

Collaborative Practice for Teacher Development

- Develops an awareness of what good teaching is.
- Develops reflective, critical analysis of teachers' own teaching and that of others.
- Raises teachers' awareness of different pedagogical strategies and develops their ability to evaluate these methods in a constructive way.
- Encourages all teachers in a department/school to collaborate in supporting and learning from each other, and to regard problems as difficulties to be overcome, not as barriers to development
- Develops personal skills in being able to give and take constructive criticisms without causing or taking offence, rather seeing it as a means to professional learning.
- Encourages creativity, a willingness to take risks, try out new ideas and to share these experiences with colleagues.
- Quickly exposes to the whole department (or staff in a primary school) where further support or specific training is needed (e.g. planning, mathematics subject knowledge, classroom management, pedagogy, use of ICT, etc.) and places the responsibility for providing that support with the department (school). There might also be agreement that external expertise is needed to train the whole department (school).
- Allows teachers to become aware of what is being taught in earlier and later years and in what way, so that they understand the importance of their own role in their pupils' mathematical development.
- Encourages consistency of approach and standards across all years.
- Allows teachers to get to know pupils who are not in their own class and to become aware of their talents or problems.
- It is regular and ongoing, so that small improvements made in the quality of teaching and learning are embedded and built on.
- Creates a test bed and forum for trialling and evaluating new ideas, resources, teaching methods, equipment, etc.
- Involves teachers in their own professional development for the benefit of the whole school.
- Provides the opportunity for collaboration with other subject departments and schools as teachers can participate in other collaborative practice sessions beyond their own group of colleagues.