

ACTIVITY AND KEY TAKE AWAYS

THE KINGS SCHOOL

COLLABORATIVE COMMUNITIES

SELF DETERMINATION THEORY

TEACHER SELF EFFICACY – how do you build choice, supportive feedback and professional learning into your domain?

A STUDENTS WORLD

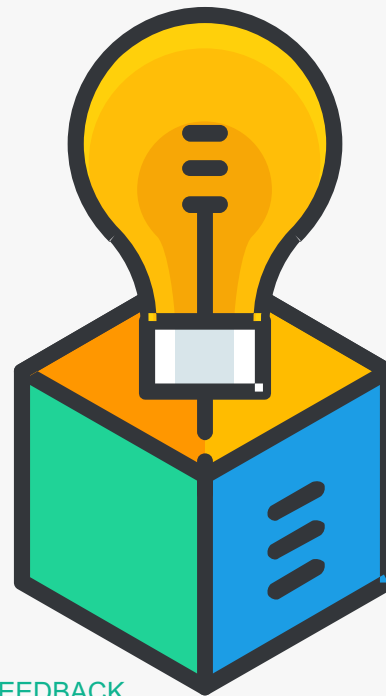
STUDENT CENTERED – how do you develop learning opportunities that are driven by students interests?

MODELLING

PEER TEACHING AND LEARNING – how do you involve your students in the teaching of younger students, peers, adults?

FEEDBACK

EMBRACING FEEDBACK
Modelling, how can we all be even better? Accessing teacher networks.



COLLABORATION

EXPERTS – who are the experts in your field?

CONTEXTUALISE

BUILDING RELEVANCE – why is learning your subject important?

SHARED SKILLS

OPEN CLASSROOMS – how could you draw on your teachers expertise in subjects, share best practice.

OPPORTUNITIES

PROFESSIONAL PRACTICE
Tertiary, further study and professional connections.

INSPIRATION

ARTISTS – who are the practitioners in your field?

EXHIBITING SKILLS

SHOWCASE – how do you showcase your students knowledge and skills?

KEY RESEARCH

THEORIES

- Joseph Blase, Jo Blase, (2000) "Effective instructional leadership: Teachers' perspectives on how principals promote teaching and learning in schools", *Journal of Educational Administration*, Vol. 38 Issue: 2, pp.130-141
- Gardner, H. (2008). *The Five Minds for the Future. Schools: Studies in Education*
- Gerver, R (2019) *Education a Manifesto for Change*, Bloomsbury Education
- Jocelyn A. Glazier, Ashley Boyd, Kristen Bell Hughes, Harriet Able & Ritsa Mallous (2017) *The Elusive Search for Teacher Collaboration*
- Morris, I. J. (2011). *Impact of a professional learning community on teacher collaboration, teaching practice, and student achievement* (Order No. 3510547).
- Labone, E. & Long J. (2016) *Features of effective professional learning*
- Quintero, E (2017) *Elevating Relationships: How collaboration shapes teaching and learning*. *American Educator* Summer 2017