As previously mentioned in the Newsletter Moriac Primary School applied, and were accepted into a Department of Education funded Team Teaching Action Research Project led by Deakin University. We were one of ten fortunate schools to be accepted of the 80 schools that applied.

We have been on a journey of collaborative teaching now for a number of years with various models in place, most being very successful. These are the models we are hoping to replicate and research in greater detail. We hope that students and parents are currently seeing these models in place throughout the school. We have received excellent feedback on the way in which the school and year levels are currently running.

Our action research question is:

**How do we develop a consistent and sustainable model of team teaching which is embedded into the school culture?**

Beneath this we have a number of sub questions however we are focussing on the 5C’s – **Collaboration, Consistency, Clarity, Communication & Classroom Dynamics.**

**Aim:**

*To develop a clear collaborative (team teaching) framework for Moriac Primary School, ensuring a consistent teaching and learning model for the students so they can achieve the best possible learning outcomes across the curriculum.*

Our aim is for all students to experience a consistent model of teaching throughout the school to allow them to achieve the best possible learning outcomes. We already work hard to achieve this however the key words are **CULTURE** and **CONSISTENCY.**

We began the journey with students and teachers developing our trademark (which we have already had for a number of years – **MORIAC UNITED – Exceptional, Respectful, Responsible**) and breaking this down to reflect on what this actually means. From this we redeveloped the Moriac Relationships and Behaviour Triangle (see attachment). There have been a lot of steps along the way for teachers over a number of years, including whole school planning documents, planning time together, a great deal of professional development and professional readings and working in flexible learning spaces. This year allows us to gather all the previous learnings and create a consistent approach which will be embedded into the school culture.

One of the reasons we also wanted to be involved in this project was to prepare the school for the move into our new buildings. In the planning design we have been concentrating on creating truly flexible learning spaces – these are spaces that can be closed to small areas of learning, open spaces to
accommodate more students and a mixture of both. We have had staff and school council members as part of the process and we will hopefully be sharing these designs with the community shortly. We are very excited by the plans and keeping with our models of collaborative teaching want to reflect true flexible learning spaces. James Deans, the architect, stated to us that no other school has been as innovative with their flexible learning spaces in an effort to allow for true flexible learning spaces.

We will be providing the community with more information regarding this project later in the year however to give you an idea of what is included please see below.

**This project includes:**

- Surveying parents and students (as was undertaken earlier in the year via the website and Sentral);
- Undertaking professional readings and research around the benefits of team teaching;
- Team Teaching Action Research Team (Steve, Suz, Ben & Mikhala) involved in five professional learning days in Melbourne, having a member of the Deakin University staff visit us fortnightly to work through the project, work closely with our own staff and create a presentation of our findings to the Department of Education;
- Teachers classroom movement, interaction and student learning being recorded and reflected upon by the teams and then with a member of the Team Teaching Action Research team;
- The Action research team undertaking four school tours, including one at Moriac Primary School and meetings with other schools undertaking the project;
- Professional development by outside sources around culture, leading teams and professional feedback to improve student learning;
- Undertaking a review of current curriculum documents;
- Comparing and contrasting current models to ensure a flow for the students throughout the school.

There are many other aspects that we are also working through.

We hope this gives you a basic overview of our project and how we are continually striving to ensure that we are developing the best possible learning environment for your children.

Please come and speak to a member of the Action Research Team if you have any further questions.

*Suzanne Prendergast, Ben Raidme, Mikhala Vawdrey and Steve Durkin*