

TEAM TEACHING... ... SUPPORTING INCLUSION



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OUR EXPERIENCE

As we are both English and Learning Support teachers we are focusing on a First Year English group. We aim to see an improvement in the participation and achievement of all students. Every Friday we teach a literacy class together, concentrating on a different spelling rule with corresponding exercises. This is a great experience which has encouraged increased collaboration between us, not only on this project but across our classes.

OUR FINDINGS

- Team-teaching has enabled us both to monitor individual students. It has allowed extra support to be allocated to students who need the extra help.
- There has been an improved participation in the classroom as students were less distracted.
- The fact that there is more time for one-on-one with students who need it has led to higher engagement and participation levels.
- The atmosphere towards pair and group work within the classrooms is very positive and there is a general sense of unity which we believe has stemmed from the positive team-teaching relationship.

A practice: ‘...two or more teachers working together to plan, conduct and evaluate the learning activities for the same group of learners.’

Goetz, 2000

Supported by policy:

“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”.

Circular 02/05

Teachers: ‘The opportunity to support student learning while my colleague explained a concept helped me to better understand the range of abilities in my class.’

Leading to
greater inclusion

& Students: ‘I liked being able to ask for help without interrupting the teacher.’