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?

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?


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).
