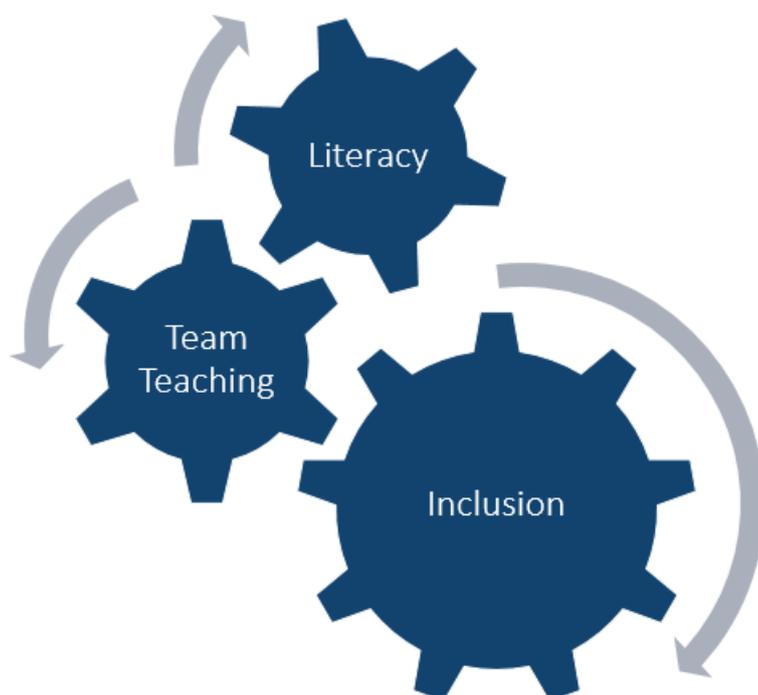


# Making Connection: Inclusion, Team Teaching and Literacy

<https://www.pdst.ie/literacy/teamteaching>



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## Personal Reflection

### Inclusion

### Guiding Principles

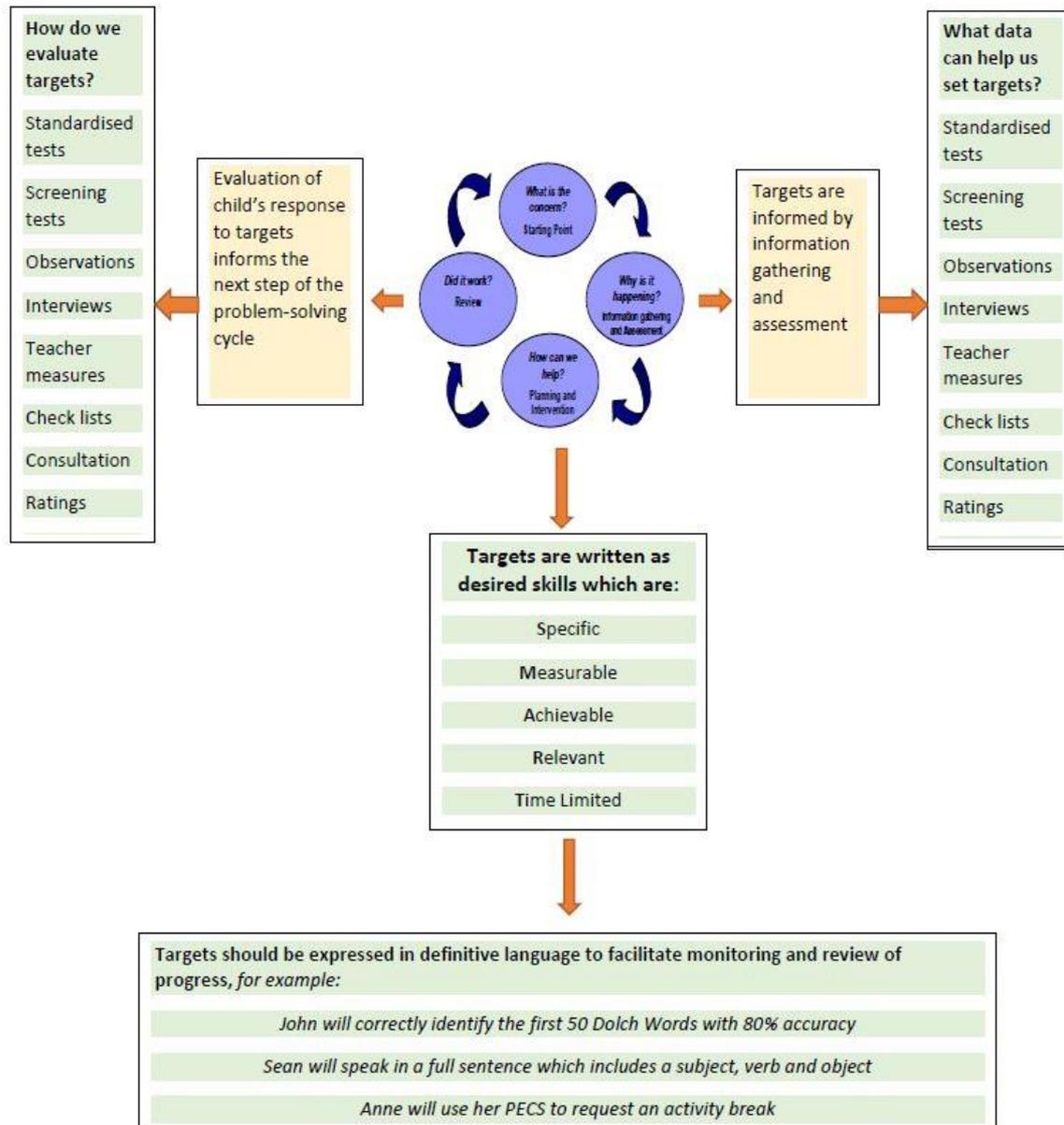
# Planning Template to Guide the Allocation of Additional Teaching Supports for Pupils with Special Educational Needs

<b>Action 1: Identification of pupils with special educational needs</b>	
<p>Review existing information on pupils' needs, using school-based data, and any information from parents and external professionals. Engage in additional screening and data gathering as required, using informal and formal assessment approaches (e.g. teacher observations, information on social and emotional competence, standardised tests, diagnostic tests). Identify all pupils with SEN in the school. Match their needs to the appropriate level on the Continuum of Support.</p>	Notes
<b>Action 2: Setting targets</b>	
<p>Based on individual needs, set clear learning targets for each pupil at each level of the Continuum of Support.</p>	
<b>Action 3: Planning teaching methods and approaches</b>	
<p>Identify the level and type of intervention required to meet targets for each pupil on the Continuum of Support. Schools should consider methodologies best suited to promoting meaningful inclusion such as differentiation, heterogeneous grouping, team-teaching and small group teaching. They should also be mindful that the interventions and supports used are evidence-informed.</p>	
<b>Action 4: Organising early- intervention and prevention programmes</b>	
<p>Based on identified needs, choose evidence-informed early-intervention/prevention programmes to address concerns. Identify time needed and staffing commitment required.</p>	
<b>Action 5: Organising and deploying special education teaching resources</b>	
<p>Cross-reference the needs of pupils at School Support and School Support Plus levels and consider common needs that can be met by grouping to ensure effective and efficient teaching and learning approaches. Agree which teacher(s) will cater for these groups/individuals and when and where the teaching will take place. Be mindful of the requirement that pupils with the greatest level of need should receive the greatest level of support from teachers with relevant expertise.</p>	
<b>Action 6: Tracking, recording and reviewing progress</b>	
<p>Establish a tracking and recording system, to ensure that the progress of all pupils in meeting their identified targets is monitored:</p> <ul style="list-style-type: none"> <li>● At Whole-school and Classroom Support level by all teachers</li> <li>● At the School Support and School Support Plus levels by class teachers and special education teachers.</li> </ul>	

***Pupils with Special Educational Needs who are in receipt of interventions through the Continuum of Support Framework (p.30 Guidelines for Schools, DES 2017)***

<b>Classroom Support</b>				
<b>Pupil Name</b>	<b>Class</b>	<b>Description of SEN</b>	<b>Nature of Supports</b> Literacy, numeracy, social, emotional, behavioural	<b>Focus of Support</b> In-class, withdrawal in small groups or individual, school
<b>School Support</b>				
<b>Pupil Name</b>	<b>Class</b>	<b>Description of SEN</b>	<b>Nature of Support</b>	<b>Focus of Support</b>
<b>School Support Plus</b>				
<b>Pupil Name</b>	<b>Class</b>	<b>Description of SEN</b>	<b>Nature of Support</b>	<b>Focus of Support</b>

## Target-setting as part of the problem-solving framework<sup>1</sup>



<sup>1</sup> Guidelines for Primary Schools Supporting Pupils with Special Educational Needs in Mainstream Schools, 2017: p.28

# Models of Team Teaching



- Teachers divide the responsibility of planning and instruction
- Clear learning focus is important
- Pupils rotate from stations, either on the same day or on the next day of team teaching. With younger pupils they often rotate within the same day but older pupils might rotate over the duration of a week.
- Increased instructional intensity and individualization
- Assessment critical for teachers to identify learning achieved



- Lead' teacher can take on role of the 'support' teacher and vice versa
- All pupils have access to the same curriculum and interventions are integrated
- Shared language and experience which makes collaboration easier and allows both teachers to be aware of the progress of pupils
- All pupils can access both teachers as required, teachers are not assigned to pupils
- Various forms of assessment can be done by the lead teacher, support, teacher or both teachers



- Teachers teach the **same content** to two groups of pupils in the **same physical space**, a significant advantage being a reduced pupil-teacher ratio
- Suitable at all class levels
- Clear learning focuses important
- Co-planning important
- Assessment critical for teachers to identify learning achieved



- One teacher manages the large group while the other teacher delivers an alternative lesson, or the same lesson with alternate materials or approaches, to a small group of pupils
- The smaller pupil-teacher ratio allows for better interactions to clarify misconceptions or extend understandings
- One teacher could also work with pupils needing extension opportunities and challenge their specific needs while the remainder of the class is working under the direction of the second teacher
- Teacher collaboration may lead to more targeted lessons and pupils may benefit from being exposed to multiple teaching styles

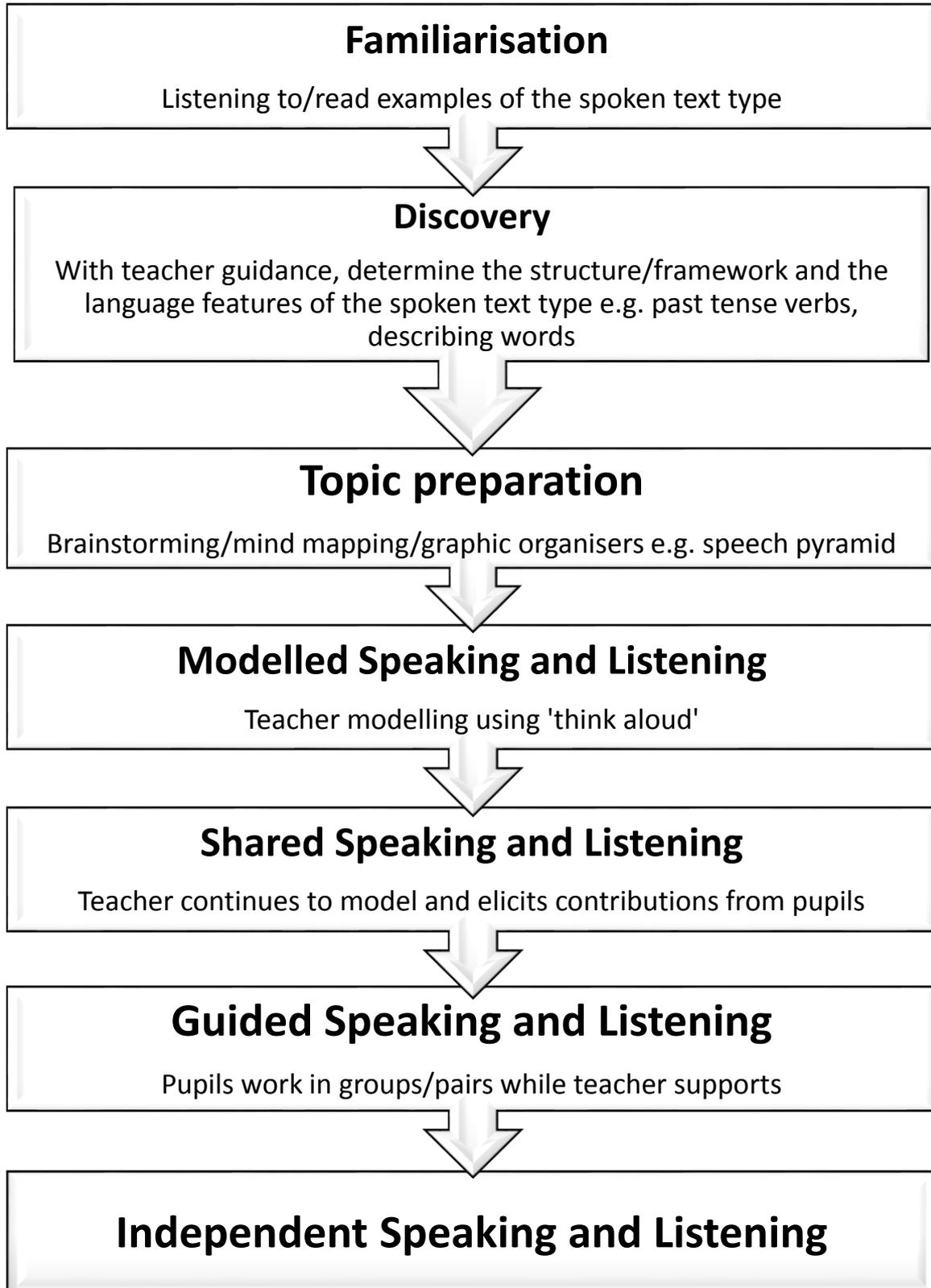


Both teachers are responsible for planning and they share the instruction of all pupils. The lessons are taught by both teachers who actively engage in conversation, not lecture to encourage discussion by pupils. Both teachers are actively involved in the management of the lesson and behaviour management. Sometimes used along with another model of co-teaching, for example comprehension strategy, problem solving, mental maths. Each teacher has an active and equal role

### Models of Team-Teaching

### Literacy Strategies

# Teaching a Spoken Text Type



*\*This is not a linear process, these stages can be used in a flexible manner.*

## Oral Language Assessment

### Self-assessment Peer assessment Teacher assessment:

- Rubrics designed by/with/for the pupil
- Know, **Would Like to Know**, **Learned Chart (KWL)**
- Thumbs up/down
- Traffic light system
- 2 stars and a wish
- Tell something you like, **Ask a question**, **Give a suggestion (TAG)**
- **What Went Well/Even Better If (WWW/EBI)**
- Speaking and listening logs (e.g. text type, purpose, audience and comment)
- **We Are Learning To** and **What I'm Looking For (WALT and WILF)**

### Conferencing, conversations and interviewing:

- Teacher-child
- Peer to peer
- Small groups
- Whole class

### Portfolios:

- Work samples (e.g. video and voice recordings)

### Concept mapping:

- Mind map before/during/after

### Questioning:

- Teacher or Peer (be aware of the importance of Higher Order and Lower Order)

### Teacher Observation:

- Informal/Formal observation notes

### Teacher Designed Tasks and Tests:

- Rubrics
- Checklists
- Questionnaires
- Rating scales

(First Steps, 2013; NCCA, 2007)

# Notes