

# QTS standards guidance

## Q32

Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.

### Rationale

Colleagues representing the wider workforce of the school have important roles to play in supporting children and young people to learn in and beyond the classroom. Learning and teaching is more effective when teachers and colleagues work together to draw on their expertise and specialist skills, and to share effective practice. Collaboration, and the sharing of effective practice among colleagues, benefits learners and all those working with and supporting them. Team working is a key element contributing to the personalisation of learning.

### Scope

This standard requires trainees to demonstrate that they can work with teaching colleagues and the wider school workforce in order to identify and develop effective practice that, in turn, will help learners to develop, make progress and achieve. Their engagement in collaborative practice will demonstrate that they can work with a range of other adults to develop the knowledge and skills to become effective team members, and to identify and share effective teaching and learning strategies that raise achievement and secure well-being.

### Questions to consider

- Does the trainee recognise, value and utilise the knowledge and expertise brought to the classroom by colleagues undertaking a range of roles across the children's workforce?
- Does the trainee demonstrate an awareness of the ways that colleagues can be involved constructively in the classroom to support learning, teaching and well-being?
- Can the trainee establish effective collaborative working relationships with colleagues in and outside of the classroom?
- Does the trainee demonstrate a clear understanding of how the teacher's role relates to that of colleagues?
- Does the trainee engage with colleagues in the reflection on and discussion of practice?
- Is the trainee able to contribute to planning when working with others, for example, specialist or year group teachers and teaching assistants, or during in-service training sessions?

### Cross references

Evidence for this standard may be linked to evidence for assessment against the following standards:

- Q2 - Relationships with children and young people
- Q3(b) - Frameworks
- Q4 - Communicating and working with others
- Q5 - Communicating and working with others
- Q6 - Communicating and working with others
- Q9 - Personal professional development
- Q20 - Achievement and diversity
- Q33 - Team working and collaboration

### Sources of evidence

Evidence that trainees have met these standards may come from observing the trainee teaching alongside colleagues who have a range of roles and responsibilities across the wider school workforce. Written evidence, such as trainees' teaching files, reflective journals and development profiles, may provide further evidence of effective team working and collaborative practice. Where possible, assessors may wish to speak with those colleagues in the wider workforce who are working with trainees. This will help them to gauge how well colleagues are supported by the trainee, and to check that they understand the roles they are expected to fulfil.

### Resources

#### Teacher Training Resource Bank

The Teacher Training Resource Bank (TTRB) provides teacher trainers and trainees with up-to-date knowledge about effective teacher training, and reflects educational debates. [View the TTRB's range of resources specifically related to Q32-33 'Team working and collaboration'](#)

#### Other resources

[The national agreement: Raising Standards and Tackling Workload \(PDF, 83KB\)](#) provides information on working practices in remodelled schools, implications for teachers, extended schools (including case studies).

[DfES \(2004\) Every Child Matters: Change for children in schools and DfES \(2005\) Every Child Matters: Common Core of Skills and Knowledge for the Children's Workforce](#)

[The Report of the Teaching and Learning in 2020 Review Group \(Gilbert Report\)](#)

[Guidance for practitioners and managers from HM Government on Information Sharing](#)

As well as broadcasting a digital television service, [Teachers TV](#) has more than one thousand programmes online discussing and exemplifying all aspects of pedagogy and educational issues. Teachers TV broadcasts on Freeview 88, SkyGuide 880, Virgin TV 240 and Freesat 650.

## **Case studies**

[Supporting trainee teachers through partnership clusters \(PDF, 37KB\)](#)

A case study charting the experiences of a trainee on a secondary PGCE programme, including the ways in which the provider tailored provision to support trainees through partnership clusters.

[Use of non-schools settings - early years undergraduate programme \(PDF, 56KB\)](#)

A case study charting the experiences of a trainee on a primary (early years) undergraduate programme, including the ways in which the provider tailored provision to support the trainee in developing understanding of the complexities of leading and managing change.