



# St. Martin de Porres School

Avondale Heights

## TEAM PROTOCOLS

*The staff of St. Martin de Porres commit to becoming a high performing team in a high performing school by :*

- ◆ **Acting out of a common vision, shared views on how they will work together and shared views on learning and teaching.**
  - We will value equally each others' opinions, beliefs and ideas about learning.
  - Practices agreed by the Team will be applied by all members of the Team.
  - Team member exclusion will not be acceptable.
  - The weekly classroom timetable will be shared with LSOs.
  - Communication will be timely and given diplomatically.
  - Leadership Team facilitation will at all times reflect commitment to the ten protocols identified here and that of the school's Vision, Learning and Teaching Policy statement, Learning and Teaching Cycle and related policy statements.
- ◆ **Sharing the leadership load and encourage others to take and exercise leadership responsibilities.**
  - All team members are leaders, and as such will all have a responsibility to lead learning.
  - No team member will dominate the Team's decision making.
  - Planning will be a shared responsibility to ensure planners are completed in advance of the learning cycle.
- ◆ **Sharing the responsibility for the performance of its team and for the performance of its students.**
  - All members of a Team will be jointly responsible for all students in their area.
  - No team member will leave Team planning without the expressed permission of the Team.
  - Formal and informal moderation of student work will be facilitated each Term.
- ◆ **Encouraging and supporting high levels of collegiality, support and collaboration.**
  - The true measure of Team effectiveness comes with the team's internal supports at times of pressure, stress and anxiety.
  - Team members will develop a knowledge and understanding of their team (e.g. DISC) – how they think, what they feel , how they like to work.
  - Teacher team members will ensure their allocated LSO has a weekly or fortnightly, formal plan of student focussed learning tasks they collaboratively plan.
  - Team members will promptly attend to and hopefully resolve any conflict arising in the team.
- ◆ **Experiencing a culture of mutual support, respect and trust.**
  - Team members will acknowledge differing levels of knowledge, skill and experience in their team and support each other in their growth as teachers and support staff.
  - When a team member is absent, that team member will provide their team with instructions/directions for the day or days they are not present.
  - All team members will trust that others are going to help – enable rather than disable.
  - All team members will be open to and respecting of, differing viewpoints and ideas, without judgment.

- ◆ **Knowing, understanding and accepting their roles and those of team members.**
  - Team members will know and understand their own strengths and the strengths of their team members.
  - Team members will know and understand the uniqueness of each team member.
  - In knowing their team, each team member will understand the need for flexibility in how they inter-relate.
  - All team members (teachers and LSOs) will share their student data and discuss concerns, strategies etc.
  - All team members have read, reviewed, accept and understand their roles and the differing roles of other team members, as articulated in the Staff Handbook.
- ◆ **Reflecting on their own performance and provide open, honest (and generally positive) feedback to team members.**
  - Team members will regularly provide feedback to team members on their performance in a timely, honest and respectful manner.
  - Team members will provide feedback (evaluation) to each other after each weekly planning session.
  - Team members will provide feedback to the Leader facilitator after each planning session.
  - Team members will consciously provide positive and critical feedback following the 80 (positive)/20 (critical) rule.
  - Team members will articulate their own personal and team goals, plan for their achievement and reflect upon their degree of success.
  - Team members accept responsibility for their own professional learning.
- ◆ **Expecting to document, share and discuss their learning and teaching programs.**
  - Team members will ensure their completed program of learning for the following week/fortnight is correctly situated for all to examine and share by the Friday afternoon prior to implementation.
  - Programs will reflect the ideas expressed by all Team members.
  - Teams will reflect upon the previous planner using WWW / EBI / W2N.
  - The Leadership Team will ensure that the minutes of Leadership, Wellbeing and LSO meetings is shared with all teams after meetings.
- ◆ **Developing strong professional learning teams and systematic use of available expertise.**
  - All team members believe they are learners who require continuous improvement.
  - All team members will therefore attend (pro-rata) professional learning sessions 'in-house' (including PLTs) and relevant off-site learning.
  - The Leadership Team will ensure that appropriate expertise is available for all professional learning opportunities.
- ◆ **Using and sharing data (systemic and other) to drive improvement.**
  - All planning will follow 'step by step' the St. Martin's Learning & Teaching cycle.
  - Teams will facilitate formal and informal teacher talk, sharing of resources and assessment.
  - All team members (teachers and LSOs) will share their student data and discuss concerns, strategies etc.
  - The Leadership Team will ensure that 50% of PLT meetings each Term are allocated to data sharing and analysis.