

Team teaching review

Planning	Working well	Needs attention	Worth trying
Regular, short planning meetings are held.			
All teachers involved in the implementation of team teaching attend these meetings.			
Planning meetings are timetabled.			
Planning meetings have a chairperson.			
Planning meetings have an agreed agenda.			
Decisions at planning meetings are documented.			
Weekly/fortnightly planning for the subject is documented.			
School needs			
Children at or below the 12 th 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.			

<p>The model of support is established, for example:</p> <ul style="list-style-type: none"> - 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) 			
<p>Team teaching sessions are timetabled which includes the number of days and the duration of each session.</p>			
<p>Types of groupings are established, for example:</p> <ul style="list-style-type: none"> - Same ability - Mixed ability - Specific target 			
<p>Modes of assessment for before, during and after the programme are identified.</p>			
Team roles			
<p>Preparatory work is evenly distributed to teachers.</p>			
<p>Classroom rules and protocols are shared with all teachers.</p>			
<p>Responsibility for discipline and classroom management is established.</p>			
<p>Responsibility for record-keeping is established.</p>			
<p>Responsibility for assessment is established.</p>			
<p>Responsibility for PR with rest of staff and parents is established.</p>			
Setting goals			
<p>A realistic timeframe for implementing the programme of work is set.</p>			
<p>Realistic goals/targets are set.</p>			
<p>Modes of assessing these targets are identified.</p>			
<p>Methods of monitoring and evaluating the programme are identified.</p>			
<p>A date for evaluation of the programme is set.</p>			