



Context of & rationale for study



- Two class groups of 400 first year BEd (primary) students (Revised 4 year programme)
- Carried out over a two-year period i.e. with two student cohorts
- Introductory module on special education / inclusion
- Concerns of lecturers
- Consideration of formative and summative assessment
- One of 30+ teacher education projects within the Centre for Collaborative Research Across Teacher Education for the 21st Century (CREATE 21)



Aim of Study



- > To use co-teaching to create a platform for workshop based activities to increase student participation, engagement, learning and voice
- > To model the practice of co-teaching for student teachers.
- To systematically document and evaluate our practice in this endeavour and add to the scholarship of teaching and learning.

Analysis of Peer Observations (with cohort 2 only)

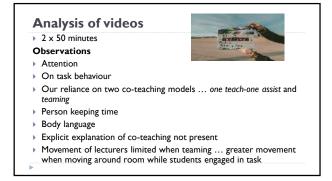


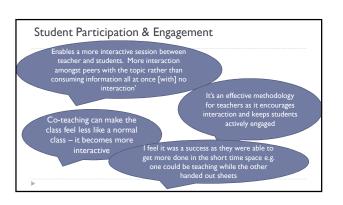
Both observed the usefulness of co-teaching in relation to:

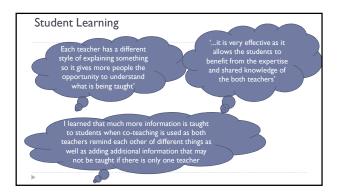
- Monitoring ... physical presence and proximity
- Supporting student engagement
- ▶ Focus on student learning
- ▶ Interjecting ... teasing out concepts
- Provision and management of formative feedback

But ...

- Need to consider meta-learning ... be explicit about the co-teaching strategy
- Extend the range of co-teaching strategies in use
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Gaining insights/opinions of two people 27 = 17.3% 39 = 22.8% Teachers need to be very organised / good planning / good communication 23 = 14.7% 32 = 18.7% Increases attention / participation of students 23 = 14.7% 26 = 15.2% Amount and nature of content that can be covered 10 = 6.4% 32 - 18.7% Teachers provide support to each other 13 = 8.3% 7 = 4.0% Usefulness for large classes 11 = 7.0% 5 = 2.9% Opportunity for teachers to help students / groups 18 = 11.5% 8 = 4.6% Models the strategy 4 = 2.5% 7 = 4.0% Good / bad - no reason provided 17 = 10.8% 18 = 10.5%	What did you learn about co-teaching?	Cohort I	Cohort 2
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Overall Conclusions

- Co-teaching allowed for workshop approach
- ▶ Small group work possible in the large class (Cooper & Robinson, 2000)
- Provision of formative feedback
- Importance of teacher educators being explicit with regard to their own work, teaching approaches etc. (Hallett, 2010)
- Opportunity to model co-teaching (Hallett, 2010)
- Increased participation and engagement ... provides a 'safe' method for students to volunteer suggestions / answers to questions without being embarrassed if response is 'incorrect'
- Need more effective use of technology
- Allows for more than one perspective ... sometimes we questioned each
- Expectations of ability of first year students

Overall Conclusions

- Allowed for direct link to be provided between formative and summative
- Very supportive way of working with another lecturer ... need to be comfortable with each other from the outset though. Great learning context for us as teachers
- Students were able to identify key characteristics of co-teaching through observation
- Students asked questions of lecturers as they walked around the room during the tasks
- Provided opportunity to model specific skills such as diagnostic assessment of a child's work; writing learning targets and so on ... demystified the individualised approach to assessment in primary school ... illustrated how base planning and teaching on evidence and how and why the class teacher must assume responsibility for inclusion of all children (Florian & Rouse, 2009)
- Over time, lecturers increased mastery of the co-teaching approach \dots much more skilful the second time



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