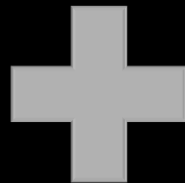


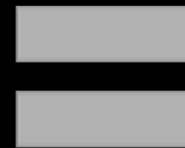
$$1+1=$$
$$1+1+1=$$



Buildings



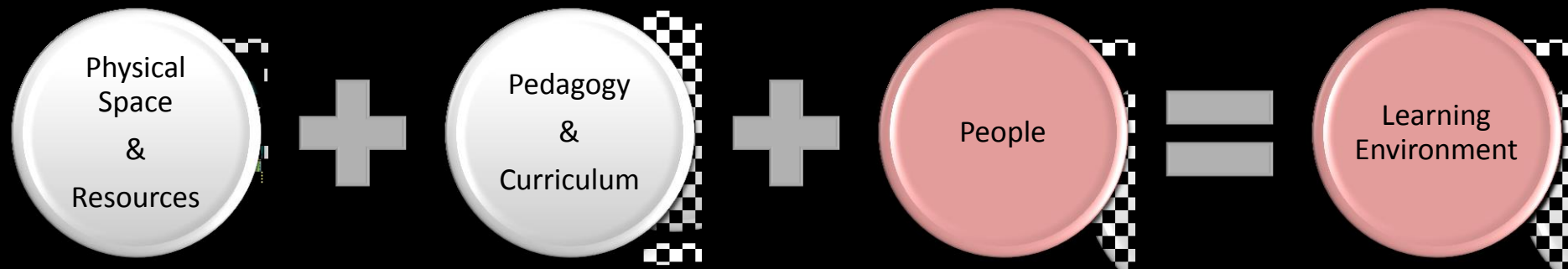
Furniture



Physical
Space

Either a Classroom or
Flexible Learning Space

How we create learning environments



What type of learning environments do you think will be most beneficial for the students of 2020?, 2030?

This is important!

- You can have an autonomous teaching and learning environment in a flexible learning space

(but it is counter productive)

- It is very hard to have a collaborative teaching environment in a classroom

(not impossible just hard!)

Waitākiri
School

A Flexible Learning Space School





*Enabling lifelong learners with...
Improved learning outcomes,
hauora & self regulation*

Implicit is the goal of
developing lifelong
learners with
'adaptive expertise'

Learning and student focused (NZC)

Effective Pedagogy (NZC)

Teacher
collaboration

Collaborative
Teaching in a FLS

Resources
especially ICT

Space
FLS, MLE, ILE...



*Enabling lifelong learners with...
Improved learning outcomes,
hauora & self regulation*

Learning and student focused (NZC)

Effective Pedagogy (NZC)



*Enabling lifelong learners with...
Improved learning outcomes,
hauora & self regulation*

Teacher collaboration

Learning and student focused (NZC)

Effective Pedagogy (NZC)



*Enabling lifelong learners with...
Improved learning outcomes,
hauora & self regulation*

Resources & Space
(especially ICT & FLS)

Teacher collaboration

Learning and student focused (NZC)

Effective Pedagogy (NZC)



*Enabling lifelong learners with...
Improved learning outcomes,
hauora & self regulation*

Collaborative Teaching in a FLS

Resources & Space
(especially ICT & FLS)

Teacher collaboration

Learning and student focused (NZC)

Effective Pedagogy (NZC)

*Enabling lifelong learners with...
Improved learning outcomes,
hauora & self regulation*

Collaborative Teaching in a FLS

Teacher collaboration

Learning and Student focused

Effective Pedagogy (NZC)

1:1 Technology!

Resources & Space
(especially ICT & FLS)



Enabling lifelong learners with...
Improved learning outcomes,
hauora & self regulation

Collaborative Teaching in a FLS

Teacher collaboration

Learning and Student focused

Effective Pedagogy (NZC)

Flexible Learning Spaces
Resources & Space
(especially ICT & FLS)



*Enabling lifelong learners with...
Improved learning outcomes,
hauora & self regulation*



Resources & Space
(especially ICT & FLS)

Teacher collaboration



Learning and student focused (NZC)

Effective Pedagogy (NZC)



Collaborative
Teaching

Effective Pedagogy (NZC)

Collaborative
Teaching in a FLS

Enabling lifelong learners with...
Improved learning outcomes,
fluency & self regulation

Teacher collaboration

Learning and

Resources & Space
(especially ICT & FLS)

Learning focused (NZC)





*Enabling lifelong learners with...
Improved learning outcomes,
hauora & self regulation*



Collaborative Teaching in a FLS

Resources & Space
(especially ICT & FLS)

Teacher collaboration



Learning and student focused (NZC)

Effective Pedagogy (NZC)



My study is about collaborative teaching

Helping teachers with the paradigm shift to a CTLE

There are two different starting points for teachers...

1. Currently teaching and enabling learning consistent with NZC, and principles of ILE (effective pedagogy)
2. Not currently teaching in a way that reflects NZC or principles of ILE (not effective pedagogy)

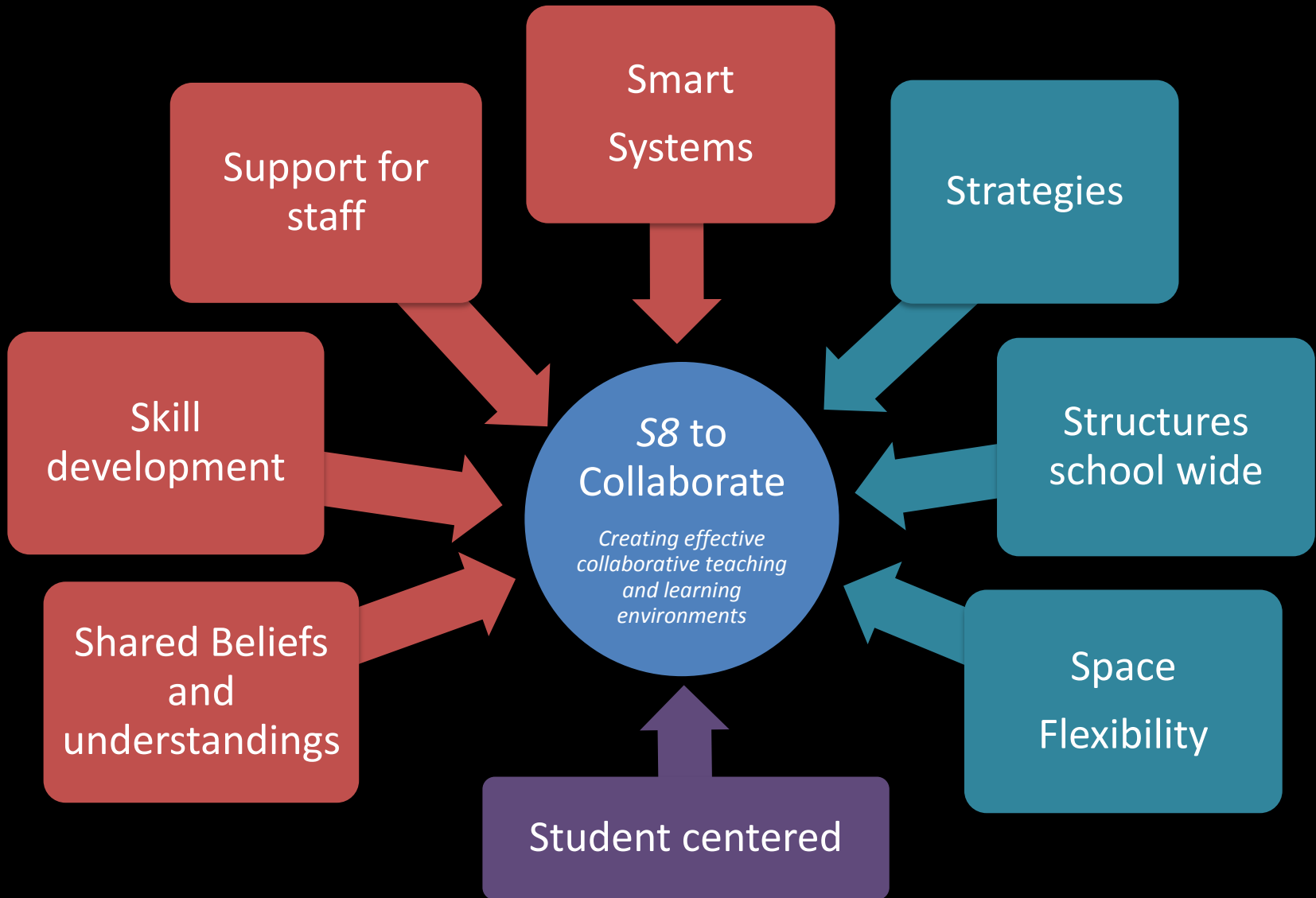
I am making an assumption schools already understand effective pedagogy and have shared beliefs and understanding about the indicators of quality teaching and learning at their school

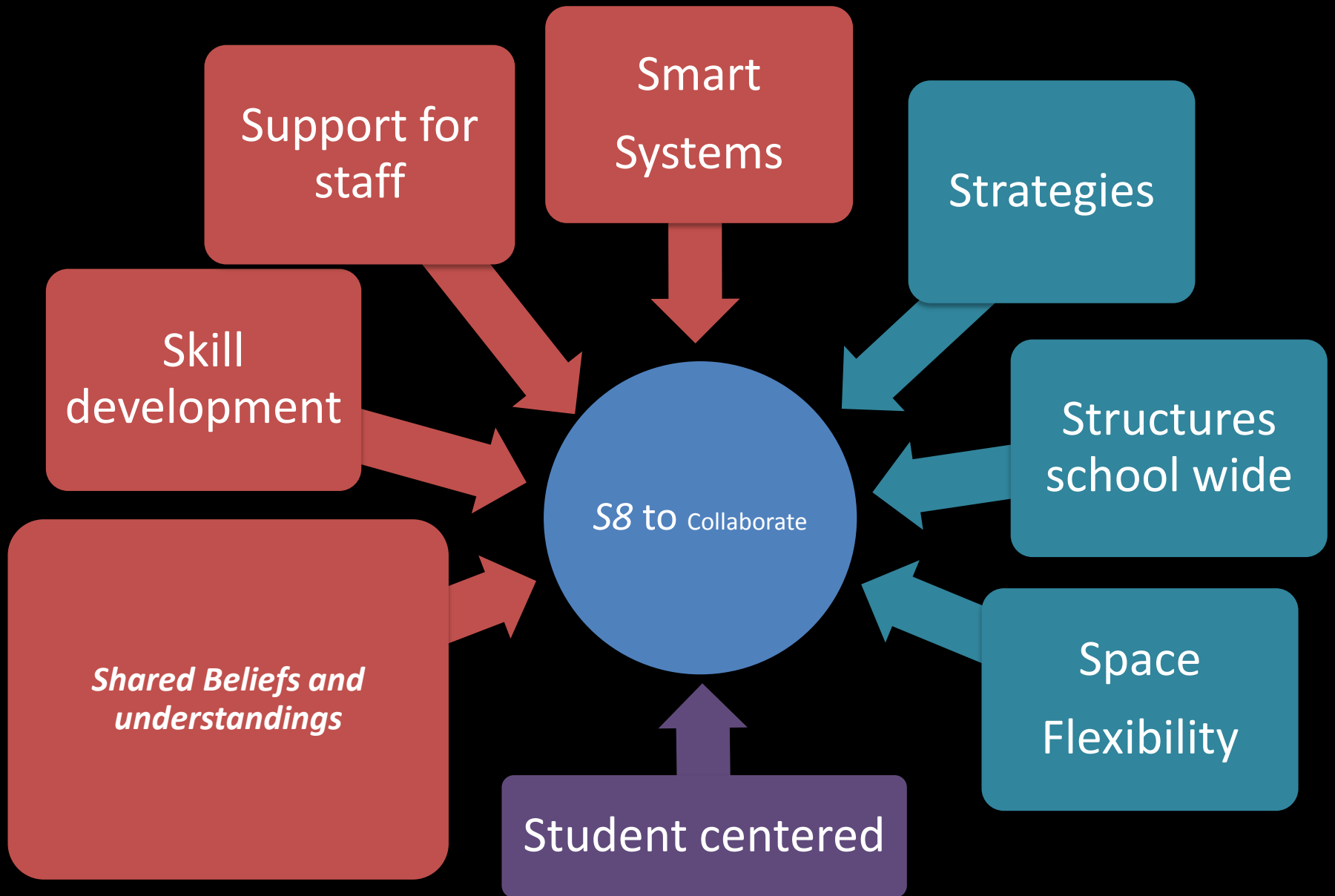
Key question's

- 1. How could we using the power of many to improve teaching and learning, engagement, self regulation and hauora?*
- 2. What things can be done with many that cannot be done alone?*
- 3. What opportunities are we creating for our children through the effective use of space, resources and collaborative teaching?*



The Eight Key components
to creating effective collaborative
teaching and learning environments





Shared beliefs ?



- Do you have shared beliefs about the vision for learning for your school?
- Do you share beliefs about what effective pedagogy (quality teaching and learning) is in 2015? How?
- Do you share beliefs and understandings about the place, purpose, power and possibilities of teacher collaboration and especially collaborative teaching?
- Do you have shared understandings about what collaborative teaching is?

Collaborative teaching

We/I believe...

...there is some merit in collaborative teaching because we think there is value in working with colleagues to meet the significant demands of learners.

We do not fully understand or agree about the potential of collaborative teaching.

...optimum teaching and learning environments can happen in traditional environments with one teacher as well as in collaborative teaching environments.

... there is considerable merit in collaborative teaching because we are beginning to understand the limitations of trying to meet the needs of diverse learners on our own.

We are beginning to understand and agree about the potential of collaborative teaching.
...optimum teaching and learning environments are more likely with collaborative teaching
...we believe we need flexible learning spaces to enable collaborative collaborative teaching and learning

...collaborative teaching is required to assist us to meet the diverse needs of learners.

We are beginning to realise the limitations of trying to 'do it alone'

We understand the potential and benefits of collaborative teaching.

...some children benefit from collaborative teaching
...optimum teaching and learning environments require collaborative teaching

...collaborative teaching is central to to meeting the needs of the diverse learners in 2015/2016.

... two heads (or more) are better than one

We understand the potential and benefits of collaborative teaching.

...children benefit from collaborative teaching
...optimum teaching and learning environments require collaborative teaching

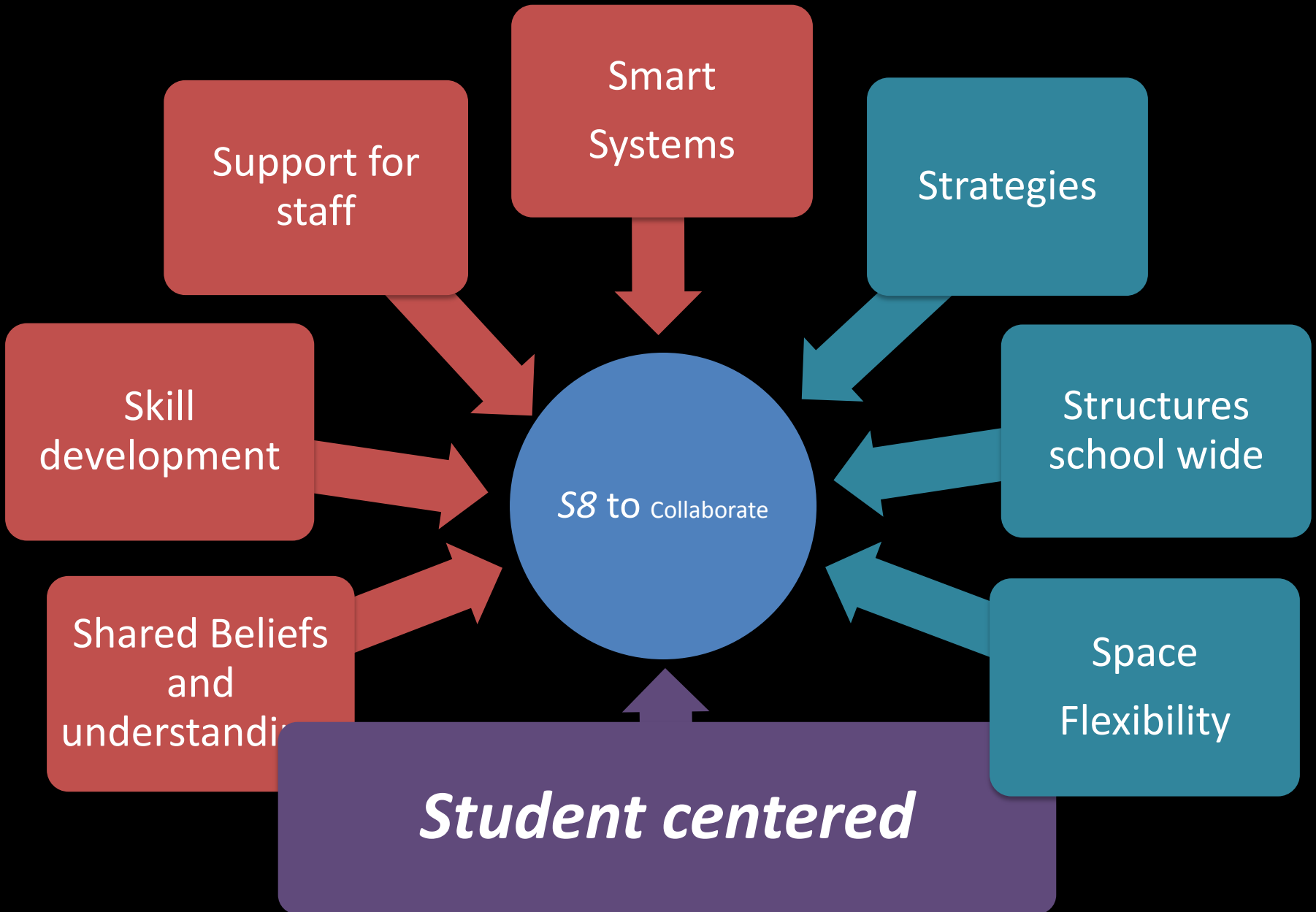
...collaborative teaching is foundational to meeting the needs of the diverse learners in 2015/2016.

...two heads (or more) are so much better than one that collaborative teaching is the best way forward.

...all children benefit from collaborative teaching and will work with other teachers regardless of the limitations of physical space.
...optimum teaching and learning environments can only truly be achieved through collaborative teaching.

Without shared beliefs....





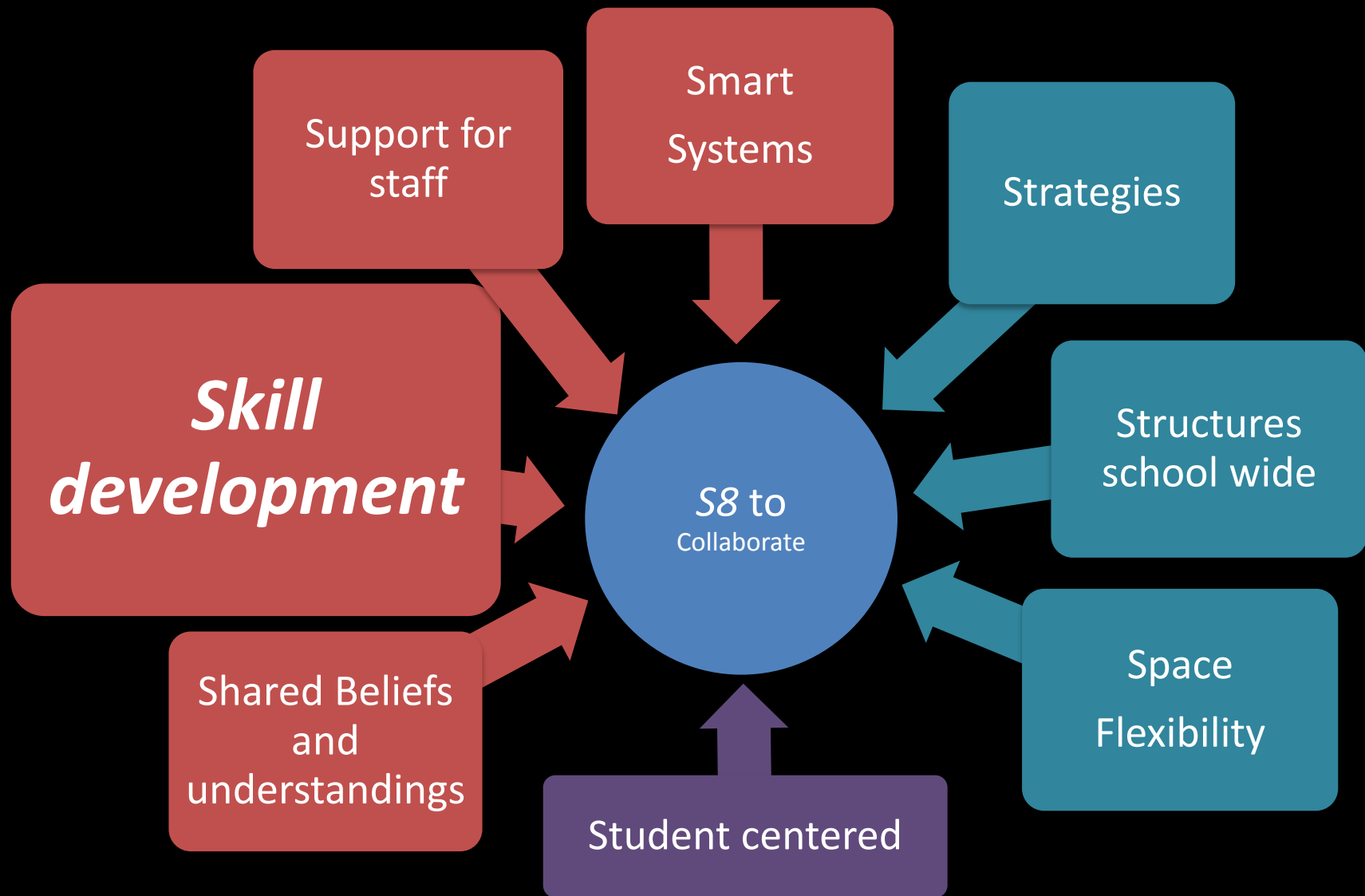
Student centered



- What does this really mean?
- Why student centered?
- How will this be reflected in your school?
- What does it look, sound and feel like?
- What is the evidence of student centeredness at your school?

Student Centered, some examples

<p>Teacher investigates students needs, interests and motivations before planning learning</p> <p>Teacher decides where children learn, who they learn with, what they learn and how they learn based on their understanding of the needs, motivations and KC's of the child</p> <p>Parent teacher interview</p>	<p>Teacher investigates students needs, interests and motivations before planning learning</p> <p>With some student input teacher decides where students learn, who they learn with, what they learn and how they learn based on their understanding of the needs, motivations and KC's of the child</p> <p>Teacher led three way learning conference</p>	<p>Teacher leads student to understand their needs, interests and motivations before planning learning</p> <p>Teacher helps students to decide where they learn, who they learn with, what they learn and how they learn based on their understanding of the needs, motivations and KC's of the child</p> <p>Teacher led three way learning conference with student input</p>	<p>Teacher leads student to understand their needs, interests and motivations before planning learning</p> <p>Teacher helps students to decide where they learn, who they learn with, what they learn and how they learn based on their understanding of the needs, motivations and KC's of the child</p> <p>Student led three way conference with teacher input</p>	<p>Students are leading decision making about learning (stage appropriate) Students can determine when, were , with whom, how and what they learn in consultation with teacher Students know why they are learning as they have been involved in the planning process Students monitor their own progress based on shared success criteria Students have the opportunity to select teachers they want to work with at times</p> <p>Student led three way conference</p>
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Adult collaborative skills

- Communication
- Consensus
- Consideration
- Awareness- self and others
- Problem solving
- Conflict
- Professional responsibility



Conflict

Private honesty : Public unity

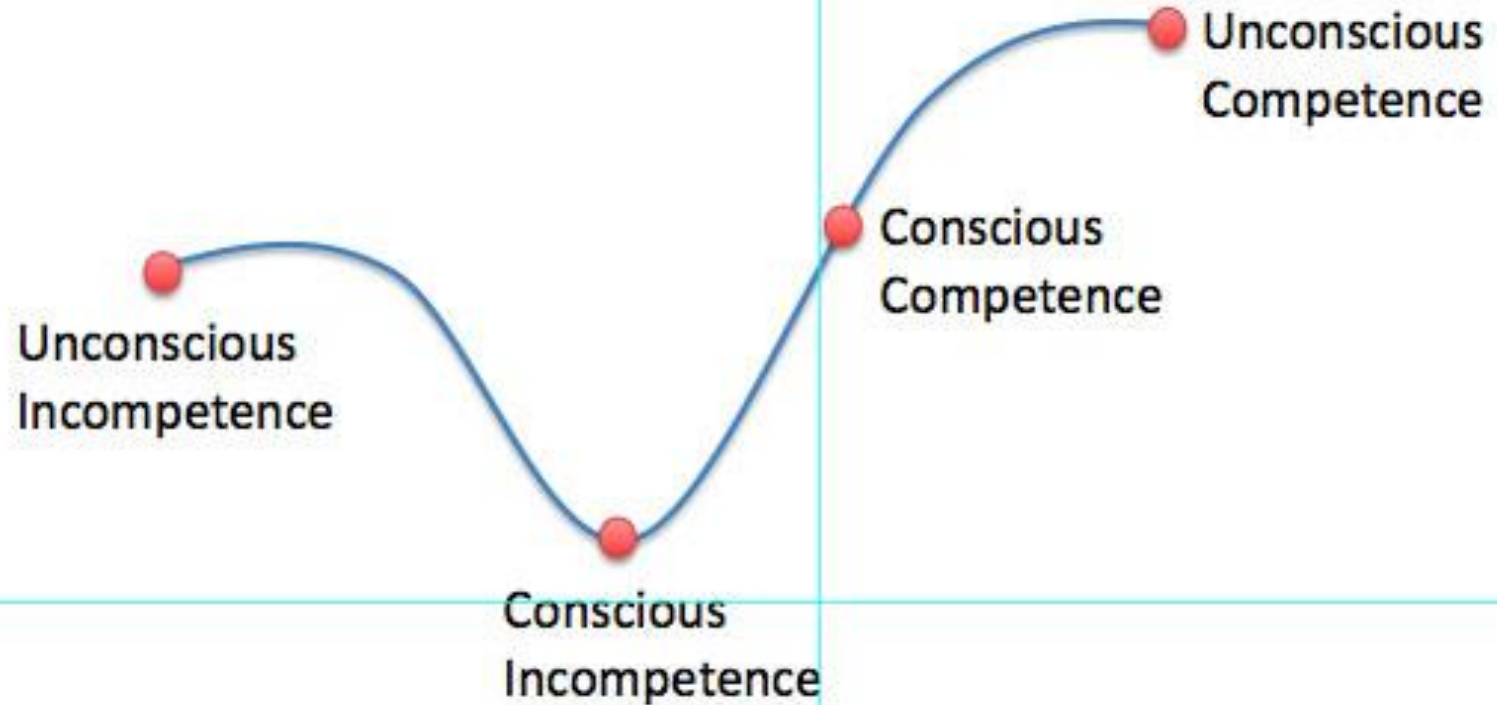
How is this achieved in your
space?



Relationships

- Teachers may struggle in the new environment if they cannot separate personal and professional relationships:
- RTC #1: *engage in ethical, respectful, positive and collaborative professional relationships with...teaching colleagues, support staff and other professionals...*
- In other words “I don’t really like _____ so I don’t want to be in that team” is a professionally inappropriate position to be in

Levels of Learning

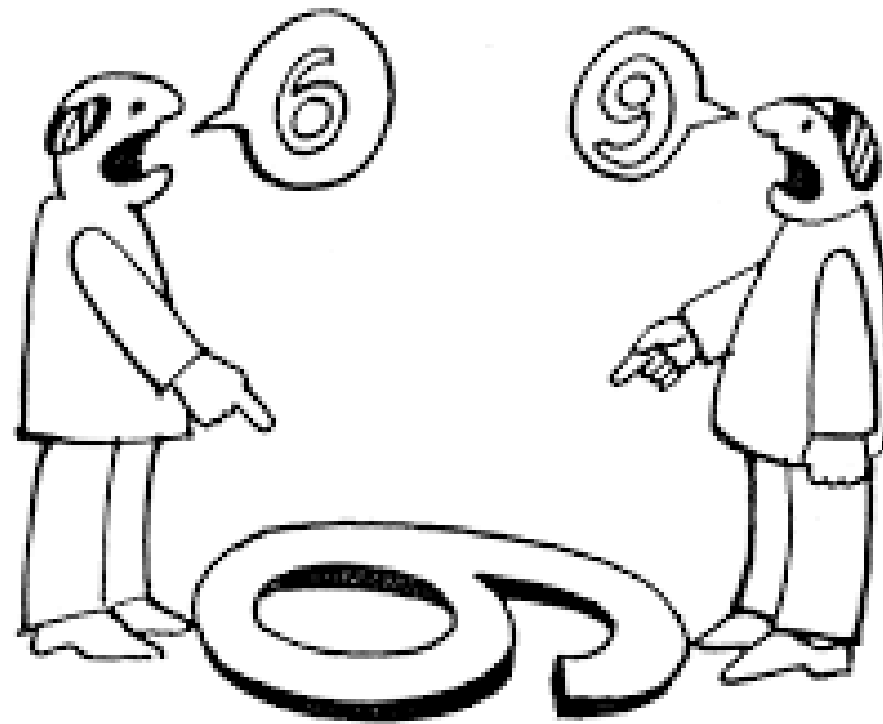


After three or more years...

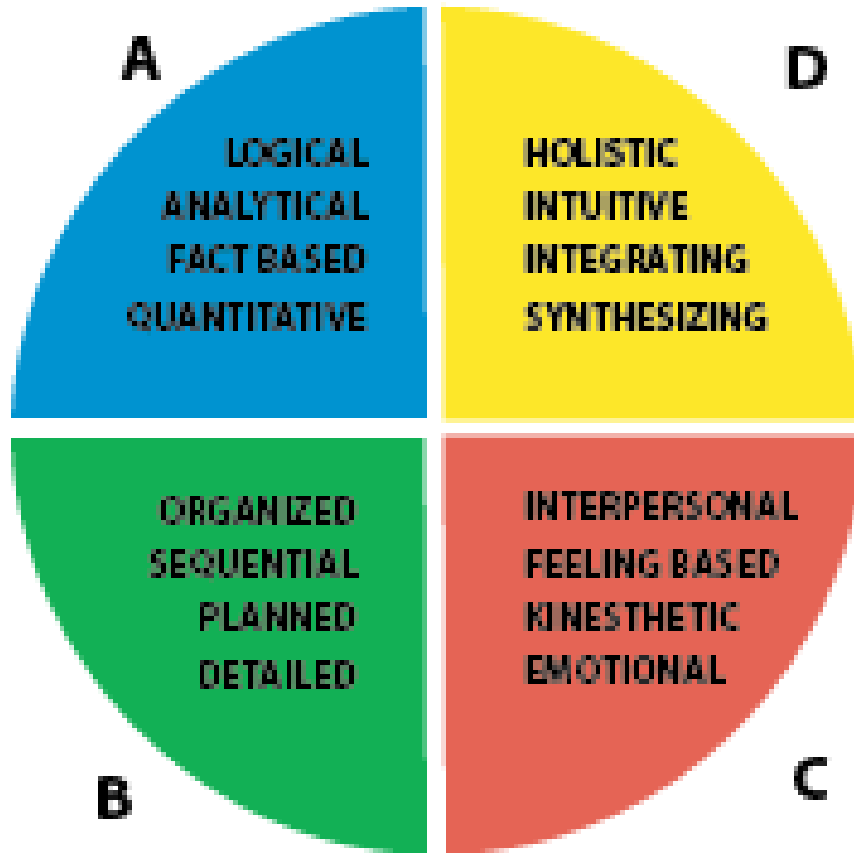


“I can and will work
with anyone, it’s
about the children!”



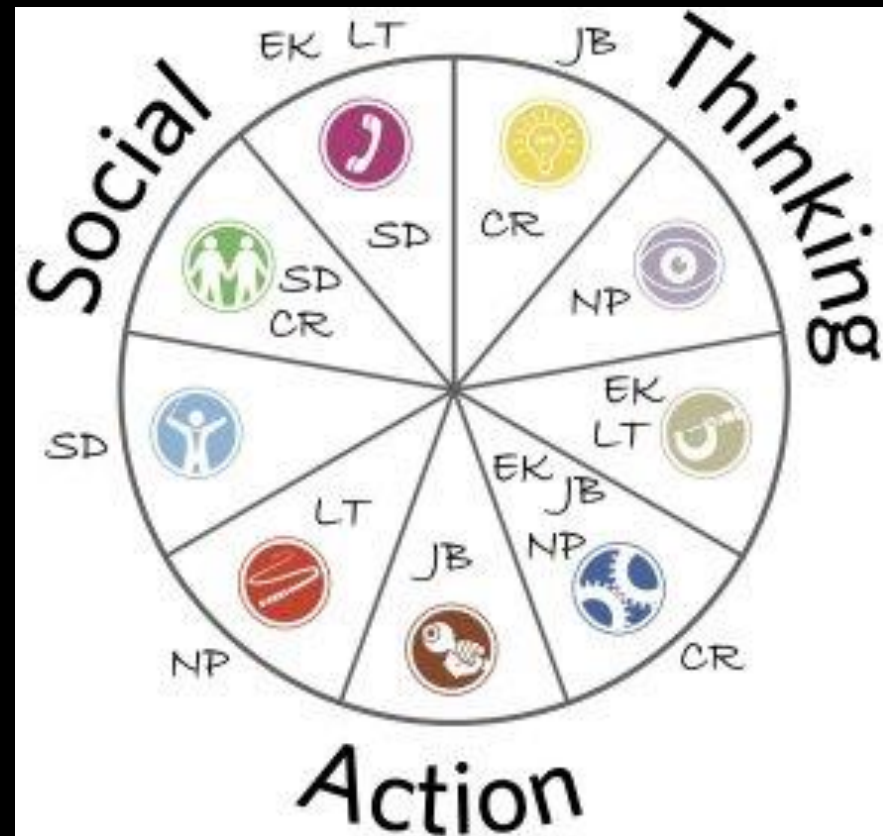


The Whole Brain® Model



Belbin Team work Profile

Herrmanns Brain Dominance Index (HBDI)



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





Norms Inventory

Rating the Consistency of My Personal Behavior In a Specific Group of Which I am a Member

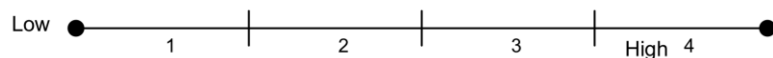
Place a mark on each scale, to reflect your perception of your personal behavior in a specified group of which you are a member.

1. Pausing

A. I pause after asking questions.



B. I pause after others speak to reflect before responding.

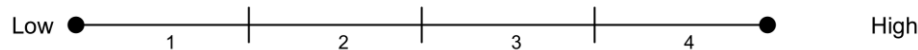


C. I pause before asking questions to permit thoughtful construction.

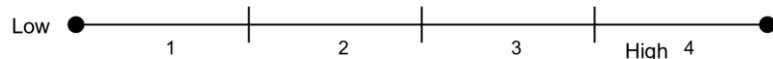


2. Paraphrasing

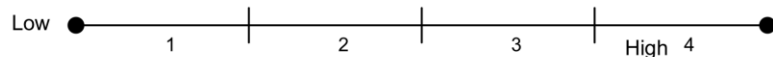
A. I listen and paraphrase to acknowledge and clarify.



B. I listen and paraphrase to summarize and organize.

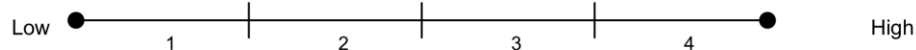


C. I listen and paraphrase to shift levels of abstraction.

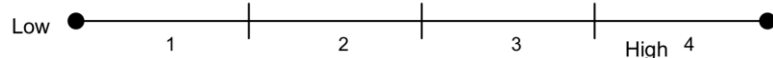


3. Posing Questions

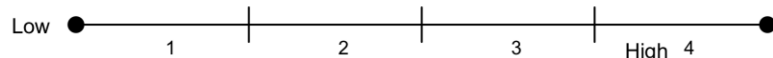
A. I pose questions to explore perceptions, assumptions, and interpretations.



B. I inquire before putting my ideas on the table, or advocating.



C. I seek specificity of data, assumptions, generalizations, and the meaning of words.



The skills of difficult conversations

- Do your staff have the skills and confidence to have difficult conversations ?
- Do staff have the communication strategies to strengthen and maintain a professional and trusting collaborative teaching relationship and environment

Skills for effective collaboration and collaborative teaching

I have had no specific skill development to enhance my capability as a collaborative team member and collaborative teacher

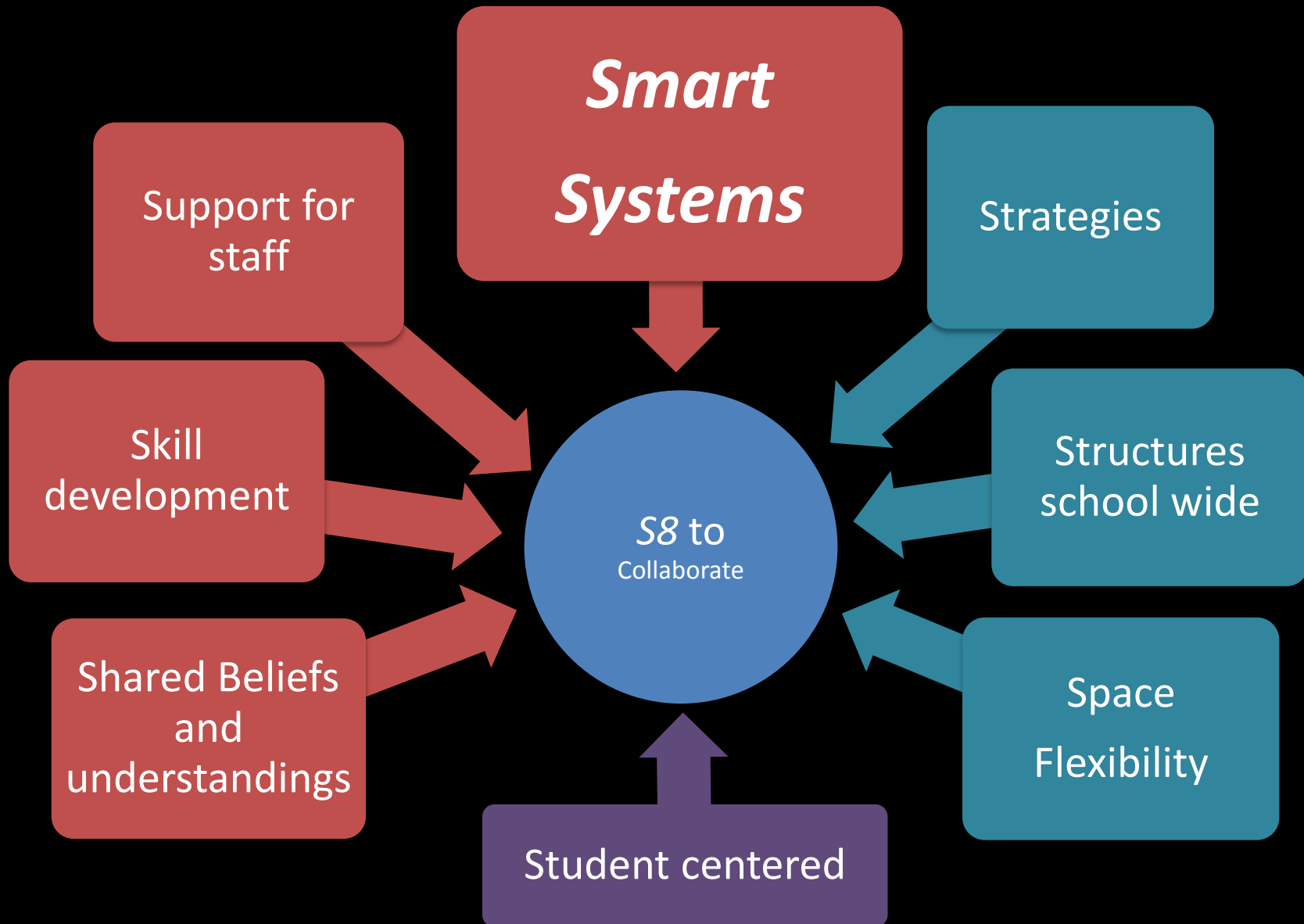
I have had some skill development and am able to utilize one or two skills and strategies to ensure that I am an effective, contributing, professional collaborative team member and collaborative teacher
While I have had the skill development I am fail to implement these strategies rather preferring to go with how I have always worked in a team

I have had some skill development and am able to utilize one or two skills and strategies to ensure that I am an effective, contributing, professional collaborative team member and collaborative teacher
While I have had the skill development my implementation of the skills or strategies is confined to situations when I am asked to implement these
I am begging to reflect on my skill development

I have had extensive skill development and am able to utilize a wide range of skills and strategies to ensure that I am an effective, contributing, professional collaborative team member and collaborative teacher
I specifically use the strategies I have learnt and reflect on my effectiveness as a effective contributing team member working toward continual improvement

I have had extensive skill development and am able to utilize a wide range of skills and strategies to ensure that I am an effective, contributing, professional collaborative team member and collaborative teacher
I specifically use the strategies I have learnt and reflect on my effectiveness as a effective contributing team member working toward continual improvement
I am able to coach others and also actively seek additional strategies that might enhance team effectiveness

For example: HBDI, Belbin Team Worker, 7 P's, Difficult conversations and other specific collaborative team work professional learning, development, courses and strategies



Systems... *smart*?

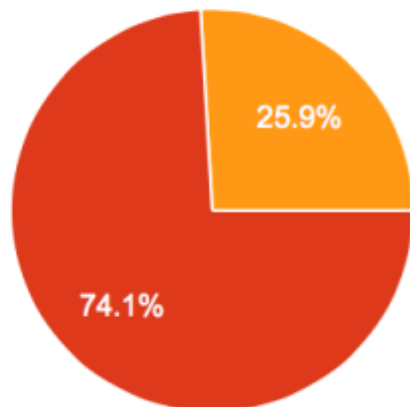
- You name them...
- And we re-invent them!
- What systems are in place to enable effective communication, overview of children's progress, needs and achievements, key competency development and hauora?

Schools are using

- Google docs
- LINC-ED

To plan, assess, collaborate and communicate
Systems in survey feedback are one of the

How do you plan for these children?

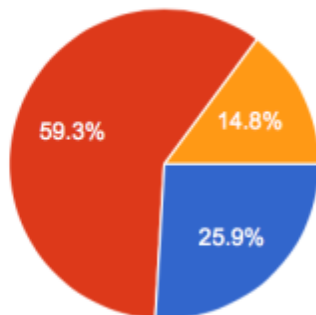


Paper	0	0%
Online	20	74.1%
Other- see comment	7	25.9%

Other system considerations

- Book storage
- Resources storage
- Technology management
- Responsibility for overview of groups of students
- Communication with whanau- who, when, how

Who has responsibility for communication with family/ whanau

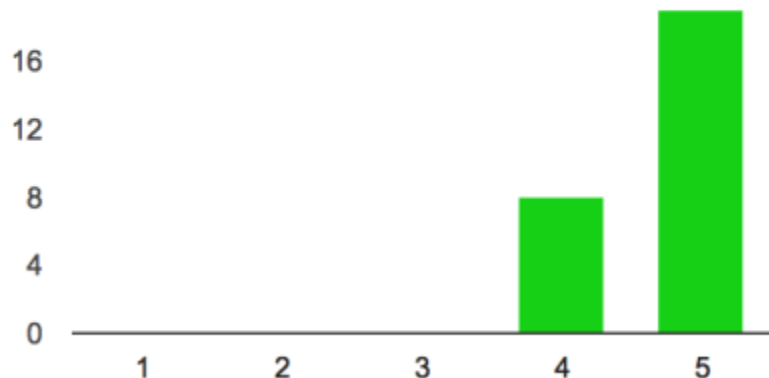


Me	7	25.9%
Me and my co-teachers	16	59.3%
Other- We don't have a home room or see comment	4	14.8%

And...

- Systems are important to support teacher and especially student well-being
- Effective systems support communication and collaboration

How important is having effective systems in place in creating an effective co-teaching relationship



Not important: 1	0	0%
2	0	0%
3	0	0%
4	8	29.6%
Very important: 5	19	70.4%

Collaborative Systems

We have not identified any systems specific to collaborative teaching we need to consider

We have identified one or two systems we will need to consider such as google docs for planning and where books are stored

We have identified a range of systems we need to consider but have not pre planned how we will approach these.

Some we have identified include: Digital systems for planning and evaluation, book storage, getting attention,

We have considered and implemented a wide range of systems to support collaboration.

Systems are in place for planning, assessment, anecdotal notes, communication with whanau, Learning conferences, Moring and afternoon time in relation to parent and student interactions, communication during the day, management systems with students (getting the attention of the whole group etc). Reporting, technology use and management....

Through reflective practice and critical review of our practice we are now developing new effective systems to support collaboration and have a review process in place to support review and refinement of our collaborative teaching systems