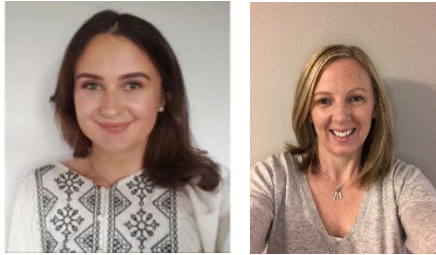


Title of Research Project: Team Teaching as a Medium of Situated Mentoring for Student Teachers on School Placement

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Relevant key words: School Placement; Initial Teacher Education; Team Teaching; Cooperating Teacher; Student Teacher

Summary:

This study explored the introduction of a formalised framework of team teaching during school placement. This study was specifically guided by the following research questions:

- How does a team teaching approach influence student teachers' and cooperating teachers' experiences of school placement?
- What challenges and supports are associated with team teaching during school placement?
- What influence does current policy and curriculum changes have on opportunities to team teach i.e., Classroom Based Assessments (CBAs) and school – university partnerships?

The research activities included CPD for participants and focus group interviews prior to school placement, reflective journal entries during school placement and interviews upon completion of school placement.

The findings revealed that it was a worthwhile experience for student teachers and cooperating teachers alike where they are guided by the professional learning opportunity along with the pupil centred approach. It aided the completion of the CBAs where cooperating teachers valued the input of student teachers. The challenges include finding time to co-plan and reflect upon the team teaching lessons together and the dependency of the framework's success relying on the involvement of the cooperating teacher.

Published: September 2022