

QTS standards guidance

Q6

Have a commitment to collaboration and cooperative working.

Rationale

Good communication is central to working with children, young people, their families and carers, and with colleagues across the workforce of the school and the wider children's workforce. Teachers communicate effectively with children and young people within and beyond the classroom, in order to build rapport and secure learning and well-being. They also communicate effectively with parents and carers to support them in their role as educators. Recent school reforms mean that teachers now need to work effectively with an increasingly diverse range of colleagues, all of whom support the development of children and young people.

Teachers do not work in isolation; the education and well-being of learners are increasingly the collective responsibility of a network of support staff, who work together to ensure that needs are met. Teachers understand how other adults, both in the classroom and beyond, can contribute to teaching and learning. They are aware of the roles of colleagues across children's services, and they know when and how to liaise with and seek help from them.

Scope

This standard requires trainees to demonstrate that they can work with a range of other adults that will vary according to the educational settings in which they work. The standard does not require trainees to undertake an independent supervisory role with colleagues (such as teaching assistants). However, trainees are expected to develop the skills to collaborate and cooperate with others, and to understand the processes of, and issues related to, the management of other colleagues, especially in relation to planning and teaching.

Questions to consider

- How effectively does the trainee involve other adults in the work of the classroom, drawing on their specific insights or expertise?
- Does the trainee establish collaborative working relationships with colleagues within and outside of the classroom?
- Does the trainee demonstrate a clear understanding of how the teacher's role relates to that of other colleagues?
- Does the trainee demonstrate an understanding of some of the distinct roles and responsibilities of other professionals, including, for example, educational psychologists, social workers, youth justice workers, and early years professionals?
- Is the trainee aware of how they might contribute to the work of other professionals across the spectrum of children's services?
- Is the trainee able to contribute to planning when working with, for example, specialist or year group teachers, teaching assistants, or during in-service training sessions?
- Does the trainee demonstrate an awareness of the ways that others can be involved constructively to support learning and teaching?

Cross references

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

- Q2 - Relationships with children and young people
- Q5 - Communicating and working with others
- Q20 - Achievement and diversity
- Q21(a) - Health and well-being
- Q21(b) - Health and well-being
- Q22 - Planning
- Q25(a) - Teaching
- Q25(d) - Teaching
- Q32 - Team working and collaboration
- Q33 - Team working and collaboration

Sources of evidence

Planning documentation and observations of trainees' teaching will provide evidence of their ability to use language effectively in the classroom to motivate, support, challenge and manage learners, and to secure learning. These, along with written tasks and other training activities, might additionally provide evidence of trainees' understanding of the benefits to learners of working effectively with colleagues. Discussions with tutors and mentors will provide evidence of trainees' knowledge and understanding of the valuable contribution to learners' development and progress made by parents and carers. A wide range of opportunities – such as involvement in consultation meetings – might be used to explore trainee teachers' ability to communicate sensitively and effectively with parents and carers.

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 Q4-6 'Communicating and working with others'](#)

Other resources

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

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

[DfES \(2004\) Every Child Matters: Change for Children in Schools](#)

[Ofsted \(2006\) Extended Schools: a Report on Early Developments](#)

[The General Teaching Council for England \(GTCE\) Code of Conduct and Practice for Registered Teachers](#)

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

Case studies

[Communicating and working with others \(PDF, 69KB\)](#)

A case study charting the experiences of trainees on a primary undergraduate programme, including the ways in which the provider tailored provision to embed development of trainees' collaboration and communication skills.