



Principals' Training Center *PTCnet Survey*

Topic ES Teacher Planning Times

Query I am investigating how best to schedule planned meeting times for elementary school faculty along with a few other items that may interest many of you.

- Are you a PYP school?
- How often do grade level teachers(homeroom teachers) meet with specialists teachers during the school day to plan for PYP units? Length of planned meeting time(s)?
- Do grade level teachers meet with specialists after the school day for planning? If so, how much time is dedicated to this practice?
- How often are your grade level teachers(homeroom teachers) assigned 'recess' duty each week?
- Do you have a 'house system' where elementary school students are grouped into 'houses' to participate in various competitive and/or non-competitive events throughout the school year? If yes, could you please share a few details.
- Does your school use portfolios? If yes, do you have an agreed upon table of contents for each school year? If yes, I would love to see a copy.

Date December 2011

Query Submitted and collated by Brian Lettinga, Lower School Principal,
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Total number of responses 14

Individual responses

See following pages.



School	PYP School	How often do grade level teachers meet with specialists teachers during the school day to plan for PYP units? Length of planned meeting time(s)?	Do grade level teachers meet with specialists after the school day for planning? If so, how much time is dedicated to this practice?	How often are your grade level teachers(homeroom teachers) assigned 'recess' duty each week?	Do you have a house system where elementary school students are grouped into 'houses' to participate in various competitive and/or non-competitive events throughout the school year? If yes, could you please share a few details.	Does your school use portfolios? If yes, do you have an agreed upon table of contents for each school year?
School 1	No	HR teachers have common planning time each week. The LRC/ESOL teacher assigned to each grade level join teachers at that time. We have early release Wednesdays when teachers can meet together across disciplines to plan. The librarian and tech teachers also meet with grade level teams when planning their units of inquiry.	No, not usually.	It rotates by week not by day....	No	Yes
School 2	Yes, for 12 years	Single subject teachers meet with homeroom teachers once a week Wednesdays for 1 hour. This is naturally very little and not promoting the collaborative nature of the programme. We have also rotating the arts so that the single subject teacher has only two grade levels to collaborate at the time. This is new this year and we need to continue placing and defining our units so that whenever there is a collaboration with the arts e.g. the unit itself provides authentic opportunities for collaboration.	Each teacher has got two hours for planning collaboratively outside the school hours. The consistency of how often single subject teachers meet with the classroom teachers varies a lot due to after school activity schedules and other than school commitments teachers may have. It has been left to the teachers to decide when and how and how often.	3-4 duties in a week.	No	Intended learnings or learning outcomes (from PYP scope and sequence) connected to evidence of learning to demonstrate the progress with teacher on it. We send the portfolios home after each unit, which has become a bit of a burden to the teachers as the portfolios seem to have a tendency to grow too large.
School 3	Yes	Homeroom teachers meet specialists once a unit in staff meeting time after school for 1 hr. All teachers meet with the PYP coordinator once a week and using atlas curriculum mapping, planning is collated.	See previous answer	This is grade and term dependant, each teacher has 20hrs a week 'contact' time, so for example if their grade have swimming in a term they will have less teaching and are therefore assigned extra duties.	No but each grade has a buddy class they visit approximately once every five weeks.	See attached
School 4	Yes	Homeroom teachers have a .5 day release for planning a new unit of inquiry; specialists are invited at this time. we also have 1-2 Wednesday, early dismissal day sessions where specialists tough base on units for the semester.	See previous answer- 2 Times a semester	2-3 Sessions each week	No	Yes, portfolio conferences at the end of the year. No agreed upon components; teams make decisions. All is very different still.
School 5	Yes	Our grade level teams of homeroom teachers (2 homeroom teachers at each grade level) meet with Portuguese/Brazilian Social Studies teachers once a week for a 50 min. period during the school day. It is a common planning time embedded into their weekly schedules. Common planning time that involves all specialist teachers (music, PE, art, etc.) occurs every 4-6 weeks, though we would like to see this improve.	No, this planning typically occurs during teacher in-service days....weekly planning is embedded in the schedules.	Twice...twice for lunch duty...twice a week for morning recess duty.	No	Yes. We do have portfolios. Students present their work at student led conferences each year during the second semester.
School 6	No	No scheduled meetings	No scheduled meetings	No recess duty	We did have a house system with the middle school but this only lasted a couple of years.	We do use portfolios and each grade level team (3 classes) develop their own agreements on content.

School 7	Yes	Our first 4 years of PYP we used to have the teacher meet w/specialists once a week (that was tough), but now that our UOI planners are pretty set our PYP coordinator (also the G5 teacher) meets with each teacher one session a week and with the specialists one session a week. She conveys the messages or suggests the talk at our afterschool meetings (see below). However, she combines 2 specialists together at a time (art/music, Spanish/library & IT on their own). Again, this only works because we feel our planners are very established and we are just refining and adjusting each year. We also set aside 1/2 a prof. devo. day to teachers and specialists collaborating. This occurs 2X a year.	An hour every other week, we rotate through specialists and classroom teachers in small teams (the opposite weeks are regular staff meetings)	4 sessions a week each about 20 minutes (morning recess, lunch room duty, lunch play duty and after school duty)	Sports day, quiz show day, wish we did more. Would love some suggestions.	Yes we use them, well sort of, we use them as a body of evidence for the students to share at a student led conference at the end of the year with their parents. The conferences are at the end of the year and then they are passed to next year's teacher. At the beg. of the next school year the students take them home (after the new teacher had a chance to look at them) .
School 8	No	N/A	No	Two-three times per week for a total of 60 minutes	No (But wish we did and are going to try next year)	No
School 9	No, however we do organise our programme in a similar way.	We provide time during Wednesday afternoon staff meeting time - every second meeting is now given over to collaborative planning. As we now work on an inclusion model for EAL, our EAL teachers have also been scheduled to be available for at least one collaborative planning period with the grade level in our 7 day cycle.	Our Lower School finishes at 2:30 on a Wednesday for staff meetings. Mondays, Tuesdays, Thursdays and Fridays we finish at 3:20. Every 2nd Wednesday is given over to planning of this nature.	This depends on their other responsibilities. Grade Level Leaders, for example have only one duty of 30 mins per 7 day cycle; other homeroom teachers have 1X30 minute duty and 1X20 minute duty over the 7 day cycle. Others will have 3 in total.	No, we investigated this but decided to put it on hold for a while. There were very mixed feelings among staff. Some staff reported rather negative experiences in their own school days, others felt it to be beneficial from their experience; others had no experience with this model but couldn't see how it might work in practice given the other groups we have already in place. We didn't pursue it.	We are just in the beginning stages of development of this ourselves as we move towards full on student led conferences at the beginning of next year. At this stage we are leaving it rather open - grade levels making decisions about what will go into portfolios - it must be student chosen work and the students must be able to discuss and reflect on their work. Some teams are opting for electronic portfolios, some for folder based models.
School 10	No	Not scheduled but is highly recommended. Sometimes happens during staff meeting times.	Yes on an as needed basis and up to individuals.	3 sessions x 20 mins	Yes but it is not highly competitive at all. It usually consists of various games, relays, fun sports at different times of the year during a scheduled co-curricular time. Roughly 4 times a trimester.	NO but we have an assessment binder that includes maths, writing samples, running records. See attached. This has already changed for this year.
School 11	No	NA - American International School Hong Kong (Elementary) is focused on Understanding by Design (UbD) for curricular planning. Classroom teachers have 6 prep periods weekly with a minimum of 2 that are common.	No	6 to 7	Yes - Red, White and Blue respectively. Sports Day is one such competitive day where the school goes to a nearby park and participates outdoor activities	G1J (K) - G2 utilize portfolios for student samples

School 12	No	We don't have set meeting times for this type of interaction. Actually, our approach is to have our physical education, art, and music programs run their programs fairly independently of the homeroom units of study. This just isn't our model and actually feels that the integrity and quality of these special programs benefits from this ability to hone in on what it takes to develop skills and talents unique to their disciplines.	/	1 time per week	No	Yes, agreements about what is included--varies by grade level within categories
School 13	No we follow IPC WITH Integrated Thematic Units.	Two periods during the week for year group planning.	Not usually, after school once a week for staff meeting, other days sometimes House Meetings, meetings for Primary Show, other whole school events.	1 or 2 per week depending on age of children and how many TEACHING Assistants we have in the age group	4 Houses, siblings allocated to same house. Very active from Grade 2, Year 3 on. Full range of activities, have tried to diversify from just sporting – Swim Gala, Sports day, Matball Competition etc. , into Photography Competition, Technology Challenge, House Picnic – (Y2 included). Poetry recitation Competition, Handwriting Comp. These events encourage children who wouldn't normally excel at sporting events to shine. Also House BAKE Sales, Bring and Buy Sales, (Charity Fundraising) Start off with a Proud House Day Each Year which is a big hit with the children. We try to get cross phase liaison – House Captains and Vice Captains (2 boy, 2 girl for each House) , play an active part in organising events and helping out with younger grades.	No
School 14	No	Unit plans are done at Team Level and EAL and LR teachers are made available for planning. This group meets once in 6 days for 90 mins collaboration time.	Other specialists: Art, music, PE, World Languages can collaborate on professional development days or during what we call sheltered (curriculum) afternoons, one per month, 3.00pm - 4.15/4.30pm. Mostly this time ends up being used by subject based teams meeting. Obviously teachers do more but this is our schedule.	One per six day cycle 10-30 mins depending on the needs of students and what teachers are available in the time slot. All Faculty do duty of some kind.	No	We do have a mixture of paper portfolios however they have grown organically. Next year we plan to start aligning them. Could share that next year.FYI we also have 4 half days which we call Early Release days. Students go home at 11.30am and Faculty remain to work K-12 twice per year and twice per division. This is for vertical articulation of curriculum which feeds into CIS/WASC accreditation.