



# CO-TEACHING IMPROVES STUDENT OUTCOMES

CLAREMONT COLLEGE  
ACTION RESEARCH PROJECT



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IN PARTNERSHIP WITH THE ASSOCIATION OF  
INDEPENDENT SCHOOLS, NSW, SCHOOL BASED  
RESEARCH PROJECTS, 2015-2016

This is the story of Claremont College's journey from creating new flexible learning spaces to employing co-teaching models to deliver the curriculum. The action research investigates all of the steps in between to help support cultural change, staff professional learning, and ultimately improved student learning and outcomes.

*Amazing things happen when a school staff shares the belief that they are able to achieve collective goals and overcome challenges to impact student achievement. Recently, Professor John Hattie ranked collective teacher efficacy as the number one factor influencing student achievement (Hattie, 2016)<sup>1</sup>.*

The purpose of this action research project has been to determine the relationship between co-teaching and student outcomes. Many schools within Australia and beyond are knocking down walls, literally, or building new learning spaces within their school grounds but there is no road map to guide the pedagogical considerations behind bringing two or more classes together, into a co-teaching model. Inspiration to build these spaces can now be found in educational and architectural journals, and our school is one such place of inspiration, leading the way in the 21st century.

The underestimated and to some extent, unexpected strengths of co-teaching, are the growth of non-cognitive skills that enable students to become life-long learners.

*A high quality education should not only be about achieving high quality test scores, but also about improving non-cognitive qualities such as interest, engagement, enjoyment, persistence, and appreciation of the subjects. Moreover it should also have a positive effect on students' self-efficacy, future self, social-emotional skills, and growth mindset in general. (Zhao, 2016, p174)<sup>2</sup>*

The non-cognitive outcomes are an area of passion for us at Claremont College. We created spaces to prepare our students for their future and these learning spaces are known for their buzz of purposeful learning, where students are actively engaged. We expect our students to learn by collaborating and communicating with their peers, to be independent and stay on task, to show resilience in their work and when interacting with one another, and to be happy and engaged when doing so.



<sup>1</sup> Donohoo, J, Fostering Collective Teacher Efficacy: Three Enabling Conditions, <http://corwin-connect.com/2016/07/fostering-collective-teacher-efficacy-three-enabling-conditions/> 2016

<sup>2</sup> Zhao Y, Counting What Counts, Reframing Education Outcomes, Solution Tree Press, 2016.

The stages of the Claremont College journey are outlined in the following process map. Each section appears in chronological order, however, many aspects occurred and continue to occur concurrently. You will find a copy of the action research project, 'Co-Teaching Improves Student Outcomes' through the QR code on the bottom of this page, or by following the link on the school's website: <http://www.claremont.nsw.edu.au>

## THE ACTION RESEARCH FINDINGS SHOW US THAT THE COMBINATION OF OUR NEW FLEXIBLE LEARNING SPACES AND CO-TEACHING DO ACHIEVE IMPROVED STUDENT LEARNING AND OUTCOMES, PARTICULARLY IN THE AREA OF NON-COGNITIVE SKILLS, WHILE MAINTAINING THE HIGH ACADEMIC STANDARDS EXPECTED OF CLAREMONT COLLEGE.

### LEADERSHIP AT CLAREMONT COLLEGE

*The Principal (Doug Thomas) and Deputy Principal's (Janelle Ford) leadership has been critical to the Claremont College journey, creating an environment in which staff can step up and offer leadership as they are able. They have brought gifts and strengths out of a team of quality people, leveraging their capacities to work together in quite different ways.*

*Doug and Janelle bring complementary gifts and strengths to their own work: together they are more than the sum of their parts, modelling this possibility to staff and enabling them in turn to create quality teams with their colleagues, students and the parent community.*

Peter Kaldor, New River Leadership, 2016

- The Development of Our New Learning Spaces
- School Cultural Change + Cultural Consolidation
- Job-Embedded Professional Learning - Co-Teaching Models
- Job-Embedded Professional Learning - Courageous Conversations & Professional Dialogue
- Job-Embedded Professional Learning - Working in Teams
- Job-Embedded Professional Learning - Best Practice at Claremont College
- Job-Embedded Professional Learning - Professional Learning Walkthroughs
- The Voices of Our Stakeholders & Opportunities for Staff
- Summary of Findings
- Where to Next

Link to complete research document  
[http://www.claremont.nsw.edu.au/claremont\\_research\\_project.html](http://www.claremont.nsw.edu.au/claremont_research_project.html)



## PROFESSIONAL LEARNING AT CLAREMONT COLLEGE

We are proud to offer a number of opportunities that contribute to the professional learning of the wider educational community. Our professional learning programs assist teachers, principals, members of school boards, architects and other professionals in gaining an understanding of contemporary research and innovative practice. You are invited to tour our award winning facilities and at the same time learn from the Claremont staff team as we share with you the story and journey of our fabulous school that spans across three different centuries... over 135 years and today we are leading a global change in education. Details can be found on our website: <http://www.claremont.nsw.edu.au>



# INSPIRED FOR LIFE

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