



# Powerstown Educate Together National School

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*Powerstown Educate Together National School*

## Team Teaching Policy

*This policy has been formulated by Powerstown ETNS to give guidelines to teachers in relation to team teaching and co-planning for team teaching lessons.*

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## Introduction:

This policy was drawn up by staff of Powerstown E.T.N.S. in consultation with and ratified by Board of Management and circulated to staff. It is also available to read on the school's website by parents / guardians of the children. The objective of team teaching is to promote inclusive learning that can impact positively upon the learning experiences of both teacher and pupil. The purpose of the policy is to document current and future practice on team teaching. The policy will be reviewed annually.

## Rationale:

Team teaching is a form of teaching that involves several teachers share teaching responsibilities within a classroom setting. When group teaching is implemented in a school, the teachers work together to create a syllabus, set lesson plans and assess students. While students can have a well rounded experience in a single-teacher classroom, team teaching offers several unique advantages.

## Benefits:

- Allows teachers to work more independently with smaller groups of children.
- Develop positive self-esteem and positive attitudes about school and learning in these pupils.
- Children are provided with two teachers<sup>1</sup> who have complimentary styles and expertise to benefit from and enables teachers to plan a more rigorous curriculum program.
- Individual student needs can be catered for more easily and effectively with two adults\* in the room working with the diverse needs of children.
- Teachers observe, discuss and devise a best fit program for children. It also lowers the student/teacher ratio. Team teaching also lowers the disparity between curriculum expectations

## Possible Challenges:

- The challenges teachers face with team teaching may include building trust and commitment between each other
- A greater need to plan co-operatively and collaboratively.
- It can be difficult to implement successfully if administrative support and scheduling has not been carefully considered.

## Support from School:

- Professional development for staff.
- Scheduled planning time during the week
- Planning templates for staff

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<sup>1</sup> a minimum of

- Time to set pupil expectations at the beginning and throughout the year
- Adjustments have been made to best meet the needs of the children in the class.

## Role of the Class Teacher and Support Teacher:

There are a few different models of team teaching and more than one model may be carried out within the one day. These are:

1. **Both teachers** give introduction to topic and explain different activities that they will host at different stations/areas.
2. The class **divided in half with both teachers teaching** the same lesson simultaneously.
3. Both teachers delivering same instruction at the **same time to both groups**.
4. Teachers divide instructional content into several segments and present the content in two or more **separate stations** around the classroom. Teachers work with one group of children and then switch groups
5. Station Teaching: Various **learning stations are created** and the co-teachers provide individual support at different stations.
6. **One teacher** giving **whole class instructions** whilst the **other working with one child**, or working with a **small focus group**. Small focus groups could be enrichment, pre teaching, re teaching, interest groups, special projects, extra support or assessment.
7. **One teacher working with a small focus group**, the other providing **1: 1 conferences** with children where necessary.

## The role of Special Needs Assistants:

- The duties of S.N.A's are of a **non teaching nature**.
- SNA provides any special assistance required by S.E.N. pupils throughout the school day, while promoting their independence.
- S.N.A. is to be used as a resource in the classroom. However it is important that all activities/stations that SNA works with are of a non-teaching nature.
- It is important that the SNA feels supported and confident in his/her agreed role.

## The role of pupils:

- Be aware of and agree on their learning targets where appropriate
- Transfer learning strategies acquired in individual or small group lessons to a whole class setting where possible
- Evaluate their own learning where appropriate
- Participate appropriately at independent working stations.

## Timetabling:

- The SEN teacher will have a timetable drawn up in conjunction with the class teachers.

- A copy of this timetable is given to the Principal and the class teacher.

## Planning:

The class teacher is responsible for the overall daily lesson plans. Both teachers are responsible for planning for their groups/ stations including differentiation, resource materials and activities.

The support teacher needs to;

- Create separate plans in accordance with the class teacher's lessons.
- Use the planning template obtained from the August staff induction meeting.
- Have fortnightly planning meetings with the class teacher to discuss progress, activities and assessments.

## Assessment:

- It is the class teacher's responsibility to administer whole class assessments. This must be in line with the whole school assessment policy during specific assessment weeks.
- Copies of all assessments/observations should be discussed at co-planning meetings with copies of results given to class teacher.
- Observations must be recorded by individual teachers
- Individual teachers should promote children's self-assessment
- Individual teachers should maintain assessment records for their groups e.g. tables for streamed maths groups, spellings/sight vocabulary for streamed English groups,
- Individual teachers should develop teacher designed tasks and tests for groups and keep records of same
- Individual portfolios: Sample of children's work must be kept in the child's individual folder kept in the classroom.

## Review:

Powertown E.T.N.S. Team Teaching Policy will be reviewed annually in May of each year.