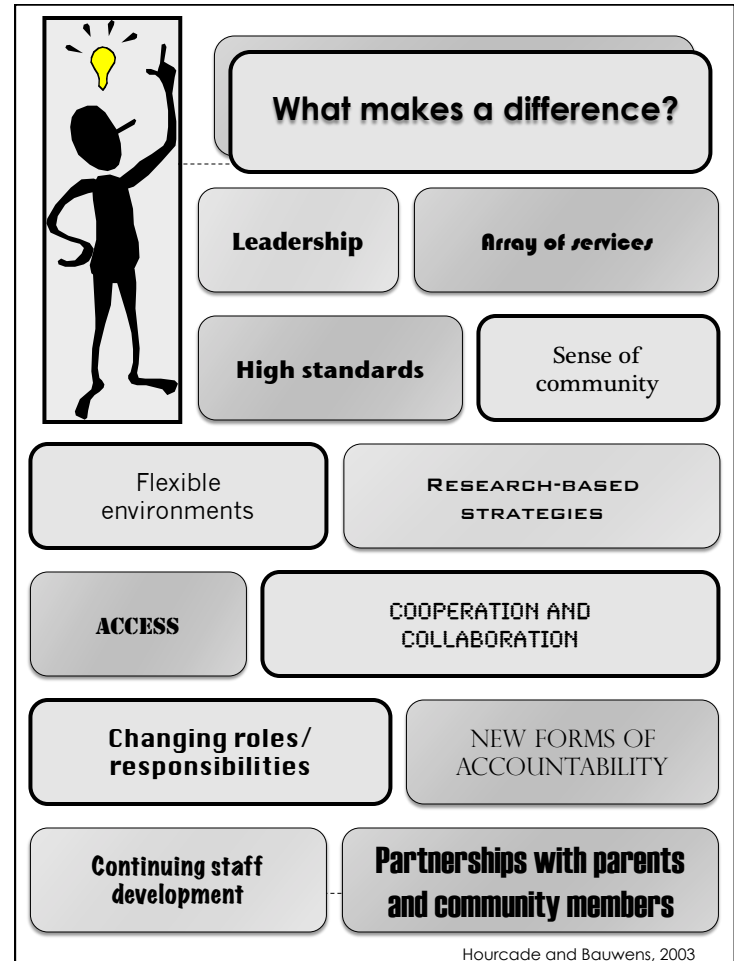


# Collaborating to engage all learners

April 7, 2011

Nanaimo School District



## **What's working?**

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### **What's next?**

- ▶ Recognizing diversity as a strength
  - ▶ Collaborating to support all learners
  - ▶ Universal Design for Learning (increasing access to learning)
  - ▶ Backward Design (integrating assessment, instruction and planning)
  - ▶ Assessment for Learning
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## **Collaboration**

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## **Working together...**

### **Why...**

- new approaches**
  - shared problem-solving**
  - better access, better learning for students**
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Consulting

Team Teaching

Supplementary Instruction

Complimentary instruction

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## Portraits of Co-Teaching

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### Team teaching

- ▶ **Co-delivering content during all or most phases of lessons**
  - ▶ **Enriching the learning by offers different models and examples to students**
  - ▶ **Working together to create multiple pathways for students**
  - ▶ **Asking questions of students**
  - ▶ **Co-monitor and co-plan based on student learning**
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## Portraits of Co-Teaching

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### Complimentary Instruction

- ▶ **Each teacher commits to developing and leading a particular part of the lesson**
  - ▶ **This allows them to share their expertise and learn from one another**
  - ▶ **They are able to observe and debrief how this went and what the students needs next**
  - ▶ **The teachers then take the approaches that their partner modeled and try them out in different areas of their teaching**
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## Portraits of Co-Teaching

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### **Supplementary Instruction/ Supportive Learning Activities**

- ▶ **One teacher is typically responsible for leading the lesson sequence**
  
  - ▶ **The co-teacher might take the planned lesson and create:**
    - ▶ **Simulations or stations**
    - ▶ **Use of manipulatives**
    - ▶ **Partners/pairs**
    - ▶ **Instructional strategies in coop grp**
    - ▶ **Tutoring (peer)**
  
  - ▶ **The co-teacher might pre- and/or re-teach aspect of the lesson to groups of students**
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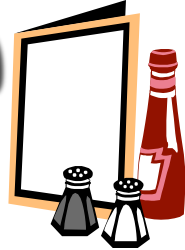
## Across models of collaboration

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- ▶ **Try to co-plan**
  
  - ▶ **Both partners take a learning stance**
  
  - ▶ **Use the time to develop, try out and reflect on approaches**
  
  - ▶ **Remember to debrief in a way that celebrates successes and involves deciding on next steps**
  
  - ▶ **Attend to how you are creating multiple pathways for diverse learners**
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# some ways to collaborate



- Third day
- Assemblies
- Class Review and what next
- Power hour
- Late starts
- Pro D
- In-class during independent work



- ▶ teacher librarians and support teachers as collaboration partners to support diverse learners
  
- ▶ Class reviews to school reviews to district reviews
  
- ▶ Universal Design for Learning, Adaptations, Modifications



## Structures to support teaching

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- ▶ Teacher teams
- ▶ School plans
- ▶ On-going professional development
- ▶ A formative assessment process
- ▶ A summative assessment process
- ▶ District alignment of goals and supports

Brownlie & Schnellert, 2009

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## Big Ideas...

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As a school community we want to work together to meet the needs of all students.

Inclusion is not a special education model; it is a school model.

As professionals we want to constantly examine and refine our practice.

Collaborative problem-solving and teaching results in new ideas, new products and a feeling of connection.

Our students continue to change and learn and their needs, just like the school's, will change over the course of the year.

Brownlie & Schnellert. *Supporting Diversity: Working Together to Support All Learners*

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