



WEST LEEDERVILLE
PRIMARY

COLLABORATIVE TEAM-TEACHING AT WLPS DEFINITION AND RATIONALE

Collaborative team-teaching at WLPS is an approach to curriculum delivery where two teachers, often with extra, timetabled EA assistance, share teaching responsibilities within a classroom setting. Collaborative team-teaching is a long-standing approach to teaching and is supported by the Western Australian Department of Education.

Collaborative team-teaching at WLPS may occur only for particular learning areas, or on a more frequent basis in open-classrooms. The frequency of collaborative team-teaching at WLPS is dependent on the opportunities that the physical environment presents, the characteristics of our students and the preferences of our teachers. Collaborative team-teaching at WLPS always occurs by teacher choice and is a teaching preference of many of our teachers.

We believe that effective, collaborative team-teaching can provide teachers with the opportunity/ability to:

- cater for the diverse needs of students more easily and effectively,
- have more face-to-face contact time with students; especially when targeting teaching to smaller groups of students with similar educational needs,
- work in close collaboration with a peer, further to the opportunities that can be provided by the school in the form of Phase-of-Learning meetings and collaborative planning time,
- use learning spaces more flexibly,
- capitalise on the individual strengths of different teachers,
- learn from their colleagues and to provide feedback. Ultimately, collaborative team-teaching, paired with the strong performance-improvement culture and processes at WLPS, will result in improved teacher performance, and therefore improve student outcomes,
- provide students with more comprehensive lesson delivery which may utilise multiple teaching styles,
- engage in continual professional discussions, both formal and informal, about the progress of students,
- engage in more frequent, rigorous student assessment/diagnosis of learning needs and excellent moderation practices.

When collaborative team-teaching takes place, responsibility for curriculum delivery, assessment and reporting of all students within a form group still ultimately lies with the individual teacher of that form group.