



Complicated discussions      Critical conversations

**It is part of being a learner**

Linking with the standard in LAOS, 'students engage purposefully in meaningful learning activities', practice is highly effective when 'they are able to work both independently and collaboratively in a very purposeful and productive manner'.  
*(Domain 2 – Learner Experiences, Looking at our School 2016, DES Inspectorate, pg. 15)*

Courageous conversations      Creating interruptions

**COLLABORATION**

**"Effective collaboration occurs where a culture of professional sharing, dialogue, experimentation and critique become commonplace"**  
*The Essential Guide to Professional Learning (www.aitsl.edu.au)*

**It is part of being a teacher**

'Teachers view collaboration as a means to improve student learning and to enhance their own professional development. They engage in constructive collaborative practice, and in collaborative review of practice'  
*(Statement of highly effective practice, Domain 4 – Teachers' Collaborative Practice, Looking at our School 2016, DES Inspectorate, pg. 20)*

SLAR      Professional Learning Communities

**It can be planned for and organised**

Professional time      On-line conversations      Peer Observation

**It changes things:**  
“Educators need to see collaboration as a powerful mechanism for exploring beliefs, scrutinizing practice, and getting better, and therefore, teams benefit from considering how to improve collaboration” (Donohoo & Velasco, 2016, pg.74)

“Professional learning should make a difference to teacher learners and to the students that they teach.” (Nolan and Huber 1989)

“To be most effective, collaborative learning should be driven by analysis of **student work** and be focused upon the development of teachers’ knowledge, skills and understanding.” (Harris and Jones, 2012)

“Professional Learning happens as a part of **the everyday work** of each teacher in each classroom” (Fullan 2007)

Schools that effectively collaborate “create a base of pedagogical knowledge that is distributed among teachers within a school as opposed to being held by individual teachers”. (Brook et al 2007)

A Professional Learning Community – “An **inclusive** group of people, motivated by a shared learning vision, who **support** and **work with** each other, to **enquire into their own practice** and together learn new and better approaches that will **enhance all pupils’ learning.**” (Stoll, 2006)

