

# Team Teaching in Post-Primary Education: A Reflection on the Experience

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## Topic Overview & Learning Outcomes

Students should be able to explain what signs and symbols are. To show higher order thinking, students need to be able to compare and contrast signs and symbols.

Students should be able to use signs and symbols as a means of expressing themselves. Symbols can be used as a different medium of thinking as symbols can have layers of meanings and are extremely emotive.

Students should be able to discuss, in detail, the deeper meanings in symbols using religious and non-religious examples. A tolerance for these ways of expression and different meanings in symbols is needed

## Lesson Plan Outline

Introduction: Students play charades as an introductory activity – to grasp of what a sign is. It is a different engaging activities that will suit many student in the classroom’s learning styles.

Main Body of Class: One teacher talks through what the students learned from charades. Students, in groups, discuss and write down what a symbol is; both teachers go around to different groups. A standing debate follows where students go to a side of the room depending on whether they think an image is a sign or a symbol. One teacher calls out the image while another teacher probes their choices.

Conclusion: Students draw their own signs and symbols on an A4 piece of paper. The student beside them tries to guess whether the image is a sign or symbol and explain why. Group work facilitates peer learning and assessment.

## Student Feedback

Presence of an extra teacher floating around the classroom was particularly useful . Active methodologies like the standing debates and charades, were enjoyable and meaningful as they were practical. Happy that they were given prior information on all aspects of team teaching.

## Concluding Activity – Standing Debate

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You will have to decide whether a picture shown is a sign or a symbol

Left side of the classroom - Sign

Right side of the classroom - Symbol

Middle of the classroom – Don't Know

Be ready to explain your decision!

Sign OR Symbol



## Co-operating Teacher Feedback

Students benefitted from having two teachers to organise activities. My co-operating teacher and I learned ways to improve our practice. The dynamic and set-up of the class was conducive to productive and meaningful work.

## Benefits

Better student to teacher ratio facilitates the likelihood that most, students learning needs will be met.

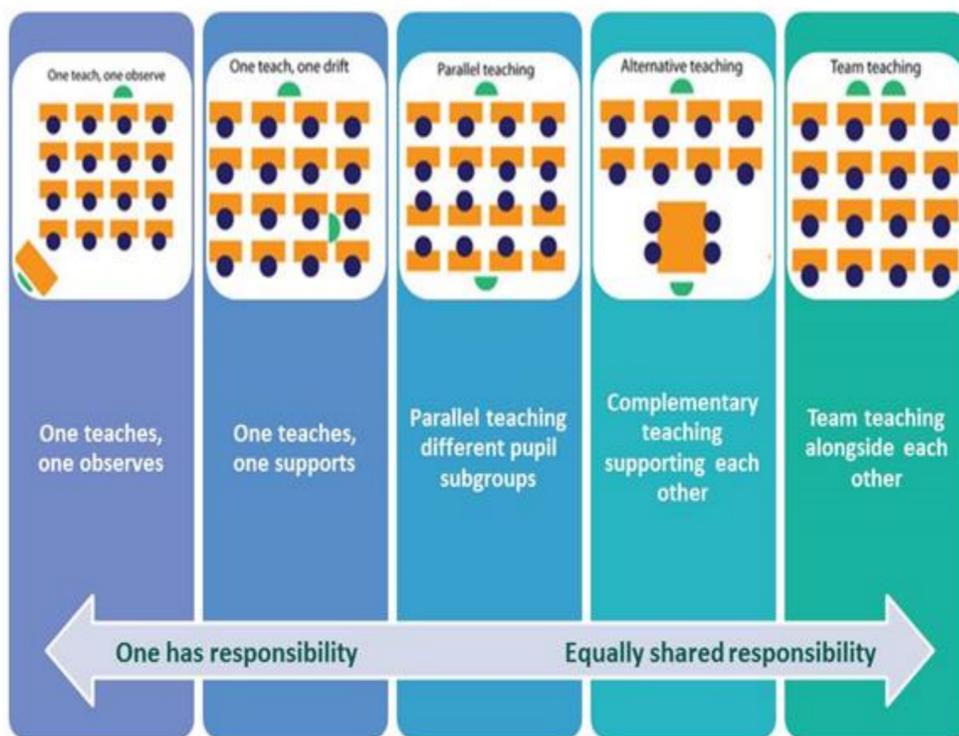
Co-planning, co-teaching and peer reflection can only improve both teacher’s practices.

## Challenges

Teachers can feel they are being judged by the other team teacher.

Timetabling and funding are massive issues in terms of getting two teachers present in any one class.

## Models for Co-teaching



## Personal Reflection

Team teaching can work as long as both teachers involve communicate together , share responsibilities and plan and reflect and on classes. The team teaching model will depend on the needs of the students in the classroom. Co-teaching could transform education and make a real difference to teachers and student’s lives that will only benefit everyone in the long term.

