

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
- Often very useful in a multi-grade setting
- 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