



Teach-on teams

How do we structure initiatives where all students see relevance in their learning, connecting and applying it beyond the specific learning context with real audiences?

In Teach-on teams, students build 21C skills as learning observers, designers and teachers. They identify opportunities to teach on to others, and use feedback to inform their own progress as learners, teachers and leaders.

Why have Teach-on teams?

Students can be involved in interpreting the curriculum so that they apply their learning in real-world situations.

(TfEL – 4.3 Apply and assess learning in authentic contexts)

Teachers actively share power with students, recognising it as a fundamental condition for learning.

(TfEL – 2.1 Develop democratic relationships)

Teach-on teams can anchor whole school initiatives and contribute as learning advocates in site reviews.

TfEL elements made visible through Teach-on teams

Domain 2 Create safe conditions for rigorous learning	Domain 3 Develop expert learners	Domain 4 Personalise and connect learning
2.1 develop democratic relationships	3.1 teach students how to learn	4.1 build on learners' understandings
2.2 build a community of learners	3.2 foster deep understanding and skilful action	4.2 connect learning to students' lives and aspirations
2.3 negotiate learning	3.3 explore the construction of knowledge	4.3 apply and assess learning in authentic contexts
2.4 challenge students to achieve high standards with appropriate support	3.4 promote dialogue as a means of learning	4.4 communicate learning in multiple modes



I think that being in a Teach-on team has been important for me to know that students and teachers can all learn from each other in lots of different ways. Year 5 student, TfEL PILOT host school

I was sceptical about the idea of Teach-on teams when it started, but then I saw how serious the students were about their role – deciding what to teach, designing the learning, and asking for feedback from the kids as well as the teachers. Our class ended up organising Teach-on teams to spread a learning initiative across all the Year 7s. Year 7 teacher, TfEL PILOT host school



Leader/teacher guide: Teach-on teams

■ Develop understanding ■ Into practice ■ Reflection ■ Where to next?

Process	Resource tools—a way in	Food for thought
1 As colleagues, develop common understandings of ‘teaching on’ as a way for students to connect, apply and assess their learning.	1 A site context for Teach-on teams—a guide for leaders and teachers Factors to consider	<ul style="list-style-type: none"> • What’s in it for students? For staff? For your school community? • How might Teach-on teams be a vehicle for accelerating improvement? • How will you consult with students?
2 Invite students to share their experiences of teaching others. Encourage them to form Teach-on teams.	2 Teach-on teams nudging questions Start-up challenges for students	<ul style="list-style-type: none"> • Can your students see themselves both as learners and teachers? • How will you support them to choose teams and learning foci?
3 Support each Teach-on team to discuss its purpose, observe a learning session, and share insights.	3 Teach-on team observing learning—a guide for students and teachers A team approach	<ul style="list-style-type: none"> • How will you encourage them to decide the scaffolding they need?
4 Ensure time for each team to set its teach-on intent and co-design its learning session.	4 Teach-on team Learning Design Template for a team to design and plan a learning session	<ul style="list-style-type: none"> • What degree of choice will Teach-on teams have to decide their audience, learning intent and mode?
5 Enable each team to trial its learning design, facilitate the final learning session and gather feedback from the learners.	5 Teach-on team using feedback for teaching—a guide for students Procedural steps	<ul style="list-style-type: none"> • How will you ensure teams get constructive peer feedback in both the trial run and the learning session?
6 REFLECTION Support Teach-on teams to review and assess their own learning and the effectiveness of their teaching.		<p>Prompts for Teach-on team reflection:</p> <ul style="list-style-type: none"> • How well did we learn from each other and give each other feedback? • Did we succeed in making the learning as real for the learners as it was for us? • Did we achieve our goals as learning designers, teachers and evaluators? • For each team member to reflect: how did this experience help my own learning?

Where to next?

Structure a process with students (eg *TfEL Framework guide* tan panels: Parking Lot p.29 or ‘Students’ Tip’ Board p.37) to review the Teach-on team initiatives and generate possibilities for next steps:

- How can you ensure that Teach-on teams are able to teach on to multiple classes if interest is high?
- Could Teach-on teams and staff work together to refine processes for self and peer assessment?
- How might staff and students share responsibility for site learning priorities, eg Teach-on teams might introduce teachers and classes to the online TfEL Compass for student feedback, or design learning for adults and peers with new technologies?
- What if teams were to teach on in community contexts?
- Could Teach-on teams network with Partnership schools and make reciprocal visits to spread new learning?
- Could students convene a forum of Teach-on teams to make formal recommendations for whole school teach-on initiatives? What is the potential for these students to contribute as learning advocates in site reviews?

Resources



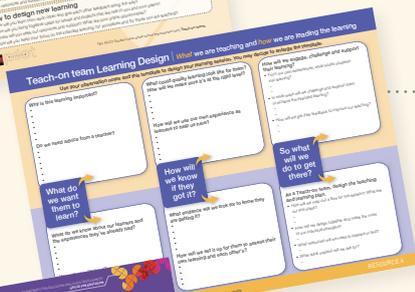
1 | A site context for Teach-on teams—a guide for leaders and teachers
Factors to consider



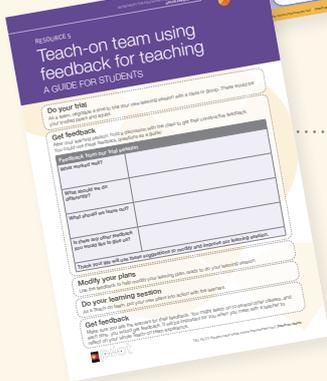
2 | Teach-on teams nudging questions
Start-up challenges for students



3 | Teach-on team observing learning—a guide for students and teachers
A team approach



4 | Teach-on team Learning Design
Template for a team to design and plan a learning session



5 | Teach-on team using feedback for teaching—a guide for students
Procedural steps



RESOURCE 1

A site context for Teach-on teams

A GUIDE FOR LEADERS AND TEACHERS

What's in it for students? For staff? For your school community?

When have you experienced students teaching others?

Do you see this as age-specific—what have you noticed at different year levels?

How might a teach-on initiative bring a different perspective to learning across your site?

What are you already doing that could be built upon by a teach-on approach?

Is this an opportunity to talk with students about your own lifelong learning—how teachers observe each other's practice, design learning together and teach as teams?

How might Teach-on teams be a vehicle for accelerating learning improvement in your site?

How might a teach-on experience assist students to interpret their learning, apply it in a new context, and negotiate ways to assess it?

Could you collaborate with Teach-on teams in developing assessment processes, tracking the learning, and collecting improvement and engagement data?

Teach-on team procedure

Teach-on teams need to negotiate times and feel supported to achieve quality outcomes. Times are indicated as a guide only.

Students:

- **Establish a team and identify a teach-on opportunity** (10–30 mins: students need to negotiate with supporting adults)
This could occur in a variety of ways, and in either order: the team might form first and then develop their teaching focus, or alternatively, students might have a particular learning passion and form a team to teach on.
- **Observe learning in a lesson context** (30–40 mins)
This is through negotiation with a teacher who agrees to have the team sit in on his/her lesson to observe how learning occurs and to take notes.
- **Design learning (60 mins+) and trial it with peers to gain feedback** (30 mins+)
It is likely that teams will devote their own time to the learning design: they may negotiate with staff to use homework time.
- **Use feedback to refine the plan** (30 mins)
- **Do the 'final' learning session (30 mins) and get feedback** (10 mins)

How will you consult with students?

- Hear their ideas for the best way to launch a Teach-on teams initiative at your site?
- Adapt for students of all ages to be involved in Teach-on teams?
- Identify options for what, where and how they may teach on?
- Encourage them to harness their own strengths for the teach-on process?
- Prioritise time along the way for individuals to develop skills and apply their learning?
- Promote the enablers, eg a diversity of adult supporters, conditions and resources?
- Address the potential inhibitors, eg structures and timetabling?
- Ensure that students will be supported when:
 - making learning links to wider contexts
 - checking in and learning from each other
 - considering issues, projects and resources that are real to learners
 - using formative assessment to track their learning
 - linking back to the intended learning outcomes, for themselves and for those they're going to teach?



RESOURCE 2

Teach-on teams nudging questions

START-UP CHALLENGES FOR STUDENTS

Can students be teachers too?

- Have you ever taught someone else? How did you do it?
- Did it help their learning? Was it different to the way you had learnt it?
- What have you learnt lately that you think would be valuable to teach to others?

How does a Teach-on team work?

Students form a team and work together in this way:

Students as observers ...	observe a learning session and talk about what works well for learners
Students as learning designers ...	use their ideas to design a new learning session for others
Students as teachers ...	trial their session and use feedback to modify it
Students as evaluators ...	reflect on their own and others' learning to move ahead

How will you form a Teach-on team?

- Are there students who have the same learning interests as you? They may be classmates, students from other classes or other year levels—you may not even know them well yet.
- Are there things going on already at school, where you can see opportunities to form a team? Perhaps an adult could give advice.
- Do you notice where there's a need in learning across the school and do you know of students with strengths in this? Might you suggest they form a Teach-on team?

What will you negotiate with other students and adults?

- Who to teach? Your own class...another class...younger or older students...or a mixed group?
- What to teach? Strategies for learning...Australian Curriculum content...your own interest topics...new technology skills...whole school initiatives...learning that you know will come alive if you teach it in a certain way to a particular group?
- Where to teach? In a classroom...in the library...in a specialist area...outdoors?
- How much time your team will need along the way?
- Who to ask for support when you need it?

What will success look like for your team?

- What will you be doing, saying, thinking?
- What will others be seeing and hearing from you?
- How will you know you are doing well?
- How will you self-assess, keep on track and record your progress?



RESOURCE 3

Teach-on team observing learning

A GUIDE FOR STUDENTS AND TEACHERS

It's good for a Teach-on team to invite an adult supporter to share ideas.
The team needs to speak with teachers to negotiate times for observing learning.

How a team does an observation of learning

You sit to watch a lesson in progress. You look for all the positives—what's interesting about the learning theme; what engages learners; how they are challenging themselves; and what works well in learning. You are not judging students or teachers, or looking for things that go wrong.

Teach-on team: observation guide

Discuss how you can use these six question boxes when you observe learning. You could take notes.

What is the learning about?

How is this learning useful for the students?

What hooks them in?
What is the teacher doing to challenge them? How are they challenging themselves?
How is the teacher supporting their learning? How are they supporting each other?

How can we see students sharing what they already know?

How do we know they get the learning? What evidence is there?

What were the first steps?
What resources were useful?
Which activities worked well?
What ideas can we take to our own new learning session?

What you do after an observation

Have a Teach-on team discussion to share your ideas and questions.

- What surprised you? Were there aspects that excited you about the learning? When you teach your own new session, how might you get others excited about the new learning?
- How will you bring all your ideas together to design your new learning session?
- Are there any open-ended questions you might pose for learners in your session?
- What resources and support did you see being used? What will you need?

Now to design new learning

- How will you learn from each other and give each other feedback along the way?
- How will you bring together ideas for issues and projects that are real to you and your peers?
- Where will you seek out resources and support? What are your online opportunities?
- How will you keep your focus on the intended learning, for yourselves and for those you are teaching?

Teach-on team Learning Design | *What* we are teaching and *how* we are leading the learning

Use your observation notes and this template to design your learning session. You may decide to enlarge the template.

Why is this learning important?

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Do we need advice from a teacher?

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What do we want them to learn?

What do we know about our learners and the experiences they've already had?

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How can we find out?

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What could quality learning look like for them?
How will we make sure it's at the right level?

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How will we use our own experience as learners to help us here?

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How will we know if they got it?

What evidence will we look for to know they are getting it?

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How will we set it up for them to assess their own learning and each other's?

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How will we engage, challenge and support their learning?

- From our own experiences, what hooks students into learning?
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- In what ways will we challenge and support them to achieve the intended learning?
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- How will we get their feedback to improve our teaching?
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So what will we do to get there?

As a Teach-on team, design the teaching and learning plan.

- How will we map out a flow for the session? What are our first steps?
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- How will we design together and make the most of our individual strengths?
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- What resources will we need to prepare or find?
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- What adult support will we ask for?
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RESOURCE 5

Teach-on team using feedback for teaching

A GUIDE FOR STUDENTS

Do your trial

As a team, negotiate a time to trial your new learning session with a class or group. These would be your trusted peers and adults.

Get feedback

After your learning session, hold a discussion with the class to get their constructive feedback. You could use these feedback questions as a guide:

Feedback from our trial session	
What worked well?	
What should we do differently?	
What should we leave out?	
Is there any other feedback you would like to give us?	
Thank you! We will use these suggestions to modify and improve our learning session.	

Modify your plans

Use the feedback to help modify your learning plan, ready to do your learning session.

Do your learning session

As a Teach-on team, put your new plans into action with the learners.

Get feedback

Make sure you ask the learners for their feedback. You might teach on to several other classes, and each time, you would get feedback. It will be important for you when you meet with a teacher to reflect on your whole Teach-on team experience.