

Co-Teaching Policy

Rationale

Co-teaching is two or more people sharing responsibility for teaching some or all of the students assigned to a classroom. It involves the distribution of responsibility among people for planning, instruction, and evaluation for a classroom of students.

Rosebery Primary School's open learning communities are purposefully designed for co-teaching as a service delivery model.

We believe co-teaching offers the following beneficial outcomes:

1. Students develop better attitudes about themselves, academic improvement, and social skills.
2. Teacher-to-student ratio may be increased, depending on design of grouping for certain lessons.
3. Teachers are able to use research-proven strategies effectively.
4. A greater sense of community is fostered in the classroom.
5. Co-teachers report professional growth, personal support, and enhanced motivation.
6. Increased job satisfaction can be experienced because needs for survival, power, freedom of choice, a sense of belonging, and fun are met.

Co-teaching provides a vehicle for teachers and students to move from feelings of isolation and alienation to feelings of community and collaboration. In other words, the lone arranger model of teaching is replaced with a co –teacher model. We believe the effort required by co-teaching is worth it because it results in happier and more successful children as well as more competent and confident teachers.

Policy Statement

All teachers will develop the skills and capacity so they effectively build and maintain Co-Teaching partnerships. Partners will establish trust, develop and work on communication, share the chores, celebrate, work together creatively to overcome the inevitable challenges and problems, and anticipate conflict and handle it in a constructive way.



Aims

Students will:

- Learn and engage with both teachers.
- See both teachers as sharing equal status in instruction, assessment and behaviour management.

Teachers will need to:

- Share a belief system that supports the idea that each of the co-teaching team members has unique and needed expertise.
- Demonstrate parity by alternatively engaging in the dual roles of teacher and learner, expert and novice, giver and recipient of knowledge or skills.
- Use a distributed functions theory of leadership in which the task and relationship functions of the traditional lone teacher are distributed among all co-teaching team members.
- Use a cooperative process that includes face-to-face interaction, positive interdependence, interpersonal skills, monitoring co-teacher progress, and individual accountability.

Implementation

In accordance with the Whole School Co-Teaching Plan, we will:

- Provide ongoing training via a minimum of one dedicated co-teaching staff meeting every term.
- Provide additional, in-class support as requested (ie provide opportunities for co-teaching partners to observe others).
- Introduce/further explain Co-Teaching to the wider school community via Classroom and Whole School Newsletters and the Back to School Festival.
- Have Classroom Walkthroughs to open feedback loops on practice.
- Continue to provide 2 out of 3 non-contact hours as collaborative planning time for each co-teaching team per week.

Resources

'A guide to Co -Teaching', 2nd Edition, by Villa, Thousand and Nevin is Rosebery PS's nominated reference text. A copy is provided to each teacher. Using the one text as our main reference point, provides consistency in our approach to the types of co-teaching models (supportive, parallel, complementary, and team teaching), and a universal vocabulary with which to converse and discuss all co-teaching matters.



Evaluation

At Rosebery PS we evaluate our Co-Teaching's effectiveness through a range of assessment tools:

- Administer a Student survey in Semester Two.
- Administer the 'Co-Teacher Reflection Tool' towards the end of Semester One to enable teachers to evaluate, dialogue about, or think about their success or lack of success in their co-teaching practices. By collaboratively completing their reflections, this tool will allow partners to make changes or further refine their co-teaching practices throughout this experience.
- Administer a Co-Teaching Framework in Semester One to provide teachers with a vehicle with which to reflect on, discuss and present a range of common, publicly agreed-on goals that are particular to their co-teaching practice.
- Administer the '*Self-Assessment: Are we Really Co-Teachers?*' survey each semester: review/tally responses and plan training sessions accordingly.

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