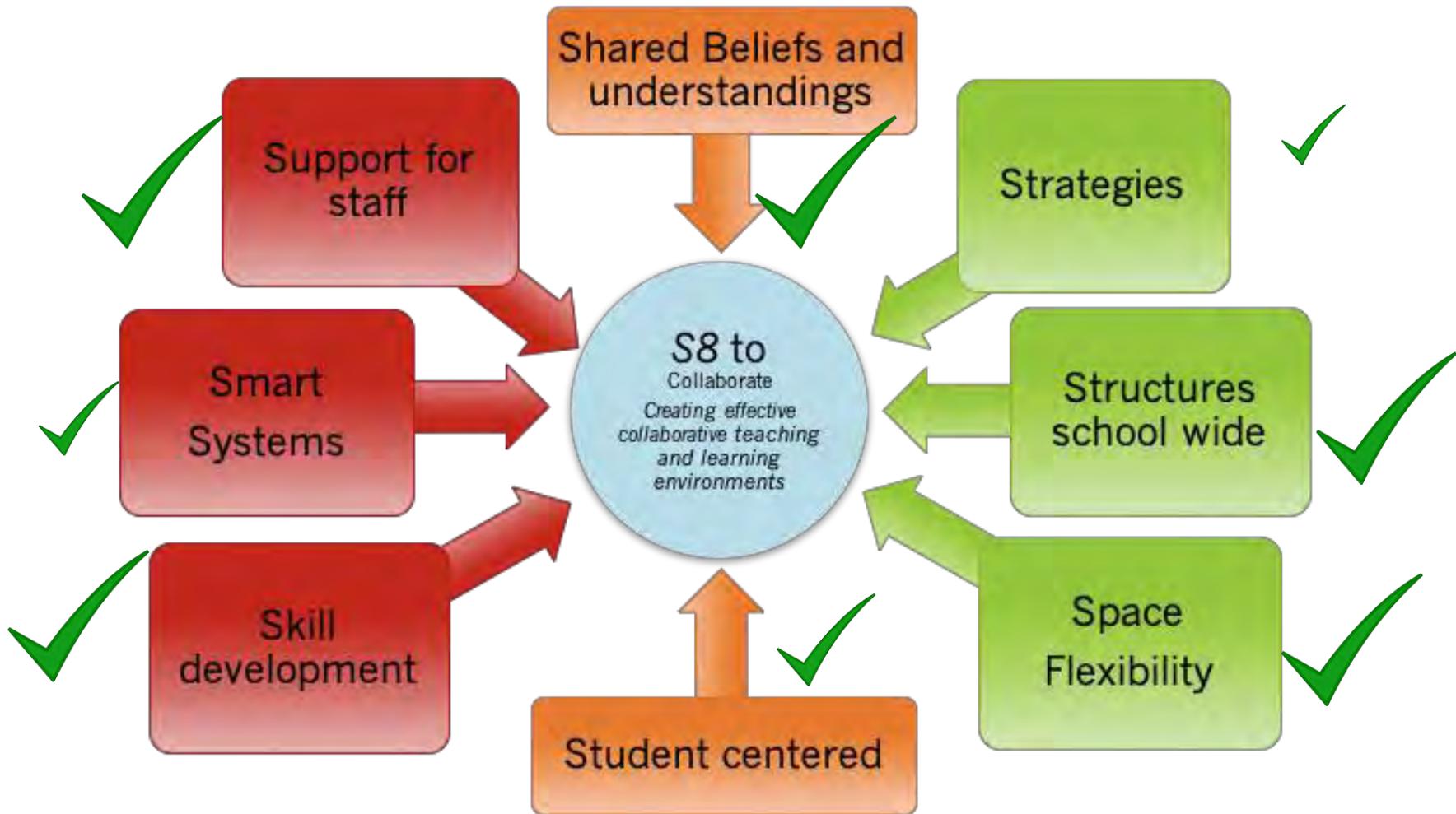
Think Pair, share

First word, last word

2,4,8

Team member
observer

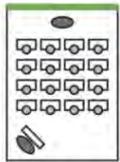
Adaptive Schools...



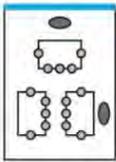
Strategies

Introducing Co-teaching

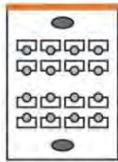
Co-Teaching Models



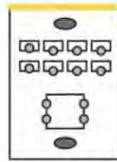
1. One teach, one observe



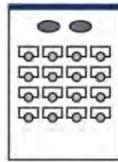
2. Station teaching



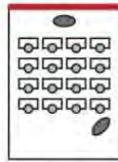
3. Parallel teaching



4. Alternative teaching



5. Teaming



6. One teach, one assist

● Teacher ○ Student □ Desk/Table

PYPX

Coaching

Station Teaching

Maths

One teach on observe

Inquiry

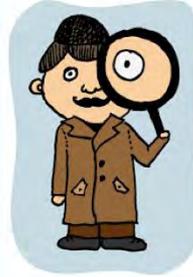
Parallel teaching

Coaching

Strategies

Early days at KJS

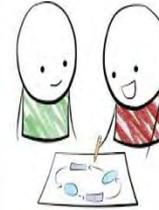
Start downloading strategies (co-teaching apps)
to be 'smart' with collaboration



Teaching
&
observing



Team
teach



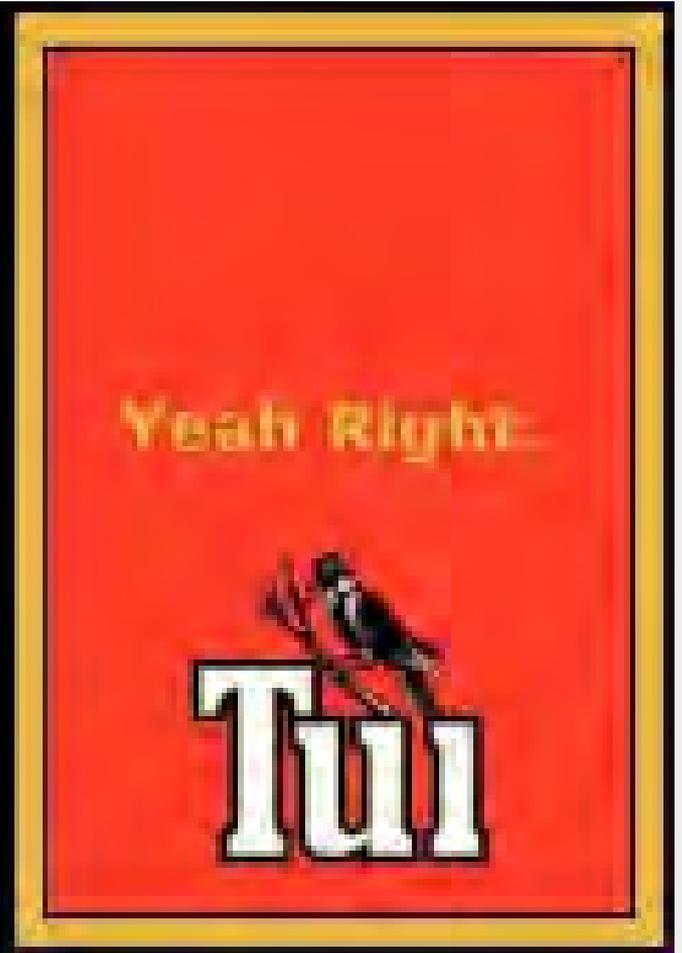
Experiential
Teaching
Learning
Coach



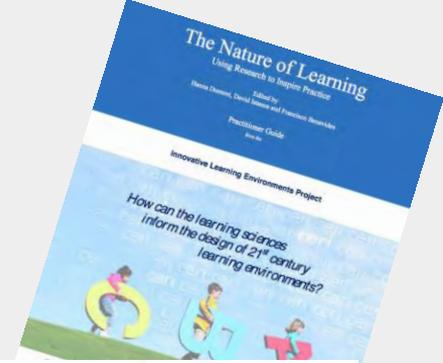
Targeted
teaching



Student led learning



Student centred?



There are different broad pedagogical approaches that can help to develop adaptive expertise:

Guided Learning: the teachers take the main relevant decisions about the goals of learning, learning strategies, and how to measure outcomes, while taking care of feedback, judgements and rewards.

Action Learning: the learners play a much more active role in determining the objectives of the learning than in guided learning; there is a strong element of learner self-organisation and self-planning.

Experiential Learning: this is not controlled by teachers and there are no predetermined objectives. What is learned is determined by context, learners' motivations, the others with whom they come in contact, discoveries made, etc. It is a by-product of the activities in which people are involved.

The 7 Principles of Learning

This project has explored the nature of learning through the perspectives of cognition, emotion, and biology, and provided analyses of the implications for different types of application in learning environments. The research was synthesized to create seven transversal "principles" to guide the development of learning environments for the 21st century.

1 Learners at the centre

The learning environment recognises the learners as its core participants, encourages their active engagement and develops in them an understanding of their own activity as learners.

- Learners are **the** central players in the environment and therefore activities centre on their cognition and growth.
- Learning activities allow students to construct their learning through engagement and active exploration.
- This calls for a mix of pedagogies, which include guided and action approaches, as well as co-operative, inquiry-based, and service learning.
- The environment aims to develop "self-regulated learners", who:
 - develop meta-cognitive skills
 - monitor, evaluate and optimise the acquisition and use of knowledge
 - regulate their emotions and motivations during the learning process
 - manage study time well
 - set higher specific and personal goals, and are able to monitor them.

2 The social nature of learning

The learning environment is founded on the social nature of learning and actively encourages well-organised, co-operative learning.

- Neuroscience confirms that we learn through social interaction – the organisation of learning should be highly social.
- Co-operative group work, appropriately organised and structured, has demonstrated very clear benefits for achievement as well as for behavioural and affective outcomes. Co-operative methods work for all types of students because, done well, they push learners of all abilities.
- Personal research and self-study are naturally also important, and the opportunities for autonomous learning should grow as students mature.

3 Emotions are integral to learning

The learning professionals within the learning environment are highly attuned to the learners' motivations and the key role of emotions in achievement.

- Learning results from the dynamic interplay of emotion, motivation and cognition, and these are inextricably intertwined.
- Positive beliefs about oneself as a learner in general and in a particular subject represent a core component for deep understanding and "adaptive competence".
- Emotions still tend to be regarded as "soft" and so their importance, though accorded in theory, are much more difficult to be recognised in practice.
- Attention to motivations by all those involved, including the students, is about making the learning first and foremost more effective, not more enjoyable (though better still if it is both).

4 Recognising individual differences

The learning environment is acutely sensitive to the individual differences among the learners in it, including their prior knowledge.

- Students differ in many ways fundamental to learning: prior knowledge, ability, conceptions of learning, learning styles and strategies, interest, motivation, self-efficacy beliefs and emotion; they differ also in socio-environmental terms such as linguistic, cultural and social backgrounds.
- Prior knowledge – on which students vary substantially – is highly influential for how well each individual learns.
- Learning environments need the adaptability to reflect these individual and patterned differences in ways that are sustainable both for the individual learners and for the work of the group as a whole. Moving away from "one size fits all" may well be a challenge.

5 Stretching all students

The learning environment devises programmes that demand hard work and challenge from all but without excessive overload.

- Being sensitive to individual differences and needs also means being challenging enough to reach above their existing level and capacity; at the same time, no one should be allowed to coast for any significant amount of time.
- High-achieving students can help lower-achieving students, which helps stretch all learners.
- This underscores the need to avoid overload and de-motivating regimes based on grind, fear and excessive pressure—not just for humanistic reasons but because these are not consistent with the cognitive and motivational evidence on effective learning.

6 Assessment for learning

The learning environment operates with clarity of expectations using assessment strategies consistent with these expectations; there is a strong emphasis on formative feedback to support learning.

- The learning environment needs to be very clear about what is expected, what learners are doing, and **why**. Otherwise, motivation decreases, students are less able to fit discrete activities into larger knowledge frameworks, and they are less likely to become self-regulated learners.
- Formative assessment should be substantial, regular and provide meaningful feedback; as well as feeding back to individual learners, this knowledge should be used constantly to shape direction and practice in the learning environment.

7 Building horizontal connections

The learning environment actively promotes "horizontal connectedness" across areas of knowledge and subjects as well as to the community and the wider world.

- A key feature of learning is that complex knowledge structures are built up by organising more basic pieces of knowledge in a hierarchical way. If well-constructed, such structures provide understanding that can transfer to new situations—a critical competency in the 21st century.
- The ability for learners to see connections and "horizontal connectedness" is also important between the formal learning environment and the wider environment and society. The "authentic learning" this promotes also fosters deeper understanding.

What indicators do you have
of progress toward a more
student centred
environment ?



How can you
gain
commitment for
collaborative
action?



How to engage staff in collaborative change

1:5 protocol

One word per sticky,
5 stickies!

How will we get there?
(Solution Focused)

One word per sticky,
5 stickies!

What feeling /behaviours
would you have / see at a

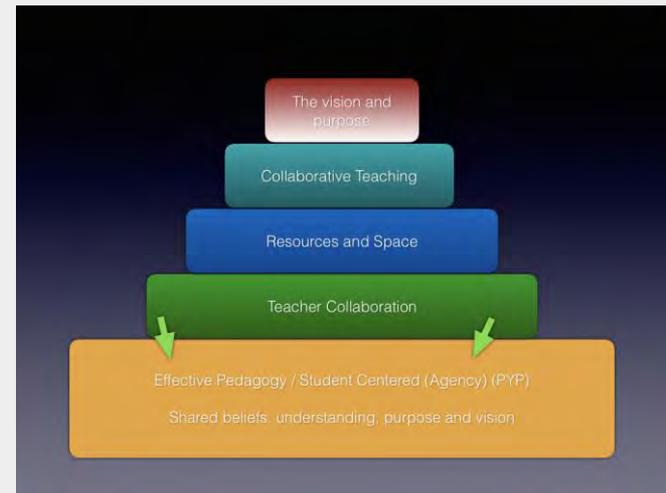
One word per sticky,
5 stickies!

What feeling /behaviours
would you like to at a
meeting in
12 months?

A moral imperative for a positive and collaboratively owned change process.



What is your moral imperative for change, improvement and collaboration at your school?



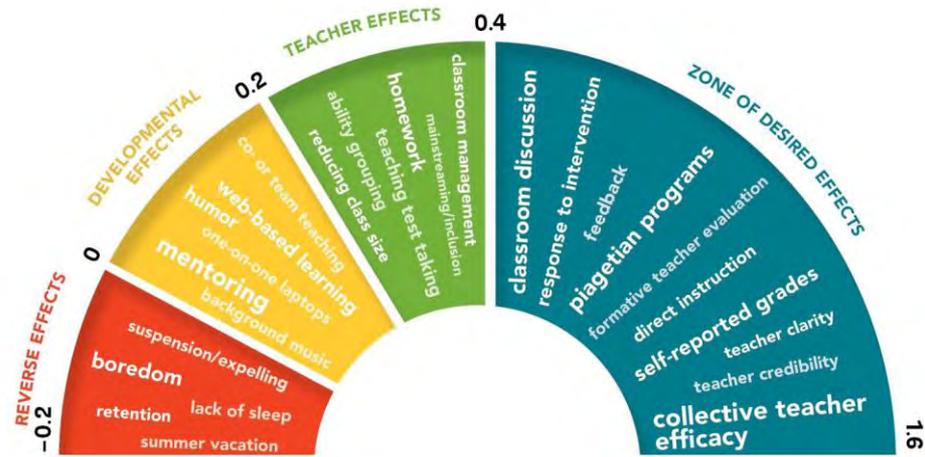
The leaders job?

The school leader must have the expertise to create opportunities, develop trust, provide the resources needed to understand the impact on students of all the teachers (and their own impact as school leaders) and to lead these discussions among the teachers. Hattie 2015



The leaders job?

Focus on what matters



Support for
staff

Two of our Collaborative
strategies to bring about
change

School Improvement Teams **SIT** & **SIT Sprint**



SIT:

- **Leader**
- **All teams have advocates**
- **6-9 months**
- **Afterschool 3 weekly**
- **KISS**
- **Enable Coherence**

Sprint SIT:

- no leader
- expression of interest
- 30 days 3 days released 3 people
- explicit criteria and rigour
- mistake enabled
- report to Middle leadership with recommendations
- HBDI Profile
- Enables innovation

The 3-Stages of a Learning Sprint

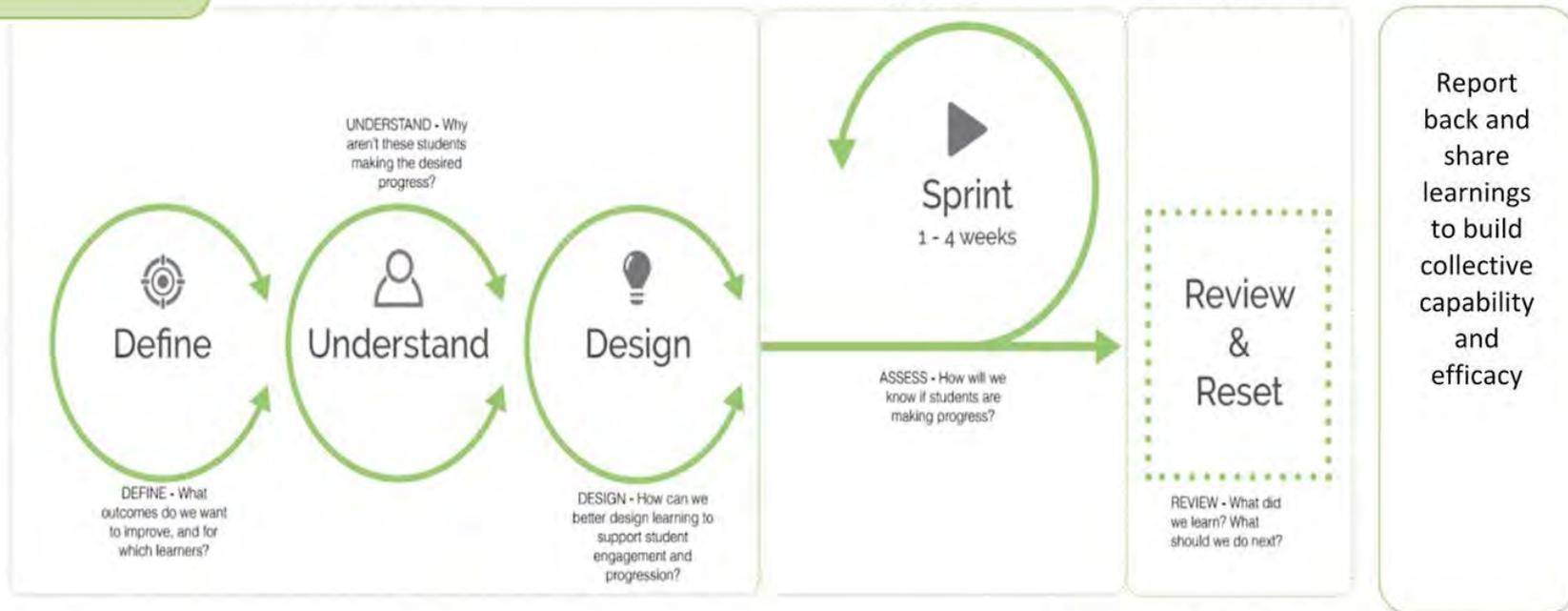
Strategies

1. PREPARE

2. RUN

3. RESPOND

4. REPORT



Between now and CNY

3 wks 26/2-16/3

19th-23rd

26th

Collaboration doesn't evolve spontaneously like combustion

Hargreaves 2018



Questions?



The national animal is a shy bird.

Kiwis shy away from critical professional conversations for fear they might offend a colleague

They are also shy about say “This went really well!”



