“Disruption through collaboration”

Tim Gander and Lynley Schofield
Four enabling factors were identified as important in changes to teachers’ thinking and changes to practice following the learning on the Post Grad Course.

- Opportunities to collaborate as a cohort
- Exposure to new knowledge and ideas
- Requirement to reflect on practice
- Challenged to think differently

(Bolstad & Macdonald, 2016)
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(Bolstad & Macdonald, 2016)
Research Questions

What is the impact of inter- and intra-school collaboration on teachers’ practice?

● What are the main factors that support or inhibit such collaboration?
● How does such collaboration impact on their perceptions of other schools?
● To what extent do teachers perceive that the impact of such collaboration is disruptive to teaching practice?
Method - how we collected data...

Qualitative
Case Studies
Post Grad
Voluntary
Confidential
Google +
Videos

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The Limitations

Selection bias

Studied collaboration

Interested and/or Practiced collaboration

Influenced by our own understandings

Difficult to extrapolate

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What Were The Main Factors That Supported Collaboration?

The course (being in a similar situation, assessments, content etc.) - encouraging professional conversations...

Meeting like minded people

Guided/facilitated professional discussions

Technology

Release time

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What Were The Main Factors That Inhibited Collaboration?

**Time!!!** Sometimes it is quicker to do it yourself rather than working with someone else, especially outside of your school.

**Mindset**

Scared to collaborate

Afraid to admit what I didn’t know...Comfort zone
Investing in Educational Success-Inquiry Time

“The purpose of inquiry time is to support kaiako/teachers to take time to undertake structured opportunities to access, observe, collaborate and reflect with Community of Learning kaiako/teachers across Communities and within schools.

Allocation: Is a FTTE based calculation 50 hours for every 10 FTTE, with a minimum of 50 hours per school.” (MOE, 2016, p.18)
Robinson (2016), argues that CoL’s are a catalyst for change, not the location of change itself... schools need to build trust.
Did Teachers Think That Collaboration Has Disrupted Practice?

More conversations around practice in other schools has been great for idea sharing and examples of good practice (also helped me appreciate the leadership styles at our school).

There are some totally awesome schools doing totally awesome things. It has clearly identified where our school needs to make changes. Makes me think about the bigger picture and how what we are doing vs what other schools are doing.

It's great to hear what's going on in other schools as we can tend to assume that we're all doing the same sort of work.

Yes. I have realised that even quite different subjects have similar needs.

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How Has Your Thinking Been Influenced?

- Confidence
- Empathy
- Built leadership
- Appreciation of others
- Widened views and built knowledge
- Being exposed to trying new ideas
- Sharing resources and ideas

“If you see it happening in other schools, easy to know you are on the right track”

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Cross sector collaboration is the most disruptive, but most difficult...

1) School leaders have **specific time set aside each week** to assist in collaboration,

2) **Opportunities** for collaboration should be supported - **for all**- developing empathy and trust for other professionals. (Leading from the middle-Fullan)

3) **Utilising tools** like trello and agile to become transparent

4) **Shared vision** (Design thinking = Empathy)

5) Challenge yourself by **collaborating outside your comfort zone** (Diversity)

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Further questions...

How does collaboration lead into or support leadership?

Are there different types/methods of collaboration, (eg Tairawhiti Men in Education etc. - PPTA group etc.)

Can collaboration be a negative thing, does it stop schools having their own identity, does it water it down?

For our own practice
At least one assessment should be completed collaboratively

Somehow emphasise the merits of collaborating interschools in our content, use examples of schools that have done it from our research.
Disruption through collaboration?

For teachers, collaborative professional learning can be easy because as soon as teachers commit, it works.

(Beauchamp, et al., 2014, p.49)
References


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References


Thank you
Tēnā koutou
Fa’afetaitai lava