# Introduction to Collaborative Teaching Practice - support resource

## 3 hours professional learning in a flipped learning style

### Facilitator notes

#### Learning outcomes

Participants will:

* Understand the positive impact of collaborative teaching practice (CTP) on student learning.
* Increase their confidence to initiate purposeful collaboration in their context.
* Explore detailed co-teaching models and strategies to implement high-quality CTP.

#### Overview

Introduction to Collaborative Teaching Practice is a blended professional learning course with practical activities designed to initiate change in practice. The module consists of:

* a series of videos in which School Learning Environments and Change advisors present content; and
* a range of resources to enable school professional learning leaders to facilitate collaborative activities that build on the learning presented in each video.

It is an introductory course designed to begin building collaborative teaching practice across schools. Upon completion of the course, participants transition into SLEC’s online professional learning courses to embed collaboration into their practice. Depending on their role in your school’s CTP initiative, teachers could move into:

* Collaborative Teaching Practice (for classroom practitioners).
* Leading Collaborative Teaching Practice (for school leaders).

Both courses are accessed via MyPL.

#### Audience

Classroom teachers (K-12) and school leaders represent the target audience. This course is designed to support educators in all schools including traditional schools, new builds and upgraded schools.

#### Australian Professional Standards for Teachers

When all elements of the course are completed, the following Professional Standards will be addressed:

**2.1.2** - Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.

**4.2.2** - Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.

**6.3.2** - Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.

### Course overview

#### Section 1: Intro

* Video – Part 1- ‘Introduction to collaborative teaching practice’ – Intro
* What does successful collaboration look like to you? Jamboard activity.
* Creating a goal for CTP – individual activity.

#### Section 2: Building your team’s capacity to collaborate

* Video – Part 2 – Building your team’s capacity to collaborate
* SCARF model – group discussion

#### Section 3: Building your school’s capacity to collaborate

* Video – Part 3 – Building your school’s capacity to collaborate
* Collective teacher efficacy in your school – group discussion
* Collaborative professionalism - group activity

#### Section 4: The co-teaching cycle

* Video – Part 4 – The co-teaching cycle
* Co-teaching cycle 3-2-1 reflection – individual activity

#### Part 5: The co-teaching model

* Video – Part 5 – The co-teaching model
* Co-teaching model – group activity

#### Part 6: Co-teaching cohesion

* Video – Part 6 – Co-teaching cohesion
* Think-pair-share – co-teaching agreements – group activity
* Optional follow-up: collaborative teaching case studies and compass template– group activity

#### Part 7: Further work on CTP

* Video – Part 7 – Further work on CTP

### Preparing to facilitate the course

This course is designed to enable you to tailor the ‘Introduction to Collaborative Teaching Practice’ course to meet the unique needs of your school.

The course is divided into seven sections. Each section contains:

* One video, in which a SLEC facilitator presents a section of the course content to participants.
* Accompanying activities to enrich and embed understanding of course content. These are facilitated by you (or another professional learning leader within your school).

You may facilitate the whole course in a single session, which will take around three hours if you adhere to the time suggestions in this document. Alternatively, you may wish to facilitate each section (or groups of sections) separately, to fit better into your school’s timetable. Your SLEC advisor can support you as you develop a design for facilitating this course that best meets the needs of your school.

All the resources you need to facilitate this course can be found on SLEC’s website - <https://education.nsw.gov.au/teaching-and-learning/school-learning-environments-and-change/future-focused-courses//introduction-to-collaborative-teaching-practice---school-facilit.html>. You will be able to view all videos and download all activity resources from this site.

To prepare to facilitate this course, you should:

1. Work with your SLEC advisor to create a plan to facilitate this course that fits into your school’s timetable and professional learning plans.
2. Access the website identified above.
   1. Confirm that you are able to view all videos and download all resources.
3. Do some pre-reading of key articles from the list titled ‘Top 5 Readings’ to ensure you are equipped with a good knowledge and understanding of CTP.
   1. You may choose to use the questions in the Reflection Task to guide your thinking about the articles you read.
4. Decide whether you will facilitate the activities online or using hard copy materials. To ensure a COVID-safe PL session, it is advised that participants engage with resources online using their own devices, to enable physical distancing.
   1. If you are going to use hard copy materials, print and photocopy all materials you need to facilitate each activity.
   2. If you are going to use digital copies, either ensure all participants have access to the MS Team or download all resources and share them with participants.
   3. Note: if you are going to use digital copies, consider using Google Jamboard instead of post-it notes. You can find out more about using Jamboard on the department’s Digital Learning Selector <https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/593#.YDgki0plDMM.link>
5. Identify a room to facilitate the PL session that has a screen large enough for all participants to see, so they can view the videos.
6. Divide your participants into groups that will enable collaborative tasks.
   1. It is advised that the groups align with teaching teams where possible – teams of co-teachers, faculty groups, or stage groups are ideal.
7. Prepare your resources on the day of each session.
   1. Ensure you have all materials you need to facilitate each session.
   2. Connect your device to the presentation screen prior to the session and check the video and sound works.
   3. Explain the flipped learning format to participants at the beginning of the session.

### Pre-module facilitator resources

In this course, participants will engage with ideas about collaborative teacher practice drawn from research, policy, instructional models of professional collaboration and co-teaching. As this is an introductory course, there is no need for participants to engage in any pre-reading or preparatory work.

The course provides participants with an understanding and skills to start long term change in their collaborative teaching practice from an individual, team and whole school perspective. For this reason, facilitators need to be aware of and have come to a deep understanding of the research that underpins collaborative teaching practice, collective teacher efficacy and models of co-teaching.

Facilitators need to be able to lead school teams to see the positive impact of CTP on student outcomes, guide teams on how to apply the research to their own context and implement it.

#### Top 5 Readings:

AITSL. (2014). *The Essential Guide to Professional Learning: Collaboration*. Australian Institute for Teaching and School Leadership. [Retrieved from https://www.aitsl.edu.au/tools-resources/resource/the-essential-guide-to-professional-learning-collaboration](https://schoolsnsw.sharepoint.com/sites/FL-CollaborativeTeachingPracticeCTP/Shared%20Documents/General/CTP%20Lead/Retrieved%20from%20https:/www.aitsl.edu.au/tools-resources/resource/the-essential-guide-to-professional-learning-collaboration)

Donohoo, J. (2017). Collective teacher efficacy research: the effect size research and six enabling conditions <https://thelearningexchange.ca/collective-teacher-efficacy/>

DuFour, R. (2011). *Work together: But only if you want to.* Phi Delta Kappan, 92(5), 57–61. <https://www.allthingsplc.info/files/uploads/KapanMagazineRickDuFour2011.pdf>

Hargreaves, A., and O’Connor, M. T. (2018). *Leading Collaborative Professionalism*. California: California Corwin Press, 2018. Retrieved from: <http://www.andyhargreaves.com/uploads/5/2/9/2/5292616/seminar_series_274-april2018.pdf>

Rock, D. (2008). SCARF: A brain-based model for collaborating with and influencing others. *NeuroLeadership Journal*, *1*(1), 44–52. [Retrieved from http://dcntp.org/wp-content/uploads/2015/03/Readiness\_for\_change.pdf](https://schoolsnsw.sharepoint.com/sites/FL-CollaborativeTeachingPracticeCTP/Shared%20Documents/General/CTP%20Lead/Retrieved%20from%20http:/dcntp.org/wp-content/uploads/2015/03/Readiness_for_change.pdf)

#### Additional Recommended Readings:

Donohoo, J. (2017). Collective teacher efficacy research: implications for professional learning. *Journal of Professional Capital and Community*, *2*(2), 101–116. [Retrieved from https://www.emeraldinsight.com/doi/pdfplus/10.1108/JPCC-10-2016-0027](https://schoolsnsw.sharepoint.com/sites/FL-CollaborativeTeachingPracticeCTP/Shared%20Documents/General/CTP%20Lead/Retrieved%20from%20https:/www.emeraldinsight.com/doi/pdfplus/10.1108/JPCC-10-2016-0027)

Dweck, C., Walton, G, & Cohen, G. (2014). Academic Tenacity-Mindsets and Skills that Promote Long-term Learning*.* Bill and Melinda Gates Foundation. Retrieved from <https://ed.stanford.edu/sites/default/files/manual/dweck-walton-cohen-2014.pdf>

Fullan, M., Langworthy, M., & Barber, M. (2014). *A rich seam: how new pedagogies find deep learning*. Toronto: MaRS Discovery District.

Hargreaves, A., & Fullan, M. (2013). The power of professional capital. *The Learning Professional*, *34*(3), 36. Retrieved from <https://www.miun.se/siteassets/forvaltning/samverkan/run/karriartjanster/seminarieserie-forstelarare/traff-1/jsd-power-of-professional-capital.pdf>

Hattie, J. (2015). What works best in education: The politics of collaborative expertise. Retrieved from London: [<https://www.pearson.com/content/dam/one-dot-com/one-dot-com/global/standalone/hattie/files/150526_ExpertiseWEB_V1.pdf>](https://www.pearson.com/hattie/solutions.html)

Martin, S., & Bradbeer, C. (2016). Creating collaborative effectiveness: One school’s approach. *Set: Research Information for Teachers*, (2), 48–52. <https://doi.org/10.18296/set.0046>

Muhammad (2009) Transforming school culture and how to overcome staff division. Retrieved from <http://newfrontier21.com/wp-content/uploads/TSC_1day_2012.pdf> and

[https://books.google.com.au/books?id=Q2YXBwAAQBAJ&printsec=frontcover&dq=Transforming+school+culture:+How+to+overcome+staff+division&hl=en&sa=X&ved=0ahUKEwi6hp6WttHiAhXx7HMBHejVAosQ6AEIKjAA#v=onepage&q=Transforming%20school%20culture%3A%20How%20to%20overcome%20staff%20division&f=false](https://books.google.com.au/books?id=Q2YXBwAAQBAJ&printsec=frontcover&dq=Transforming+school+culture:+How+to+overcome+staff+division&hl=en&sa=X&ved=0ahUKEwi6hp6WttHiAhXx7HMBHejVAosQ6AEIKjAA)​

NSW Department of Education. (2017). *School Excellence Framework* (p. 15). NSW Department of Education. [Retrieved from https://education.nsw.gov.au/policy-library/related-documents/school-excellence-framework-version-2.pdf](https://schoolsnsw.sharepoint.com/sites/FL-CollaborativeTeachingPracticeCTP/Shared%20Documents/General/CTP%20Lead/Retrieved%20from%20https:/education.nsw.gov.au/policy-library/related-documents/school-excellence-framework-version-2.pdf)

Sharratt, L., & Fullan, M. (2012). *Putting FACES on the Data: What Great Leaders Do!* Thousand Oaks, CA: Corwin Press. <https://docs.wixstatic.com/ugd/a97117_a9e87c55d2774b348c8d532b1d71752f.pdf>

#### Reflection task:

List 1-2 major points from each reading that you think are crucial for your school context.

Where did you find yourself thinking of your own experiences and how could the ideas in one of readings have enhanced/improved that experience?

What are the implications of what you have read for your work as a school leader in planning professional learning experiences for your staff?

What questions do these readings raise for you as you plan the professional learning experience for your staff?

### Course facilitation guide

#### Section 1: Introduction

##### Resources

* Video – Part 1 ‘Introduction to collaborative teaching practice’ – Intro.
* Post-it notes.

##### Preparation

* Divide participants into groups.
* Distribute post-it notes to each group.

##### Activities

1. Participants watch the video.
2. In groups, participants discuss what successful collaboration in schools looks like to them. They should use school-based examples to illustrate their points where possible.
3. Each group records their ideas and examples on post-it notes and display them.
4. Groups move around the spaces and read each other’s post-it notes.
5. Groups reconvene and share the most interesting idea they encountered.

#### Section 2: Building your team’s capacity to collaborate

##### Resources

* Video – Part 2 – Building your team’s capacity to collaborate.
* ‘SCARF discussion activity’ handout.

##### Preparation

* Divide participants into groups.
* Distribute one copy of the ‘SCARF discussion activity’ handout to each participant.

##### Activities

* + - 1. Participants watch the video.
      2. Participants read the ‘SCARF discussion activity’ handout.
      3. In groups, participants discuss the question at the bottom of the handout.

##### Optional follow-up activities

* SCARF self-reflection activity – participants reflect on which of the SCARF elements they uphold in their work with a nominated team.

#### Section 3: Building your school’s capacity to collaborate

##### Resources

* Video – Part 3 – Building your school’s capacity to collaborate.
* ‘Collaborative professionalism article excerpt’ (or access full article at <https://tinyurl.com/y32z4oqo>).
* ‘Collaborative professionalism activity’ handout.
* Post-it notes.

##### Preparation

* Divide participants into groups.
* Distribute one copy of the ‘Collaborative professionalism article excerpt’ to each participant.
* Distribute one copy of the ‘Collaborative professionalism activity’ handout to each group. Note that it may be helpful to print this on large paper, if using a hard copy of the resource.
* Distribute post-it notes to each group.

##### Activities

1. Participants watch the video.
2. In groups, participants discuss examples of collective teacher efficacy they have noticed in their schools. They should use the six key features of collective teacher efficacy identified in the video to guide their discussion. Participants record their ideas and examples on post-it notes and display them.
3. Groups move around the space and read all the post-it notes displayed.
4. Groups reconvene and share the ideas on collective teacher efficacy they found the most interesting
5. Participants read the ‘Collaborative professionalism article excerpt’.
6. In groups, participants complete the ‘Collaborative professionalism activity’, using post-it notes to add examples of collaboration to their group’s handout.
7. Groups reconvene and share one collaborative practice that they modified to better resemble collaborative professionalism.

##### Optional follow-up activities

* Collaborative PL activity – participants read the summary of AITSL’s essential guide to professional learning (Collaboration). In groups, they select one collaborative professional learning strategy they think would succeed in building a more collaborative culture in their school and discuss how they might use it. They complete the Zoom In, Zoom Out scaffold in their groups then share their ideas with colleagues.

#### Section 4: The co-teaching cycle

##### Resources

* Video – Part 4 – The co-teaching cycle.
* ‘Co-teaching cycle 3-2-1 activity’ handout.

##### Preparation

* Divide participants into groups
* Distribute one copy of the ‘Co-teaching cycle 3-2-1 activity’ handout to each participant.

##### Activities

1. Participants watch the video.
2. Participants independently complete the ‘Co-teaching cycle 3-2-1 activity’, guided by the instructions on the handout.
3. Participants reconvene and are given the opportunity to share their question with the group and find a colleague who may be able to answer it for them. If not, participants should be given further time to conduct research or further reading to find the answer to their question.

##### Optional follow-up activities

* Co-teaching cycle plan activity - participants work together to identify opportunities for engaging in all four parts of the co-teaching cycle, both face-to-face and online.

#### Part 5: The co-teaching model

##### Resources

* Video – Part 5 – The co-teaching model.
* ‘Co-teaching model info sheet’.
* ‘Co-teaching model activity handout’.

##### Preparation

* Distribute one copy of the ‘Co-teaching model’ info sheet and one copy of the ‘Co-teaching model activity’ handout to each participant.

##### Activities

1. Participants watch the video.
2. Participants independently read the ‘Co-teaching model info sheet’.
3. In groups, participants complete the ‘Co-teaching model activity’, guided by the instructions on the handout.

##### Optional follow-up activities

* In groups, participants add a column to the table in the ‘Co-teaching model activity’ document. They discuss potential benefits to their own students that might come from using each co-teaching approach and record these in the new column.

#### Part 6: Co-teaching cohesion

##### Resources

* Video – Part 6 – Co-teaching cohesion.
* ‘Co-teaching think pair share activity’ handout.

##### Preparation

* Divide participants into groups.
* Distribute one copy of the ‘Co-teaching think pair share activity’ handout to each participant.

##### Activities

1. Participants watch the video.
2. In groups, participants complete the activity outlined on the ‘Co-teaching think pair share activity’ handout.

##### Optional follow-up activities

* In groups, participants watch School Journey videos, showcasing CTP in other DoE schools, and complete the ‘SWOC CTP analysis’ worksheet.

#### Part 7: Further work on CTP

##### Resources

* Video – Part 7 – Further work on CTP.

##### Preparation

* None

##### Activities

1. Participants watch the video.
2. Discuss how participants will enrol in and collaboratively work through the next phase of online professional learning as suggested by the SLEC advisor.

If you would like guidance or advice on facilitating this course, please contact your SLEC advisor or email SLEC at slec@det.nsw.edu.au