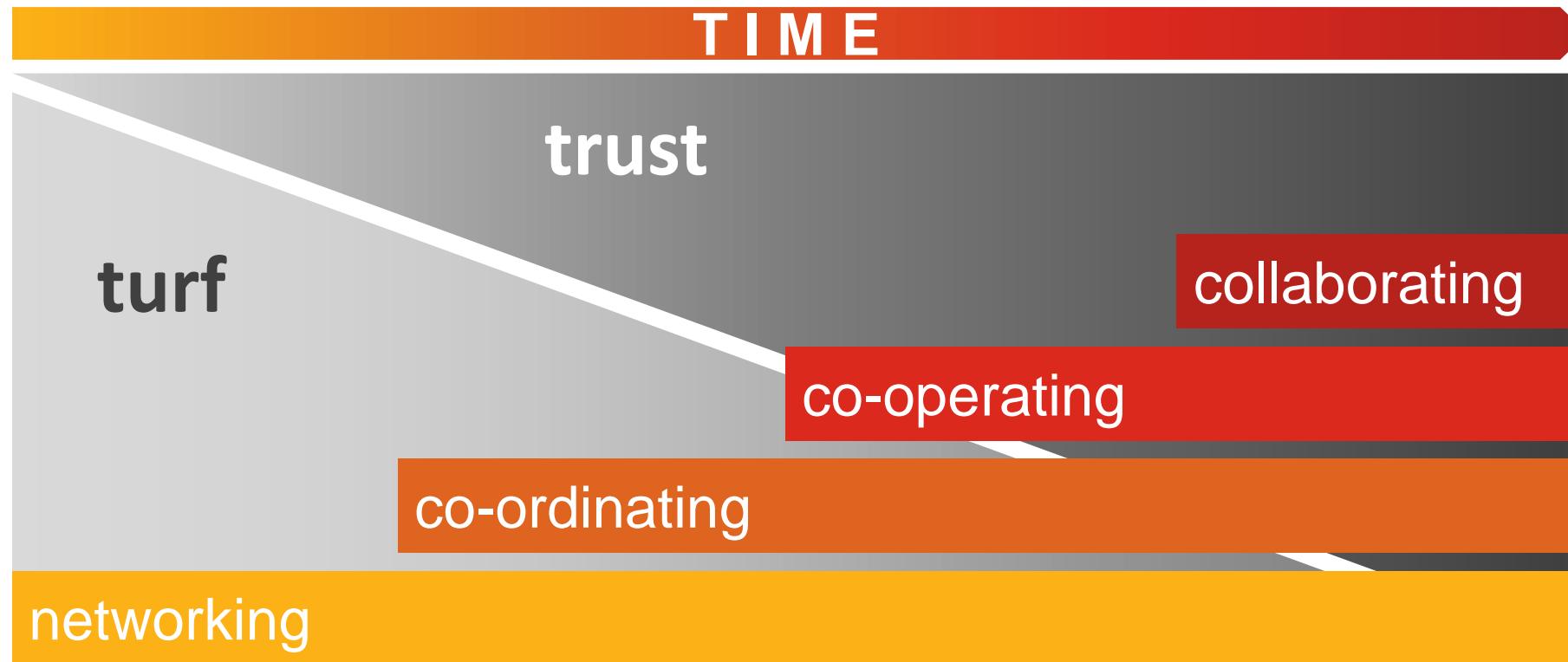


Learning Support Delivery Model:

# A model of collaborative practice



- The diagram shows the shift from **turf** to **trust**. These key elements influence how people work together.
- **Turf** refers to the extent to which people maintain focus on their own profession, service, ways of working, or model of practice. To relinquish turf protection and build a culture of **trust** requires ongoing relationship building, inter-professional appreciation, and shared goal setting. Where high trust is evident there is a focus on learning together with new ideas and solutions enhanced through shared resources. This occurs over time and through deliberate planning and activities.
- Depending on how much they can manage time, turf and trust, individuals, teams and organisations will engage in collaborations of different complexity and commitment.

Networking	Co-ordinating	Co-operating	Collaborating
Exchanging information for mutual benefit. This is easy to do; it requires low initial level of trust, limited time availability and no sharing of turf.	Exchanging information and altering program activities for mutual benefit and to achieve a common purpose. Requires more organisational involvement than networking, higher level of trust and some access to turf.	Exchanging information, altering activities and sharing resources for mutual benefit and to achieve a common purpose. Increased organisational commitment, may involve written agreements, shared resources, can involve human, financial and technical contributions. Requires a substantial amount of time, high level of trust and significant sharing of turf.	Exchanging information, altering activities, sharing resources and enhancing each other's capacity for mutual benefit and to achieve a common goal. The qualitative difference to co-operating is that organisations and individuals are willing to learn from each other to become better at what they do. It means sharing risks, responsibilities and rewards. It requires a substantial time commitment, very high level of trust, and sharing turf.



# Continuum of collaboration



## Collaborating:

Exchanging information, altering activities, sharing resources and enhancing each other's capacity for mutual benefit and to achieve a common goal.

What does working in a collaborative way look like for us – our practices and activities?

Where are we now on the continuum?

What will be the benefits?

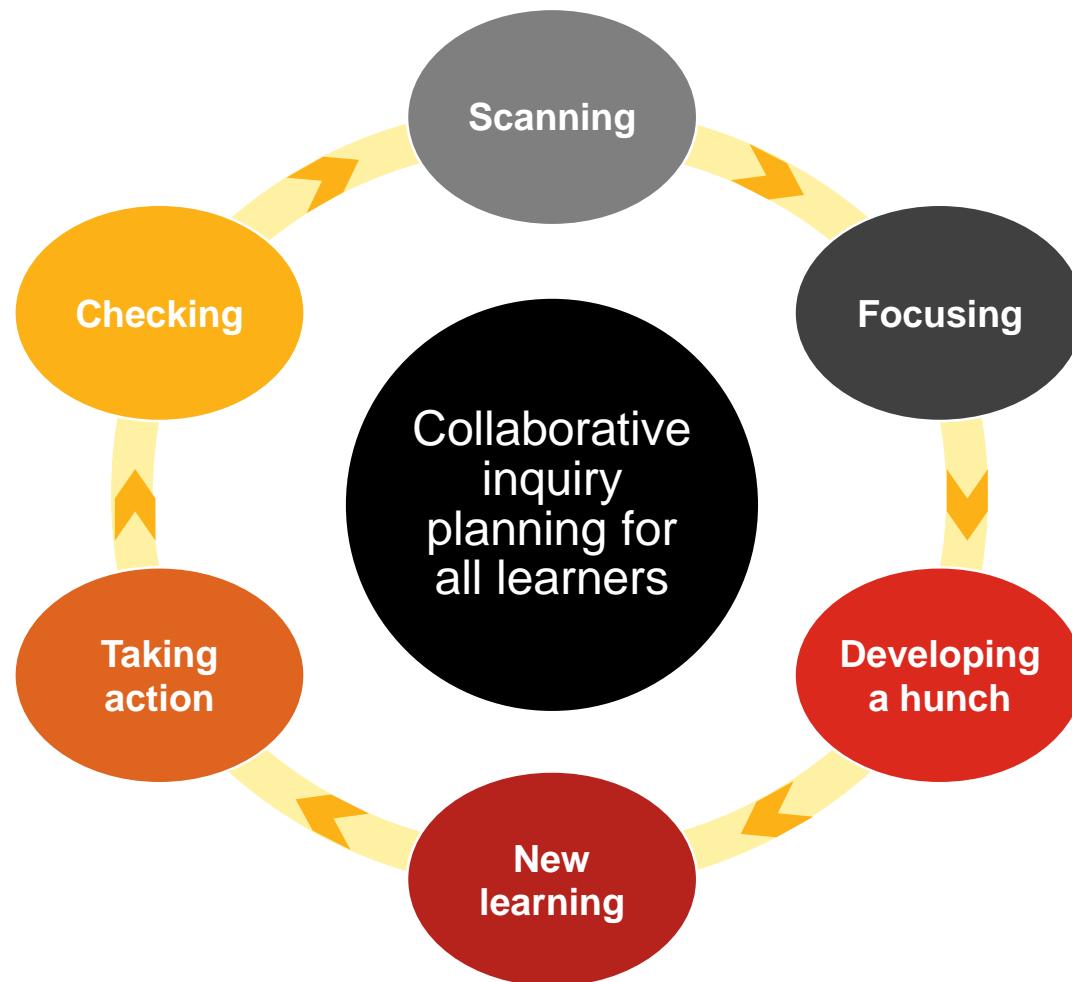
How do we know that?

What might be some challenges and barriers?

**Actions to shift us along the continuum .....**



# A collaborative inquiry process



## 1: Scanning

**What is going on for our learners? What is happening here?**

- Who are the children & young people who have additional learning support needs?
- What is the nature of these needs?
- Who are the children and young people who are marginalised within education?
- What do our learners & their parents say about support?
- Data sources include demographic data, school level data e.g. learning support register, surveys, scan of effective environments, data from providers.
- **Note:** *don't assume what the problem is.*

## 3: Developing a hunch

**How are WE contributing to the situation?**

- How can we test these ideas?
- Use of data - school level data and data to identify the assumptions and ideas that contribute to the situation.
- **Note:** *hunches are ideas and assumptions about what is leading to the situation that you want to change. They are often incomplete or wrong. The challenge is to test if they are really what is leading to the current situation.*

## 5: Taking action

**What can we do differently to make enough of a difference?**

- How can we turn new learning into new practices?
- How can we build in opportunities for dialogue, observation and reflection, opportunities to try and try again?
- What will/do we notice?
- **Note:** *taking action is a way to deepen learning. It is informed, focused and team led. Change policies as a result of changed practices.*

## 2: Focusing

**Where will concentrating our energies make the most difference?**

- How are the additional learning support needs of children and young people, parents and educators currently supported?
- What data do we have to tell us what is working?
- Data sources include student learning data, programme data, outcome data, student feedback, parent, and education feedback.
- **Note:** *less equals more, focused and deep rather than scattered and superficial.*

## 4: New learning

**How & where will we learn about what to do?**

- How can we design opportunities to learn to support shared actions?
- What are children and young people and their parents telling us?
- How can we develop adaptive expertise?
- **Note:** *growth mind-sets are important. Student feedback is a very powerful tool for learning. Leadership to support new learning is important.*

## 6: Checking

**Have we made enough of a difference for all our children and young people?**

- What do students tell us?
- What do parents tell us?
- What does the data tell us?
- What are the outcomes for groups who are marginalised?
- Data - go back to earlier data sources.
- **Note:** *-checking is essential, find appropriate tools, check impact for marginalised groups.*