

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

(May also be 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.

STRENGTHS	CHALLENGES
<ul style="list-style-type: none"> → A number of staff bring their combined expertise to the lesson → Builds and models good relationships for the students → Can model staff learning from each other, and/or making mistakes and learning from these → Encourages professional growth → Staff are able to support each other → A number of pairs of eyes to encourage student engagement and appropriate behaviour → Time can be used for presentations of student learning (e.g. stories, experiments, projects) → Good for introducing lessons, learning intentions, success criteria before moving to groups or individual learning tasks → Builds positive year group culture 	<ul style="list-style-type: none"> → The time given to whole grade instruction or learning should be minimised, because of the size of the group and the learning is often lessened with teacher-directed learning → Can challenge the authority of the support/prompt staff → Letting go of ownership and/or perfectionism for some staff → Student perceptions of who is the 'lead' teacher – need to ensure the Lead Teacher is equally shared or one teacher may be seen as the better teacher → The Lead Teacher needs to encourage input from other staff → The other staff need to feel comfortable on their support/prompt role → Can be difficult to implement when a Casual Teacher is on the grade

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.

STRENGTHS	CHALLENGES
<ul style="list-style-type: none"> → Targets students at a particular point of need → Teacher can focus on planning for one particular group's needs → All teachers have ownership and status → Smaller group instruction for students to maximise learning → At least two staff have input into student progress → Groups can be of different size according to need 	<ul style="list-style-type: none"> → All staff align learning intentions with the theme, according to the group → Groups may still have very diverse ability → Assessment tasks to be aligned → Greater communication needed between staff → Students can be labelled by being in a certain group → Parents understanding of the flexibility of groupings

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.

STRENGTHS	CHALLENGES
<ul style="list-style-type: none"> → Lowers student staff ratio → Allows increased student to student and student to staff interaction → Effective assessment model as allows staff to monitor student progress within a small group → Easy to use for differentiated groups → Encourages different styles of learning → Encourages cooperative and collaborative learning → Encourages independent learning → Staff preparation focusses on a smaller share of the stations → Will allow learning for groups within groups → Effective when a casual teacher is on the grade 	<ul style="list-style-type: none"> → Planning time must be factored in → Communication between staff is essential → Pacing for groups needs to synchronise → Noise levels will need to be considered when planning the activities → Transition times between activities need to be keep tight to maximise learning time → Students need to be taught the skills of independence, cooperative learning, collaborative learning, and responsibility for their own 'possessions'