

Teacher Collective & Collaborative Practice Improvement Plan
Timeframe of this improvement plan is from September 2018 to June 2019
The plan will be reviewed in June 2019, 2020 and 2021.

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
<p>Context</p> <p>To increase the number of teachers engaging in observation of Junior Cycle classes from 20% to 40% by June 2019</p>	<p>AfL was originally our third strand of SSE. The AfL improvement plan has been extended now to include teacher’s collective and collaborative practices. The use of AfL strategies have been embedded in our daily practice and therefore a wider focus on Domain 4 will ensure AfL is still part of the classroom practice that we value in our school but we have extended the focus to build capacity for deeper, further learning for teachers.</p> <ol style="list-style-type: none"> 1. Domain 4 – Teacher Collective/Collaborative Practice is the chosen strand of our SSE. Teacher observation is the lens through which we will aim to further embed teachers’ collaborative practice in Coláiste Bríde in 2018. 2. Provide focused CPD in Sep 2018 for teachers based on analysis of teachers’ and students’ needs identified in survey data. 3. Devise a plan to scaffold the systematic introduction of observation (see separate 	<p>Louise Ronan</p> <p>Louise Ronan</p> <p>Paula Finnegan</p>	<ol style="list-style-type: none"> 1. AfL strategies are included in our student journal. 2. AfL active teaching methodologies were delivered through a number of staff CPD sessions. 3. Teachers have attended Graham Powell and Mike Hughes to extend their knowledge. 4. Good classroom practice is shared at teach meets in our school. 5. AfL strategies when setting exams are the focus of teacher led workshops when exams are approaching. <ol style="list-style-type: none"> 1. Teacher observation process is developed in consultation with staff. 2. CPD provided (18/19, 19/20, 20/21) on teacher collaboration and observation 3. Detailed and focused plan (see separate document) devised in May 2018 and 		

	<p>document) across the whole school. This scaffold will be presented as a visual aid for all staff in September 2018.</p> <ol style="list-style-type: none"> 4. The Pineapple Chart will be relaunched and relocated to a more prominent position in the staffroom. 5. Incorporate observation time as part of the individualised CP hours 6. Carry out a survey in June 2019 to ascertain if there has been a change in practice 		<p>implemented across the following three years</p> <ol style="list-style-type: none"> 4. Two individualised Croke Park hours allocated specifically for teacher observation 5. Survey in attitudinal changes by participating teachers. 		
<p>Junior Cycle students will demonstrate an improvement in their ability to engage with the learning process from 68% to 80% with students experiencing a variety of Active Teaching Methods from 24% to 50% by June 2019</p>	<ol style="list-style-type: none"> 1. Provide focused CPD time on Active Teaching Methods and differentiation to meet the learning needs of our students. 2. To run workshops once a month on different Active Teaching Strategies 3. Create specific observation sheets that cater to the different learning needs of students in the class as reflected in the use of various Active Teaching Strategies 4. Include both a 'reflection' and 'feed forward' element to the observation sheet. 	<p>Rebecca Conlon</p> <p>Claire Comerford</p> <p>Louise Ronan</p> <p>Paula Finnegan</p>	<ol style="list-style-type: none"> 1. Part of the beginning of year CPD recaps on material from a previous differentiation workshop as well as on Active Teaching Methods in the Junior Cycle 2. Staff CPD on Active Teaching Methods continues throughout the year 3. Specific observation sheets in relation to differentiation/ Active Teaching Methods are created, completed, compiled and saved in an online format. 4. On each observation form, there is space for a new implementation strategy. 		