

Working Together to Build Practices

Teaching can be a solitary act. It takes time to meet with other educators to discuss teaching and learning, and we all know how little time remains after a full day of classes, a lunch meeting, and a briefcase of marking. Discussions with other educators around teaching and learning do not, however, rob us of time. They sustain us; they make more valuable the time we spend teaching.

Each of us has arrived at this conclusion: collaboration is necessary to our survival as teachers. We share our struggles and listen to concerns. Simply knowing we'll be spending time with people who have similar questions and tensions provides support. We value connecting with one another—together we create a place where we can relax, maybe complain a bit, and then move on to restorative conversation and work.

The four of us have worked and continue to work with many different groups of educators. Our collaboration as a group of four is enriched by the work we do with others, including those in the original district study group where we met. Cross-pollination occurs through the myriad interactions we have with students, colleagues, and mentors. Talking together encourages us to explain why we do what we do; we become more informed when we collaborate. We can confidently take this knowledge and articulation into our work with others.

Collaboration can have a significant positive impact on the learning in our classrooms and schools.

Finding Ways to Work Together

Although we have had some successful collaborative experiences, these tended to be project-based, and we wanted to have a sustained collaborative community despite the fact that we all worked at different sites. Our individual desires to investigate two or three topics in depth led us to the realization that we needed to meet regularly to have the space and time to share, discuss, create, problem-solve, and plan together. We needed a way to delve deeply into the issues and practices that mattered to us the most, to see the bigger structures across the year and reporting periods, across our philosophies and styles.

Over the last five years, we have met together regularly to discuss a variety of topics, including literature for both ourselves and our students, relevant professional resources, and big ideas and issues related to teaching and education. Our collaborative inquiry is driven by our desire to improve classroom practice. Therefore what is discussed is also linked to the realities of our classrooms, our students, and our practice. Perhaps the most holistic or integrated activity we do is plan units together, which we adapt to the different grades and students we teach. We wrestle with theory and practice; this work propels us forward and

Working together helps us be more reflective, responsive, adaptive, and intentional. It helps us to engage deeply in our practice. When everyone knows why we are doing what we are doing, both in our classrooms with our students and in our planning, our work becomes more refined and purposeful, our actions more aligned with our goals. We see more success.

Pulling Together Integrating Inquiry Assessment And Instruction In Todays English Classroom

**Carla C. Johnson, Margaret J. Mohr-
Schroeder, Tamara J. Moore, Lyn D.
English**

Pulling Together Integrating Inquiry Assessment And Instruction In Today's English Classroom:

Pulling Together Leyton Schnellert, Mehjabeen Datto, Krista Ediger, Joanne Panas, 2009 Four dedicated educators pull in the current big ideas in teaching formative assessment backward design inquiry learning strategic teaching metacognition and put them together in a way that makes sense Pulling Together shows how this collaborative process is reflected in all aspects of the literacy learning process from unit planning to the inquiry process to linking assessment to responsive lesson design The book explores working together with students to develop and explore essential ideas and practices including responsive teaching and assessment reading as a personalized and meaningful experience and critical literacy Complete with diagrams graphic organizers classroom examples assessment tools and lists of core understandings this timely guide presents a comprehensive answer to the big questions about teaching English language arts *Methods of Research on Teaching the English Language Arts* James Flood, Diane Lapp, James R. Squire, Julie Jensen, 2005-01-15 This text makes available in a concise format the chapters comprising the research methodology section of the Handbook of Research on Teaching the English Language Arts Second Edition An introduction designed to give K 12 teachers an understanding of the basic categories and functions of research in teaching is followed by chapters addressing teacher professionalism and the rise of multiple literacies empirical research longitudinal studies case studies ethnography teacher research teacher inquiry into literacy social justice and power synthesis research fictive representation and contemporary methodological issues and future direction in research on the teaching of English *Methods of Research on Teaching the English Language Arts* is well suited for use in upper level undergraduate and graduate level literacy research methods courses **Student Diversity, 3rd Edition** Faye Brownlie, Catherine Feniak, Leyton Schnellert, 2016-10-14 From ice breaking activities to ways to meet specific expectations in all areas of the curriculum teachers will discover practical strategies and organizational frameworks that will help them to reach all students Whether you're searching for new ways to inspire students with different learning styles celebrate the abilities of the physically challenged or boost the skills of those learning English for the first time Student Diversity has what you need to meet and defeat the wide variety of challenges in today's classroom Packed with examples of student work and reproducible worksheets this book will help to smooth the daily path of beginning and experienced teachers alike **Handbook of Research on STEM Education** Carla C. Johnson, Margaret J. Mohr-Schroeder, Tamara J. Moore, Lyn D. English, 2020-04-27 The Handbook of Research on STEM Education represents a groundbreaking and comprehensive synthesis of research and presentation of policy within the realm of science technology engineering and mathematics STEM education What distinguishes this Handbook from others is the nature of integration of the disciplines that is the founding premise for the work all chapters in this book speak directly to the integration of STEM rather than discussion of research within the individual content areas The Handbook of Research on STEM Education explores the most pressing areas of STEM within an international context Divided into six sections the authors cover topics

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Educational Research and Innovation Languages in a Global World Learning for Better Cultural Understanding OECD,2012-04-24 This book examines the links between globalisation and the way we teach and learn languages

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