

# Collaborative Expertise: Greater Impact *by Design*

CORWIN PLC+

Corwin's *Collaborative Expertise* provides a comprehensive method of engaging educators in a cycle of learning through inquiry. This practical and evidence-based framework, developed by Douglas Fisher and Nancy Frey, supports:

- Planning and implementation in support of student learning
- Building of teacher agency over their learning
- Cycles of assessment, reflection, and decisions that lead to greater impact
- Monitoring collaborative impact on teacher and student learning

Building upon prevailing Professional Learning Communities (PLC) methodology, this framework is aimed at refreshing current collaborative structures, and helps support teachers' decision-making in the context of individual and collective efficacy, expectations, equity, and the activation of their own learning.

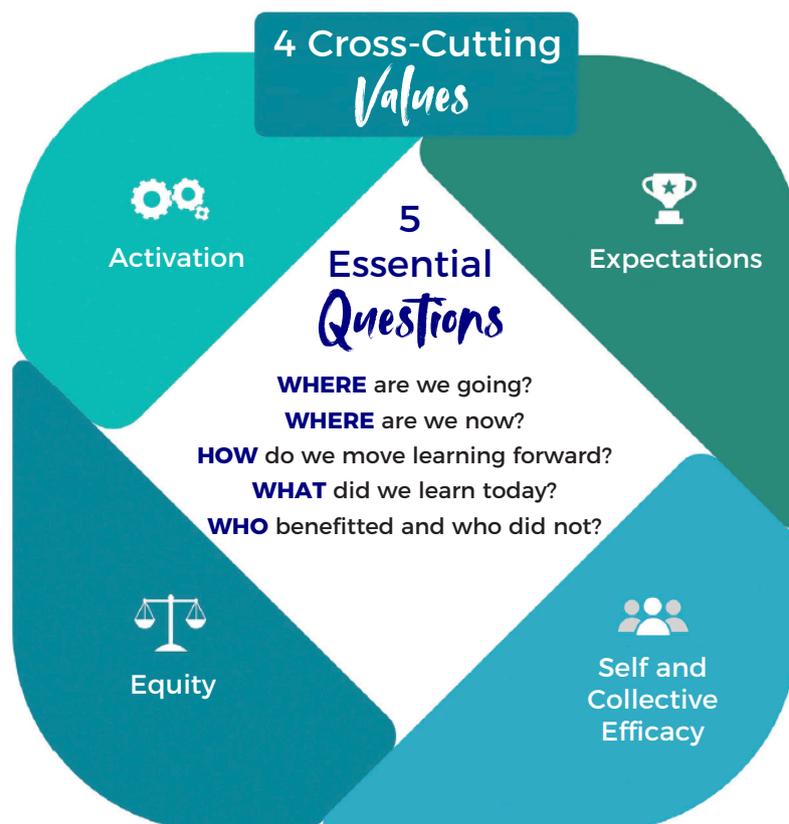
## Why? The plus is You!

PLC structures were developed with the focus of ensuring that students learn. However, keeping student learning at the forefront requires that we also recognise the vital role that you play in the equation of teaching and learning. This means that collaboration must take on two additional challenges: maximising your individual expertise, while harnessing the power of the collaborative expertise you can develop with your peers. It is critical that we go beyond the examination of student learning and examine teacher learning as well.

## Who is it for?

- Principals
- Teachers
- Deputy Principals
- Instructional Leaders

### This professional learning is based on: Five Essential Questions and Four Key Values



# What?

## Design your Professional Learning Pathway

Partner with us and tailor learning experiences to meet your contextual needs. Choose the starting point for your pathway below, design the learning journey, the depth of content, the duration and the modality.

### Foundation

#### **Purpose and status of building collaborative expertise**

Build foundational knowledge and shared understandings of high performing teams and guiding questions to drive the work

#### **Cross cutting values and opportunities to grow the team**

Explore values- equity, high expectations, individual and collective efficacy, and activation—that underpin the work of the team

#### **The Plus is YOU—Teacher credibility and efficacy**

Examine teacher credibility and teacher self-efficacy at the individual level. Frame ways to reflect on individual strengths, professional identity and goals

#### **Collective efficacy and credibility**

Build shared understandings and develop norms to govern learning together going forward

### Evidence for Action

*Where are we going?*

#### **Build teacher clarity**

Analyse standards and develop clear learning intentions and success criteria for new learning

*Where are we now?*

#### **Data collection and Analysis**

Collect and analyse data using analysis protocols

Identify a common challenge to be investigated by the team

*How do we move learning forward?*

#### **Strengthening teaching practices**

Move learning forward by:

- focusing on evidence based instructional practices
- using tools to analyse student learning experiences
- implementing different types of learning walks

*What did we learn today?*

#### **Reflecting on evidence of learning**

Build the habit of collective reflecting and expert noticing using common assessments

*Who benefitted today and who did not benefit?*

#### **Exploring teaching effectiveness**

Critically examine who did and did not make the expected learning gains as a result of instruction

### Implementation

#### **Customise and build upon the data that was gathered during the Evidence for Action phase and create further action plans**

Focus areas could include:

- effective coaching
- developing facilitating skills
- data analysis
- leadership support
- focused support on specific areas of need

# How?

This Professional Learning is facilitated through:



## FACE TO FACE

ONE OR MORE DAYS

### **OPTION 1: One School or Community of Schools**

### **OPTION 2: Small Group**

You decide on how you would like to group your participants for the day, for example Year/ Team levels, Subject areas etc.

Each small group session is a minimum of 2.5 hours. Content can be customised to the learning needs of each group



## VIRTUAL COACHING & CONSULTING

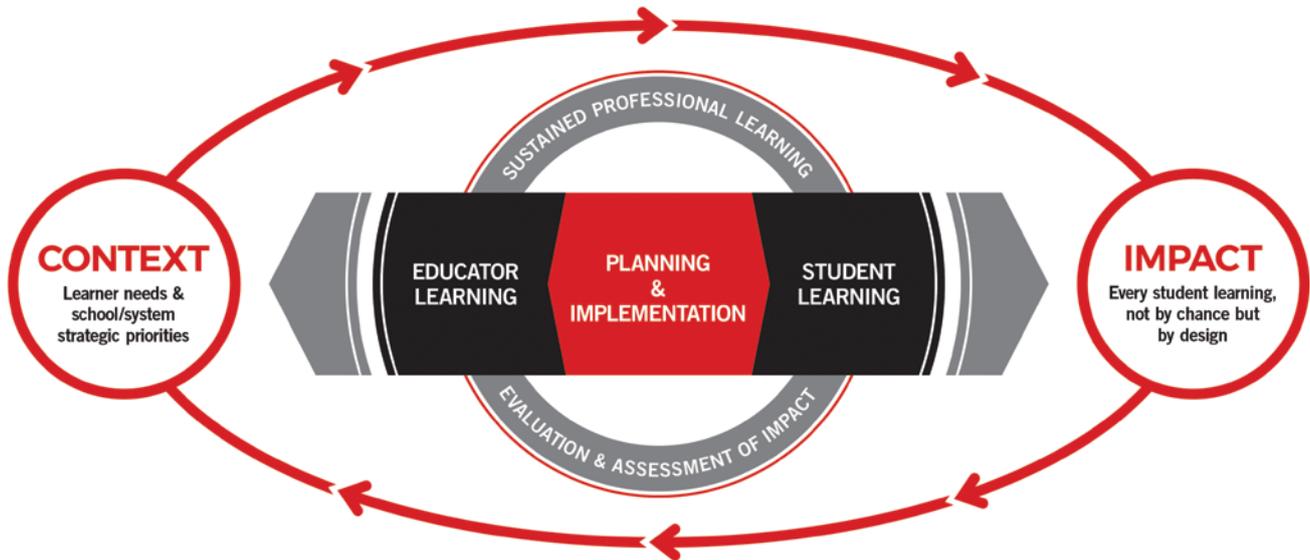
- One hour virtual session each term
- Dialogue in small groups personalised to your questions and next steps
- Facilitated by an experienced consultant to support further learning and implementation

*Get started today!*

Request pricing and PL proposals at  
[info.australia@corwin.com](mailto:info.australia@corwin.com)

# Our *Approach* to professional Learning

To achieve results, there needs to be a philosophy that intentionally guides the practices needed for those results to occur. At Corwin, we call this philosophy our **Theory of Change**.



## CONTEXT

Our first step in working with schools is to learn more about your school environment, learning culture, and strategic priorities. Our strengths-based model takes a look at what you're doing well, where there are gaps, and what type of professional learning will meet your goals. Context allows us to work collaboratively with you to build a professional learning plan customised to your school's unique needs.

## EDUCATOR LEARNING

Effective professional learning needs to be continuous and sustained. We partner with schools to establish structures where there is continuous follow-up, application, refinement, and implementation after onsite learning happens. This means educator learning is sustained and is ongoing.

## PLANNING & IMPLEMENTATION

It is essential for educators to have a structure in which to plan, apply, and implement their new or refined practices. Our PD services give educators the opportunity to collaborate with colleagues to develop the necessary skills and knowledge to deepen their understanding of deliberate practices.

## STUDENT LEARNING

We believe it's critical for educators to know how their professional learning is impacting their students — and that it's imperative that professional learning opportunities are designed around educators making sure students can see and take ownership of their own learning. Our role in this part of the process is to give educators the tools that help determine their impact and efficacy.

## IMPACT

Professional learning must make a measurable, sustained impact on student learning. We help our partners determine their impact by giving them the tools they need to see whether the new practices they've implemented are having the desired impact on educator and student learning.

## Ready to get started?

Email us at [info.australia@corwin.com](mailto:info.australia@corwin.com) and our Education Improvement Advisors will get in touch with you.