



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Team Teaching – An inclusive approach to meeting the needs of children on the continuum of support

In-School Support



Session Intentions

- Develop an understanding of team teaching as an approach to meeting the identified needs of learners on the Continuum of Support.
- Identify the conditions that support successful Team Teaching.

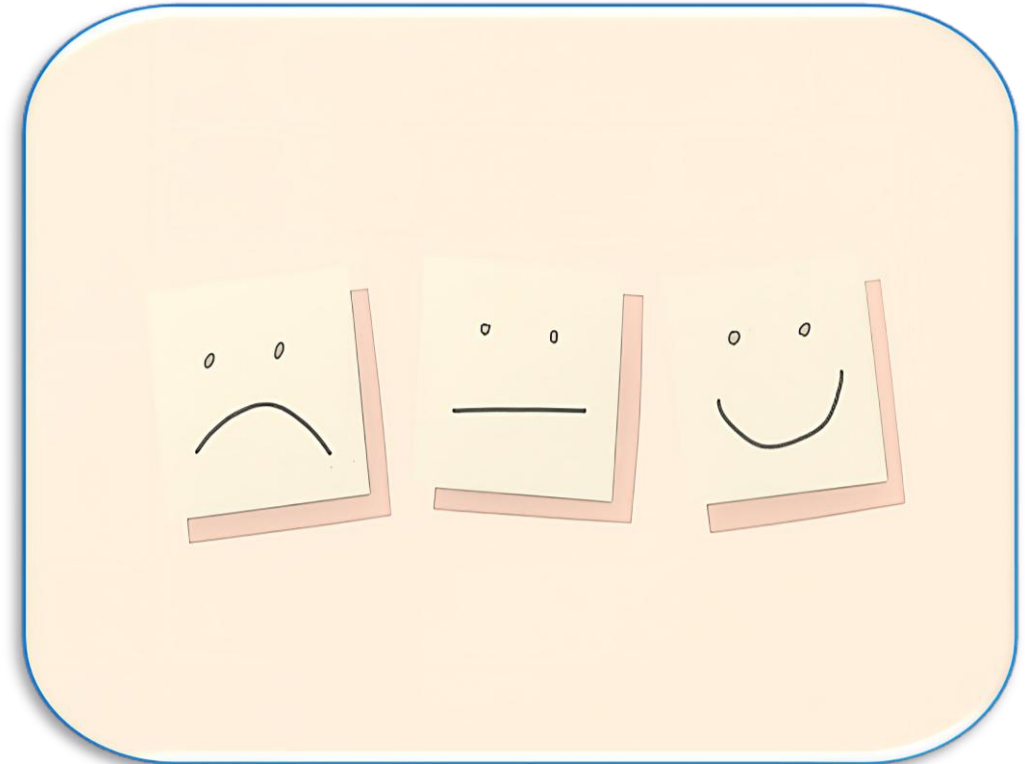


Over to You



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What is your experience and understanding of Team Teaching?



Terminology



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- ✓ Team Teaching
- ✓ In-class support
- ✓ Co-operative Teaching
- ✓ Co-teaching/ Teaming Teaching



What is Team Teaching?



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Co-teaching or team teaching involves two or more teachers working together to plan, conduct and evaluate the learning activities for the same group of children and young people.

(DEY, 2024, p.1)

What is Team Teaching?



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Co-teaching is grounded in the principles of collaboration that include the development of a trusting relationship, shared responsibility and accountability to achieve common goals, pooled resources and a commitment to joint problem-solving.

(Barron and Friend 2025, p.194)

Special Education Allocation Model



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- An additional resource for schools
- A model to support inclusion
- Ensures that resources are allocated to the student with the greatest needs
- Based on the school profile

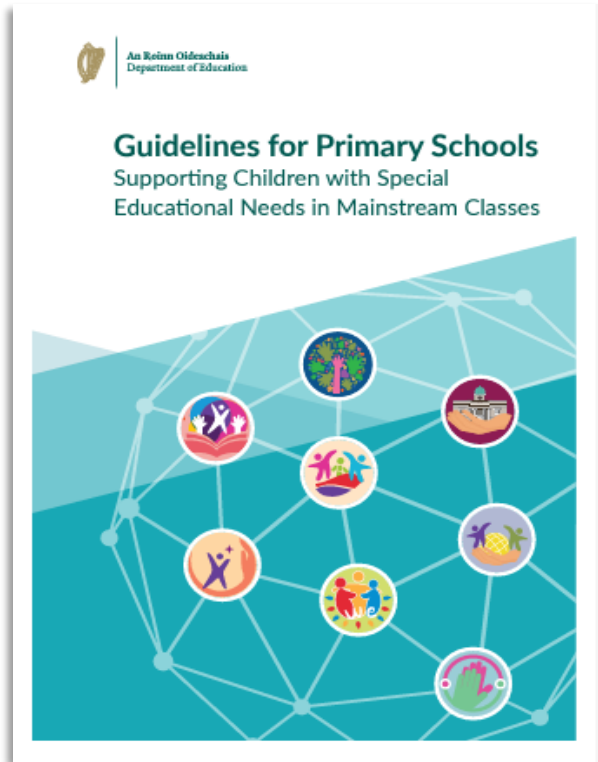


- An extra pair of hands in the school
- To be used to create smaller classes



Based on DEY Circular 64/2024

Ringfenced Support



The special education teaching allocation is an additional resource provide to schools and is ringfenced for the sole purpose of providing additional supports to children with special educational needs.

(DEY, 2024, p.14)

The Seven Key Actions in the Provision of Special Education Teaching Support



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1.
Identify children
with special
educational
needs

2. Initiate
process

3. Record level
on continuum
of support

4. Organise and
deploy special
education
teacher
resources

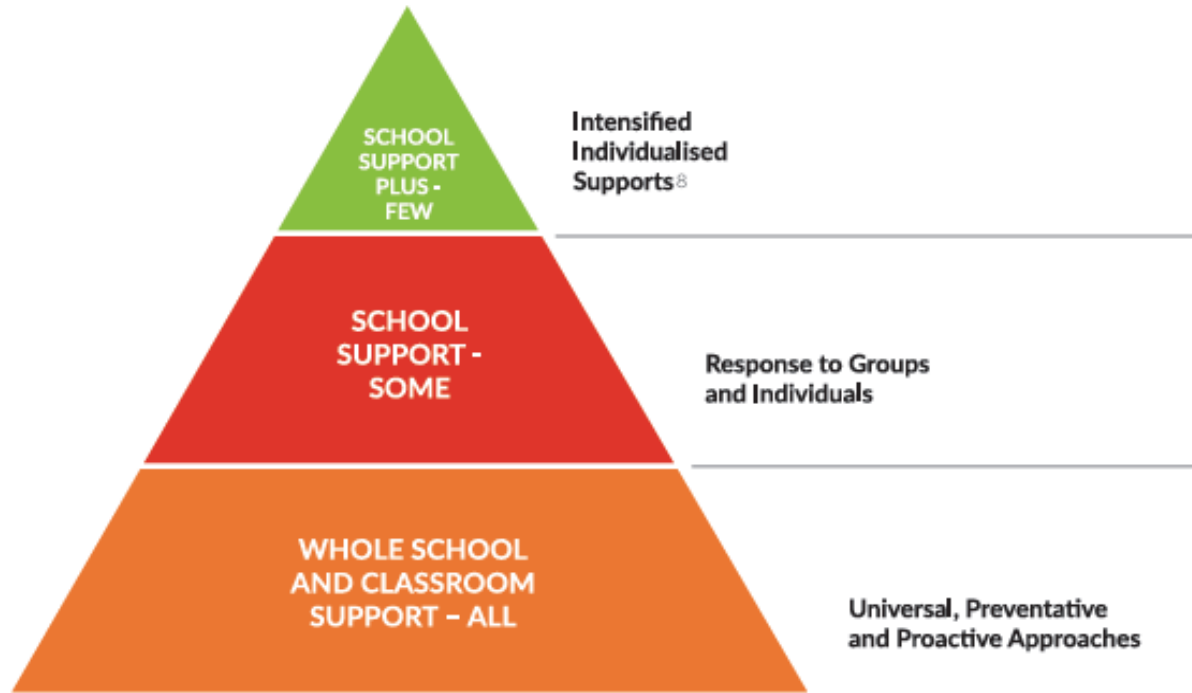
5. Develop
Classroom/
School Support
Plan

6. Identify
appropriate
evidence
informed
intervention

7. Review

(DEY, 2024)

Continuum of Support Framework



Appendix 1

School Provision Plan for Children with Special Educational Needs

The record of children with special educational needs who are supported at the levels of Classroom Support – All; School Support-Some and School Support Plus-Few of the Continuum of Support Framework.

Classroom Support - All						
Pupil ID	Class	Description of special educational need(s)	Area of Support e.g. literacy, numeracy, social, emotional, sensory, life-skills	Type of Support In-class, withdrawal in small groups or individual, school yard	Date of starting at this level of the Continuum of Support	Dates support plan reviewed

School Support - Some						
Pupil ID	Class	Description of special educational need(s)	Area of Support	Type of Support	Date of starting at this level of the Continuum of Support	Dates support plan reviewed

School Support Plus - Few						
Pupil ID	Class	Description of special educational need(s)	Area of Support	Type of Support	Date of starting at this level of the Continuum of Support	Dates support plan reviewed

(DEY, 2024)

Key Messages of Team Teaching



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1. Team teaching should be targeted and time bound.

2. Effective collaboration is key to success.

3. Team teaching should adapt responsively to learners' needs.

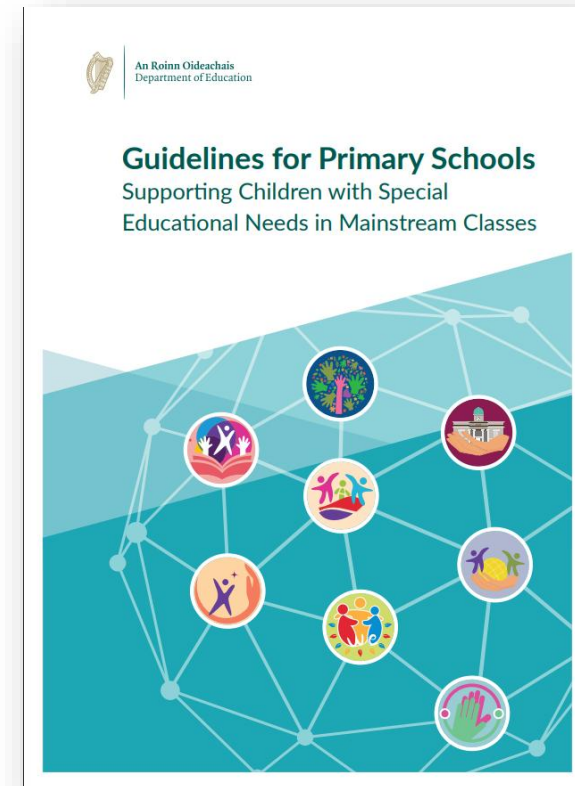
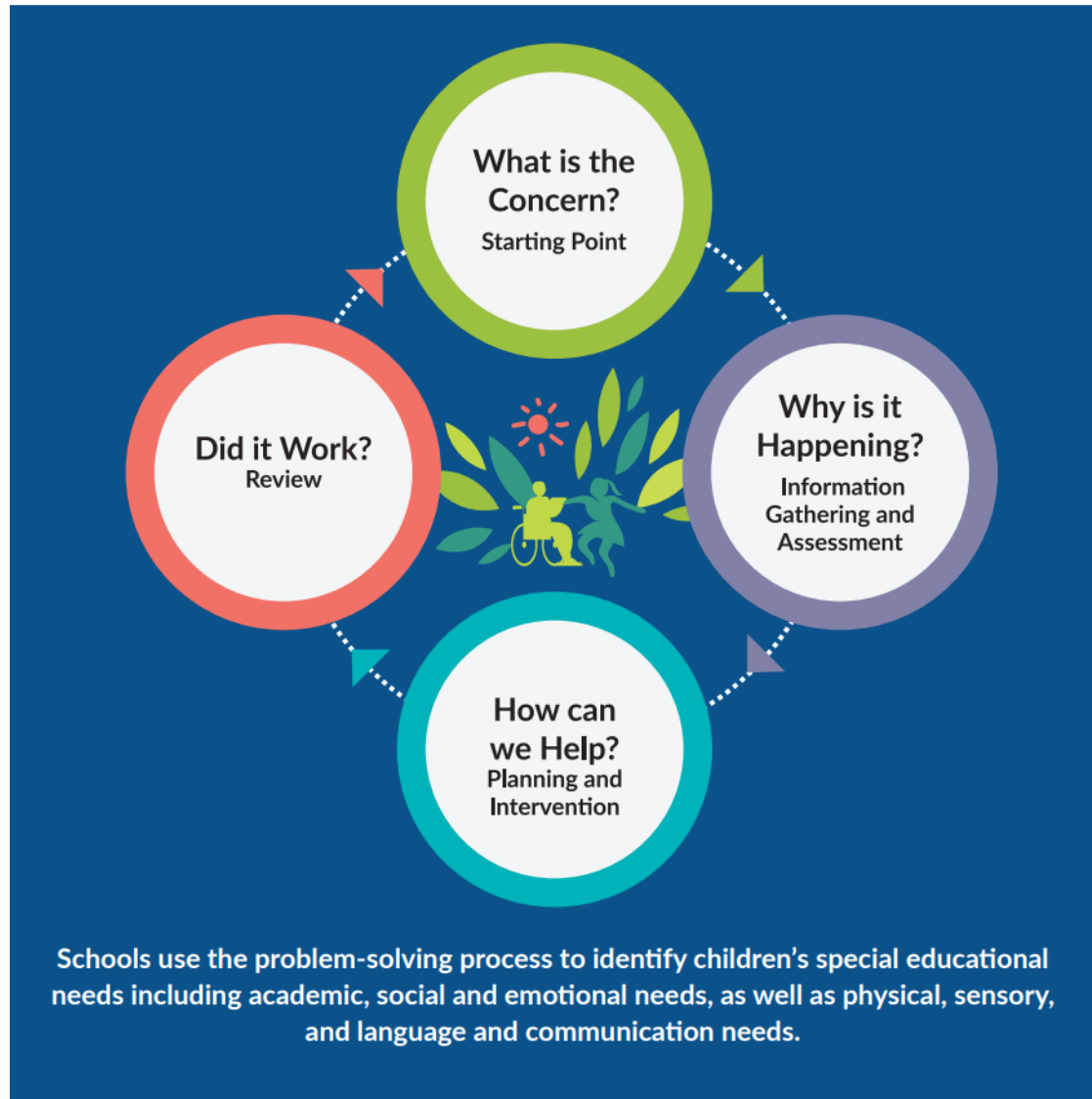
4. Regular monitoring and structured review leads to better outcomes.

5. Engagement and participation of learners is valued and respected.

Using the Problem-Solving Process



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(DEY, 2024)

Step 1



**What is the
Concern?**

Starting Point

Priority learning needs:

- Curricular learning
- Social
- Emotional
- Physical
- Sensory
- Language
- Communication

Step 2



Why is it Happening?

Information
Gathering and
Assessment

Review existing
evidence:

- assessment data
- observations
- work samples

Gather additional
information as evidence
from all stakeholders:
parents, pupil, teachers.

Step 3



How can we Help?

Planning and
Intervention

- Small group withdrawal
- Individual withdrawal
- In-class support - Team Teaching

Step 4



Did it Work?

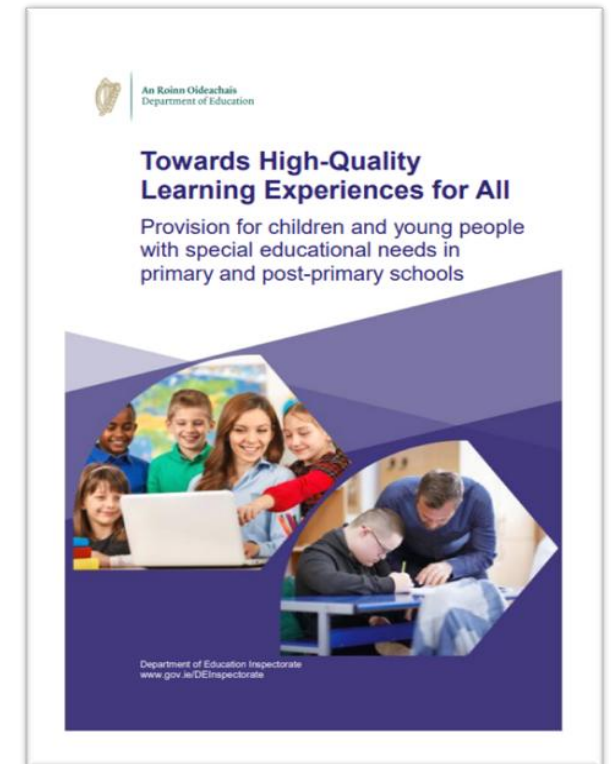
Review

- Review evidence of progress
- Examine engagement and participation
- Reflect on what is working well and what needs adjustment
- Pupil Voice

Purposeful Planning for Team Teaching | Oide

...ensure that the use of team teaching in any classroom is carefully planned and designed to meet the identified needs of the children or young people in that classroom.

(DEY, 2024, p.14)



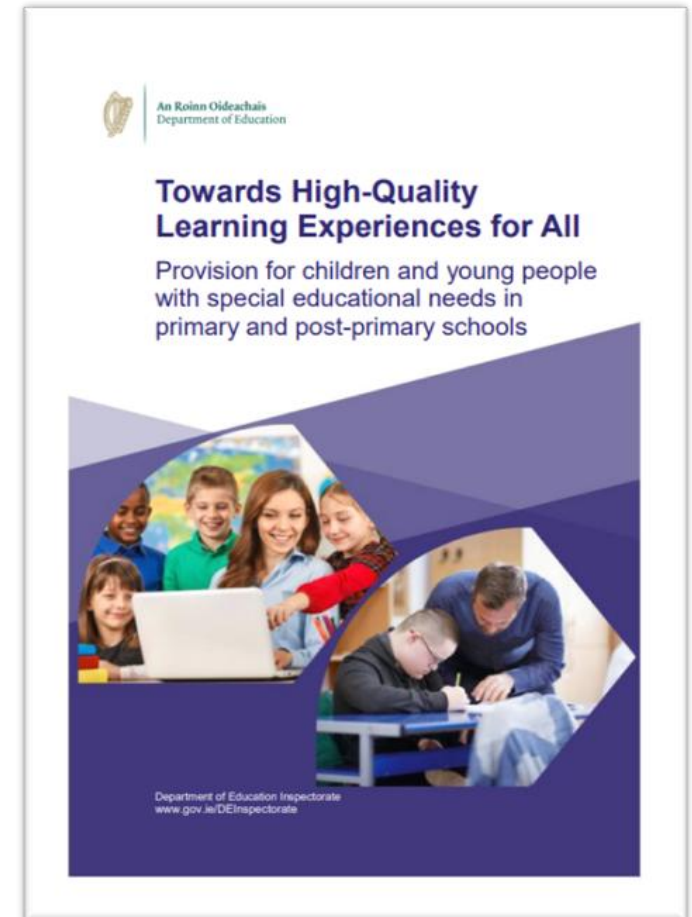
Collaborative Planning



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...establish and implement clear systems to collaboratively plan lessons and to review the effectiveness of the teaching approach

(DEY, 2024, p.14)



Effective Team Teaching



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For team teaching to be effective, the special education teacher and the class or subject teacher need to:

- plan the lesson collaboratively to ensure a shared understanding and clarity about how the teaching approaches will meet the identified needs of the child or young person with special educational needs.
- Teachers involved in team teaching also need to evaluate the lesson and adjust the approaches based on their conclusions.

(DEY, 2024)

Collaboration and Team Teaching



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Teachers view collaboration as a means to improve pupil learning and also to enhance their own professional learning. They engage in constructive collaborative practice, and in collaborative review of their practice.

(DEY 2024, p.32)



What is working well in our school in terms of collaboration for Team Teaching?

Is there potential to improve and how?

Assessment and Monitoring



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Consider practices for:

Assessment

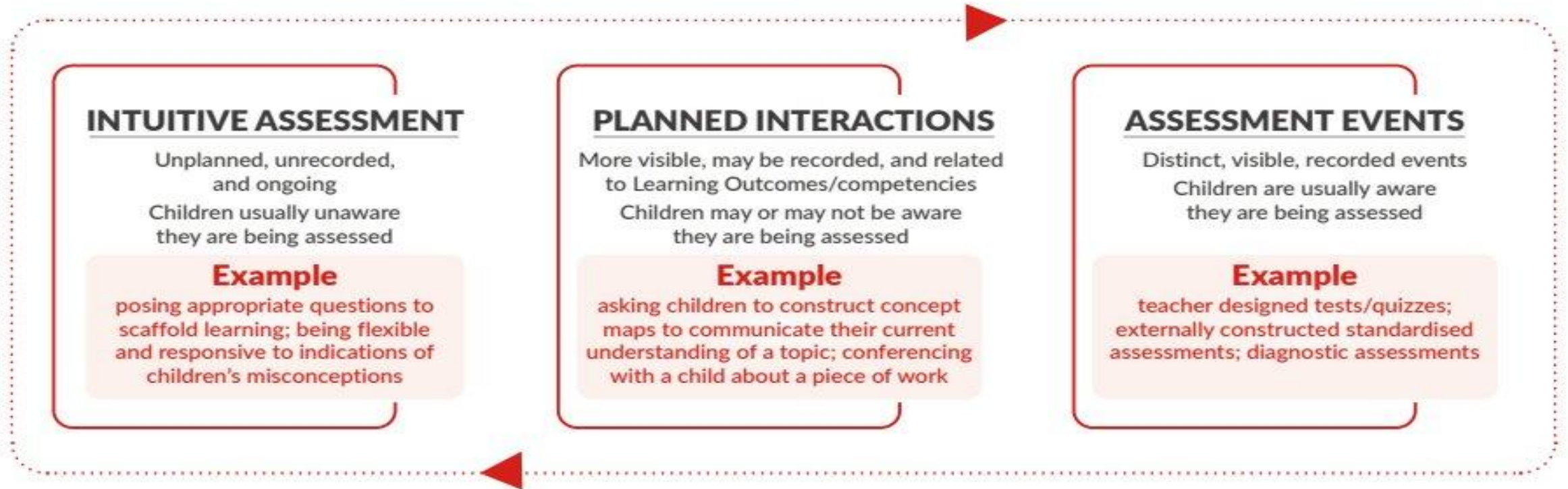
Monitoring

Review

Continuum of Assessment and Team Teaching



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(NCCA, 2023, p.24)

- Ongoing
- Real time tracking
- Collaborative
- Purposeful and practical recording

What does this look like?

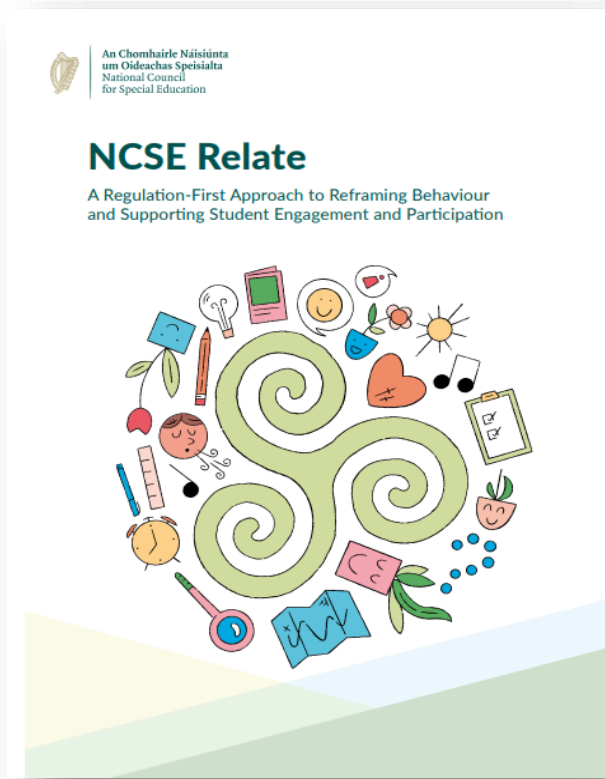
What will I record?

Where will I record?

Voice and Experience of the Child

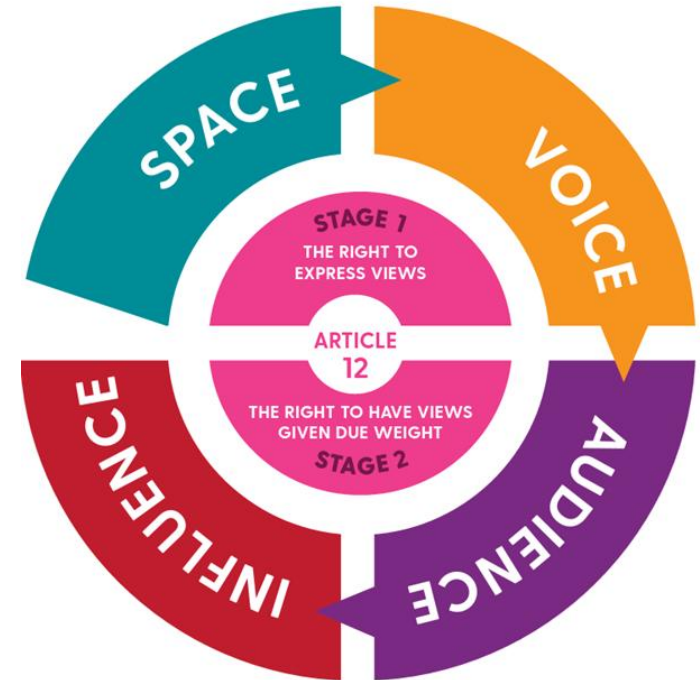


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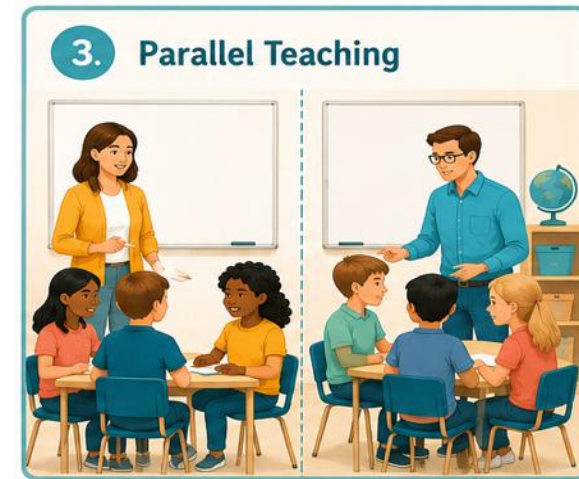
(NCSE, 2024)

How do we include the voice of the child during team teaching approaches?



(DCYA, 2015)

Models of Team Teaching



(Barron and Friend, 2025)



Groupings for Team Teaching

Key Considerations:

- Impact of the learner's self-perception
- Time frame
- Context
- Resources available
- What is my rationale?



Knowledge of the learner is essential!

Irish Research on Ability Grouping



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As teachers' expertise in literacy and evidence-based practices developed they were more comfortable with offering children a choice of text and group.

(Kennedy, 2017)

Benefits and Challenges of Team Teaching



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Challenges

- Time
- Skills to plan, monitor and evaluate
- Lack of flexible use of models
- Collaborative planning
- Establishing focus of learning and teaching
- Whole school support
- Teacher professional learning

Time



The principal should allocate **time** for the core special education team to **plan, review, monitor and coordinate** provision for children and young people with special education needs.

This time should include **to collaborate, liaise and communicate** with parents/guardians, the school and other relevant others **of the problem-solving** process.

This time should be **used appropriately** to ensure that there is **minimal impact** on the provision of targeted and high-quality special education teaching support for children and young people with special education needs.

Added Benefits of Team Teaching



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What additional benefits
come from engaging in
Team Teaching?

Remember...



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The most valuable resources teachers have is each other. Without collaboration our growth is limited to our own perspectives.

Robert John Meehan

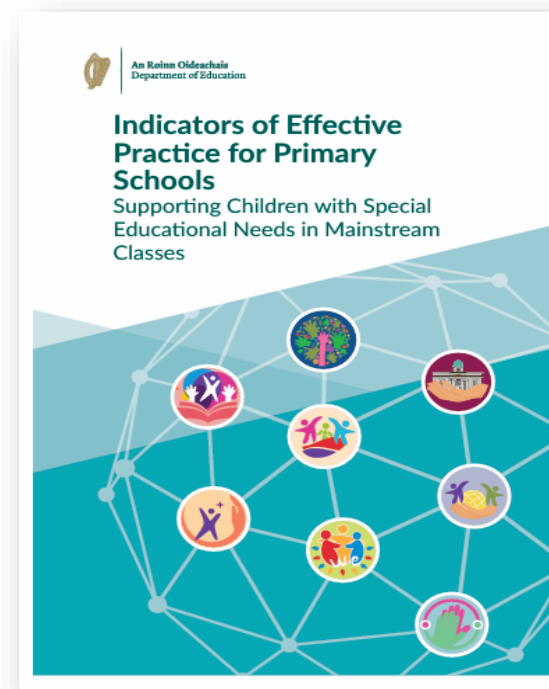
Indicators of Effective Practice and Team Teaching



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A flexible and child-centred approach to intervention is demonstrated through the provision of a combination of in-class support, small group support and/or individual support.

Children with special educational needs have access to a broad, relevant, balanced and inclusive education through the provision of appropriate teaching approaches tailored to individual strengths and needs.



(DEY, 2024)

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Next Steps....

What should we:

- continue?
- adapt?
- stop?



What one change would have the greatest impact?

How will we evaluate progress over time?

Exit Ticket



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One success
from team
teaching
this term
is...

One
question I
still have
is...

One
support
that
would
help is...

One next
step I
will take
is...



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