

Meet the Teacher Information Evening

2017



Collaborative Teaching Practices

The School Charter Mission Statement:

This is the agreement between a school's Board of Trustees and the Ministry of Education. It outlines the strategic direction of the school. Our mission statement in the charter says -

"To think, to learn, to achieve, and to consider others."

The Board outlines three broad aims for achieving this:

- Creating and maintaining collaborative relationships with our diverse parents, whanau and wider community groups.
 - Fostering a shared climate of high expectations and a love of learning.
 - Implementing a school curriculum that is personalised to the needs and interests of our students.
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Collaborative Practices: Our Implementation Journey

2015 Term 4

- Observation of practices at other Auckland Schools.
- Agreement with Cognition Education to facilitate staff professional learning and development contract 2016-17. **Jacque Allen** is our lead facilitator.

2016

- Commence contract with Teacher Only Day (Term 2)
- Subsequent staff learning involved –
 - meetings related to teacher practice, student agency, curriculum design,
 - professional readings,
 - visits to other schools,
 - trial of alternative classroom furniture (Y3&4 classes),
 - trial of collaborative teaching practice

2017

- Teachers and classes organised into collaborative teams,
- Continue the transition with classroom furniture,
- 3-4 professional learning staff meetings per term,
- Implementation of Collaborative Teams,
- Informing and involving our parent community.

Why?

1. To raise student achievement.
2. To develop collaborative, life-long learners.
3. To better challenge students across the curriculum.
4. To better utilise the strengths and capabilities of others.
5. To create a shared understanding and responsibility of learning.

Collaborative Practice: Frequently Asked Questions:

Why is Meadowbank moving towards collaborative practice?

We are proud of being a high achieving school. Our goal is to continually raise student achievement, develop collaborative lifelong learners and challenge our students across the curriculum. We believe that in developing these collaborative practices we can achieve even better results.

Will my child have the same teacher?

Each child will have a home room teacher. This is the teacher who will lead the pastoral care of your child. They are the teacher who you as a parent can contact about your child's progress and well-being, and the teacher that you will have parent interviews with. Your child will also work with a range of teachers to create learning opportunities that meet their individual needs and draw on the strengths of other teachers and students.

How will teachers monitor my child's learning?

Your child's homeroom teacher is your first point of contact and will keep track of your child's learning progress and next steps. Teachers are released weekly during specialist lessons where they discuss and track the progress of all children. All teachers will regularly mark and review books with students, providing them with feedback against their learning outcomes, and setting the next learning steps.

My child has special learning needs, what will happen to their learning support?

Students with learning needs will continue to receive the on-going support already provided. With the collaborative teaching model there are opportunities for even more support with teachers working together to share their expertise and knowledge to assist students.

My child is a high achiever, how will they be further extended?

Students will continue to be challenged in their learning through the classroom programme. The collaborative teaching model allows for greater opportunities to work with a wider range of students and teachers to extend their learning. Teachers special strengths and interests can be utilised to enthuse and extend groups.

Where will my child work?

We have carefully thought about providing a range of furniture that children can read, write and create at. You will soon see a range of heights and styles of furniture; kneeling tables, tall tables and round tables for collaboration. Not all the children will need to be sitting at a desk at any one time.

Moving between spaces?

Collaborative teaching and learning is not cross grouping. Students are grouped in flexible ways to best suit the learning task and student needs. This will sometimes involve students moving to other classrooms where they may work in small groups or as a whole class. In every instance the grouping is related to achieving the best learning outcome for all students.

Will the teaching and learning programmes be the same?

We continue to believe that children come to school to learn. Our focus remains on raising student achievement and challenging students across the curriculum. The basics - Reading, Writing and Maths is at the heart of our teaching programmes. The Board of Trustees and staff value learning beyond the National Standards and we will continue to offer a range of programmes such as Garden to Table, Music, Mandarin, EOTC, Production, PE, Camp, Te Reo, Waterwise and concept studies within the classroom. School work will continue to be appropriate for each child's learning level and we will continue to report progress against the National Standards. And yes, children will continue to receive homework.

Where is the research?

There is an emerging body of research to support the effectiveness of collaborative teaching. The cornerstone piece of research related to this was published by the OECD Centre for Educational Research and Innovation in 2013, titled Innovative Learning Environments.

What about my child's friends?

School time is where you wish your children to be focussed on their learning. There are ample opportunities before and after school, during interval breaks, at home, during the weekends, at sports clubs etc. for friendships to be grown.

Mark Osborne: Senior Advisor, CORE Education

Mark is Senior Advisor in Future-focused Education who works widely across the sector in areas such as learning environments, change leadership, student agency, and teaching as inquiry. Mark has a long history of working alongside schools and communities to build adaptive capacity and to implement innovative learning practices. He has been lead educational advisor on a number of Innovative Learning Environment design projects, working with schools and architects to ensure the buildings are as innovative, flexible and effective as possible.

Jacque Allen: Consultant, Cognition Education

Jacque works as an education consultant in the area of innovative learning and learning with digital technologies, in both the primary and secondary sector. Her experience in teaching at both primary and secondary levels enables her to work across all curriculum areas and at all year levels. Jacque brings a wealth of knowledge and experience to her role, having presented both nationally and internationally for many years in the education sector. As part of her Masters of Management at the University of Auckland Business School she completed research in relation to sustaining value within online communities.