

Collegiate Visit

PHILOSOPHY

The Collegiate Visit program supports Mount Waverley North Primary School's professional learning community. It fosters collaboration among teachers and allows teachers to share ideas and expertise, while providing opportunities for collegiate discussion around teaching and learning practices. Staff are encouraged to work together and support one another within a context of positive and trusting professional relationships to continually improving the impact of classroom practise on student learning.

PURPOSE

- Encourage a shared commitment to ongoing development of practice, professional growth and individual goal setting.
- Share the professional skills and knowledge held by staff and strive for consistency in our use of 'best practice'.
- Provide peer support within a dynamic and ever-evolving teaching and learning environment.
- Provide the best possible teaching and learning environment for our students.

IMPLEMENTATION

Briefing: The teacher being observed and the individual observing must establish the following:

- Purpose of visit and teaching practices being observed
- Time and duration of visit
- Time for shared professional dialogue post-observation

Observation: Colleagues are encouraged to engage and interact with the students, but asked not to interrupt the teacher. Observations should be recorded using the DeBono Model or Evidence and Observation template provided; these observations will serve as a springboard for later discussions. All staff will enact MWNPS's Collegiate Visit Protocols

Post-Observation: Shared professional dialogue should be held as soon as possible after the observation. During the professional conversations, opportunities for both parties to share insights should be encouraged. Consider the following:

- What has been learnt from the observation experience?
- What professional goals might be established for the observer and/or teacher being observed?
- What support can be offered in obtaining these goals?

Observer is to establish a SMART goal in response to observation session. All staff will enact MWNPS's Collegiate Visit Protocols

Follow Up: The observer will take part in formal reflection within three weeks of their observation session. This reflection may take any of the following formats:

- Discussion with teacher observed
- Discussion with Principal, Assistant Principal or Leading Teacher
- Discussion with level-team member or critical friend of choice
- Observation by person observed

The observers SMART Goal is revisited and next-steps are established.

Policy Approved by:	Education Committee – School Council
Effective Date:	September 2016
Review by Date:	September 2016

Collegiate Visit Protocols

Growth mindset: Staff will approach the Collegiate Visit program with an open mind, positive attitude and intellectual honesty. They will be ready to self-reflect on their own teaching and learning practices and will remain open to growing and developing their capacities as a teacher.

Initiative: Staff will co-ordinate with the modelling teacher to confirm a suitable time for Classroom Observations and confirm the purpose of the Collegiate Visit. At all stages of the Collegiate Visit process, staff will remain flexible, understanding and professional.

Documentation: Documentation should be completed for each Collegiate Visit attended. The purpose of this documentation is to support personal and professional reflection. The method of documentation and content of this reflection must be meaningful to the individual staff member. It may be used by that staff member in support of his/her professional learning and classroom practice during the Performance Review Process.

Respect: During classroom observation, the observing teacher is asked to minimise his/her impact on the learning environment.

Trust: Feedback discussions are to be had one-on-one with staff members involved, with exceptions for teams working on common goals. These discussions are to maintain a professional focus on teaching and learning and remain confidential.

Accountability: Staff will follow through with professional learning goals identified, using the SMART goal format, to ensure continued and sustainable change.

See Appendices attached.

Evidence and Observation

Evidence	Observation What is the teacher doing to show this evidence?
e5 model is embedded to increase student understanding and build knowledge	
Differentiation/individualised learning	
Collaboration	
Critical thinking skills	
High level questioning	
Active student engagement	
Feedback/ assessment given	
Classroom organisation & climate	
Reflection: <i>(What might I take from my observations to enhance my own pedagogical practice?)</i>	

Thinking about teaching and learning

(DeBono Model)

Black

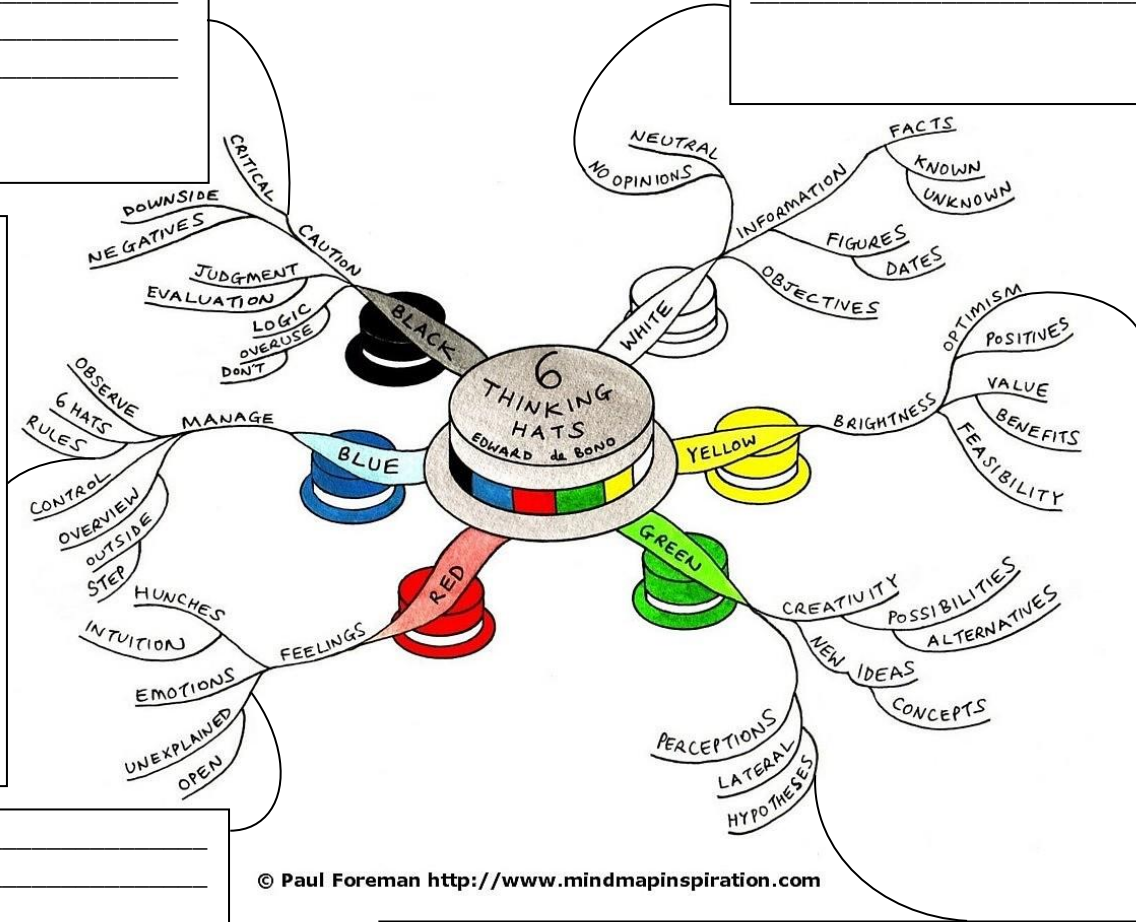
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S.M.A.R.T. Goal Setting

Specific: *What exactly will you accomplish?*

Measurable: *How will you (and others) know when you have reached your goal?*

Attainable: *Is attaining this goal realistic with effort and commitment? Do you have the resources to achieve this goal? If not, how will you get them?*

Relevant: *Why is this goal important to you? Hone in on why it matters.*

Time-bound: *When will you achieve this goal?*

Date: Goal	Obstacles/challenges & support available: