



COLLABORATIVE PARTNERSHIPS IN ACTION

Establishing. Developing. Sustaining

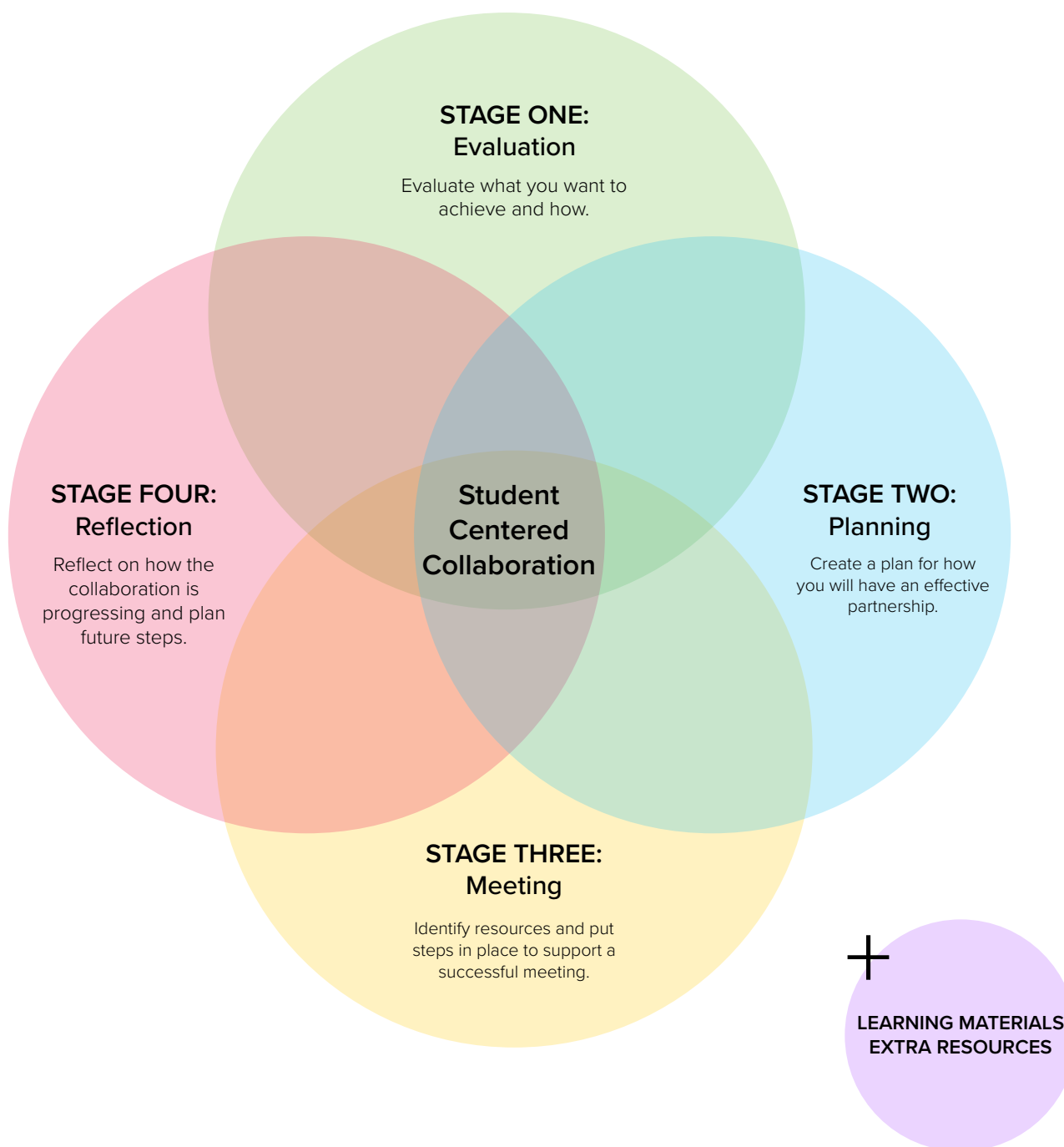


inclusion ED
supporting diverse learners

ABOUT

This workbook has been designed as a tool to develop, support and sustain collaborative partnerships that are student centered. This workbook will go through 4 stages that are laid out below. Each stage will guide you through the questions and why each of the activities is important while also expanding and clarifying points learned in the provided learnings.

Throughout the workbook there will be pages that have been identified as a resource which you can access and download separately.



STAGES

01

STAGE ONE: Evaluation

- Evaluate the current learning needs and strengths of the student.
- Set the overall goals of the desired outcomes for collaboration.
- Determine who will be the best people to aid these goals and outcomes to support the students growth.
- Put all brainstormings into an action plan to refer to.

02

STAGE TWO: Planning

- Determine how you plan to have an effective collaboration and ensure successful communication.
- Create a meeting agenda to share with partners for your first meeting.

03

STAGE THREE: Meeting

- Go through a pre-meeting checklist to ensure everything is in order before meeting.
- Document the meeting via meeting minutes, in line with the agenda.

04

STAGE FOUR: Reflection

- Reflect on how the collaboration is working and evaluate outcomes so far.
- Sit down with the student to evaluate their thoughts on the collaboration and the outcomes so far.
- Using your plan of action OR evaluate your plan of action, revise what needs to stop, start and continue moving forward.

+

RESOURCES:

- Flow Chart Graphic
- Meeting Agenda
- Notes Page
- Goal Setting Sheet
- Meeting Minutes
- Checklist
- Contact List
- Evaluation Sheet
- Reflection Sheet



STAGE ONE

Evaluation

STUDENT FOCUSED

This section focuses on evaluating the strengths, areas of improvement, likes and dislikes. Using these findings to develop a comprehensive learning profile of the student you can determine how the collaboration can best assist and support their growth.

GOAL SETTING

In this section you will set goals for the collaboration. You may do this by yourself by determining why the collaboration is needed or by discussing with student/parents what they would like to achieve from the partnership.

DETERMINE PARTNERS

After drafting the overall goals for the collaboration and brainstorming how this can be achieved, identify who will need to be involved in the collaboration process to aid the student's growth.

PLAN OF ACTION

In this section you will summarise important points from the previous pages and concisely put it into a plan of action. Once this is completed you can use this plan of action and share with other partners you would like to be involved in the collaboration.

STUDENT

To best assist your student through the intended collaboration, sit down with them and fill out the circle below. Use this to outline their traits, likes and dislikes, so you can determine the collaboration goals and keep the student front of mind.

Students Name:

Grade:

Age:

WHAT ARE YOU GOOD AT?

WHAT ARE YOU WORKING ON?

WHAT DO YOU LIKE ABOUT SCHOOL?

WHAT DO YOU FIND CHALLENGING AT SCHOOL?

BRAINSTORMING

After sitting down with your student, take a moment to answer the following questions to determine how the collaboration can best assist the student.

What are some opportunities for growth you would like to see occur for the student through the collaboration?

Four horizontal green bars for writing.

Example:

Donna to become more involved in the learnings through increasing social skills within group activities.

How would collaborating with others support this area of growth for the student?

Four horizontal green bars for writing.

Example:

For each teacher to be aware of Donna's learning goals to ensure Donna feels supported in all her classes.

How on board is the student about being supported via a collaboration and are they open to change?

Four horizontal green bars for writing.

Example:

Donna is slightly resistant to the idea of being involved in social activities, but was open to being supported by teachers to help feel more comfortable in groups.

What strengths and skills do you have that can aid in your role within the collaboration?

Four horizontal green bars for writing.

Example:

Being the case manager, my strong communication skills will help communicate and follow up with all those involved and ensure goals progress.

GOALS

Plan out 1 - 3 goals you would like to achieve from collaborating with others. Make sure you concisely say why and in what time frames.

Example:

Through collaboration, support Donna's transition to year four through establishing appropriate learning goals, strategies and structured learning opportunities.

01

WHY

WHEN

02

WHY

WHEN

03

WHY

WHEN


HOW

Use this section to brainstorm how you would like to facilitate the collaborative partnership, who you would like involved and any other ideas that could be relevant. Consider how you will involve the student within the partnership.

Example:

Have fortnightly meetings via zoom for the next 3 months to discuss and support students behaviour.

Have a meeting daily with the student to check how they are going and reflect on what else is needed to support them



WHO

Identify and brainstorm below who will be important to consult with in the collaboration.

Example:

Student

Leadership Team

Parents

External Stakeholder

Teaching Staff

Mentors

Ancillary Staff

CONTACT

Use this page to add contacts or extra people that may need to be involved in collaboration at a later date. Make sure to determine the best mode of meeting for the person.

Name	Contact Information	Best Mode of Meeting			
	Phone: Email: Other:	In Person <input checked="" type="radio"/>		Email <input checked="" type="radio"/>	
	Phone: Email: Other:	In Person <input checked="" type="radio"/>		Email <input checked="" type="radio"/>	
	Phone: Email: Other:	In Person <input checked="" type="radio"/>		Email <input checked="" type="radio"/>	
	Phone: Email: Other:	In Person <input checked="" type="radio"/>		Email <input checked="" type="radio"/>	
	Phone: Email: Other:	In Person <input checked="" type="radio"/>		Email <input checked="" type="radio"/>	
	Phone: Email: Other:	In Person <input checked="" type="radio"/>		Email <input checked="" type="radio"/>	
	Phone: Email: Other:	In Person <input checked="" type="radio"/>		Email <input checked="" type="radio"/>	
	Phone: Email: Other:	In Person <input checked="" type="radio"/>		Email <input checked="" type="radio"/>	
	Phone: Email: Other:	In Person <input checked="" type="radio"/>		Email <input checked="" type="radio"/>	
	Phone: Email: Other:	In Person <input checked="" type="radio"/>		Email <input checked="" type="radio"/>	

ROLES

Below determine the roles of each partner in the collaboration and write extra notes where needed.

Who will be the key contact and case manager for the meetings?

Who will chair meetings (or will it rotate amongst everyone?)

Who will take meeting minutes?

Who will take follow up tasks?

NOTES

From conversations with partners, document any thoughts, ideas and exchanges that may be important to refer back to at a later date.

TOPIC:

- Meeting Notes
- Contact Notes
- Goals
- Brainstorm
- Progress Notes
- Other

Date: / / /

NOTES

From conversations with partners, document any thoughts, ideas and exchanges that may be important to refer back to at a later date.

TOPIC:

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- Brainstorm
- Progress Notes
- Other

Date: / /

TO DO

SUMMARISE

Summarise the previous pages you have filled out to easily reflect on the overall goals or to share this information with those who are part of the collaboration.

What:

01

Why:

02

Why:

03

Why:

How:

When:

By:

By:

By:

Roles:

Key contact:

Case manager of the meetings:

Overall meeting tyle:

Meeting minute taker:

Chair of meetings:



STAGE TWO PLANNING

PLANNING

This section is to support you to plan and evaluate how you would like to facilitate a successful collaboration by reflecting on what actions and communication styles you would like to implement.

MEETING AGENDA.

In this section you will summarise key points from previous pages and map out a meeting agenda. Once this is completed, you can use the meeting agenda to refer to the meeting agenda. You can also share this with other partners you would like to be part of the collaboration.

PLANNING

This section is all about evaluating what strategies, actions and approaches you will take to facilitate a productive and successful collaborative partnership.

How will you give partners the opportunity in the collaboration to share their knowledge and expertise?

Example:

Through actively asking collaborators opinions and thoughts pre, during and post meeting.

How will you follow up after formal meetings with ongoing communication and check ins?

Example:

Set a calender of reminders and approved set dates for check ins with collaborators.

What strategies will you put in place to ensure actions are followed through?

Example:

Email communication check ins, zoom meetings or Microsoft teams.

How will you communicate this to all partners in a timely fashion?

Example:

Once the overall action plan has been approved by each collaborator, inform everyone with a group email to ensure a clear direction is set.

How will partners share feedback amongst the team?

Example:

Use Microsoft teams as a main communication platform.

MEETING AGENDA

Name: _____

Student: _____

Role: _____

Grade: _____

Purpose of Meeting

Date	Time	Duration
/ /		

Where:

Goals for Meeting

01

Discussion Item 1:

02

Discussion Item 2:

03

Discussion Item 3:

MEETING AGENDA

Who

Name:

Role:

Name:

Role:

Name:

Role:

Name:

Role:

Name:

Role:

Name:

Role:

Outcomes of previous meeting to be discussed:

Any important points coming into meeting:

Light blue horizontal bars for notes.

Light blue horizontal bars for notes.

Additional documents or supporting resources needed for meeting:

Extra Notes:

Large light blue rectangular area for notes.

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NOTES

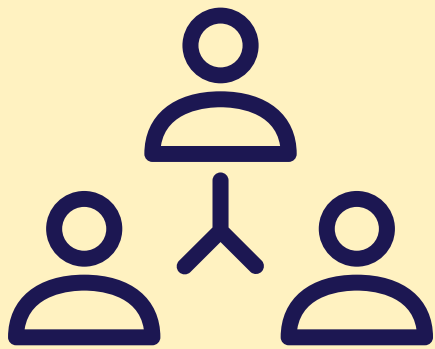
From conversations with partners, document any thoughts, ideas and exchanges that may be important to refer back to at a later date.

TOPIC:

- Meeting Notes
- Contact Notes
- Goals
- Brainstorm
- Progress Notes
- Other

Date: / /

TO DO



STAGE THREE MEETING

MEETING FLOW CHECKLIST

Before you hold the meeting, go through this checklist as a reference, for not only actions that should be achieved in the meeting but also as a way to structure the flow of your collaborative meeting.

MEETING MINUTES

This section provides a meeting minutes template that you might like to use to ensure all key topics are covered and to help support achievement of the goals established.

MEETING CHECKLIST

This meeting checklist can be used as a reference for not only actions that should be achieved in the meeting but also as a way you can structure the flow of your collaborative meeting

Formalities

Check
Off

01

Introductions

Has everyone been given the opportunity to introduce themselves and the role they play in the collaboration?

02

Purpose of the meeting

Have the group discussed the goals for the collaboration and what is hoped will be achieved?

03

Important topics

Have any important things the group need to be aware of been discussed first?

04

Outcomes of previous meeting

Have any relevant points from previous meetings been discussed?

Discussion

05

Discussion item 1

Has everyone had the opportunity to share their views on the discussion item 1?

06

Discussion item 2

Has everyone had the opportunity to share their views on the discussion item 2?

07

Discussion item 3

Has everyone had the opportunity to share their views on the discussion item 3?

MEETING CHECKLIST

This meeting checklist can be used as a reference for not only actions that should be achieved in the meeting but also as a way you can structure the flow of your collaborative meeting

Extra Topics

08

Other business

Has everyone had the opportunity to share any other ideas, thoughts or views relevant to the focus of the meeting?

Check
Off



09

Recap and review

Has a summary of actions to come out of the meeting been shared with the group?

Has there been an opportunity for the group to share feedback and reflect on the collaborative process to date?



Action Plan

10

Develop an action plan

Has the group developed an action plan to address actions coming out of topics discussed in the meeting?

Have reasonable time frames for actioning these been identified by the group?

Has a plan been developed with the team for the best way to communicate the results of these actions, in what time frame and in what form this will be communicated e.g., email, phone, written document another meeting?

Has the group had the opportunity to discuss and identify the best way to follow up check in between collaborations?

Has a mutually agreed upon date for the next formal meeting been set?



MEETING MINUTES

Purpose of meeting

Date

Time

Duration

/	/		
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Where:

Who was involved:

Who was an apology:

Discussion items

Topic discussed:

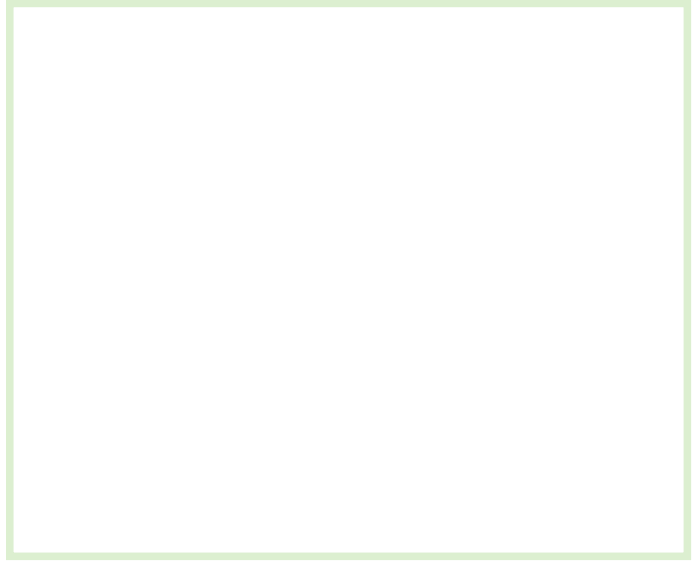
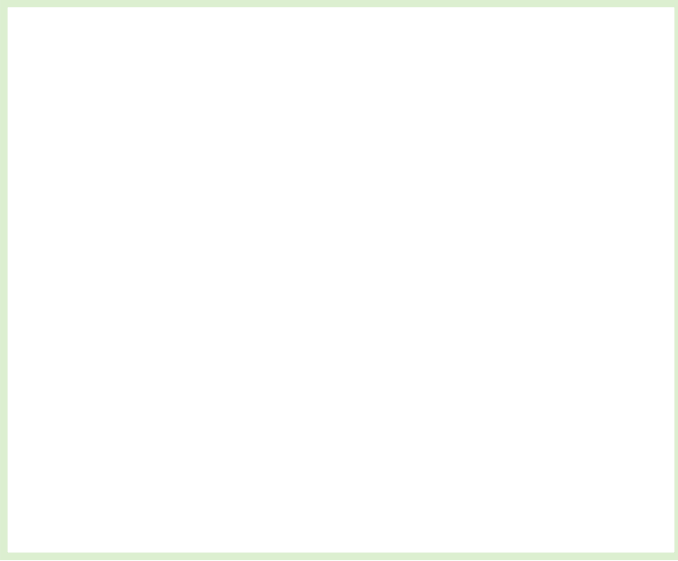
To be action:

Evaluate by:

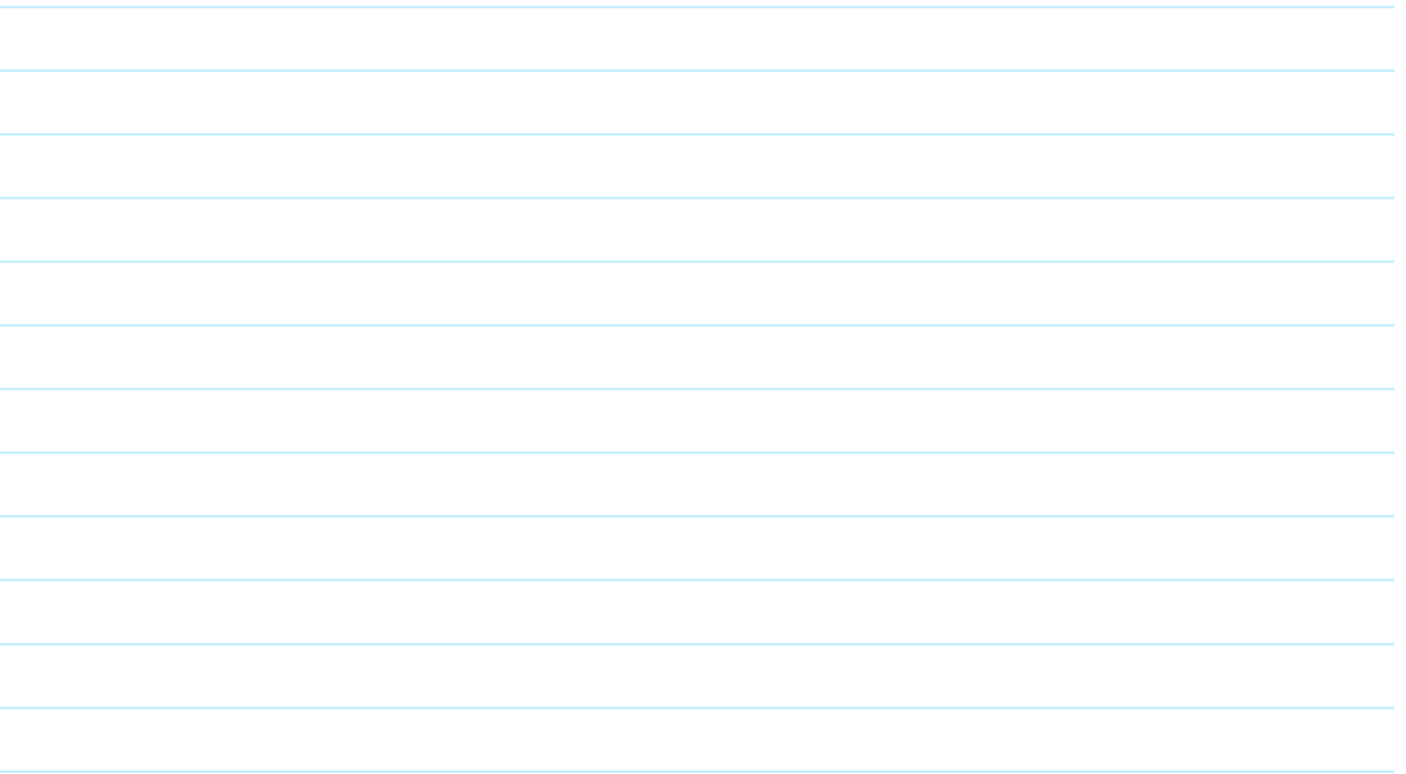
Topic discussed:	To be action:	Evaluate by:

Feedback from partners on meeting minutes
(e.g. anything missed, changes needed etc.)

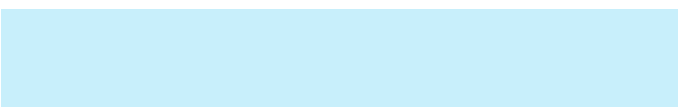
Additional Points or important topics
discussed



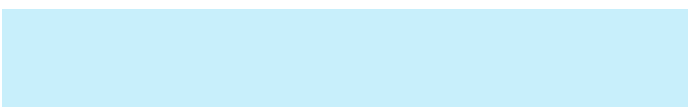
Additional notes



Date of check in to see if goals have been
actioned and accomplished.



Date for next meeting.





STAGE FOUR REFLECTION

EVALUATION

It is important to reflect and evaluate on important elements of the collaborative process to ensure positive partnerships are maintained. This section is all about evaluating how the partnership is evolving and how you are going.

STOP. START. CONTINUE

In this section, after evaluating the progress of your collaborative partnership. Reflect on what actions or steps you might consider in the future to improve the collaborative partnership using start-stop-continue as a framework.

FINAL THOUGHTS

In this section you will summarise the previous pages and write down any final notes for the collaboration.

EVALUATION

- 1 = No success or actions have been taken
- 2 = Small actions or efforts made, but not successfully
- 3 = Action has been taken, but not consistently
- 4 = Action has been made, but room for improvement
- 5 = Has been actioned effectively and efficiently

Read over these statements and circle from 1 to 5 how you feel the collaboration is progressing. In the following pages you will use this to determine what changes are needed and what actions remain.

The team has been kept up to date about the progress of discussed actions within the time frames set in collaboration meetings.



The team has been alerted if there has been a delay in actioning things and a new suggested date provided for when things will be actioned, and outcomes reported on.



Reminders about next meeting dates, times, locations, and agendas been provided to all members of the group in a timely manner.



There have been opportunities provided for the team to contribute to the next meetings draft agenda.



There have been opportunities provided for regular and informal check-ins with collaboration partners between more formal collaboration opportunities.



Overall the collaboration been effective and helpful in the supporting a positive partnership that informs the students learning needs.



EVALUATION

Read over these statements and circle from 1 to 5 how you feel the collaboration is progressing. In the following pages you will use this to determine what changes are needed and what actions remain.

- 1 = No success or actions has been taken
- 2 = Small actions or efforts made, but not successfully
- 3 = Action has been taken, but not consistently
- 4 = Action has been made, but room for improvement
- 5 = Has been actioned effectively and efficiently

The group has been open to suggestions of others and adjustments to the process.



Communication has been effective throughout the partnership process.



The set goals for each meeting have been met and everyone is on board to achieve these goals.



The overall goals of the partnership been achieved in the time frames set.








There has been a positive difference in the student's growth because of this collaboration.






EVALUATION

If you think it is relevant, sit down with your student to evaluate how they have felt through the collaboration process.




Do you feel you have been supported by your teachers and carers?

				
NO	I DON'T KNOW	SOMETIMES	YES	STRONG YES




Do you feel like your likes and dislikes have been considered by your teachers and carers throughout collaboration?

				
NO	I DON'T KNOW	SOMETIMES	YES	STRONG YES

Was the purpose of the collaboration explained to you and did you understand the reason why for collaboration?

				
NO	I DON'T KNOW	SOMETIMES	YES	STRONG YES

Do you feel that you have made positive improvements as a result of the collaboration?

				
NO	I DON'T KNOW	SOMETIMES	YES	STRONG YES

STOP. START. CONTINUE.

After rating the previous statements from 1-5, take the time to reflect, evaluate and refine current actions, processes and goals to aid a more effective collaboration.

Stop	Start	Continue

	Original Goals		Refined Goals
01		➔	
02		➔	
03		➔	

REFLECTION NOTES

Use this page to write down any extra reflections, thoughts or observations about the collaboration.

This could be as the collaboration progresses forward or as it comes to an end.

TO DO
