



BEUMARIS PRIMARY SCHOOL

COLLABORATION

Planning, Assessment and Moderation

Collaboration:

As the term suggests, it is about teamwork, cooperation, partnership, group effort, alliance and cooperation. Its purpose is to develop a collective approach to planning, implementation, assessment and moderation and thereby:

- Share expertise and interests through individual leadership, across the learning areas, that translates into collective teamwork when developing and implementing ideas and strategies, as a whole sub school and subsequently, as teaching teams
- Reduce workload through collective mapping of the teaching – learning program
 - Developing shared knowledge and understanding of student needs, identifying support needs (at both ends of the spectrum) and collectively plan for special programs and collaborative support
 - Developing integrated learning pathways that address student abilities and CF requirements, as well as interests and IT integration (use Ben to help)
 - Developing shared implementation strategies and timelines, as well as any possible ‘team teaching’ approaches
 - Developing shared assessment and common assessment strategies
 - Developing collaborative moderation cultures
 - Making reporting and feedback to parents easier, as well as being supported by a wider professional base
 - Using a common approach to achieve common and different outcomes
- Identifying non-negotiable (core skills, understandings and values) and developing negotiable aspects of learning programs and pathways
- Implementing skills development from the Lifelong Learning Competencies Framework in learning programs and pathways
- Implementing Middle Schooling planning framework strategies and cultures in learning programs and pathways
- Developing ‘rich tasks’ and ‘rich assessment’ strategies in learning programs and pathways
- Developing Productive Pedagogy – a team approach (Calling for volunteer team in 2005 to be ‘lighthouse’ for future development)
- Collectively improving learning and outcomes for students

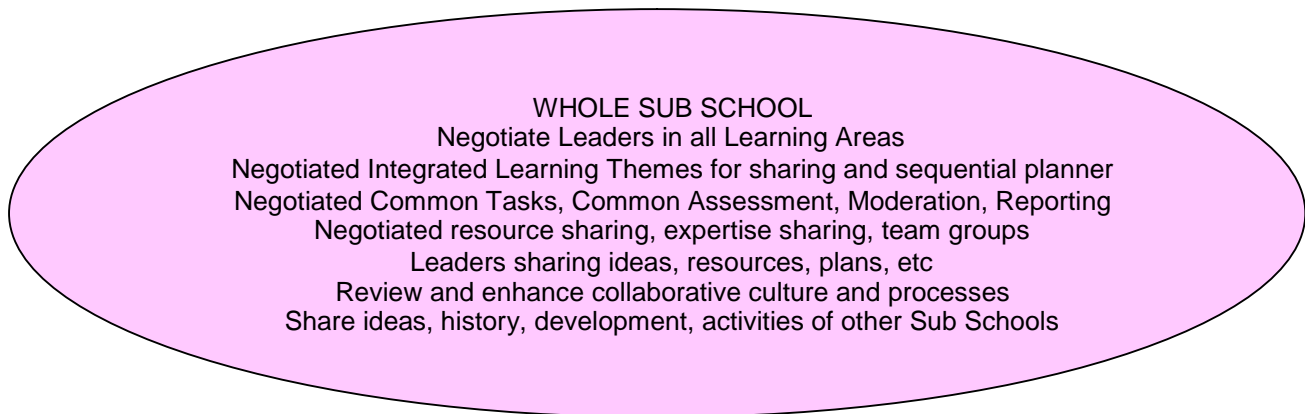
Clarifications About Collaborative Time:

1. Collaborative time is a DOTT planning, review and development time for programs and learning pathways – firstly as a whole team and secondly, as team groups – followed by individual time.
2. All Sub School members (P/1 – 3) come together for initial whole team collaboration.
3. Collaborative meetings are just that – meetings – and need to be run accordingly.
4. Only agenda items specific to Collaboration may be part of meetings and any items not in the agenda need to be deferred to later meetings.
5. Define and delineate what is appropriate agenda for Collaborative and Sub School meetings.
6. Individual leaders and team groups need to input regarding ideas, progress, needs, outcomes, etc.
7. It is also a time for moderation

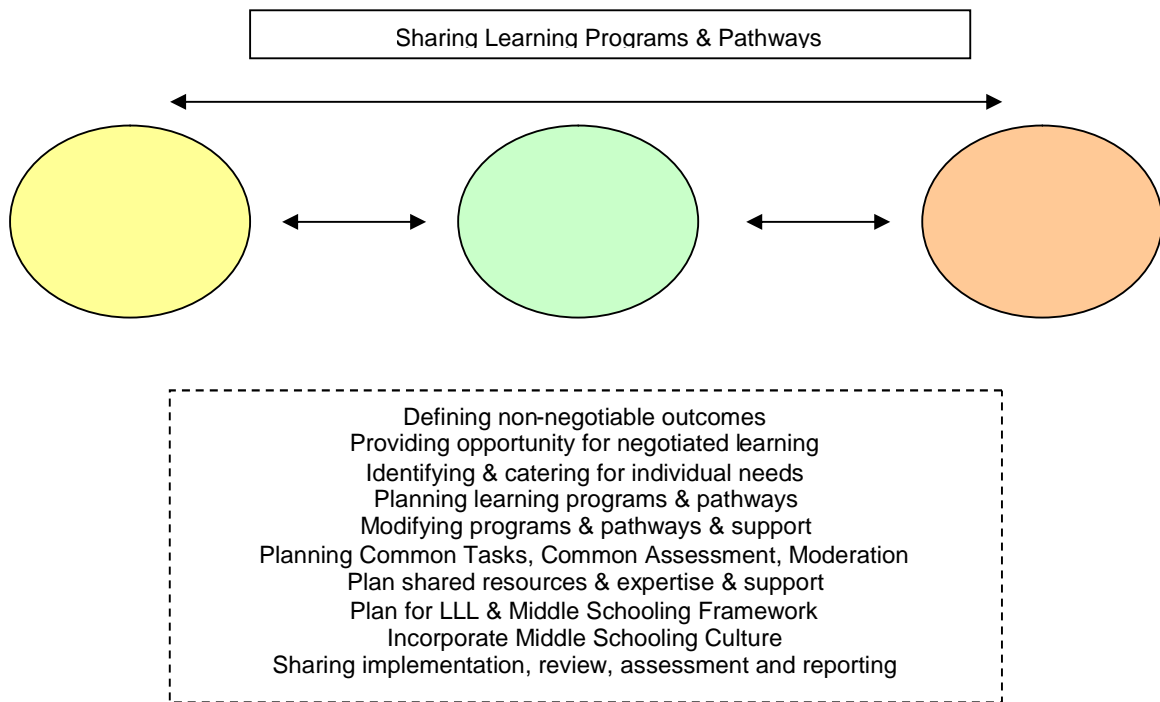
Remember: It is not the year level that is the focus, but the individual student and students, in relation to developmental outcomes within the Sub School and future transition.

COLLABORATION LINKS:

1. Whole Sub School



2. Teacher Teams/Groups



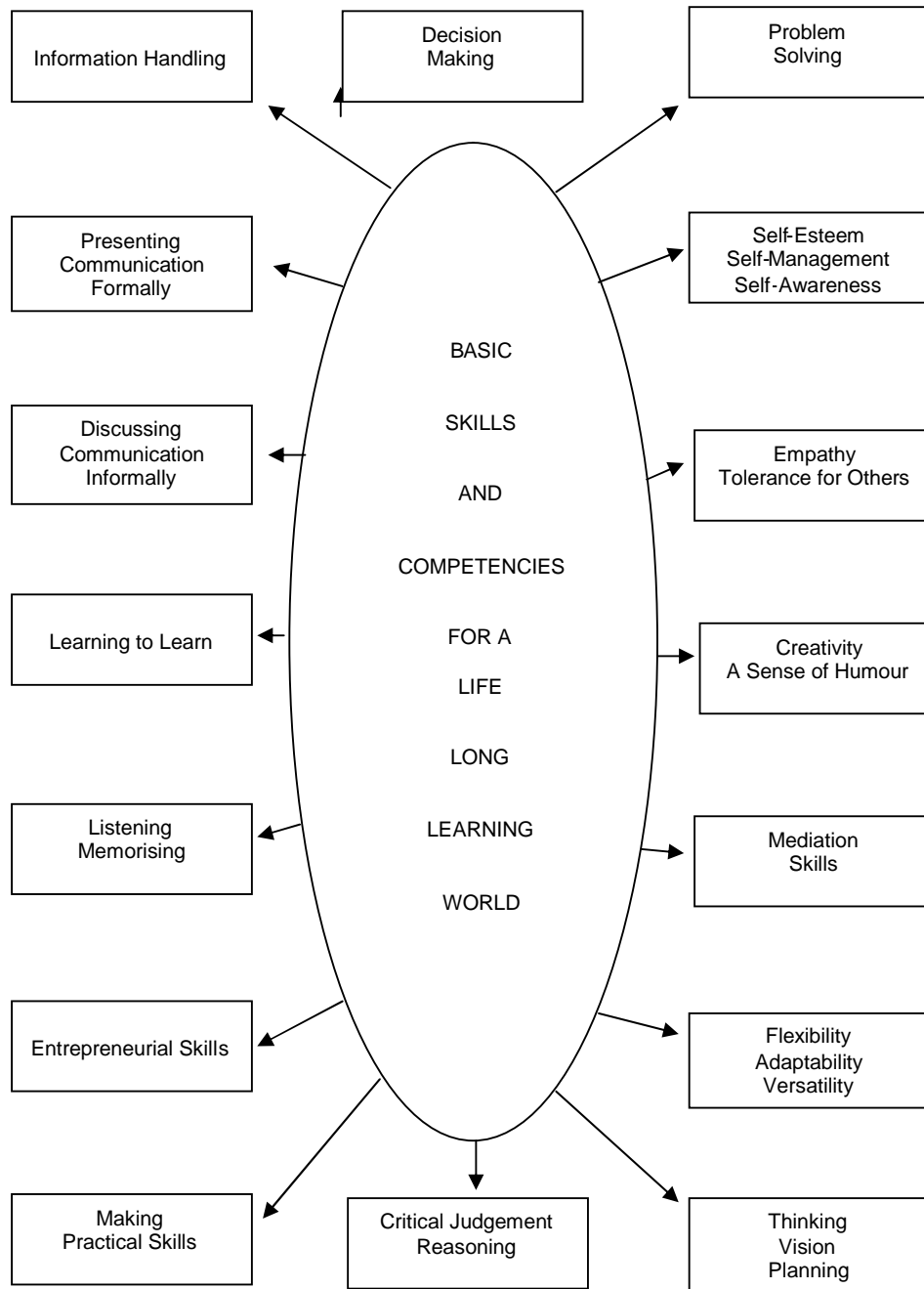
3. Individual or Group

- Thinking, planning, preparation, review, assessment etc. about implemented collaborative learning program/s and learning pathway/s
- Focusing on developmental learning, as opposed to year levels

Lifelong Learning:

For Beaumaris Primary School this means exploring what those lifelong learning skills and competencies (Diagram 1) are and how they can be developed across the sub schools, enhancing transition through the school and into later schooling and life. It means developing a framework that supports the development of well skilled and knowledgeable learners who are able to work, think and make decisions independently to maximise responsibilities and opportunities that arise.

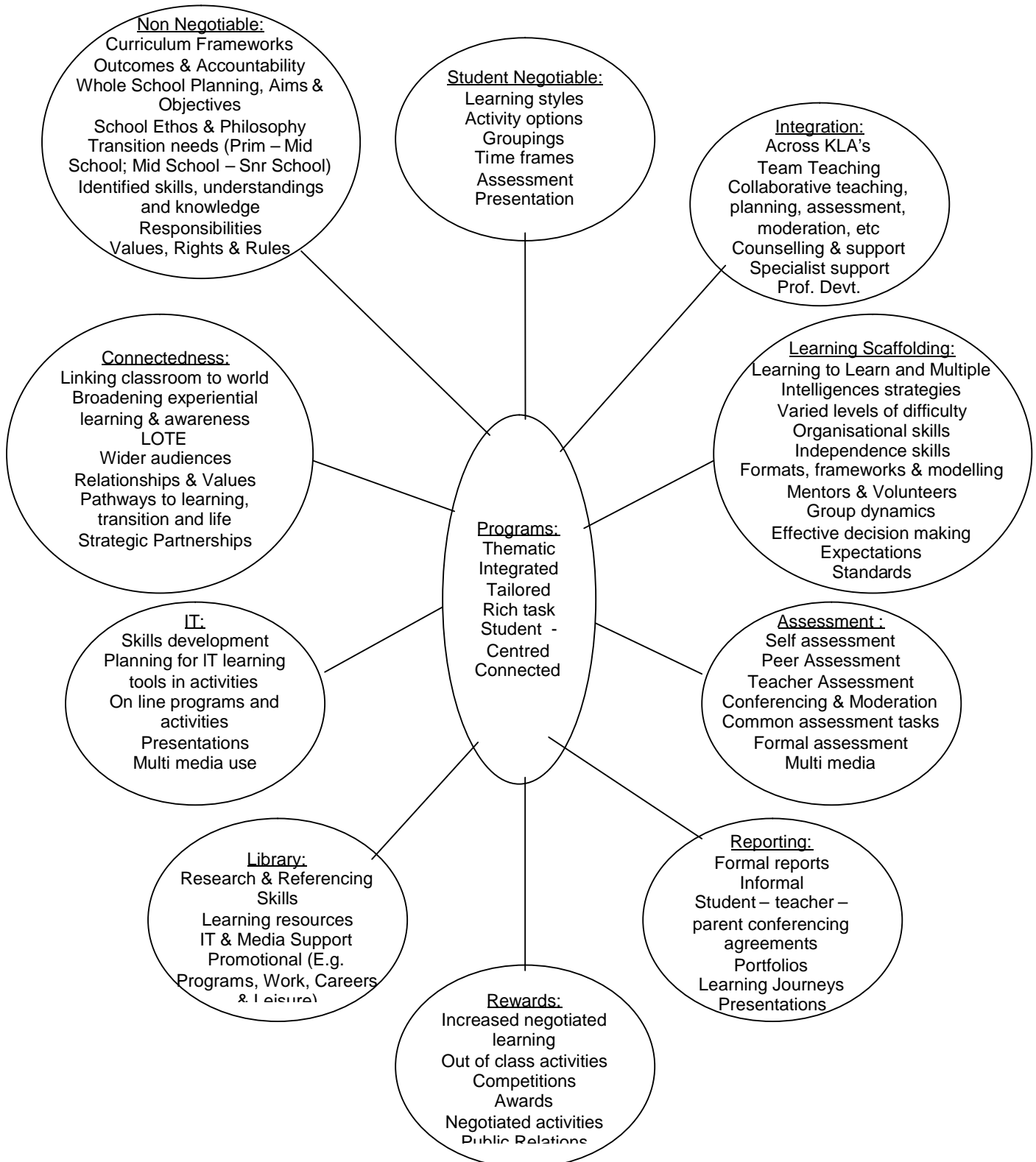
Life Long Learning Skills and Competencies Framework:



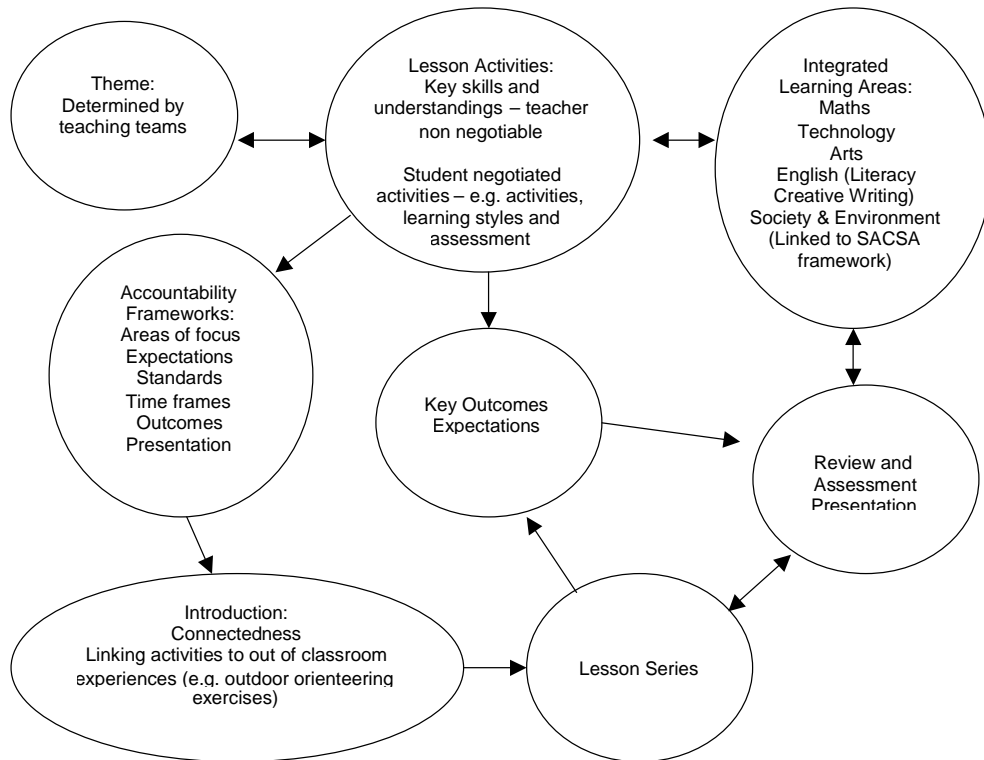
(Refer to Junior Sub School skills development overview)

Some Common Strategies In Developing Learning For Lifelong Learning (LLL):

(NOTE: Not all elements are evident in all schools, but there is commonality in many of them. The underlying theme appears to be more appropriate teaching – learning relationships, organisation and practices that promote engagement in the learning process and developing the capacity and confidence to take responsibility for individual pathways to success, whether they be personally focused, classroom focused, transition focused, career focused or life focused. The most developed examples reflect a learning journey with transitions within the primary school, from primary to middle school, from middle school to senior school and from senior school to work or tertiary, and ultimately, to a journey of life choices in the future.)



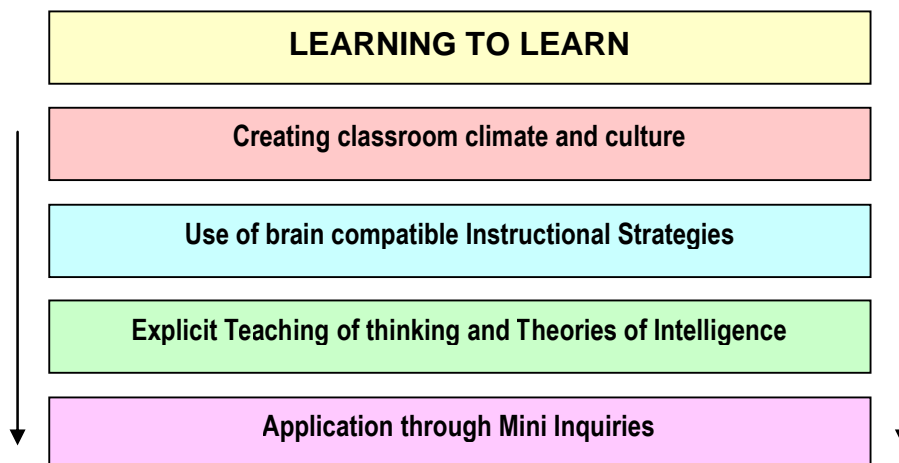
Lesson Series Planning Framework –Classroom Considerations:



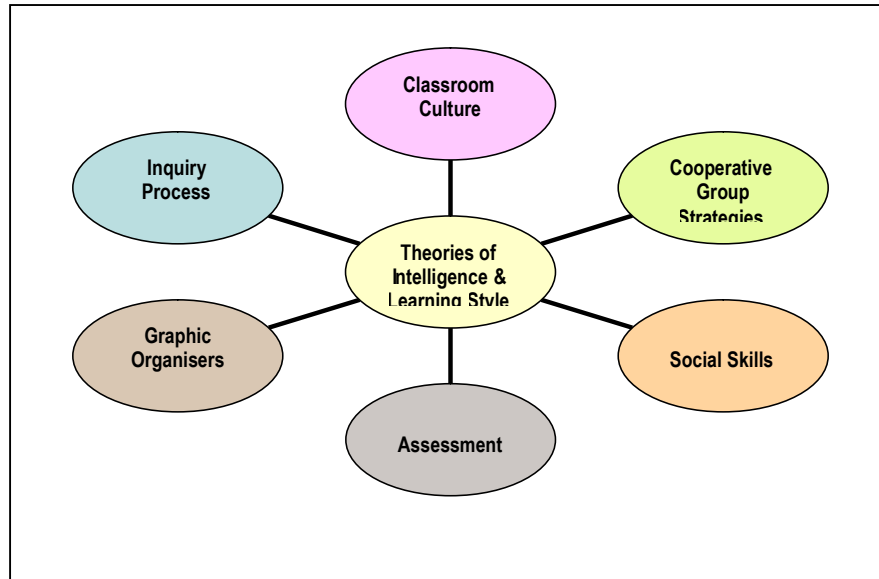
Middle Schooling Culture - Learning to Learn:

Learning to Learn is the key, the foundation upon which all other studies are built. This foundation is made up of thinking skills, research tools, recording strategies, analysis and evaluation and the concept of synthesis – doing something with learning – making a difference. All of these are used across the curriculum as a framework for instructional strategies.

Part of the challenge also requires the review and development of ‘learning to learn’ strategies that address different student learning/thinking needs and styles as effective ways to problem solving. In essence the challenge is about evolving a learning community with a thinking culture. Focus needs to be on evaluating student learning strengths and weaknesses so they are aware of and given opportunity to develop both. It involves the implementation of the whole school sequential planner, introducing students to and consolidating understandings about practices in Brain Theory, as well as Tools for: Thinking; Learning; Evaluation and Assessment; and the Inquiry Process - from Junior to Senior sub schools.



INSTRUCTIONAL STRATEGIES



Brain Theory



- The Brain and brain waves
- Multiple Intelligences
- Learning Styles
- Thinking Styles
- Music - Baroque
- Brain Gym - juggling, crossovers
- Switch ons and offs
- Brain food and water
- Colour, keywords, pictures



Tools of thinking, learning and evaluation

- Cooperative group strategies
- Social skills
- Graphic organizers
- Mindmaps
- Evaluative tools
- Criteria and rubrics



(Refer to Whole School Development Planner)

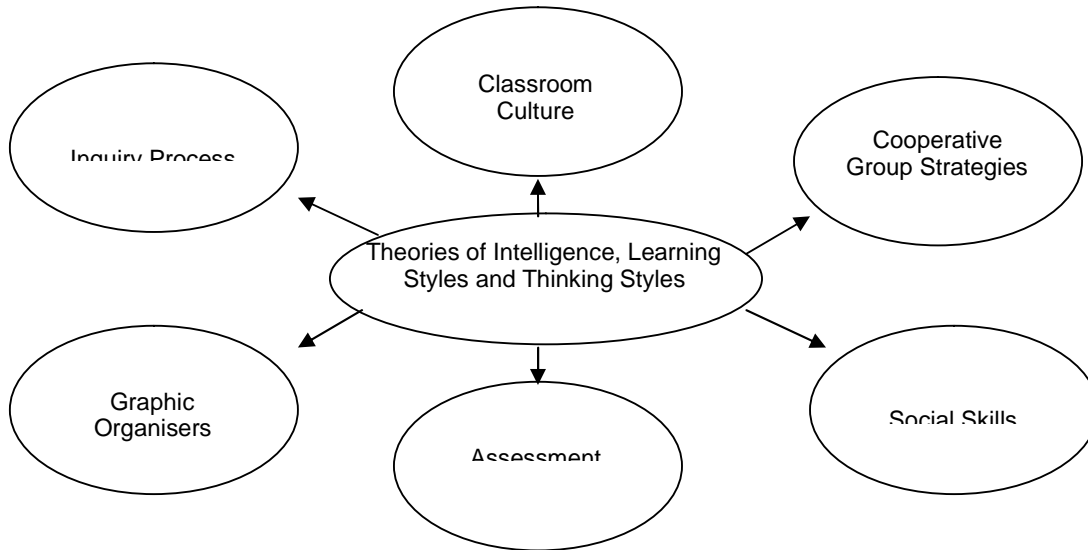
School Record Sheet – Thinking Skills - Planner

This is a whole school record of when to introduce a range of thinking skills. Each skill is **explicitly taught** and assessed within each sub school. This represents a minimal scope and sequence planner, only, as Learning to Learn skills are transitional and sub schools will likely broaden coverage as required.

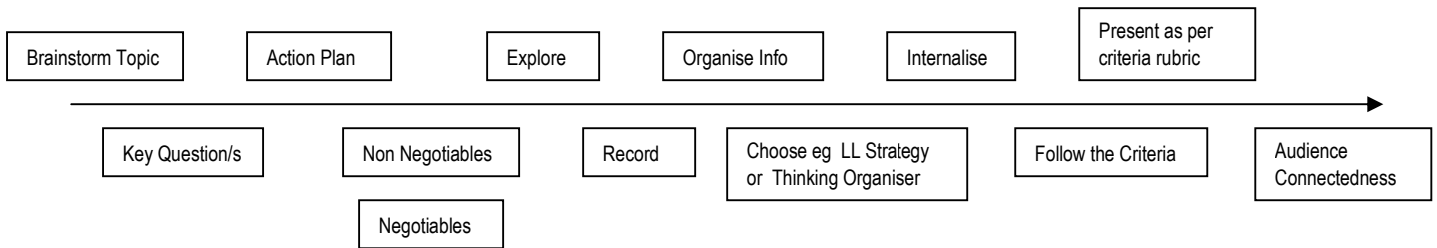
Level	JUNIOR SCHOOL	MIDDLE SCHOOL	SENIOR SCHOOL
Thinking Skills	Group Skills	Group Skills	Group Skills
Thinking Skills	Y-Chart	PMI	Question Matrix
Thinking Skills	T-Chart	Multiple Intelligence	Multiple Intelligence
Thinking Skills	KWL	KWL	Mind Mapping
Thinking Skills	Venn Diagram	Forum	Scamper, Pooch & Bar
Thinking Skills	6 Thinking Hats	6 Thinking Hats	Venn Diagrams
Thinking Skills	Brain Storming	Blooms Taxonomy	Blooms Taxonomy
Thinking Skills		Fat & Skinny Questions	Fat & Skinny Questions

(NB: Refer to the THINKING SKILLS – Beaumaris Primary handbook)

Instructional Strategies Framework:



Example of Simple Learning Pathway:



Several complexities can be developed along the pathway, leading from lower order to higher order 'rich tasks' and LLL and Learning to Learn (LL) strategies– over time.

Example Inquiry: A framework for evaluating a work project "Learning Pathway." (Link to Outcomes)

Criteria	Not Done	Satisfactory	High	Very High	Final Level	Sign
Brainstorm (LL & LLL)		Includes brainstorm	Includes brainstorm that lists what you know about topic & what you want to find out.	Includes brainstorm that lists what you know about topic & what you want to find out. Uses an association map to classify		
Key Questions (LLL)						
Action Plan (LLL)						
Explore (LLL)						
Record (LLL)		Records information that is relevant to key questions.	Records information that's relevant to key questions; uses appropriate recording tools & strategies.	Records information that's relevant to key questions; uses a variety of appropriate recording tools & strategies.		
Organise (LLL)		Has sorted information from notes using a suitable organiser. Includes some colour, key words and pictures.	Has sorted information from notes using at least two suitable organisers. Includes some colour, key words and pictures.	Has sorted information from notes using at least two suitable organisers. Includes some colour, key words and pictures. Can explain reasons for choice of organiser. Includes at least 50% colour, key words and pictures.		
Internalise (LL)		Uses mindmap to internalise & meets 's' standard on mindmap rubric.	Uses mindmap to internalise & meets 'h' standard on mindmap rubric.	Uses mindmap to internalise & meets 'v' standard on mindmap rubric.		
Presentation (LLL & LL)						