Team Teaching

Date:
Venue:
Facilitator
## Overview of Day

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What Are we Learning Today?

What am I Looking For?
WALT

• Set the scene: Inclusion
• Team Teaching & Inclusion
• Understand the challenges and benefits of team teaching in the context of literacy
• Examples of Team Teaching in Practice
• Plan for Team Teaching
• Assess
• Practical considerations
Setting the Scene

What are the ranges in ability within the school which I as a class teacher or support teacher am faced with?
Inclusion

‘All children and young people – with and without disabilities or difficulties learning together in ordinary pre-school provision, schools, colleges and universities with appropriate networks of support. Inclusion means enabling all students to participate fully in the life and work of mainstream settings, whatever their needs. There are many different ways of achieving this and an inclusive timetable might look different for each student’


Inclusion in the Irish context is defined as a process of:

- addressing and responding to the diversity of needs of learners through enabling participation in learning, cultures, and communities, and
- removing barriers to education through the accommodation and provision of appropriate structures and arrangements, to enable each learner to achieve the maximum benefit from his/her attendance at school.

(NCSE 2010)
Supporting Inclusion

• a variety of teaching strategies and approaches
• clear learning objectives outlined at the beginning of the lesson, reference made to them during the lesson, and a review with the students of what has been learned occurs at the end of the lesson
• formative assessment strategies for identifying the students’ progress that are used to help inform teaching approaches
• the content of lessons is matched to the needs of the students and to their levels of ability
Supporting Inclusion

• multi-sensory approaches to learning and teaching

• materials, including concrete materials, are appropriate to the needs, ages, interests, and aptitudes of the students

• monitor individual students’ and class progress, and to evaluate the effectiveness of the teaching and learning
Inclusion

• a process

• concerned with the identification and removal of barriers

• about the presence, participation and achievement of all students

• Inclusion invokes a particular emphasis on those groups of learners who may be at risk of marginalisation, exclusion or underachievement in the education system

(NCSE 2010)
WALT

• Set the scene: Inclusion
• Team Teaching & Inclusion
Inclusive Education Framework (NCSE 2011)
What is it?

• The *Inclusive Education Framework* can be used to assist schools plan, measure and improve how pupils with special educational needs are supported.

• It provides an opportunity for every school to discuss and assess the way pupils with special educational needs are included in their schools (NCSE 2011 p.5)
The Framework invites school to...

- Show what they are doing well
- Identify areas where they need to improve
- Rate their levels of inclusion
- Put plans in place to address the areas for improvement

NCSE 2011 p.5
Process

• Facilitates reflection on inclusive practices
• Promotes a collaborative approach to the implementation of inclusion in schools
• Formulates a co-ordinated response to the educational challenges that inclusion may bring (NCSE 2011 p.11)
Framework

• Ten themes underpinned by five key principles
• Self-reflection templates
• Certification
• School Development Planning (SDP)
• Inclusion v Integration ‘being there’ and ‘taking part’
## Framework Structure

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<td>2. Whole-School Development Planning</td>
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<td>3. Whole School Environment</td>
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<td>5. Pupils and Staff Well-being</td>
<td>a) Fulfilling Pupil Potential</td>
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<td>b) Fulfilling Staff Potential</td>
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<td>6. Curriculum Planning for Inclusion</td>
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<td>7. Individual Educational Planning</td>
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<td>a) The Learning Experience</td>
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<td>b) The Teaching Experience</td>
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<td>b) Curriculum Implementation</td>
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<td>10. Support for and Recognition of Learning</td>
<td>a) Informal and Formal Assessment</td>
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<td>b) External Assessment and Certification</td>
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NCSE (2010)

Within the classroom, certain teaching strategies have been identified as helpful to the inclusion of students with special educational needs. Examples include co-operative teaching, co-operative learning, individualised planning, collaborative problem-solving, heterogeneous grouping and differentiation.

NCSE 2010
Circular 02/05

“It is intended that the general allocation will enable schools to allow for in-class as well as out-of-class teaching support by the learning-support/resource teacher”.
Learning Support Guidelines (LSG)

• The learning support guidelines advocate placing a high priority on enhancing classroom-based learning through alternative groupings and providing shared teaching approaches in the pupil’s classroom.

• The main role of the learning support / resource teacher is to provide supplementary teaching either in the pupils’ own classrooms or in a learning support room.
What is team teaching?

‘…a group of two or more teachers working together to **plan, conduct and evaluate** the learning activities for the same group of learners.’

Goetz, 2000
Levels of Collaborative Relationships

Presence, Planning, Presenting, Problem Solving, Processing ................. CO-TEACHING

Presence, Planning, Presenting ........................................... CO- INSTRUCTING

Presence, Planning .................................................. CO- WORKING

Presence .................................. CO- EXISTING

-Bauwens & Hourcade
Challenges of exclusive withdrawal support

- Two separate programmes
- Fragmented instruction with pupil frustration
- Lack of teacher collaboration - time
- Lack of generalisation of skills
- Stigma
- Missing out on class work
- Double Homework
- Disruption for class teacher
- Teachers feeling vulnerable in a one-to-one situation (King, 2006)
"Let me get this straight -- I'm falling behind the other kids, so you're gonna take me outta class, work me half as hard, cover half the stuff, teach me slower and expect me to catch up!?“ (IPPN, 2006)
Challenges of in-class support

- Space
- Noise
- Teacher Personalities / Attitudes
- Parental involvement
- Training
- Needs of Pupils
- Content

- Teaching Styles
- Time Keeping
- Roles and Responsibilities of each Teacher
- Time for Planning and collaboration
- Timetables

(King 2006)
Text Books and Workbooks

• Teaching what’s in the book V teaching pupils
• Many topics, insufficient opportunities for repetition
• Feel under pressure to complete books
• Focus on strategies, content to be taught
• In-class support is not an ‘add-on’
• It is an alternative way
• Incidental Inspections Findings
  (King, 2006)
In a number of instances, inspectors advised schools to explore models of in-class support instead of relying exclusively on a model of support that involved withdrawing pupils from the mainstream classroom. (DES 2013 p.52)
Withdrawal v in-class support (NCSE 2010)

The role of the specialist educator needs to be re-examined and redefined if inclusion is to be successful. Support through withdrawal from the mainstream is no longer seen as the default response to pupils with special or additional needs. Apart from providing individualised instruction, potential roles include:

• adapting curriculum
• co-teaching
• supporting the mainstream class teacher through teamwork
• training support staff such as classroom assistants,
• selecting and adapting materials

(Giangreco, 1997, cited in NCSE 2010)
Time to Reflect

- Why are you (the school) introducing Team Teaching?
- What is current practice in your school?
Coffee Break
Models of co-teaching

- One teaches and one assists or supports
- Station teaching
- Alternative teaching
- Learning centres to support all learners

(NCSE 2010)
Models of co-teaching

One teaches and one assists or supports

- Most common co-teaching strategy
- Both the teachers are present in the classroom
- One teacher, usually the general educator (or subject teacher at second level), leads the instructional activity. The teacher in the support role observes, checks students’ understanding, supports the work of individual students or manages behaviour

Station teaching

- Two teachers dividing the content to be taught to the class between them. Each teacher delivers a portion of the lesson to a section of the class group and then students rotate between the two teachers. Students gain the experience of two teaching styles and points of view.
Models of co-teaching

**Alternative teaching:**
- This is where the class is divided into two groups, one small and one large. One teacher takes the large group for instruction while the other teacher works intensely with the small group. While this method has the advantage of providing small-group instruction to those students who need it, this strategy risks creating a situation in which students are ‘pulled out’ to the back of the class and thereby publicly identified as needing extra help.

**Learning centres to support all learners:**
An alternative to the resource-room model
- This model involves both subject teachers and special educators working together to provide support to all students. The setting is a learning centre, a designated place in the school where students can come during free periods to research and learn in a creative and supportive environment. The learning centre is stocked with resources, equipment and materials, including computers and reference books (Adapted from Friend and Cook, 2000).
Models of co-teaching

• No one model is said to be the ultimate
• Better to use a variety of models
• Which model one uses depends on the focus of instruction i.e. if the focus of instruction is reading accuracy and fluency, then guided reading might be used for a term
• Abilities of pupils need to be considered

(King, 2006)
WELCOME TO MY CLASSROOM
Team Teaching: Spellings


- 23 3rd & 4th class pupils
- Divided into 4 groups based on ability
- Class teacher & LSRT (2 groups each)
- 3 @ 30 min sessions weekly (15 mins. direct instruction, followed by 15 mins. Independent activity)
- 6 week duration
- Average increase in spelling age : 2.01+
TEAMWORK

Snowflakes are one of natures most fragile things but look at what they can do when they stick together

Verna M. Kelly
Video footage

- Video Footage of planning meetings
WALT

• Set the scene: Inclusion
• Team Teaching & Inclusion
• Understand the challenges and benefits of team teaching in the context of literacy
• Examples of Team Teaching in Practice

Lunch
• Plan for Team Teaching
• Assess
• Practical considerations
Reflection

How do you plan for team teaching?
How do you decide on the content to be covered/stations to include etc.?
Planning for Team Teaching

What areas need to be taught in literacy?
Activity

• Agree on a target class
• Devise a list of stations for 6 weeks – 4 days per week@1hr.
• Activities for teacher-led stations
• Activities for Independent Stations
• Feedback from each group
Reflection
A broad range of assessment data

Assessment in the Primary School Curriculum: Guidelines for Schools (2007)

Child leads the assessment

Teacher leads the assessment
Team Teaching Review

• Team Teaching Review
Short-Term Planning Guidelines
(National Induction Programme for Teachers 2013)

• Appendix A: Short term planning stages  p.11
• Appendix D: Differentiation strategies across the curriculum  p.14
Introducing team teaching...

• Introduce the team teacher
• Introduce the concept of team teaching, explain the process
• Have question and answer session
• Create rules for the session
• Explain when/how often/for how long team teacher will be coming in
• Parents
Classroom organisation

• Do we need to organize the room in a particular way?

• Remind children of the rules

• Training the children

• Explain the objectives for the session: learning and behavioural

• Introduce the lesson
Model for Allocating Support (NCSE 2013)

• Students with special educational needs do not have equitable access to formal assessments which means in turn that they do not have equitable access to teaching, care and other supports.

• The allocation of additional State educational resources should not depend on a parent’s ability to pay for professional assessments or the proximity to HSE supports.

• The level of additional supports provided should be in line with the needs of the child rather than being linked to a diagnosis of a particular category of disability.

• At a time of scarce resources, all teaching posts should be allocated in line with profiled educational need within a school rather than the number of class teachers or students within a school.
Further Support

• School support from PDST
• Special Education Support Services (SESS)
• National Council for Special Education (NCSE)
• Visit a school who have implemented team teaching
Administration

- Evaluation sheets
- Travel forms
- Attendance Sheet