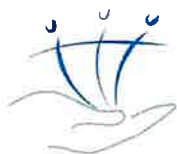


# CTI Clonmel



## Raheen College & Gaelcholáiste Chéitinn

**RAHEEN  
COLLEGE**



### June 2025 Supplementary Co Teaching Document to SEN/AEN Policy



Rialtas na hÉireann  
Government of Ireland



Có-mhainithe ag an  
Aontas Eorpach

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## CTI Clonmel Mission Statement

The role of our school is to facilitate the students of Clonmel and its environs in the acquisition of general and specialised education. CTI Clonmel is under the patronage of Tipperary Education and Training Board. ETB schools are state, co-educational, multid denominational schools underpinned by the core values of:

- Excellence
- Care
- Equality
- Community
- Respect



CTI Clonmel provides students with equal opportunities for enrolment in line with the Education (Admissions to School) Act 2018. Once enrolled, our school strives to provide all students with equal opportunities to engage with the curriculum and school life. We strive to enable every student to realise their full potential regardless of any aspect of their identity or background. Our school

- provides a safe physical and social environment that reinforces a sense of belonging to the school community and wider society
- promotes a fully inclusive education that recognises the plurality of identities, beliefs and values held by students, parents and staff
- prepare open-minded, culturally sensitive and responsible citizens with a strong sense of shared values
- treats equally students of all religions and beliefs. The school environment and activities do not privilege any group over another whilst at the same time acknowledging and facilitating students of all religions and beliefs.

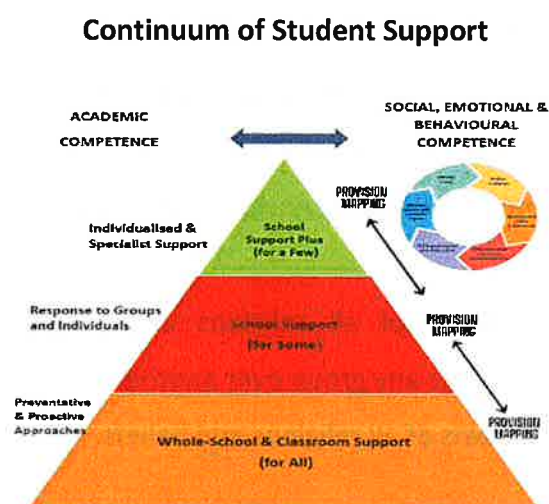
## Definition of Co-Teaching / Team Teaching

Co-teaching/ Team Teaching is two or more people sharing responsibility for teaching all the students assigned to a classroom. It involves the distribution of responsibility among teachers for planning, instruction and evaluation for a classroom of students.

Co-teaching is the recommended strategy by the NCSE in targeting students who are both above and below average abilities. Staff establish trust, develop and work on communication, share the workload, celebrate student success and work together creatively to overcome inevitable challenges and problems.

For clarity, the term Support Teaching will be used in this document when a teacher is supporting a student(s) in a classroom, but the teacher does not have the same teaching subject as the main class teacher. The support teaching model will be used for supporting students with ASD.

This policy was drawn up by Senior Management and our SEN/AEN team in consultation with and ratified by the Board of Management and circulated to staff. It is also available for parents/guardians on the school's website.



**In CTI, SSE/DEIS planning underpins how we identify needs, meet those needs and monitor and record student outcomes**

## Inclusivity

Creating an inclusive school environment is essential to the ethos of our school. An inclusive school environment reflects values and affirms linguistic, ethnic and cultural diversity.

*"Inclusion is now increasingly seen as a process designed to increase the engagement of each child and young person in their learning, build the capacity of all schools and settings to create welcoming cultures and communities"*

### DES 2024 "Reflections on Inclusion in the Irish Education System"

The Department of Education and Youth recognises that it is important that schools have policies and procedures in place that promote and facilitate the inclusion of all children. The employment of Co-Teaching takes the stigma away from any one student and provides a better learning and teaching environment for all.

Our Co-Teaching /Team Teaching model in CTI is one method of providing an inclusive educational placement for all students. Co-Teaching is effective for students with a variety of instructional needs, including English language learners, children with disabilities, and gifted children. Some examples of co-teaching methods are given in Appendix 1.

Some Co-Teaching support is pre-set on the Timetable. The Co-teacher will be attached to one class for the year. This is aimed at supporting classes who require Special Education teaching hours. Some Co-Teaching may have set periods on their timetable but will not be attached to the same class for the entire year. They will do a block of time in one class and move to another where there is a greater need, e.g. during 1st year induction, CBAs, Exam prep etc.

Support Teacher may not have the same teaching subjects as the lead class teacher. This model will usually apply to supporting students from the ASD classrooms. The ASD coordinators will provide all information in relation to this model.

## **Guidelines for teachers involved in Team Teaching/Co-Teaching or Support Teaching**

- Both teachers are equal in their positions as class teachers.
- Both teachers fill out the Planning for Team Teaching template with roles and responsibilities clearly identified. (Appendix 2)
- The Lead teacher and Team teacher take joint responsibility for all students in the classroom, in terms of planning, modifying work sheets, assessments, homework and completing evaluations. The teachers must identify which of them is taking responsibility for the identified SEN/AEN students in the class and how their needs/targets will be accommodated.
- Roles and Responsibilities must be clearly defined in the planning stage and be understood and respected by both parties. (Appendix 3).
- Both teachers must be on time for class and remain in the classroom for the duration of the lesson
- Both teachers draw up their monthly plan (Appendix 4) and reflect on their Co-Teaching/Team teaching experience three times per year (Appendix 5)
- All preparations e.g. photocopying must be completed in ADVANCE of the lesson.
- The Support Teacher, supporting ASD students, will take responsibility in planning the lesson and co-delivering the lesson to meet the needs of the ASD student and will assist with assessment and evaluation of the student/students they are supporting.

## The CTI Support Team and Timeline






Teachers are asked to liaise with the relevant SEN/AEN team members:

- At the beginning of each school year, the SEN/AEN team will identify all students (except 1st year students) who are to avail of team teaching. Teachers will be provided with information and updates on the identified students. The SEN/AEN team will facilitate discussions on appropriate support and targets for identified students.
- SSP's will be available for these students which will also contain student and teacher targets. These targets will be reviewed by the SEN/AEN team three times per year.
- The SEN/AEN team will provide all information and SSP's for 1st year students. These will be reviewed the last week of September and on three further dates during the year.
- The SEN/AEN team will support, monitor and review the roll out of team teaching and mentor the teachers involved. This will include weekly support for planning during the month of September and 3 reviews of the process with staff and students, using the appendices provided. They will also facilitate and support staff to avail of opportunities to observe team teaching and to access CPD.
- Both team teachers will be responsible for endeavours to meet targets set out for individual students with additional educational needs. In consultation with the SEN/AEN team, teachers will upload their observations of these students as well as progress being made by students 3 times per year through our individual student support plans.

## Appendix 1 Models of Team Teaching

### Models of Team Teaching



Models of Team Teaching	
<b>Station Teaching</b>  <ul style="list-style-type: none"> <li>Heavily dependent on personnel</li> <li>Teachers divide the responsibility of planning and instruction</li> <li>Clear learning focus is important</li> <li>Pupils rotate from stations, either on the same day or on the next day of team teaching. With younger pupils they often rotate within the same day but older pupils might rotate over the duration of a week.</li> <li>Professional engagement</li> <li>Increased instructional intensity and individualization</li> <li>Assessment critical for teachers to identify learning achieved</li> </ul>	<b>Lead and Support Teaching</b>  <ul style="list-style-type: none"> <li>'Lead' teacher can take on role of the 'support' teacher and vice versa</li> <li>All pupils have access to the same curriculum and interventions are integrated</li> <li>Shared language and experience which makes collaboration easier and allows both teachers to be aware of the progress of pupils</li> <li>All pupils can access both teachers as required, teachers are not assigned to pupils</li> <li>Various forms of assessment can be done by the lead teacher, support, teacher or both teachers</li> </ul>
<b>Parallel Teaching</b>  <ul style="list-style-type: none"> <li>Teachers teach the <b>same content</b> to two groups of pupils in the <b>same physical space</b>, a significant advantage being a reduced pupil-teacher ratio</li> <li>Suitable at all class levels</li> <li>Often very useful in a multi-grade setting</li> <li>Clear learning focuses important</li> <li>Co-planning important</li> <li>Assessment critical for teachers to identify learning achieved</li> </ul>	<b>Alternative Teaching</b>  <ul style="list-style-type: none"> <li>One teacher manages the large group while the other teacher delivers an alternative lesson, or the same lesson with alternate materials or approaches, to a small group of pupils for a specific instructional purpose</li> <li>The smaller pupil-teacher ratio benefits the pupils when they are learning difficult concepts because they are better able to interact with the teacher to clarify misconceptions or extend understandings</li> <li>Teachers can also work with pupils of exceptional ability and challenge their specific needs while the remainder of the class is working under the direction of the second teacher</li> <li>Teacher collaboration may lead to more targeted lessons and pupils may</li> </ul>
<b>Teaming Teaching</b>  <ul style="list-style-type: none"> <li>Both teachers are responsible for planning and they share the instruction of all pupils.</li> <li>The lessons are taught by both teachers who actively engage in conversation, not lecture to encourage discussion by pupils.</li> <li>Both teachers are actively involved in the management of the lesson and behaviour management.</li> <li>Sometimes used along with another model of co-teaching, for example comprehension strategy, problem solving, mental maths. Each teacher has an active and equal role</li> </ul>	



## Appendix 2 CTI Planning for Co-teaching

Questions?	Teacher A (Mainstream?)	Teacher B (Support?)	Together
<b>Content:</b>			
Who plans the lessons? Who has responsibility for selecting lesson content, aims, objectives etc?			
Who has responsibility for evaluation, reformulation of objectives etc?			
Who writes up the lesson plans/evaluations?			
Who marks the copies?			
Who sets exam papers?			
Who marks exams?			
Who teaches the main group?			
Who teaches the 'target' group?			
Who corrects homework?			
Other?			
<b>Classroom &amp; materials:</b>			
Who defines the area within which people work?			
Who looks after materials?			
Who stores materials?			
From what Department's budget are materials bought?			
Who adapts materials for pupils for whom they are unsuitable?			
Other?			

<b>Classroom Management:</b>			
Who has responsibility for discipline?			
Who will monitor attendance, punctuality, uniform, detention etc?			
Who will liaise with the tutor, Year Head, Deputy Principal, Principal etc?			
Who will go to the Parent/Teacher meetings?			
Who will meet parents and other professionals who call?			
Who will organise the class into groups etc?			
Who decides the classroom rules: noise, movement, neatness, etc?			
Who decides on classroom routines?			
Other?			

## Appendix 3 Co-Teaching Partner Checklist

**Co-teaching partners have:**

Discussed and understood the definition of co-teaching.	
Discussed and identified preferred co-teaching model.	
Discussed and shared understandings regarding students with Special Educational Needs (SEN) and expectations in relation to accommodations, and instructional needs.	
Shared, discussed, and identified shared roles and responsibilities.	
Discussed perceptions of a shared classroom.	
Shared and discussed similar beliefs and how to resolve differences if they arise.	
Shared the potential strengths and differences each teacher brings to the co-teaching dynamic.	

Shared and discussed perceptions on the following topics:

Classroom rules	_____
Assessment	_____
Disciplinary issues	_____
Parent contact	_____
Classroom routines	_____
Homework	_____
Physical environment of classroom	_____
Teacher style or preference	_____
Other	_____

### Appendix 4 CTI Monthly Planning Template:

Year Group	Students	Area of Need	UDL Strategies	
Week	Co-Teaching Goal/Targets	Topics	Responsibilities	Reflections
Week 1				
Week 2				
Week 3				
Week 4				

Example Monthly Planning Template

1 <sup>st</sup> Year	AB, BC, CD	ASD, Dyslexia, ODD	ICT, group work, movement breaks	
Week	Co-Teaching Goal/Targets	Topics	Responsibilities	Reflections
Week 1	e.g. Identify individual student needs and supports	Outline of lessons, content and skills	Lead teacher: Deliver lesson, Co-teacher: Assist & Targeted support	Any adjustments or observations
Week 2	e.g. Implement targeted strategies for support	Detailed co-planning for differentiated instruction	Lead teacher: Manage evaluation, Co-Teacher: Collaboration on preparing materials	Progress on targets & potential challenges
Week 3	e.g. Monitor individual student progress	Plan engaging activities to foster inclusivity	Both teachers ensure that all instructional materials are adapted to accommodate the needs of students with diverse learning styles and additional educational	Feedback on student outcomes and behaviours
Week 4	e.g. Evaluate the success of the month strategies	Reflection-based improvements for upcoming lessons	Joint analysis of assessments	Final evaluation and next steps

## Appendix 5 CTI Team Teaching / Co-Teaching Evaluation Form

Month/Year: \_\_\_\_\_

### 1. Teacher Information

- Subject Teacher: \_\_\_\_\_
- Co-Teacher: \_\_\_\_\_
- Class/Year Group: \_\_\_\_\_

### 2. Co-Teaching Effectiveness

- Which **co-teaching models** were used this month? (Check all that apply)
  - ☐ One Teach, One Assist
  - ☐ Parallel Teaching
  - ☐ Station Teaching
  - ☐ Alternative Teaching
  - ☐ Team Teaching

- How effectively did the co-teaching approach support student learning?  
☐ Excellent ☐ Good ☐ Satisfactory ☐ Needs Improvement

\_\_\_\_\_

- What worked well in your co-teaching collaboration?

\_\_\_\_\_

- What challenges did you experience this month?

\_\_\_\_\_

### 3. Student Progress & Learning Outcomes

- Were student learning targets met?  
☐ Yes, fully ☐ Partially ☐ No

\_\_\_\_\_

- Which strategies were most effective in meeting student needs?
  - ☐ Differentiated instruction (UDL Approach)
  - ☐ Small group support
  - ☐ BFL strategies
  - ☐ Other: \_\_\_\_\_
- What additional support or adjustments are needed to improve student outcomes?

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#### 4. Teacher Collaboration & Reflection

- How well did the teachers communicate and plan together?
  - ☐ Excellent ☐ Good ☐ Needs Improvement
- What professional development or resources would help improve co-teaching effectiveness?

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#### 5. Next Steps & Action Plan for the Upcoming Month

- Adjustments to teaching strategies:
- Additional resources/support needed:
- Other comments:

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Subject Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Co-Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

This policy was adopted by the Board of Management on 10<sup>th</sup> September '25 [date]

Signed: [Signature]  
Chairperson of the Board of Management

Signed: [Signature]  
Principal

Date: 10/9/25

Date of next review: \_\_\_\_\_