

# Spotlight on collaboration

Last week middle leaders across the Trust met as a group for the first of our “RAISE Together” sessions. These events serve as an opportunity for us to come together as professional learning communities in order to share best practice and learn from one another. Inspired by the quote, “Individually we are one drop; but together we are an ocean,” by Ryunosuke Satoro, RAISE Together recognises that the collective wisdom of teachers has the potential to create a transformative impact on student learning. When we come together to share ideas, experiences, and strategies, we create a vibrant ecosystem of knowledge that benefits not only ourselves but most importantly our students. The sessions across the year will follow three core themes: **Implementation - Innovation - Impact**. Read on to hear more from teachers who are involved.

*“Working collaboratively across the Trust will be particularly beneficial in supporting the development of continuous progression from Year R to Year 11. In English, it means we will be able to ensure expectations are comparative as children move from KS2 to KS3 and that transition is not solely based on end of Year 6 summative assessment. We hope that children will feel ready to step into secondary school with the necessary Writing, Spelling and Grammar skills to access the KS3 curriculum well. KS3 staff will be able to develop wider understanding of what children achieve by the end of primary school, and will also be able to support us in ensuring depth within subject knowledge at primary level. We will be able to work together to embed strategies to support attainment in English, and create a cohesive journey from primary to secondary school.”*

*“Collaboration across the Trust's science departments is crucial because it ensures a strong foundation is established at the primary level, which can then be effectively built upon at secondary school. We are facilitating this through learning walks to embed consistent practical expectations and safety standards from primary to secondary. Furthermore, the collaborative sharing of resources—including enrichment like the Moon Rocks and STEM fair activities, as well as*

*Year 11 intervention materials, prevents colleagues from unnecessarily reinventing the wheel, saving significant valuable time and ensures students have similar opportunities.”*

*“Collaboration between the schools across the trust on KS2 to KS3 transition will be hugely beneficial for the Maths departments across all 3 schools. By working together, we hope to create a more coherent and supportive student transition. This work will provide Maths departments at both schools with a much clearer understanding of students' starting points after primary school, allowing for more accurate initial assessments and the immediate implementation of targeted support or extension work. Crucially, this consistent approach will also help support student wellbeing; a more familiar and predictable mathematical journey can significantly reduce the anxiety often associated with moving to secondary school, helping students feel more confident and secure as they adapt to their new environment.”*

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RAISE Together on our  
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[www.raiseeducationtrust.org](http://www.raiseeducationtrust.org)



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## Why collaborate? What the research says:

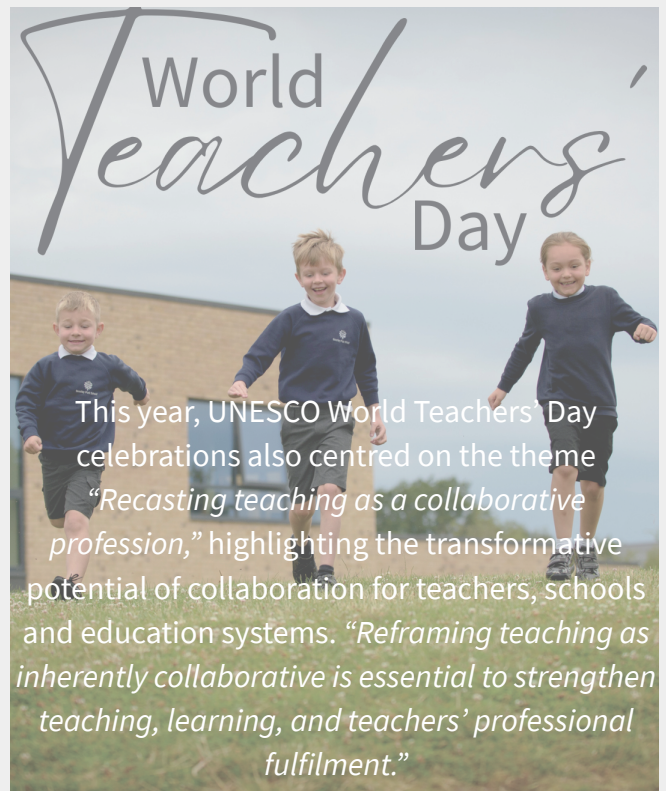
Research, including the Teacher Development Trust's paper 'A culture of Improvement', identifies collaboration as one of the key working conditions most closely linked to positive student outcomes. Studies suggest that teachers in supportive professional environments improve their effectiveness more rapidly over time. This involves setting aside time for teachers to jointly examine student data, plan and refine their curricula and lessons, and work together on assessment moderation—all of which positively influence student achievement.

Below is an interesting excerpt taken from an article written by Louise Stoll, Alma Harris and Graham Handscomb for the National College of School Leadership (page 7):

*Learning effectively with and from other professionals is reinforced in the literature as a powerful component of effective professional learning. Purposeful collaboration between peers is also a feature of how the world's greatest school systems improved from already being great to becoming excellent (Mourshed, Chijioki & Barber, 2010). Teachers value learning with other teachers (Day et al, 2007), and many teachers involved in focused collaborative professional development subsequently change or substantially develop aspects of their teaching which improves their pupils' learning. Other outcomes for teachers are greater self-confidence and belief in their ability to make a difference to pupils' learning, more enthusiasm for collaborative working and being observed and receiving feedback, and greater commitment to changing their practice and trying new strategies (Cordingley et al, 2003).*

You can read more [here](#):

To find out more about Professional Development within the Trust visit our website  
[www.raiseeducationtrust.org](http://www.raiseeducationtrust.org)



This year, UNESCO World Teachers' Day celebrations also centred on the theme "Recasting teaching as a collaborative profession," highlighting the transformative potential of collaboration for teachers, schools and education systems. "Reframing teaching as inherently collaborative is essential to strengthen teaching, learning, and teachers' professional fulfilment."



Collaboration now features throughout the new Ofsted Inspection Toolkit released in November and highlights the need for purposeful collaboration:

*"...having a coherent professional learning programme for all staff that is rooted in a culture of purposeful collaboration, focuses on building collective expertise and enables expert teaching across all subjects and phases."*