

14th Annual
Hawker Brownlow

Thinking & Learning Conference

COLIN SLOPER

FRIDAY 19 MAY

**Successful Collaborative Teams
and What They Do**

Session 3

MELBOURNE



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COLIN SLOPER

Colin Sloper has been a teacher, assistant principal and principal in government schools for the past 35 years. In the course of his career he has been involved in the establishment of five new state government schools, including his time as principal of Pakenham Springs Primary School in Victoria. Because of his leadership and collaborative work with the school community, Pakenham Springs became the first recognised model of a professional learning community (PLC) in Australia.



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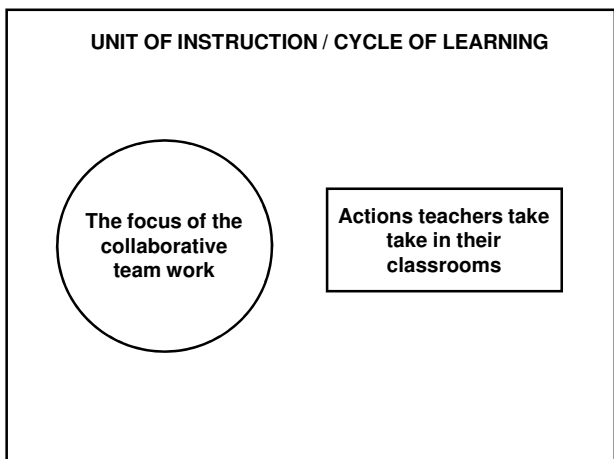


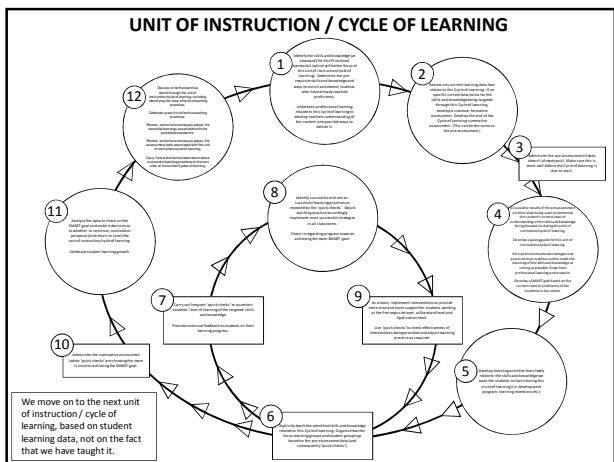
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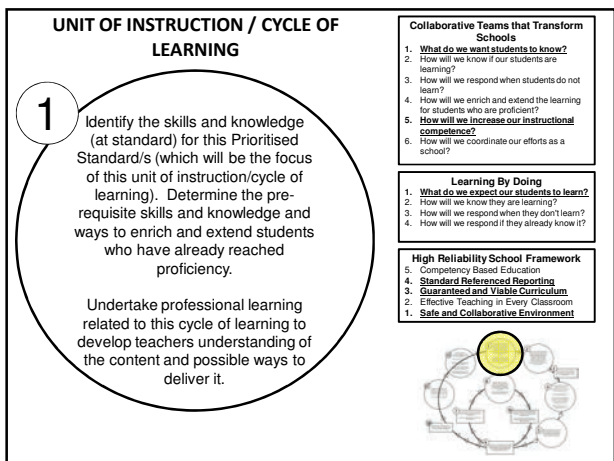
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UNIT OF INSTRUCTION / CYCLE OF LEARNING

2

Review any current learning data that relates to this unit of instruction/cycle of learning. If no specific current data exists for the skills and knowledge being targeted, develop a common formative assessment. Develop the end of the unit/cycle summative assessment. (This might be the same as the pre-assessment.)

Collaborative Teams that Transform Schools


1. What do we want students to know?
2. How will we know if our students are learning?
3. How will we respond when students do not learn?
4. How will we enrich and extend the learning for students who are proficient?
5. How will we increase our instructional competence?
6. How will we coordinate our efforts as a school?

Learning By Doing

1. What do we expect our students to learn?
2. How will we know they are learning?
3. How will we respond when they don't learn?
4. How will we respond if they already know it?

High Reliability School Framework

5. Competency Based Education
4. Standard Referenced Reporting
3. Guaranteed and Viable Curriculum
2. Effective Teaching in Every Classroom
1. Safe and Collaborative Environment



UNIT OF INSTRUCTION / CYCLE OF LEARNING

3

Administer the pre-assessment (if data doesn't already exist). Make sure this is done well before the unit of instruction/cycle of learning is due to start.

Collaborative Teams that Transform Schools


1. What do we want students to know?
2. How will we know if our students are learning?
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UNIT OF INSTRUCTION / CYCLE OF LEARNING

4

Discuss the results of the pre-assessment or other data being used to determine the student's current level of understanding of the skills and knowledge being focused on during this unit of instruction/cycle of learning.

Develop a pacing guide for this unit of instruction/cycle of learning.

Discuss the instructional strategies and practices that could be used to make the teaching of the skills and knowledge as strong as possible. Draw from professional learning and research.

Develop a SMART goal based on the current level of proficiency of the students in the cohort.

Collaborative Teams that Transform Schools


1. What do we want students to know?
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UNIT OF INSTRUCTION / CYCLE OF LEARNING

5

Develop learning activities that clearly relate to the skills and knowledge we want the students to learn during this circle of learning (i.e. develop work program, learning intentions etc.)

Collaborative Teams that Transform Schools

1. What do we want students to know?
2. How will we know if our students are learning?
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UNIT OF INSTRUCTION / CYCLE OF LEARNING

6

Explicitly teach the identified skills and knowledge related to this unit of instruction/cycle of learning. Organise teacher focus teaching groups and student groupings based on the pre-assessment data (and subsequently 'quick checks').

Collaborative Teams that Transform Schools

1. What do we want students to know?
2. How will we know if our students are learning?
3. **How will we respond when students do not learn?**
4. **How will we enrich and extend the learning for students who are proficient?**
5. How will we increase our instructional competence?
6. How will we coordinate our efforts as a school?

Learning By Doing

1. What do we expect our students to learn?
2. How will we know they are learning?
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UNIT OF INSTRUCTION / CYCLE OF LEARNING

7

Carry out frequent 'quick checks' to ascertain students' level of learning of the targeted skills and knowledge.

Provide continual and specific feedback to students on their learning progress.

Collaborative Teams that Transform Schools

1. What do we want students to know?
2. **How will we know if our students are learning?**
3. How will we respond when students do not learn?
4. How will we enrich and extend the learning for students who are proficient?
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Learning By Doing

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UNIT OF INSTRUCTION / CYCLE OF LEARNING

8

Identify successful and not-as-successful teaching practices as revealed by the 'quick checks'. Adjust teaching practice accordingly. Implement most successful strategies in all classrooms.

Check-in regarding progress towards achieving the team SMART goal.

Collaborative Teams that Transform Schools


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Learning By Doing

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UNIT OF INSTRUCTION / CYCLE OF LEARNING

9

As a team, implement interventions to provide more time and more support for students working at the pre-requisite level, at standard level and for students requiring enrichment and extension. Use 'quick checks' to check effectiveness of interventions being provided and adjust teaching practice as required.

Collaborative Teams that Transform Schools


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UNIT OF INSTRUCTION / CYCLE OF LEARNING

10

Administer the summative assessment (when 'quick checks' are showing the team is close to achieving the SMART goal).

Collaborative Teams that Transform Schools


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UNIT OF INSTRUCTION / CYCLE OF LEARNING

11

Analyse the data to check on the SMART goal and make a decision as to whether to continue, conclude or postpone (and return to later) the unit of instruction/cycle of learning.

Celebrate student learning growth.

Collaborative Teams that Transform Schools

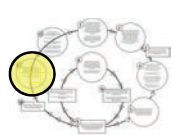
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UNIT OF INSTRUCTION / CYCLE OF LEARNING

12

Discuss what the team has learnt through the unit of instruction/cycle of learning, including identifying the most effective teaching practices.

Celebrate growth in effective teaching practices.

Review, and where necessary adjust, the essential learnings associated with the prioritised standard/s.

Review, and where necessary adjust, the assessment tools associated with this unit of instruction/cycle of learning.

Carry forward what has been learnt about successful teaching practises to the next units of instruction/cycles of learning.

Collaborative Teams that Transform Schools


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Successful Collaborative Teams and What They Do

Individually consider what you see as the current strengths and weaknesses of your team in regard to this crucial aspect of building and maintaining a **Safe and Collaborative Culture – Setting our team up for success**

Record these below in the space provided.

Using where you currently see your team(s) in regards to each important critical consideration, determine what might be the next immediate step(s) for your team(s) based on your reflections.

Share these with your colleagues and reach consensus on the step(s) you might now take.

We have ensured team(s) have identified team norms and protocols to guide us in working together.

Positives	Minuses	Interesting

Our Team's Next Steps:

We ensure our team(s) informally evaluate their adherence to norms at the conclusion of each collaborative team meeting and the effectiveness of their team at least twice each year; and formally evaluate their adherence to team norms and the effectiveness of their team at least twice each year.

Positives	Minuses	Interesting

Our Team's Next Steps:

Successful Collaborative Teams and What They Do

1. Prior to starting a unit of instruction/cycle of learning, we ensure all teachers have a clear understanding of the content and possible ways to deliver it. We identify the specific learning intentions including pre-requisite skills and ways to enrich and extend students who have already reached proficiency.

Positives	Minuses	Interesting
Our Team's Next Steps:		

1. Prior to starting a unit of instruction/cycle of learning, we ensure teachers are involved in professional learning related to this cycle of learning to develop their understanding of the content and possible ways to deliver it.

Positives	Minuses	Interesting
Our Team's Next Steps:		

2. Prior to starting a unit of instruction/cycle of learning, we ensure teachers review any current learning data that they have that relates to the content that they are going to deliver. If no specific current data exists, they develop a common formative assessment to ensure they have an understanding of each students' current level of understanding.

Positives	Minuses	Interesting
Our Team's Next Steps:		

Successful Collaborative Teams and What They Do

2. Prior to starting a unit of instruction/cycle of learning, we ensure teachers develop the end of the unit/cycle summative assessment.

Positives	Minuses	Interesting
Our Team's Next Steps:		

3. We ensure teachers administer the pre-assessment (if no other data exists).

Positives	Minuses	Interesting
Our Team's Next Steps:		

4. We ensure teachers discuss the results of the pre-assessment or other data being used to determine the student's current level of understanding of the skills and knowledge being focused on during this unit of instruction/cycle of learning.

Positives	Minuses	Interesting
Our Team's Next Steps:		

Building and Maintaining a Safe and Collaborative Culture: Setting our team ups for success

4. We ensure teachers develop a 'pacing guide' based on the pre-assessment data to ensure students reach the required level of proficiency.

Positives	Minuses	Interesting
Our Team's Next Steps:		

4. We ensure teachers discuss the instructional strategies and practices that could be used to make the teaching of the skills and knowledge as strong as possible, drawing on their previous experiences, professional learning and research where required.

Positives	Minuses	Interesting
Our Team's Next Steps:		

4. We ensure teams develop a SMART goal based on the pre-assessment data which specifies the target they are aiming for through the unit of instruction/cycle of learning. We ensure these goals align with the school SMART goals.

Positives	Minuses	Interesting
Our Team's Next Steps:		

Successful Collaborative Teams and What They Do

5. We ensure teams develop learning activities that clearly relate to the skills and knowledge they want students to learn during this unit of instruction/cycle of learning.

Positives	Minuses	Interesting
Our Team's Next Steps:		

6. We ensure teachers explicitly teach the identified skills and knowledge related to the unit of instruction/cycle of learning. We ensure they organize their instruction to ensure they specifically target the skills and knowledge their assessments show students are struggling to master.

Positives	Minuses	Interesting
Our Team's Next Steps:		

7. We ensure teachers carry out frequent 'quick checks' to ascertain students' level of learning of the targeted skills and knowledge and provide continual feedback to students on their learning progress.

Positives	Minuses	Interesting
Our Team's Next Steps:		

Successful Collaborative Teams and What They Do

8. We ensure teachers use the learning data gathered to identify which teaching practices and instructional approaches are having the greatest impact and adjust their teaching practices in light of this evidence of learning.

Positives	Minuses	Interesting
Our Team's Next Steps:		

8. We ensure teachers regularly check up on their progress towards the achievement of their SMART goal throughout the unit of instruction/cycle of learning.

Positives	Minuses	Interesting
Our Team's Next Steps:		

9. We ensure teachers implement interventions to provide more time and more support for students working on pre-requisite skills, the standard level and enrich the learning of students who have already achieved the required standard.

Positives	Minuses	Interesting
Our Team's Next Steps:		

Successful Collaborative Teams and What They Do

9. We ensure teachers use assessment data to check the effectiveness of these interventions and make adjustments to their practice as required.

Positives	Minuses	Interesting
Our Team's Next Steps:		

10. We ensure teachers administer a summative assessment when their formative data shows they are close to achieving the SMART goal.

Positives	Minuses	Interesting
Our Team's Next Steps:		

11. We ensure teachers analyse the data to check on the achievement of the SMART goal and make a decision as to whether to continue, finish or postpone (and return later) to the unit of instruction/cycle of learning.

Positives	Minuses	Interesting
Our Team's Next Steps:		

Successful Collaborative Teams and What They Do

12. We ensure teachers celebrate the learning growth of students over the unit of instruction/cycle of learning.

Positives	Minuses	Interesting
Our Team's Next Steps:		

12. We ensure teachers discuss what they have learnt through the unit of instruction/cycle of learning including identifying the most effective teaching practices. We ensure teachers/teams celebrate their learning growth over the unit of instruction/cycle of learning.

Positives	Minuses	Interesting
Our Team's Next Steps:		

12. We ensure teachers review, and where necessary adjust, the Essential Learnings associated with the unit of instruction/cycle of learning.

Positives	Minuses	Interesting
Our Team's Next Steps:		

Successful Collaborative Teams and What They Do

<i>12. We ensure teachers review, and where necessary adjust, the assessment tools associated with the unit of instruction/cycle of learning.</i>		
Positives	Minuses	Interesting
Our Team's Next Steps:		

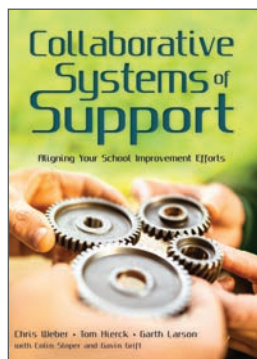
<i>12. We ensure teams carry forward what they have learnt about successful teaching practises to the next unit of instruction/cycle of learning.</i>		
Positives	Minuses	Interesting
Our Team's Next Steps:		

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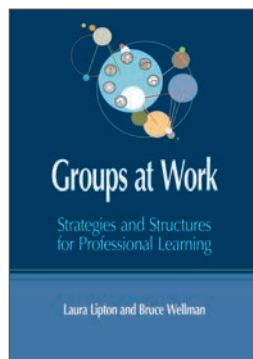
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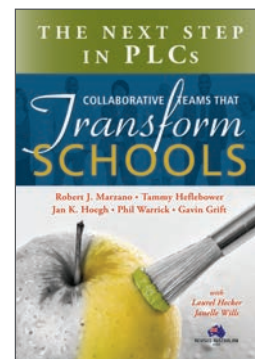
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