## Team teaching review

<table>
<thead>
<tr>
<th>Planning</th>
<th>Working well</th>
<th>Needs attention</th>
<th>Worth trying</th>
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</thead>
<tbody>
<tr>
<td>Regular, short planning meetings are held.</td>
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<tr>
<td>All teachers involved in the implementation of team teaching attend these meetings.</td>
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<tr>
<td>Planning meetings are timetabled.</td>
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<td>Planning meetings have a chairperson.</td>
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<td>Planning meetings have an agreed agenda.</td>
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<tr>
<td>Decisions at planning meetings are documented.</td>
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<tr>
<td>Weekly/fortnightly planning for the subject is documented.</td>
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### School needs

- Children at or below the 12th percentile in literacy and numeracy are prioritised for learning support.
- Senior infants, first and second classes are targeted for early intervention in literacy and numeracy.
- The learning support caseload, standardised test results, special educational needs and teacher observation are used to identify priority needs in literacy and numeracy.
- Team teaching is organised in both literacy and numeracy.
- A school profile of children with needs including EAL support is completed as per circular 02/05.
- Support teachers are deployed in accordance with Circular 02/05.
- Support teachers who are willing to engage with team teaching are identified.
- Class teachers who are willing to engage with team teaching are identified.

### Class needs

- Standardised test results in reading and maths are used to identify priority classes.
- Classes in most need of support are prioritised.
- Whole class strengths and weaknesses are identified.
- Targets in IPLPs are identified.
- Class strengths and weaknesses are cross-referenced with IPLPs.

### Programme of work

- The duration of the programme of work is established.
- Available support teachers are identified.
The model of support is established, for example:
- Same content with two groups (parallel teaching)
- One large and one small group (alternative teaching)
- One leading and one supporting
- Station teaching
- Differentiated split class teaching
- Joint instruction and delivery/equal responsibility (team teaching)

Team teaching sessions are timetabled which includes the number of days and the duration of each session.

Types of groupings are established, for example:
- Same ability
- Mixed ability
- Specific target

Modes of assessment for before, during and after the programme are identified.

**Team roles**

Preparatory work is evenly distributed to teachers.

Classroom rules and protocols are shared with all teachers.

Responsibility for discipline and classroom management is established.

Responsibility for record-keeping is established.

Responsibility for assessment is established.

Responsibility for PR with rest of staff and parents is established.

**Setting goals**

A realistic timeframe for implementing the programme of work is set.

Realistic goals/targets are set.

Modes of assessing these targets are identified.

Methods of monitoring and evaluating the programme are identified.

A date for evaluation of the programme is set.