

Team Teaching in Ramsgrange Community School



TL21 Team in RCS

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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 students’.

Geotz, 2000





Aim of our TL21 Project TEAM TEACHING

“The use of Team Teaching in RCS is to promote greater inclusion and make a positive impact to teaching and learning in the classroom”



Why Team Teaching?

In Class Support
V
Team Teaching

March 2017: **Finn Ó Murchú**
MIC Thurles

Research

- Our aim was to gain insight in to opinions and benefits of team-teaching from our students, teachers and parents.
- Surveys were conducted and research gathered during 2017/18 and 2018/19.

Students

- Survey students in 1st/2nd currently being team-taught to gain their opinions on team teaching.
- Survey students in 1st/2nd who are not currently team-taught to see if they value the method and think it would be beneficial.

Parents

- Survey parents and see what understanding they have of Team-Teaching and their opinion on the benefits it has towards their son/daughter.

Teachers

- Survey teachers and determine if Team-Teaching is effective and identify areas that need improvement.

Evidence

- Review student's reports from primary school and monitor them in relation to maths.(Compare Team-Taught and non Team-Taught)
- Particular attention to be given to students who would previously been removed for resource at this time.

Targets of TL21 Project

● Target 1

To reduce the number of SEN students withdrawn from class from 85% to 60% and in doing so promote inclusion.

Relevance to LAOS document:

Target	Domain	Standard	Statement of Effective Practice
1	1	1	A
1	2	2	B
1	3	1	B
1	4	4	A

● Target 2

To increase the number of teachers engaging in team teaching from 10 in 2017/2018 to 18 in 2018/2019.

Relevance to LAOS document:

Target	Domain	Standard	Statement of Effective Practice
2	4	2	C
2	4	4	A,B,C,D

● Target 3

To increase students' confidence and engagement with learning in the classroom.

Relevance to LAOS document:

Target	Domain	Standard	Statement of Effective Practice
3	2	1	A + B
3	2	2	A,B,C,D,E,F
3	2	3	A,B,E
3	2	4	B

● Target 4

To increase teachers' confidence and engagement with team teaching in the classroom.

- **Relevance to LAOS document:**

Target	Domain	Standard	Statement of Effective Practice
4	3	1	A + B
4	4	1	C + E
4	4	4	A + B

Students being Team-Taught in Maths

- I feel comfortable asking both teachers for help

Yes 100%

- Do you like having two teachers?

Yes 83% No 17%

- Do you think having two teachers has helped you learn better?

Yes 73% No 27%

- I feel confident that I can engage in the class.

Yes 77% No 23%

- Would you like team-teaching to replace resource time so you can stay in class?

No 100%

Students not being Team-Taught in Maths

- **Did you ever experience team-teaching in Primary School?**
Yes 68% No 32%
- **I would feel comfortable asking both teachers for help.**
Yes 75% No 25%
- **Would you like team teaching ?**
Yes 95% No 5%
- **Instead of resource would you like team-teaching to happen so you can stay in class?**
Yes 30% No 70%

Students' views

- Learn more and learn more quickly
- Fewer opportunities for messing
- Help with difficult subjects (Maths and Irish)
- Homework always checked
- More opportunities to ask Qs and have them answered
- Class goes ahead even if one teacher is out
- Knew extra help was available in the class
- Do not have to interrupt teacher can ask another
- More control in class, less talking
- Different opinions/methods from teachers

Parents' Views

- **Is your son/daughter being team-taught this year?**

Yes 83%

No 17 %

- **Has your son/daughter ever experienced team-teaching in primary school?**

Yes 76%

No 24%

- **Do you think having two teachers is more beneficial, rather than one teacher in the classroom?**

Yes 93%

No 7%

- **Would you be happy for your son/daughter to be team-taught at senior level?**

Yes 90%

No 10%

- **Do you think it is a good idea if a student is withdrawn from class for extra resource?**

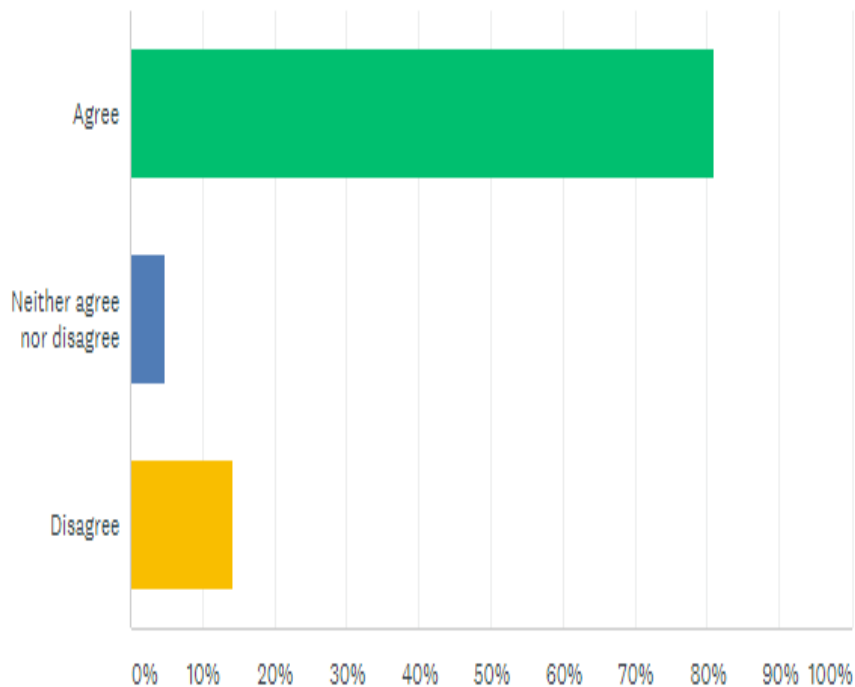
Yes 79%

No 21%

Teachers' Views

I know more about my student's strengths and weaknesses in a team-teaching class.

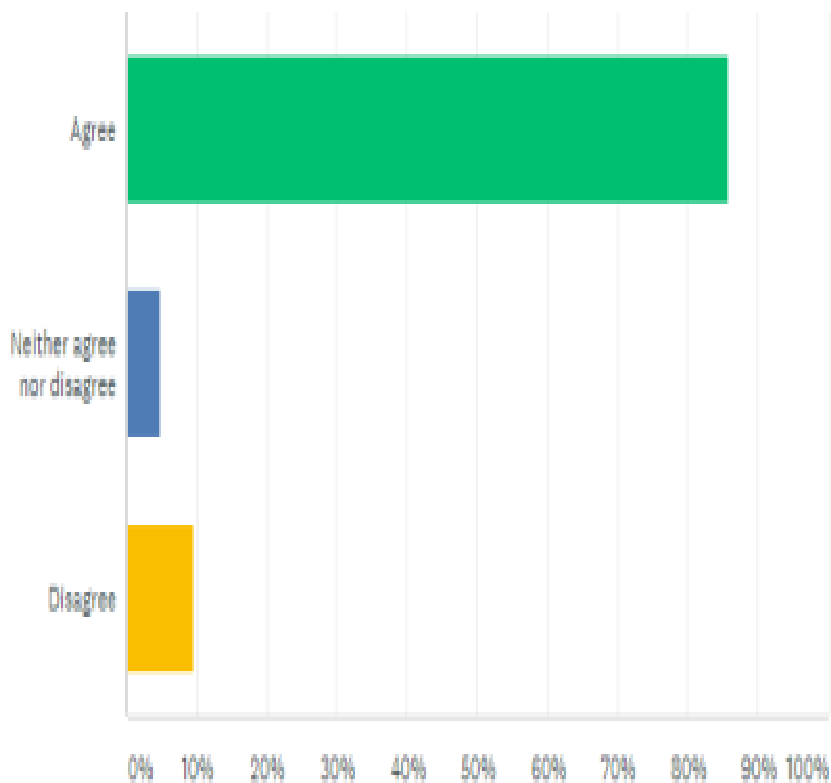
Answered: 21 Skipped: 0



ANSWER CHOICES	RESPONSES	
▼ Agree	80.95%	17
▼ Neither agree nor disagree	4.76%	1
▼ Disagree	14.29%	3

Team-teaching allows me focus more on teaching and learning and less on discipline and survival.

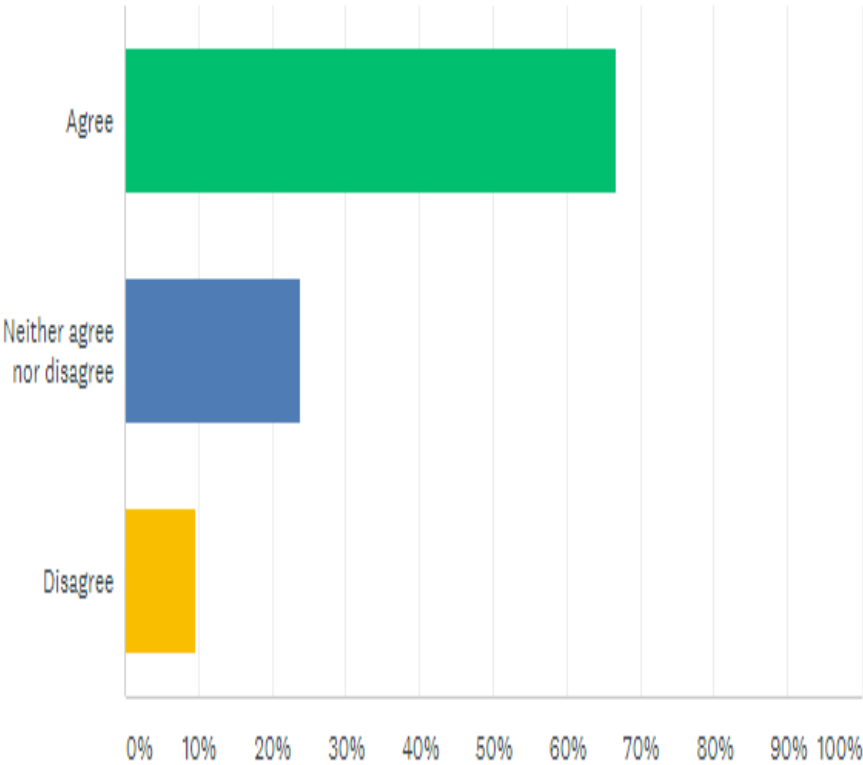
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ANSWER CHOICES	RESPONSES	
Agree	85.71%	18
Neither agree nor disagree	4.76%	1
Disagree	9.52%	2

My ability to collaborate with colleagues had improved.

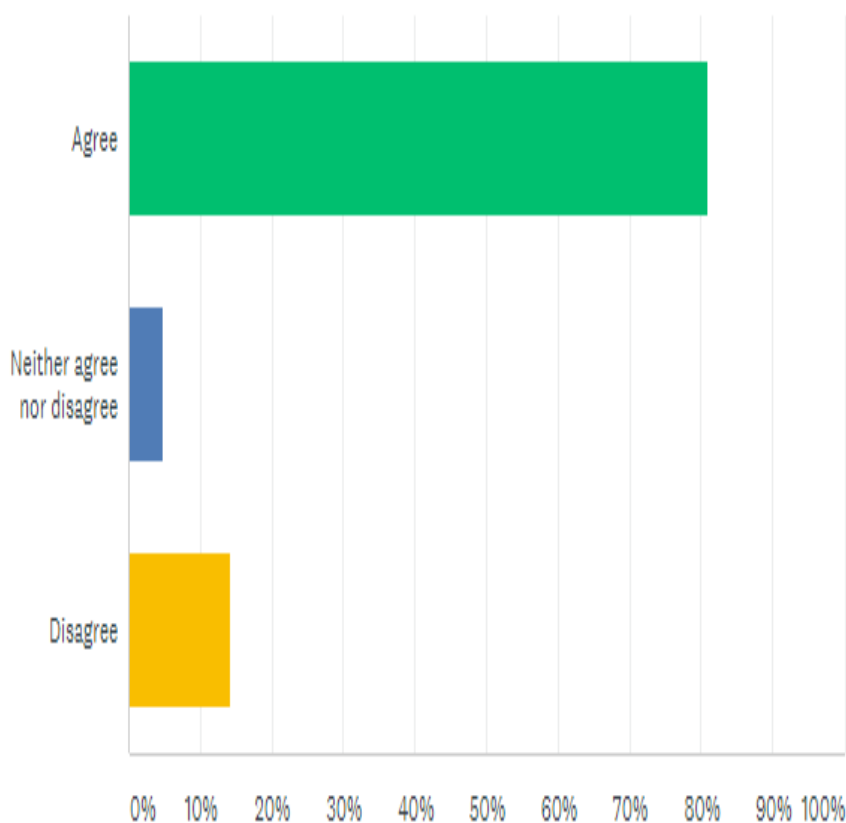
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ANSWER CHOICES	RESPONSES	
▼ Agree	66.67%	14
▼ Neither agree nor disagree	23.81%	5
▼ Disagree	9.52%	2
TOTAL		21

There is greater engagement and participation from all students in my team-teaching classes.

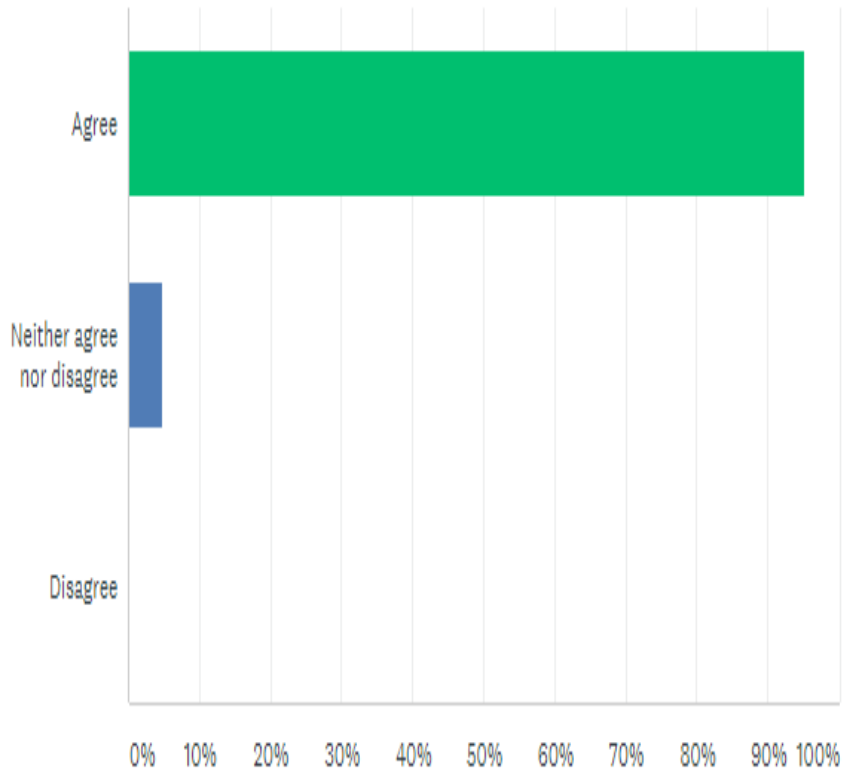
Answered: 21 Skipped: 0



ANSWER CHOICES	RESPONSES
▼ Agree	80.95% 17
▼ Neither agree nor disagree	4.76% 1

Team-teaching allows struggling students to benefit from in class support .

Answered: 21 Skipped: 0



ANSWER CHOICES	RESPONSES	
▼ Agree	95.24%	20
▼ Neither agree nor disagree	4.76%	1
▼ Disagree	0.00%	0

Evidence

- Review student's reports from primary school and monitor them in relation to maths.(Compare Team-Taught and non Team-Taught)
- Particular attention to be given to students who would previously been removed for resource at this time.
- Teachers were asked to comment on students progression. It was noted that the weaker students in the Team-taught class maintained their grades and benefitted from the team-teaching in the classroom.
- In comparison the teacher in the non team-taught class noted the grades of the weaker students dropped as they struggled to keep up with the class and noted these students would benefit from team-teaching.

Conclusion

Target 1

- To reduce the number of SEN students withdrawn from class from 85% to 60% and in doing so promote inclusion.
- This has been met.



Target 2

- **To increase the number of teachers engaging in team teaching from 10 in 2017/2018 to 18 in 2018/2019.**
- **This has been exceeded**

Target 3

- To increase students' confidence and engagement with learning in the classroom.

**I feel confident that I can
engage in the class.**

Yes 77% No 23%

Target 4

- To increase teachers' confidence and engagement with team teaching in the classroom

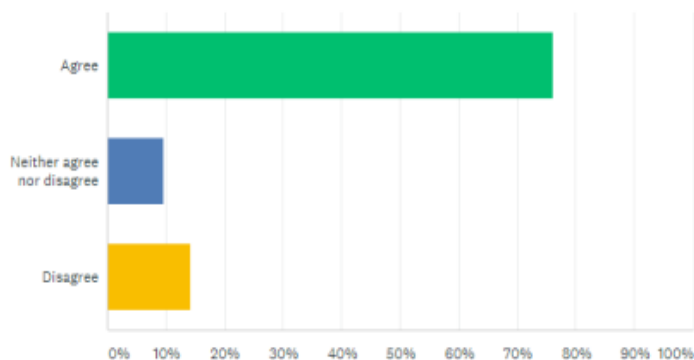
Q10

Customize

Save As ▼

I like the way we team-teach.

Answered: 21 Skipped: 0



ANSWER CHOICES



RESPONSES



▼ Agree

76.19%

16

▼ Neither agree nor disagree

9.52%

2

▼ Disagree

14.29%

3



What's in it for teachers?

- New learning experience
- Shift from isolation
- Less stress/ more energy
- Greater feedback/ analysis
- Causes teachers to reflect
- Raises teachers' game
- Attends to inclusive learning
- Attends to cooperative learning
- Homework is done so there is more time to engage with students.
- Improved teaching and learning
- Improved relationships

Advantages:

- Helps the more able students and those with SEN.
- Teachers will transfer innovative teaching methodologies to other classrooms.
- Creates flexibility in teaching.
- Helps to re-inforce a confident class atmosphere and inclusive environment

Challenges:

- Sharing the control and responsibility
- How to plan
- Change in methods

What are the six co-teaching strategies?

- One teach-one observe

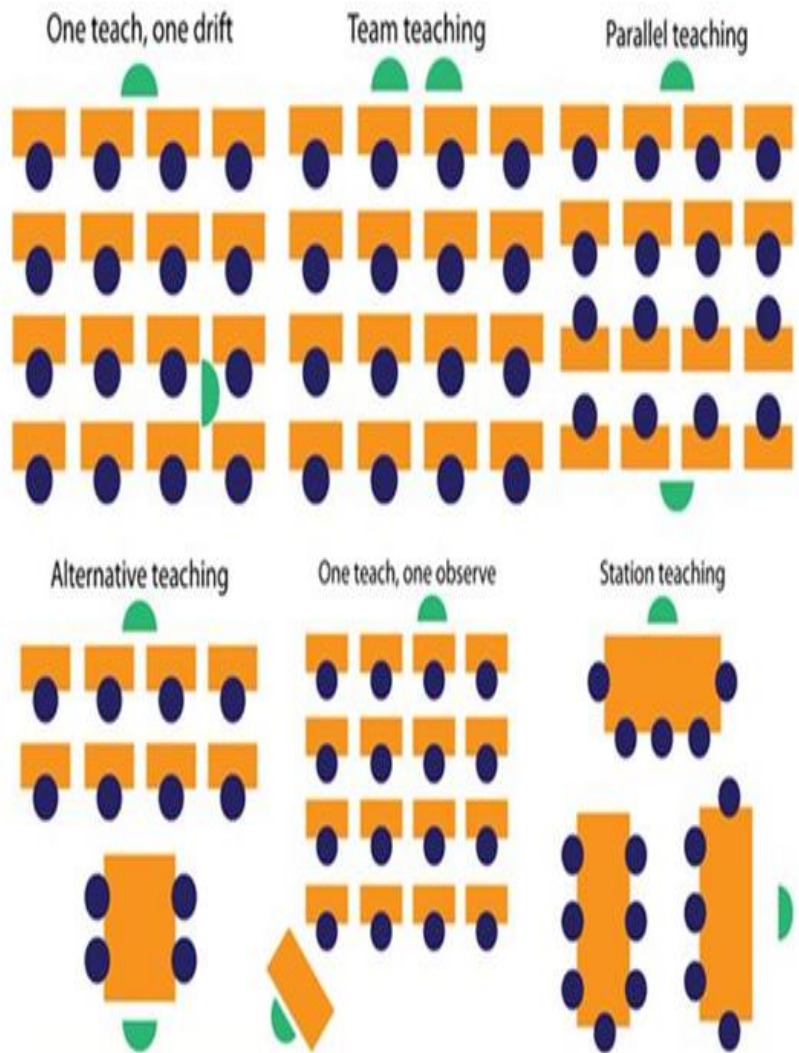
- One teach-one drift

- “Station teaching”

- “Parallel teaching”

- “Alternative teaching”

- “Team Teaching”



Team teaching video(teamteaching Co. Cork VEC) also available on RCS VS ware as well as youtube.



Team teaching video on youtube
under:

Teamteaching Co.Cork VEC.

[http://www.cocorkvec.ie/index.cfm/page/
teamteaching_video](http://www.cocorkvec.ie/index.cfm/page/teamteaching_video)

Inclusion

Chief Inspector's Report (DES 2013)

- 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)
- Inclusion is about the presence, participation and achievement of all students with a particular emphasis on those groups who may be at risk of marginalisation, exclusion or underachievement in the education system.

Supporting Inclusion

Why team teaching?

‘Wherever possible teaching needs should be met in the **main classroom**’

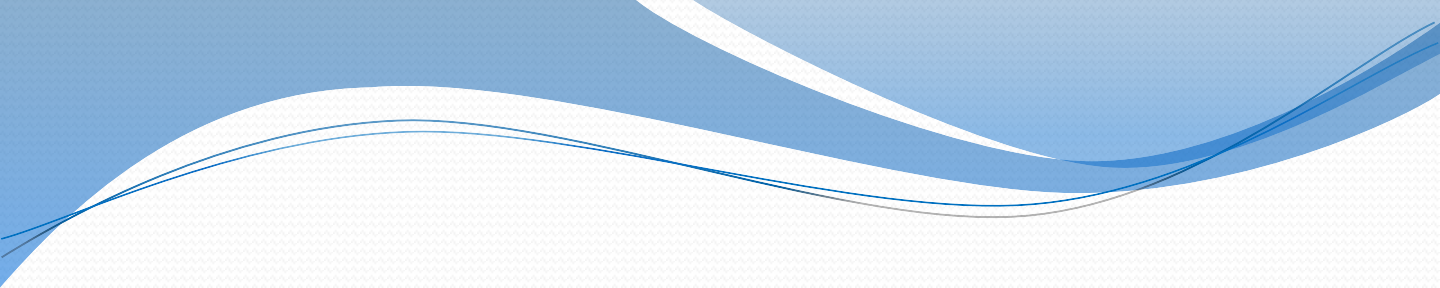
Team teaching fits that view

"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)



Teachers Release from Isolation

- Fullan (1991) suggests that if teachers are released from their isolation, and move more towards collaborative teaching, not only will it benefit teacher collegiality, but will enable the school culture to move towards educational change and to meet the challenges facing education today.

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- Keeffe et al (2004) also suggests that team teaching will allow teachers greater confidence in working with the diverse population and allow teachers to see their co-workers and students in new ways and establish positive relationships.

Team Teaching in RCS

- The core business of any educational establishment is to provide quality teaching and learning.
- Educational establishments must ensure that staff gain access to instruments and methodologies that will assist them in achieving the highest standards of education provision.
- The paradigm of teaching, has been the traditional, stand alone independent lecturer working in isolation.

Team Teaching in RCS

- DURING CPD WITH FINN Ó MURCHÚ WE AS A STAFF HAD A

NUMBER OF QUESTIONS.

- There is no prescribed best way to Team Teach. It depends on the teachers in the classroom and students' needs.
- Do not divide class in two – it is not recommended by DES as it does not represent good use of SEN hours.
- Focus on Junior Level students across subjects.
- Both teachers are trained in the subject. For example two Maths teachers Team Teach Maths. Subject specific
- Team Teaching committee has been established.
- Team Teaching is promoted on open night.
- Parent/Teacher meetings. Both teachers meet with parent.
- Both teachers take responsibility for the correcting and assessment of students' work.
- Both teachers fill out a Team Teaching Planner and Reflection in conjunction with the SEN Department.

Team Teacher Planner and Reflection

- The team teachers assigned ***will check SEN sharepoint*** for Psychological reports, assessments or interventions on the class group they have been assigned.
- Both teachers ***liaise with SEN*** and complete a preliminary ***planner piece*** ie division of roles/lead teacher/goals/assessment etc
- This planner may be ***re-visited*** from time to time eg as teachers work together, certain areas for further development may emerge. Planner piece is emailed to SEN.
- The '***Reflection***' can be completed at the end of the year and be used by teachers to help plan for the following year.

	NAME OF TEACHER 1: _____ NAME OF TEACHER 2: _____	TEACHER 1	TEACHER 2	JOINTLY
	CONTENT:			
1	Who plans the lessons?			
2	Who has responsibility for selecting lesson content, aims, objectives, etc?			
3	Who has responsibility for evaluation, reformulation of objectives etc?			
4	Who writes up the lesson plans/subject plans?			
5	Who corrects the copies?			
6	Who sets the class tests/house exams?			
7	Who teaches the main group?			
8	<i>Who teaches the 'target' group?</i>			
9	Who corrects homework?			
10	Other..			
	CLASSROOM MATERIALS:			
1	Who defines the area within which people work?			
2	Who looks after/stores materials?			
3	From What department budget are materials bought?			
4	Who amends materials for students for whom they are unsuitable?			
5	Other..			
	CLASSROOM MANAGEMENT:			
1	Who has responsibility for Behaviour monitoring: (never 2 on 1)			
2	Who will monitor attendance, punctuality, uniform, etc?			
3	Who will liase with the tutor, YH, DP, P?			
4	Who will go to the PTMs?			
5	Who will meet the parents and other professionals who call?			
6	Who will get the class group into class, seated and on task (e.g explain task?)			
7	Who decides the classroom rules: noise, movement, neatness etc?			
8	Other			

Team Teaching Reflection:

Name: _____

Challenges that came with Team-teaching:

1

2

3

4

5

Opportunities or benefits with Team-teaching this group:
(Or simply outline approaches used/models of Team teaching used.)

1

2

3

4

5

Conclusion

- Education establishments have not yet harnessed their most valuable and powerful teacher development assets, namely their own teachers.
- Their years of professional experience and practical wisdom, if properly shared, could surely build work environments where teachers could find greater success, heightened motivation and increased job satisfaction. This in turn will impact in an extremely positive way upon teaching and learning.