



Co-teaching In The Early Years

Future Schools Melbourne, March 2018





This Presentation

- Introduction
- Co-Teaching
- School Culture
- Job-Embedded Professional Learning
- Finally...





Our Key Drivers of Change at Claremont

- Creating the physical environment
- Embedding **co-teaching**
- Placing equal value on learner qualities and academic success
- Valuing and utilising expertise within the school
- Believing that every student needs to be prepared for the 21st Century





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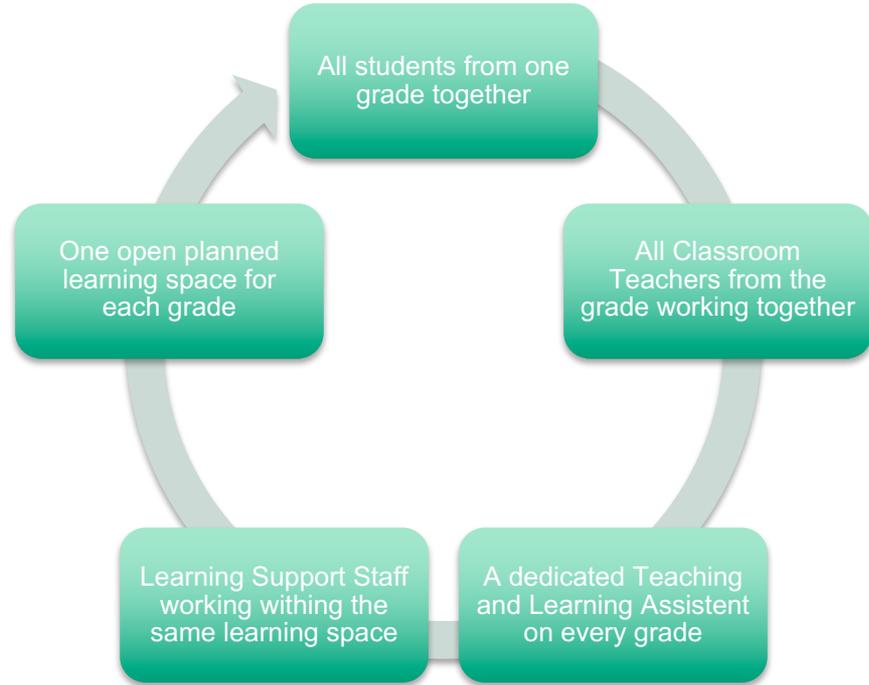
What is Co-Teaching?

“Co-teaching is two or more people sharing responsibility for teaching some or all of the students assigned to a classroom. It involves the distribution of responsibility among people for planning, instruction, and evaluation for a classroom of students.” (Cushman, 2013)





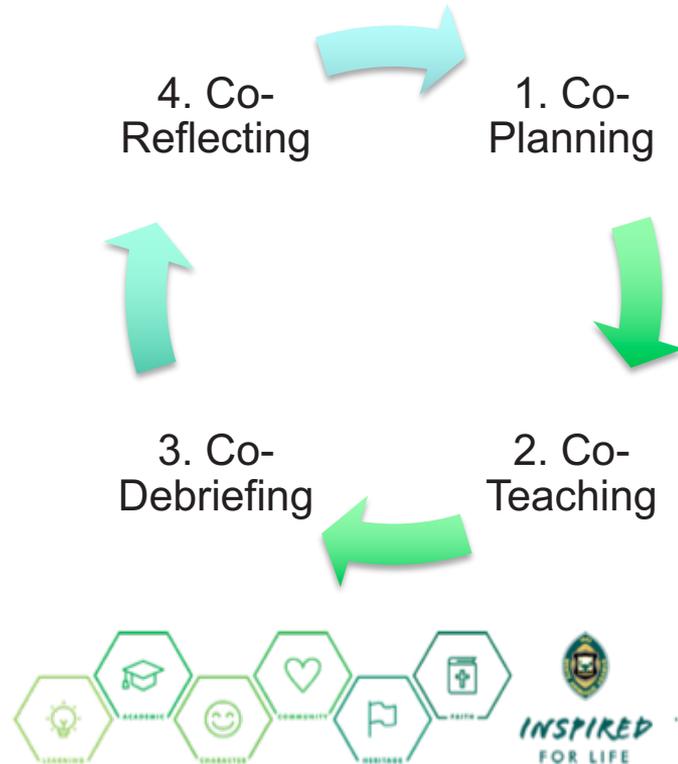
Co-teaching for us is:





Existing Evidence (Sharratt & Fullan, 2012)

Co-teaching is ‘the most powerful way to improve teaching practice and to implement the changes in assessment and instruction that we’ve studied, observed and discussed... It pushes professionals to make their practices transparent and public in order to become increasingly more skilled, reflective and thoughtful’.





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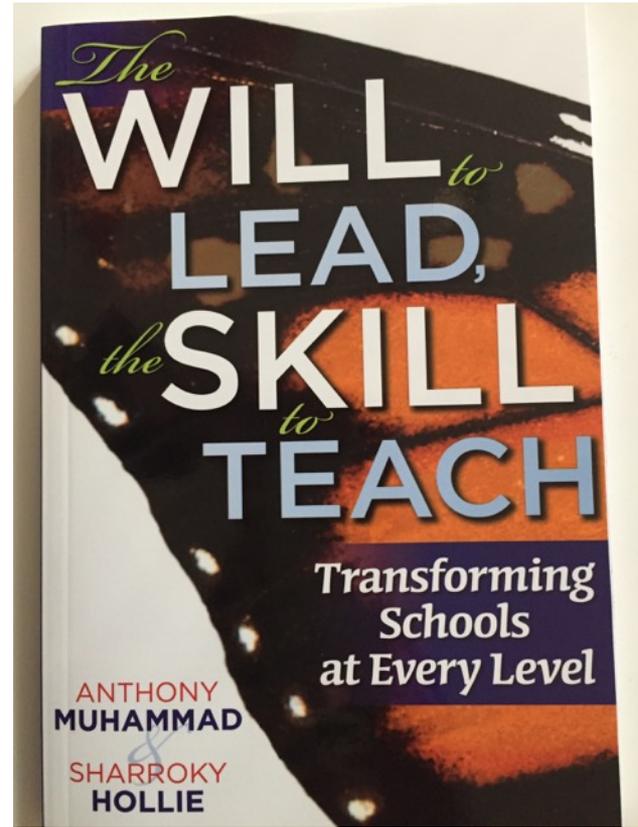
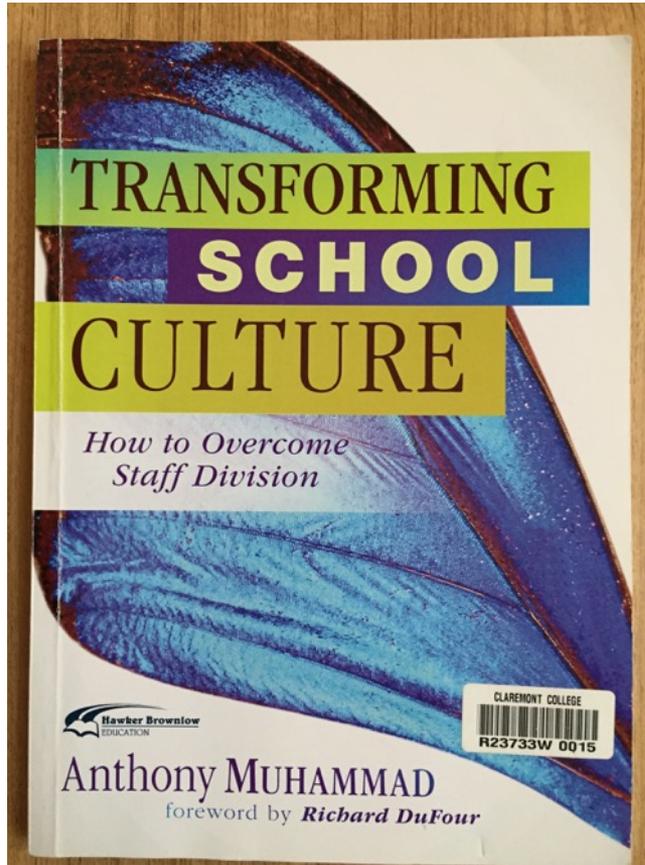
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To change our practices we needed to change our culture, while at the same time making sure we were keeping the things that we valued most about our school





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School Culture

Ref., Muhammad A, *Transforming School Culture – How to Overcome Staff Division*, Hawker Brownlow Education, 2009

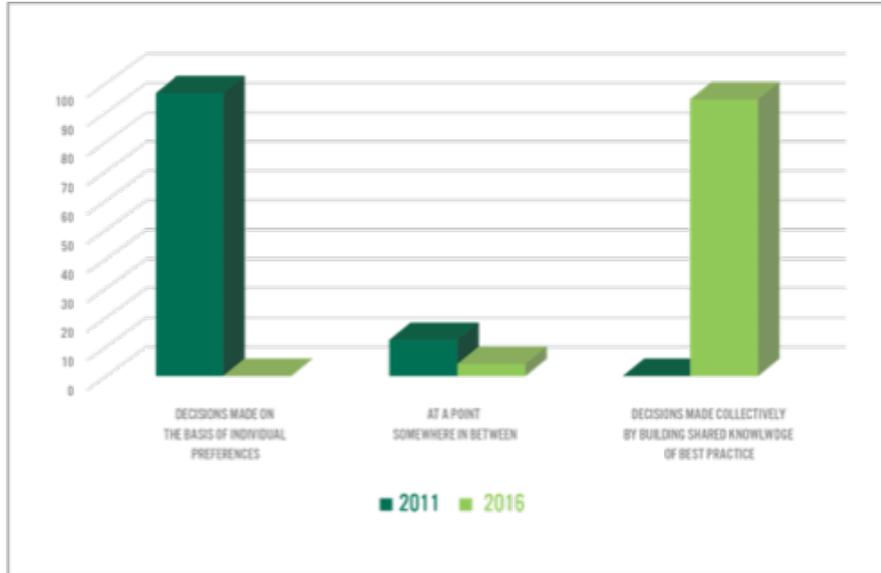
- Dr Anthony Muhammad: *“School culture is the set of norms, values and beliefs, rituals and ceremonies, symbols and stories, that make up the persona of the school.”* (Peterson in Muhammad, 2009)
- The difference between school structure and school culture
- Understanding the reasons people resist change
- Maintaining our focus on student learning throughout a period of significant change.



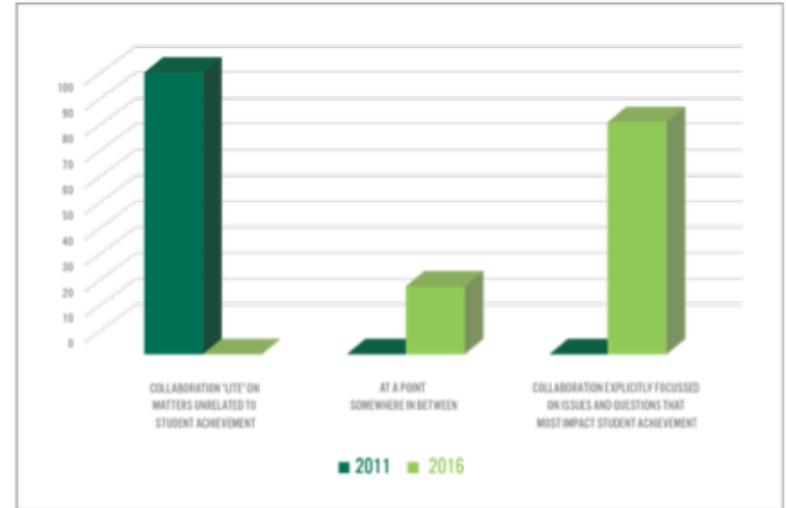


Significant Cultural Shifts

A shift from decisions made individually to decisions made collectively (%)

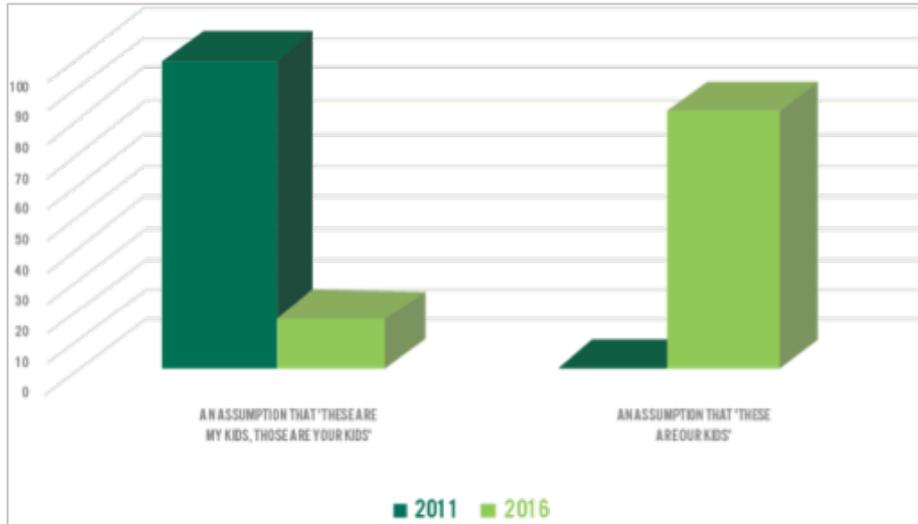


A shift from 'collaboration-lite' to explicit collaboration for student achievement (%)

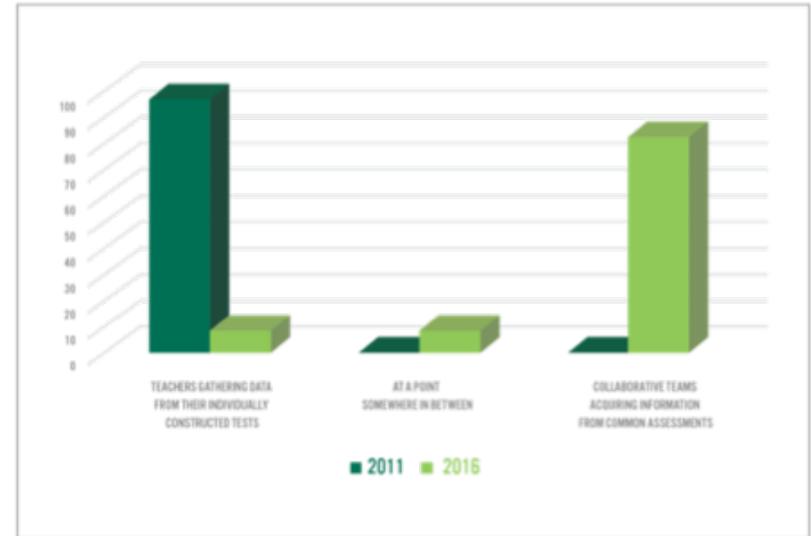




A shift from an assumption that 'these are my kids, those are yours' to an assumption that 'these are our kids'. (%)

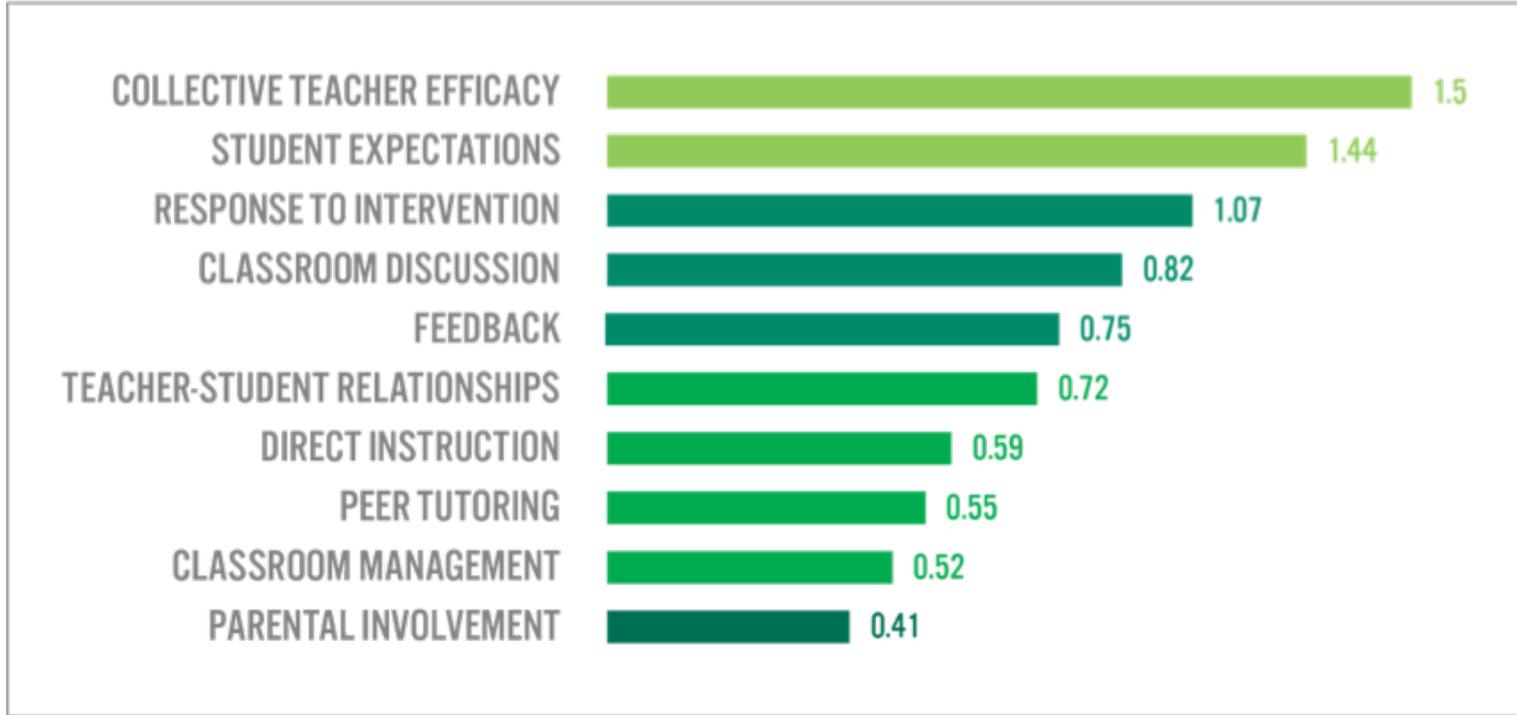


A shift from teachers gathering data individually to collaborative teams acquiring information from common assessments. (%)





What matters most in raising student achievement (Hattie, 2016)





THE BELIEVERS

Their organisational goal is academic success for each student.





THE TWEENERS

Their
organisational
goal is
organisational
stability.





THE SURVIVORS

Their organisational goal is emotional and mental survival.





THE FUNDAMENTALISTS

Their
organisational goal
is maintaining the
status quo.





“To keep a creative culture vibrant, we must not be afraid of constant uncertainty. We must accept it, just as we accept the weather. Uncertainty and change are life’s constants. And that’s the fun part.”





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All staff participate in Professional Learning:

Teachers, specialists, TLAs, office staff...





Job-Embedded Professional Learning:

A. CO-TEACHING MODELS

"Way to shift the blame."





Co-Teaching Models

- ✓ The Co-Teaching Models gave us a **sense of direction** and a pathway to guide our common language of the structures required to work with the whole grade.
- ✓ The models we developed also gave us a **vehicle to discuss what each staff member of each team is required to do** to improve student learning.
- ✓ The Co-Teaching Models allow staff to plan in teams using the **best model for each Key Learning Area or lesson/s**.





- ✓ Having a set of Co-Teaching Models **ensures that assumptions are not made** about the structure of a lesson as staff are involved in planning.
- ✓ The Co-Teaching Models can develop and change to ensure they reflect the **best structures for student engagement and student learning.**
- ✓ The Co-Teaching Models **provide ongoing, incidental professional development** as each member of the teaching team is continually learning from the other members as they teach and assist.

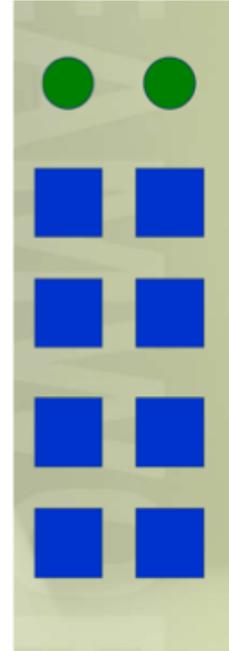




ONE LEAD – OTHERS SUPPORT/ASSIST/PROMPT (SAP)

[Sometimes called Team Teaching]

One teacher is the lead presenter in the lesson while the other staff comment, encourage students, ask questions, model, demonstrate and prompt both the lead teacher and the students, and support student engagement and the flow of the lesson.







DIFFERENTIATED TEACHING

Teachers present the same lesson (with the same theme) to different groups of students within the same grade, however, the learning intention and the material is presented in different ways based on the needs of the students. The success criteria will be different for each group, and sometimes for individual students.





PARALLEL TEACHING

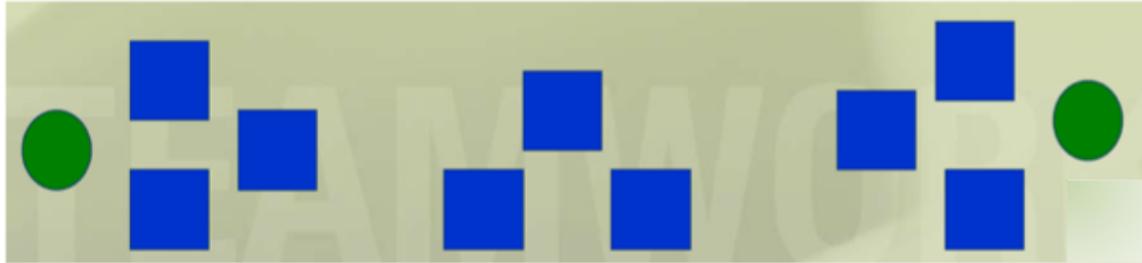
The grade is divided into two classes (Years 1-6) or three classes (Kindergarten), with all teachers planning the instruction together and teaching the same lesson with the same learning intention, at the same time to heterogeneous groups. This model is rarely used or encouraged at Claremont College.





STATION TEACHING

Teachers divide instructional content into several segments and present the content in separate stations around the learning space. Each staff member may be assigned to a group or might move between groups, and some groups may work independently.





PROJECT BASED LEARNING (PBL)

Students work individually on their chosen projects, while the Teaching Team assist/support/encourage students as required.





B. COURAGEOUS CONVERSATIONS AND PROFESSIONAL DIALOGUE





“WE VERY QUICKLY REALISED WE WERE ENGAGED IN PROFESSIONAL DIALOGUE AND RARELY HAVING COURAGEOUS CONVERSATIONS.”





*“Co-teaching can be likened to a marriage. Partners must establish trust, develop and work on communication, share the chores, celebrate, work together creatively to overcome the inevitable challenges and problems, and anticipate conflict and handle it in a constructive way”
(Page 3. S. Cushman 2013).*





C. WORKING IN TEAMS





When you put your differences aside, and focus on working together using each of your strengths for the benefit of the team, you can accomplish amazing things.



www.VIAcharacter.org

“When you put away your differences and focus on working together using each of your strengths for the benefit of the team, you can accomplish amazing things.”





Working in teams has created significant shifts in the way we work together.

Using ‘Cultural Shifts in a PLC’(DuFour, DuFour & Eaker, 2006), we found the following shifts in the work of teachers.

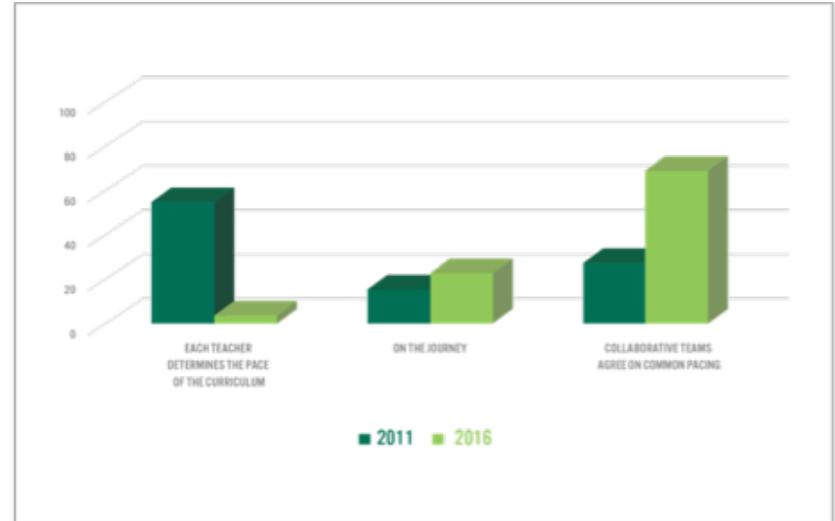




A shift from decisions made on the basis of individual preferences to decisions made collectively by sharing knowledge of best practice. (%)

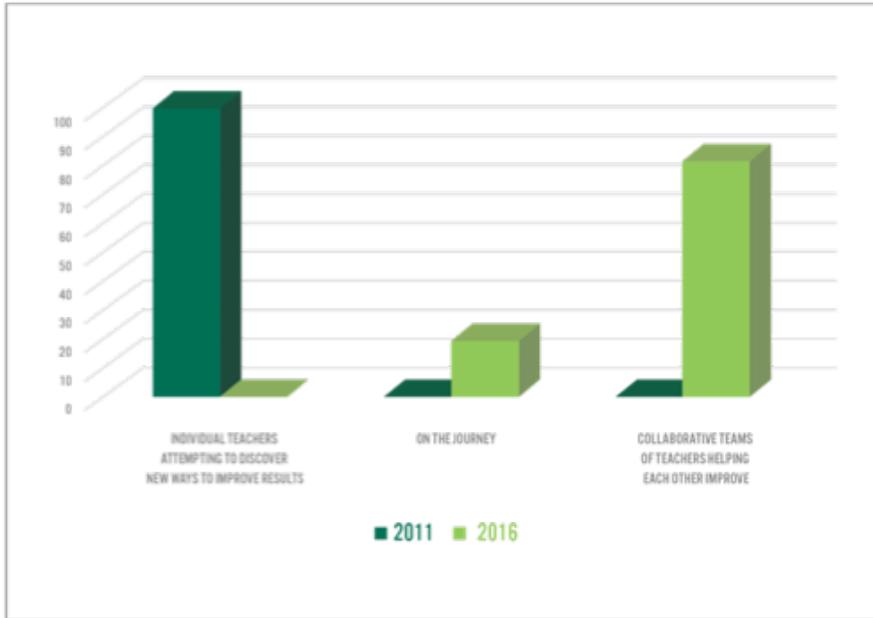


A shift from individual teachers determine the pace of the curriculum to collaborative teams agree on common pacing. (%)

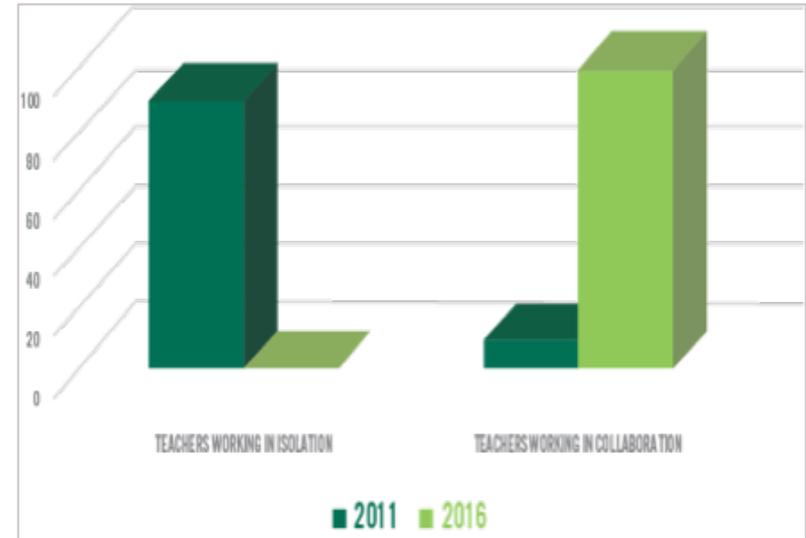




A shift from individual teachers discovering new ways to improve results to collaborative teams of teachers helping each other improve.

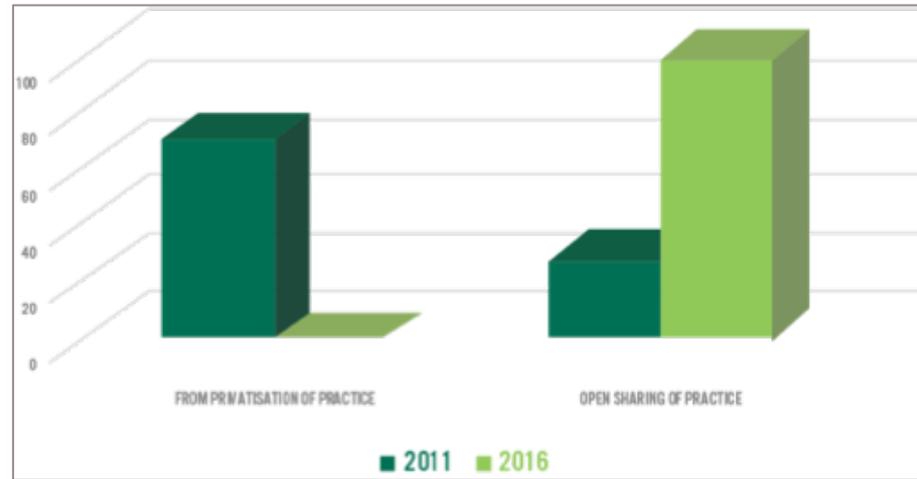


A shift from privatisation of practice to open sharing of practice. (%)





A shift from teachers working in isolation to teachers working in collaboration. (%)





D. BEST PRACTICE AT CLAREMONT COLLEGE

WHEN BEST PRACTICE BECOMES COMMON PRACTICE...

We have been keen to maintain our students' strong NAPLAN results but to focus on this end product alone, which essentially tests basic skills, **but does not test process, problem solving, perseverance, flexibility, creativity, curiosity, collaboration, cooperation, reflectiveness...**just to name a few important 21st Century learning skills, would be inconsistent with our aims.

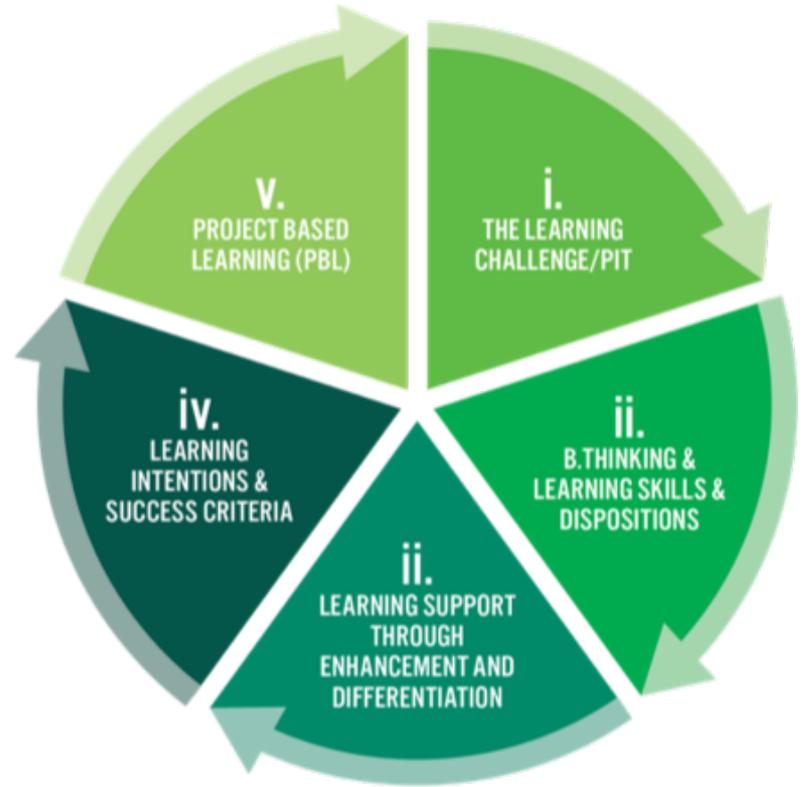




Best practice...

For us we chose to:

- i. **KEEP** The Learning Pit, and
- ii. **KEEP** The Thinking and Learning Dispositions, and to
- iii. **IMPROVE** Learning Support Through Enhancement and Differentiation, then
- iv. **ADD** Learning Intentions and Success Criteria, and
- v. **ADD** Project Based Learning (PBL)... to provide a cohesive co-teaching environment, where we are all on the same page improving student learning.





1. The Learning Pit, James Nottingham



“Being in the pit means you are stuck on something but it’s good, this is when you try your hardest. Your aim is to get out of the pit which is to understand what you are supposed to do.”





2. Thinking & Learning Dispositions

- C J Simister (Future Smart) defines intellectual character using the following 14 FutureSmart® dispositions:

Overview		
Term/Weeks	Infants & Primary	Primary Only
Term 1, Weeks 1-5	Collaboration	Initiative
Term 1, Weeks 6-11	Resilience	Ambition
Term 2, Weeks 1-5	Curiosity	Persistence
Term 2, Weeks 6-9	Reflectiveness	Focus
Term 3, Weeks 1-5	Empathy	Good Judgement
Term 3, Weeks 6-10	Risk Taking	Self Assurance
Term 4, Weeks 1-5	Flexibility of Mind	Originality
Term 4, Weeks 6-9	Revision	Revision





3. Learning Support through support and differentiation

Figure 4.11 A cultural shift from Individual teachers determining student needs to a systemic response to student needs (%)

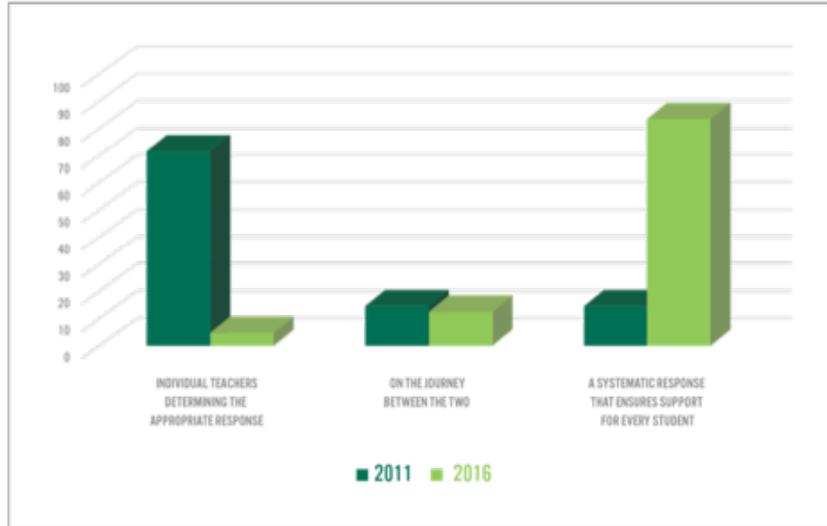
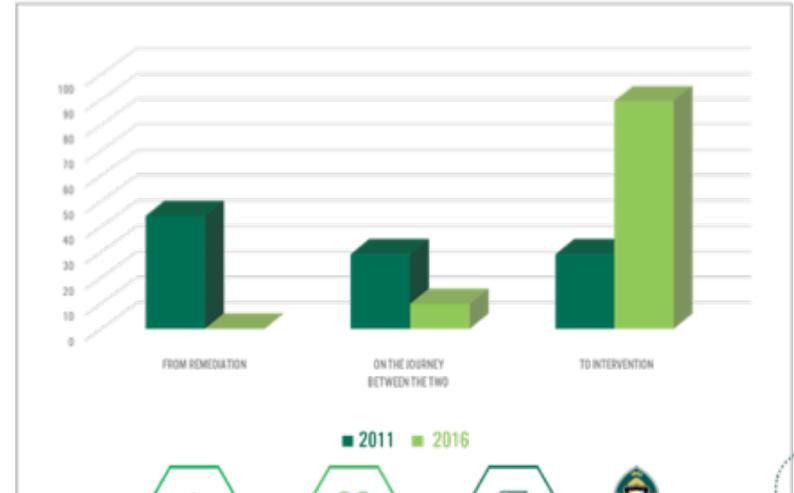


Figure 4.12 A cultural shift in the response from remediation to intervention (%)



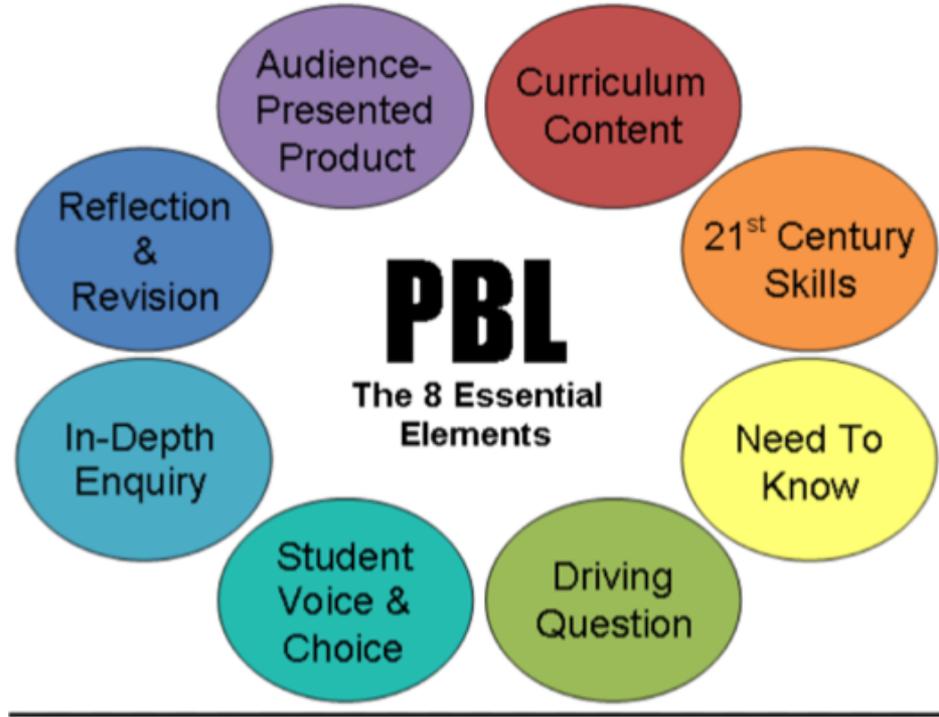


4. Learning Intentions & Success Criteria (John Hattie)



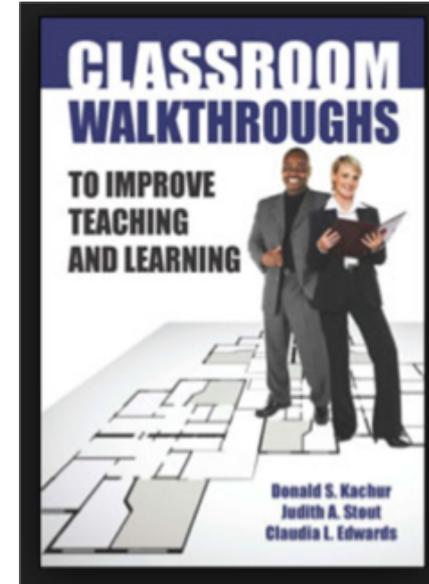
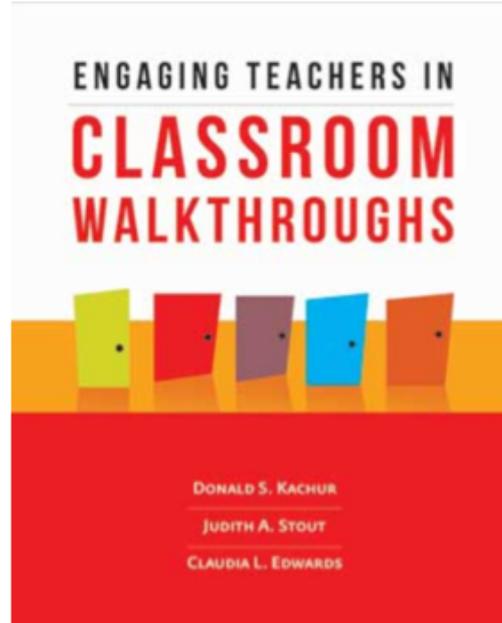
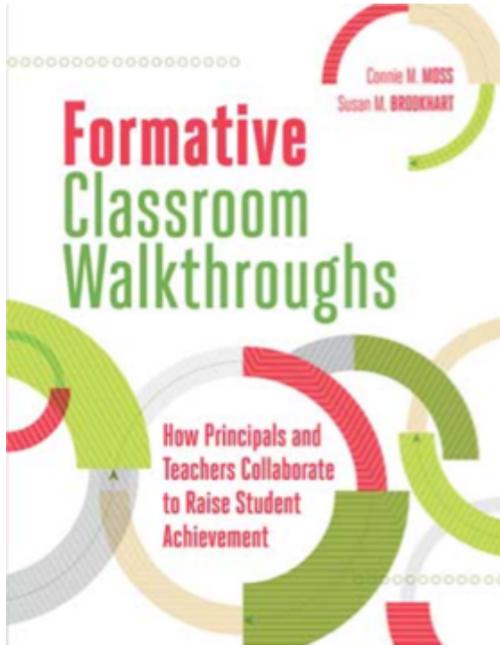


5. Project Based Learning (PBL)





E. Professional Learning Walkthroughs





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Lieutenant General David Morrison:

"The standard you walk
past is the standard you
accept".





THANK YOU

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