	C	D	E	F
1	RETELL- In 25 words or less, retell your understanding of our school's Learning Collaborative Journey so far	RELATE- What does the Learning Collaborative work look like in your practice?	REFLECT- From our journey so far, what do you need to learn more about.	OPTIONAL: Comment or wondering about any of the above
2	We are owning all of the FACES in our school, and as such, we are all accountable for each child's growth.	We will achieve this through working together to form a common understanding of how to work towards growth for each child. This will include using the 3rd teacher, our learning intentions and success criteria in student friendly language, the use of data walls, case management meetings, a common approach to assessment and a collaborate approach with students, parents and teachers to ensure learning for all.		I think we are ready for the next step.
3	Learning to teach writing using evidence-based pedagogy with a focus on LI, SC & 3rd teacher	LI displayed, SC co-constructed & displayed, knowledgeable others consulted and 3rd teacher recognised as an important resource	Introduction to the Assessment Waterfall Chart, How to co-construct Success Criteria in Writing with students	Do we need to think about moderating our bump it up walls?
4	So far we have explored learning intentions and success criterias. We have accepted responsibilty for all students in our school.	LI & SC. Anchor charts. Feedback,.	How to co-construct Success Criteria in Writing with students	I am eager to start using data walls and the progressions inn a meaningful way.
5	At St Agnes' we have embedded Learning Intentions and Success Criteria into our Writing programs. We have been developing BIUWs to support student self reflection in the classroom. We have been unpacking parameters 1, 6 and 14 as they are the non negotiables.	In Year 2 we have been using the LI and SC to support our Writing program (and other subjects where we see fit). We have been deconstructing LIs with the class to ensure they have a deep understanding. Currently in the process of developing a BIUW. Students have been using the SC to self assess at the end of each lesson. During Library time teachers are observing other knowledgeable others within the school to support this process. We have created a shared spreadsheet to collate grade data so we can see ALL of the faces and not just our own classes.	Introduction to the Assessment Waterfall Chart	
		Co-constructed Learning Intention. Co-constructed Success Criteria. Secretarial Success Criteria. Bump-it-up wall. Anchor charts.		

6	We started with parameters 1, 14 and 6, as these are the non negotiables. We have had opportunities to do learning walks during library time. We teach students not classes, we own all the faces. We have high expectations and know that all students learn given the right time and support. We have implemented LI and SC into our classrooms, along with anchor charts and bump-it-up walls.	Co-constructed Learning Intention. Co-constructed Success Criteria. Secretarial Success Criteria. Bump-it-up wall. Anchor charts. We ensure we know all of the students and not just our 'own' classes. We regularly communicate individual students needs. Team teach as a grade often. We hare ideas on ways to support and extend students and look for regular opportunities to implement this. We have high expectations and know that all students can learn given the right time and support. We use data to inform our practice. We moderate marking as a team and have a common place to input the data so that we can look for gaps/strengths.	Introduction to the Assessment Waterfall Chart
7	We began with discussions and sharing our beliefs around how all students can learn and achieve their potential. We looked closely at learning intentions and success criteria, bump it up walls and we discussed how data was used to drive and inform our teaching. We discussed the importance of data walls to ensure that no child slips through the gaps and how important it is to own all of the faces.	A constant commitment to making sure all students know what they are learning and why, together with the knowledge on how to succeed and grow. Showing students what success looks like and informing them of the steps required to achieve that success.	Introduction to the Assessment Waterfall Chart
8	Collaboratively working together to improve the outcomes for all students.	Assisting/working with our teachers to help students improve outcomes.	Introduction to the Assessment Waterfall Chart
9	Owning all the faces and using learning intentions and success criteria to help learning.	We are using Learning Intentions and Success Criteria (primary in Maths and Writing) and some cross-grade classes to meet certain students where they are. PLTs are used to collaborate on data and drive future learning and teaching. We have spoken about BIUWs and are in the process of using data to find where these are most needed.	Introduction to the Assessment Waterfall Chart
10	As a whole staff we have worked to have a shared mission and vision around improvement for our students, implementing better strategies to empower all learners.	Working together as an effective team to ensure our teaching practice give students a clear learning intention and the tools around them to help them self direct their learning. Individually I am slowly developing opportunities to co-construct success criteria with my students and providing more tools around the classroom for the children to refer to.	How to deconstruct Learning Intentions in Writing with students, How to co-construct Success Criteria in Writing with students
11	visualising our ideal school, sharing thoughts, taking a journey of small steps to bring about change.	reflecting on my own practise, observing peers, using PLT to analyse data to direct future learning. Changing / tweaking ways that I have done things in the past.	How to deconstruct Learning Intentions in Writing with students, How to co-construct Success Criteria in Writing with students
12	I have a clear understanding of the importance of Parameters 1,6,14. Through looking deeply into my own beliefs I have come to the realisation that by keeping these parameters in the forefront we are able to educate our children effectively and instill their own belief that they can achieve. Through Bump it up charts and the use of data collected I am able to focus my teaching where it is needed most for all children. I also want to acknowledge the importance of owning the faces and supporting every child to learn to their best ability.		How to deconstruct Learning Intentions in Writing with students, How to co-construct Success Criteria in Writing with students

20	I now understand 'learning intentions and how it can become clear to reach the learning outcome it assists the students	As a TA I don't tend to use it so much for interventions. Although as I write this I definitely could incorporate it with items on my wall. I need time.	Understanding Parameter 14: Accountability, Introduction to the Assessment Waterfall Chart, How to deconstruct Learning Intentions in Writing with students, How to co-construct Success Criteria in Writing with students, Understanding why parameters 1, 14 and 6 are non negotiable	
21	As a new staff memeber I feel that there has been alot of learning around the school vision and mission. LI & SC along with the 3rd teacher seems to be embedded across many grades.	Data driven instruction. Measurable impact for the best possible outcome for all. High standards for all learners within an environment of collaborative teacher efficacy.	Introduction to the Assessment Waterfall Chart	I am just wondering whether it would be a worthwhile process to go back over Parameter 1 as there are new members of the team and staff that would possibly enjoy this learning. I feel this is very crucial for alignment and understanding.
22			How to deconstruct Learning Intentions in Writing with students, How to co-construct Success Criteria in Writing with students, Understanding why parameters 1, 14 and 6 are non negotiable	
23	As a group we have worked to ensure we have a shared understanding about how we can improve student outcomes and empower our students as learners. We have ensured we have worked effectively as a team to use Data to inform our teaching. A focus has been on learning intentions and success criteria and trying to include our students in the process of creating a criteria to ensure success.	Working together as effective team to collect and review data to ensure our students needs are being met. Ensuring each student has a face and individual needs are me. Must keep in mind every child needs to opportunity to succeed and use Data to plan accordingly. It has been important for students to understand why they are learning something (Learning Intention) and how they will be successful- using posters as a reference to promote learning. Jointly constructing success criteria. This joint construction is slow progress for me in Year 1 but making steady progress. Using BUMP IT UP the wall charts to assist student progress. We have been using Bump it up walls for writing and now have	Introduction to the Assessment Waterfall Chart, How to co-construct Success Criteria in Writing with students	Wonder how I can better co-construct success criteria in infants?