

Team Charter

Phase	Type	Themes
<input checked="" type="checkbox"/> Early <input checked="" type="checkbox"/> Implementation <input checked="" type="checkbox"/> Consolidation	<input checked="" type="checkbox"/> Strategy <input type="checkbox"/> Tool	<input checked="" type="checkbox"/> Collaboration & teamwork <input type="checkbox"/> Curriculum <input type="checkbox"/> Design affordances <input type="checkbox"/> Design & process <input type="checkbox"/> Evaluation <input checked="" type="checkbox"/> Leadership & change <input type="checkbox"/> Pedagogy
		<input type="checkbox"/> Professional development & support <input checked="" type="checkbox"/> School structures & organisation <input type="checkbox"/> Spatial competencies <input type="checkbox"/> Student experience <input checked="" type="checkbox"/> Teacher experience <input type="checkbox"/> Technology <input type="checkbox"/> Time

What does this do?

A Team Charter is a written document that outlines team members' expectations regarding work-related behaviours¹. After creating a team, it is ideal to immediately establish a common ground or a set of agreements articulating how members are going to work together. These set of agreements have been called Team Charter², team collaborative norms³, and mutually-agreed team expectations (MATEs) agreement⁴.

How can it help?

Hunsaker, Pavett, and Hunsaker² believe that Team Charters are important tools in developing effective teamwork and result in increased member satisfaction and better performance. Educators working together can create a Team Charter to help establish boundaries, set clear expectations, and build trust among team members. Working towards a common goal guided by a well-defined set of agreements will facilitate a more productive and harmonious working relationship between educators that will, ultimately, benefit students. The Team Charter can be used to identify multiple ways of using as well as how to independently or collaboratively work and teach in learning spaces.

An example in practice

In preparation for the opening of a new and purpose-built as well as modernised refurbished learning spaces in 2017, Shirley Primary School in New Zealand developed a Team Charter to assist various school teams in effectively working together. The school started the process by asking educators these two questions:

- How will effective collaboration improve outcomes for our learners?
- Why do we believe working collaboratively is important?

Educators then wrote down their responses on sticky notes, which were later sorted into categories while key words were highlighted. The school used the responses as the basis for working with all staff and educators in developing their vision statement on collaboration. After analysing the responses, six themes emerged and were used to inform how the school crafted detailed principles and practices to support the Team Charter that the school continued to refine over the course of two terms. The Team Charter was then prominently displayed in different learning spaces across the school.

Where can I find this?⁵

An example of how one school used Team Charter is available via this link:

<https://www.growwaitaha.co.nz/our-stories/shirley-primary-school-using-team-charters-for-collaborative-practice/>

[Correct as at 10 March 2020].

1. Barron, B. (2000). Achieving coordination in collaborative problem-solving groups. *Journal of the Learning Sciences*, 9, 403–436. https://doi.org/10.1207/S15327809JLS0904_2
2. Hunsaker, P., Pavett, C., & Hunsaker, J. (2011). Increasing Student-Learning Team Effectiveness with Team Charter. *Journal of Education for Business*, 86(3), 127-139. <https://doi.org/10.1080/08832323.2010.489588>
3. Hung S., Lai H., Yen, D., & Chen C. (2017). Exploring the effects of Team Collaborative Norms and Team Identification on the quality of individuals' knowledge contribution in teams. *SIGMIS Database: the DATABASE for Advances in Information Systems*. 48(4), 80–106. <https://doi.org/10.1145/3158421.3158428>
4. Laurie, K. (2019, November). *Changing roles: A collaborative practice impact story*. <http://blog.core-ed.org/blog/2019/11/changing-roles-a-collaborative-practice-impact-story.html>
5. All Spatial Transition Pathway 'Strategies and Tools' are licensed under a Creative Commons Attribution-Non Commercial 4.0 International License and available from iletc.com.au

