



Collaborative Planning Time Team Planning Document

Chinook's Edge School Division

“Collaborative practice is all about teachers and school leaders working together to develop effective instructional practices, studying what works well in classrooms, and doing so both with rigorous attention to detail and with a commitment to improving not only one’s own practice, but that of others.”

Mourshed, Chijioke, & Barber, 2010.

Guiding Principles

Expectations and Commitments:

- **The time is for collaborative team planning:** not individual planning, prep, organization, or marking. These are required teacher days that must be collaborative in nature. The planning time will not be used for staff meetings. As well, be on time, be organized, be a positive, contributing member and focus on the work to be completed. Share your knowledge, skills, questions and curiosity about your practice. It is our preference that appointments be scheduled on other days (even if it costs a sub)!
- **All staff should be collaborating in a meaningful way:** Educational Assistants and other support staff should be engaged in meaningful collaboration. Administrators should have a plan, possibly a dual role that has them in some collaborative aspects and in a supervisory role.
- **The collaborative work should be Research Based:** collaborative decisions and teacher practice should be grounded in sound educational practice and be representative of best practices in education.
- **The collaborative work should be Data Driven:** Quality data should inform reflection and practice.
- **Commit to making a difference in your teaching practice:** be reflective, focus on the ‘next best area’ of your teaching practice that will have a positive impact on the quality of learning environments and student learning, make changes, and analyse the results of those changes. Repeat the cycle.



Reflection FOR Action → Reflection IN Action → Reflection ON Action

David Townsend & Pam Adams, 2009

- **Commit to making a difference for your students:** actions should be a reflection of student needs and directly impact the quality of the learning environment resulting in improved student learning. The time is for staff to create quality learning experiences and environments for our students, preparing them for their future, not our past!
- **Shared Commitment:** all members are expected to share in the leadership of the cohort and PLC groups. Each member must have a voice. All are accountable to the group and responsible for its success through their purposeful and positive participation. This commitment will help the group to continue to move forward.

***NOTE: any initiatives or use of collaborative time that falls outside the scope of the guiding principles must be approved by the principal of the school.**

Each team should have a plan to guide their work. Teams should consider:

- The link to your professional growth plan goals (i.e. team goal) Alignment with school and division goals?
- Research Based: Is the work supported by current literature and research?
- Available data, results, and survey results, etc.
- How does the plan fit with the QLE?
- Are your goals realistic and attainable? How will they be observable in the classroom? (From abstraction to action focus)
- How will Educational Assistants be involved in collaborative work?
- What evidence will we collect that shows that the time and work is making a difference in classroom practice and student learning?

Time Frame

- September PD: Complete Learning Guides; individual and team goals
- Collaborative Plan and Learning Guides completed by October 31st!
- Reporting Back: evidence collected and compiled by June, 1st