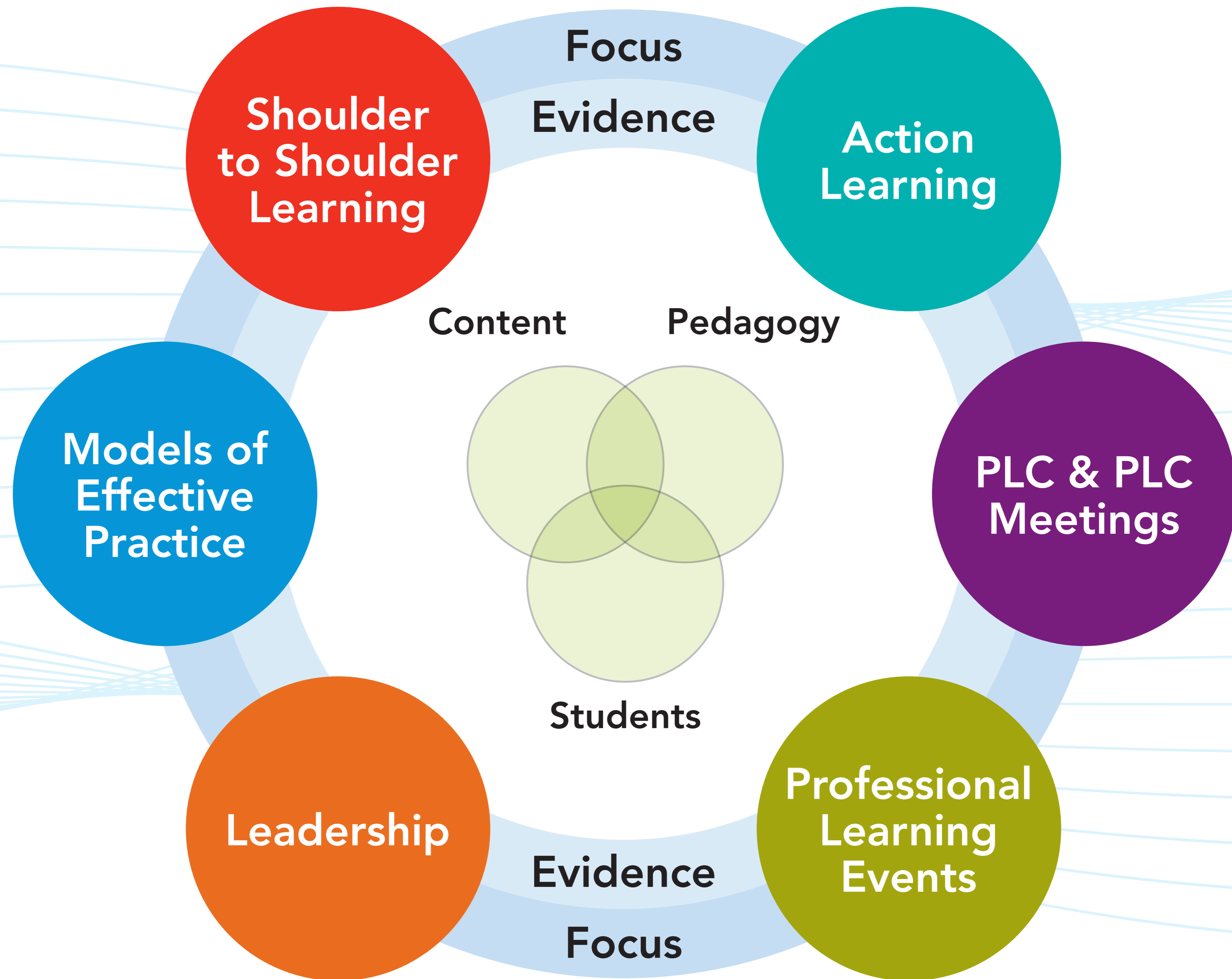


# COLLABORATIVE PROFESSIONAL LEARNING MODEL



**CATHOLIC EDUCATION**  
OFFICE OF WESTERN AUSTRALIA

# COLLABORATIVE PROFESSIONAL LEARNING IN ACTION

## PREPARING

Using knowledge of their school and their students, educators define a focus for their learning that they believe will create valuable and worthwhile improvements for their school community and in student outcomes. This focus is worded in terms of an instructional question to ensure that their focus remains where it can have the most impact: on their teaching practice.

DECISION POINT

## ENVISIONING

**Looking In** - During the early weeks of engagement at this phase, teachers take stock of existing practices and knowledge engaging in classroom explorations alongside colleagues noting exemplary practice. When complete, they have a clear understanding of what works well at the school in relation to the instructional question. This serves to ensure that exemplary practice remains part of the instructional program and celebrates the knowledge and expertise that exists within the current teaching staff.

**Looking Out** - During the later weeks of this phase, teachers consult the authoritative pedagogy in relation to the school focus in an effort to determine what can be integrated into existing practice in order to answer their instructional question. During these weeks, teachers engage in discussion and debate over educational literature, spot-trial ideas that surface and begin to fashion a complete school-based solution that will lead to improvement.

DECISION POINT

## REFINING

This phase calls for teachers to refine the original thinking, to understand the needs of teachers and students in order to ensure that the solution is appropriate for the current context. It demands that teachers become field researchers, problem-solving individually or in groups so that the solution is tried and tested. As teachers explore the proposed school-based solution, they work shoulder to shoulder, trialling, reflecting and discussing. Data is collected as pre and post-assessment of student performance so that the staff can be confident that the pedagogical change will lead to sustainable improvement in student outcomes.

At this end of the refining phase, all staff are able to articulate the new practice, are aware of the resources and support structures that will support them and have the confidence (and the data) to know that they will make a difference. At this point, the school has reached universal acceptance of and commitment to a new school-wide practice.

DECISION POINT

## EMBEDDING

The notion of embedding practice is essential for whole-school alignment and sustainability. This is a phase of focussed action, calling on staff to put their solution into practice. This phase reflects an understanding that change requires discussion, reflection and action over a period of time.

Teachers are able to articulate their current levels of knowledge and skills in relation to the new school-wide practice and determine their needs in order to participate actively in the approach. They review resourcing levels and learning environments to ensure that they have all that is required in order to implement the new practice. Adaptive and comprehensive professional support is also provided. The result of this phase is commitment to and enthusiasm for a comprehensive whole school approach to teaching and learning.

DECISION POINT

## CHECKING

At some point in the future, determined by the level of change required by the new school-wide approach, the staff engage in review processes to determine that the approach remains part of classroom practice and that there is evidence of improving student performance. As is always the case with school improvement, constant review and evaluation are scheduled at appropriate times to ensure that the improvement is effective.



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