Dr. Ciara
Uí Chonduibh

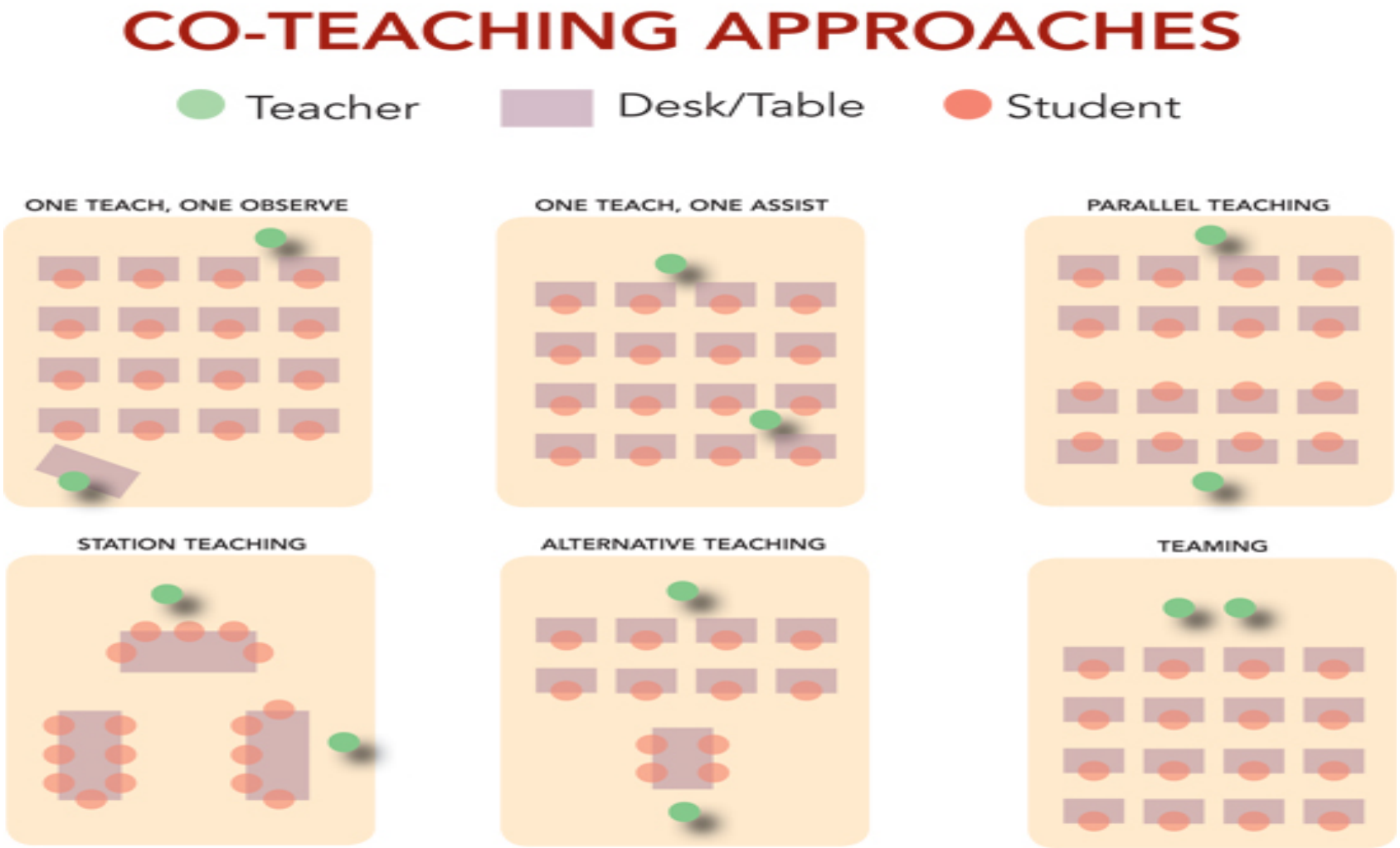
Co-teaching and SEN

Developing Whole School Professional Relationships and Learning

Workshop Overview

- Models of Co-teaching
  - Sharing how we use co-teaching
- Professional Pet Peeves
  - Exploring our needs before we start to co-teach
- Developing Professional Relationships
  - What to expect when two teachers co-teach
- Questions and Discussion

Models of Co-teaching



SOURCE: *Co-teaching: Concepts, Practices, and Logistics*, Marilyn Friend, Ph.D., August, 2006

Jigsaw Activity

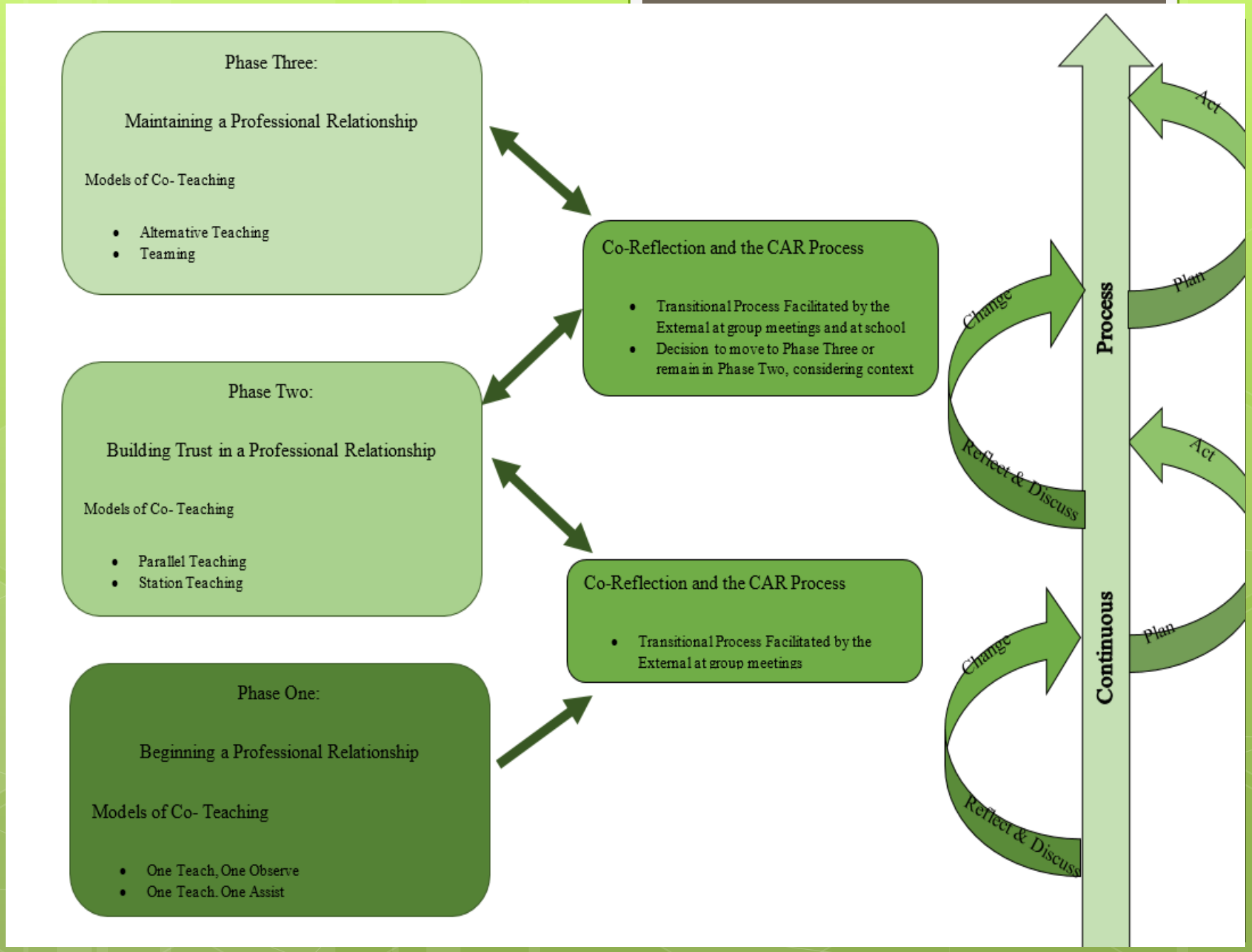
- Each member of the 'Home Group' is assigned a model or models of co-teaching.
- In 'Discussion Groups' for each model, identify ways you use or could use that model of co-teaching
- Return to 'Home Group' and each member takes it in turn to present their learning

Considerations Before We Co-teach

- Planning time
- Assessment
- Behaviour and Classroom Management
- How will we reflect?
- Professional Pet Peeves Questionnaire

Professional Pet Peeves

- Helps us to iron out issues that might arise when we co-teach.
- Consider elements we might otherwise neglect.
- Facilitates professional conversations which will strengthen professional relationships
- Gleaning teaching styles and practices for peer-professional learning.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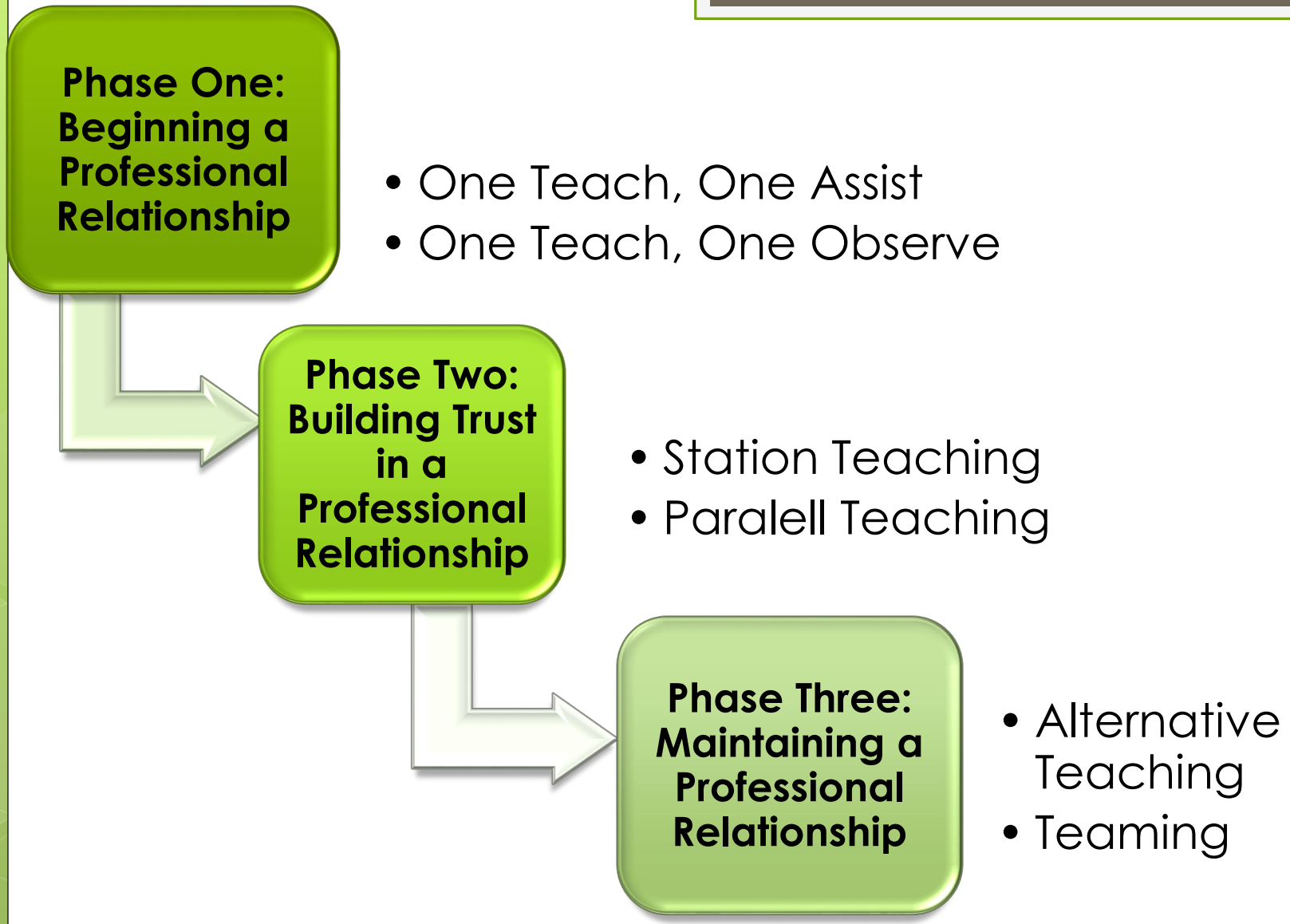
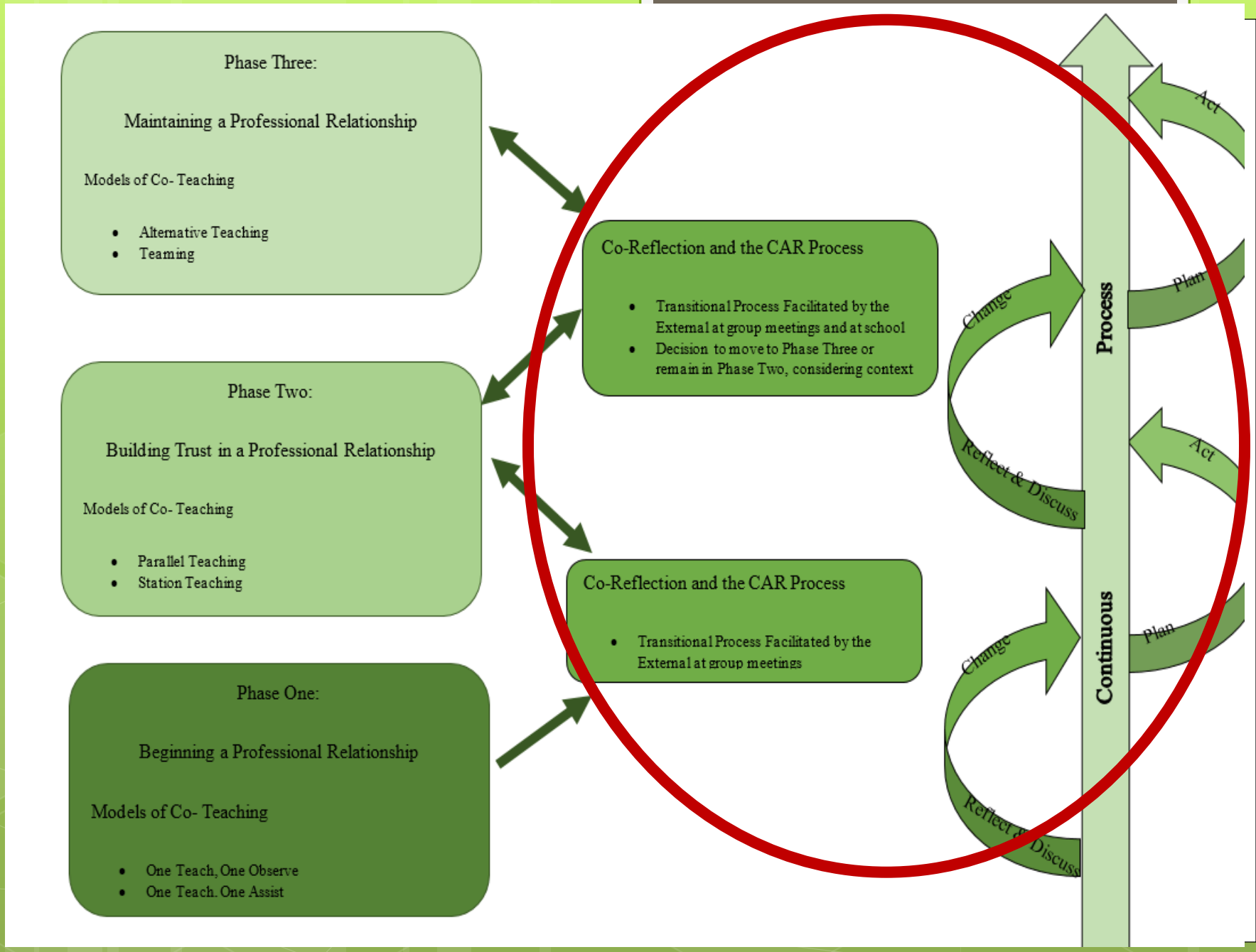
Maintaining a Professional Relationship
Models of Co- Teaching
Alternative Teaching
Teaming
Phase Two:
Building Trust in a Professional Relationship
Models of Co- Teaching
Parallel Teaching
Station Teaching
Phase One:
Beginning a Professional Relationship
Models of Co- Teaching
One Teach, One Observe
One Teach. One Assist
Co-Reflection and the CAR Process
Transitional Process Facilitated by the External at group meetings and at school
Decision to move to Phase Three or remain in Phase Two, considering context
Co-Reflection and the CAR Process
Transitional Process Facilitated by the External at group meetings
Process
Continuous
Act
Plan
Change
Reflect & Discuss
Act
Plan
Change
Reflect & Discuss


Phase One: Beginning a Professional Relationship
• One Teach, One Assist
• One Teach, One Observe
Phase Two: Building Trust in a Professional Relationship
• Station Teaching
• Paralell Teaching
Phase Three: Maintaining a Professional Relationship
• Alternative Teaching
• Teaming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Action Research

- Action Research is a transformative process of professional development for teachers

- Cycles of Action Research scaffold the development of co-teaching practices

- Steps or Stages of Action Research:

1 Reflection
2 Change
3 Plan
4 Action

Ceisteanna?

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