

# Collaborative Team Teaching

In Casey Kindergartens



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# Context

In response to early childhood reforms, Casey's vision was to develop a robust teaching model to deliver 15 hours a week of a funded kindergarten program.

Collaborative Team Teaching was the result of many years of research and piloting.



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# Collaboration

- United
- Team
- Knowledge
- Multi lens
- Holistic
- Innovative
- Experience



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# Collaborative Team Teaching defined

For the purposes of the Casey Model of Collaborative Team Teaching, our definition relates primarily to educators employed by the City of Casey.



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# Collaborative Team Teaching defined

Collaborative Team Teaching in City of Casey can be defined as two or more qualified educators working together in a team approach to deliver quality education and care services to the children enrolled at the kindergarten.



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# Research

- Cook and Friend - Benefits of Co-Teaching
- Gately 2005- Two Are Better than One
- Keefe, Moore & Duff 2004- Four “Knows” of Collaborative Teaching
- Mastropieri et al 2005- Successes, Failures and Challenges



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# Universal Access

- Collette Tayler
- *2008 Blueprint for Education and Early Childhood Development*
- Australian Early Development Index (Casey)



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# History

- Universal Access
- Partnerships
- Addressing stress and workload
- Authentically raising quality
- Retention and recruitment
- Building capacity of educators
- Mentoring opportunities



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# Partnerships

Solid partnerships built up over time with

- Universities
- Yooralla and Inclusion Support Services
- Preschool Field Officers (PSFOs)
- Parents
- Schools



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# Stress and workload

- Educators from 2009 indicated high levels of stress with the introduction of the reforms and a perceived increase in workload.
- Increased staff absence, staff illness.



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# Raising quality

- Commitment to employ educators holding a Bachelor degree or higher from 2009.
- Authentic to the introduction of Universal Access.
- Children benefit from a multi lens approach from highly qualified educators.



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# Building capacity

- With success of New Graduate Program, a natural progression of mentoring and partnering within collaborative teams has taken place across City of Casey Kindergartens.
- There have been increased opportunities for mentoring and maintaining currency for both new and existing educators.



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# Mentoring

- Capacity to mentor in action.
- Co-teaching in first year of teaching.
- Added benefits of modelling practice.
- Enhances pedagogy by bringing practice into a third space.
- Strengths.



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# Process to implement

- Recruitment / interviews.
- Working Party to address Universal Access and the development of the Collaborative Team Teaching Charter.
- Revised philosophy.
- Charter devised and launched.
- Establishing solid teams.
- Targeted professional development.



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# Recruitment

- New Graduate Program.
- Over 50 interviews conducted – individual and group.
- The commitment and expectations of the City of Casey towards Collaborative Team Teaching was reflected during the recruitment process.



# Collaborative Team Teaching Working Party

- Established to acknowledge and include the voices of the educators.
- To champion change for a new era.
- Model collaboration with the extended team.
- Regular facilitated meetings and a full day workshop with a consultant.



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# Philosophy

Embraces a new era of pedagogy in the City of Casey



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# Philosophy

- Relationships are foundational
- Education is the platform for future success
- Individuals have the right to flourish
- Leadership impacts on the quality of all we do
- Reflection creates possibilities



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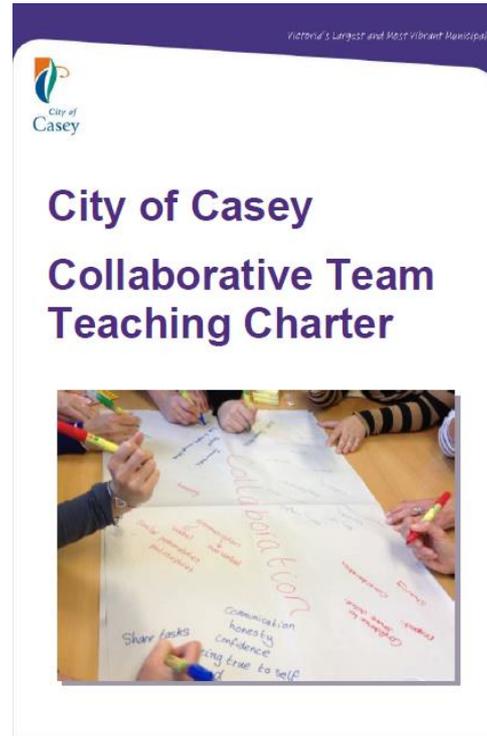
# Collaborative Team Teaching Charter

- Kindergarten Services identified it was important to have a unifying document for each team.
- Common time for the realisation of the Charter was promoted at beginning of the year.
- Engaged a consultant to provide professional development for all educators relating to the Collaborative Team Teaching Charter.



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# Charter



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# Matching staff

- Educators were consulted regarding their expressions of interest.
- Next step was to consider possibilities within teams.
- Consideration was given to personalities and teaching styles.
- Anticipated some successes and some failures.



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# Targeted professional development opportunities

Targeted professional development relating to collaboration was provided throughout 2012, 2013 and 2014 and included:

- Collaboration; Realising the Potential of Your Team
- MBTI Communication Styles and Identifying Strengths and Non Strengths in Your Team.



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# Team Teaching Guidelines

- FAQ's were developed with the broader vision for Collaborative Team Teaching in mind.
- Clearly outlining expectations for all educators.
- Collaborative Team Teaching Meetings factored bi monthly in to the educator's calendar to work on team approach to pedagogy.



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# Standard Model

Monday Session time 9-3 (2x3hrs)	Edu.	Edu.	Tuesday Session time 9-3 (6hrs)	Edu.	Edu.	Wednesday Session time 9-3 (6hrs)	Edu.	Edu.	Thursday Session time 9-3 (6hrs)	Edu.	Edu.	Friday Session time 9-3 (6hrs)	Edu.	Edu.	Total contact hours – educators
9-12	A	B	9-10:30	A	B	9-10:30	A	B	9-10:30	A	B	9-10:30	A	B	
			10:30-12	A	B	10:30-12	A	B	10:30-12	A	B	10:30-12	A	B	
			12-1:30	A	C	12-1:30	A	C	12-1:30	A	C	12-1:30	A	C	
1-4	A	B	1:30-3.00	B	C	1:30-3.00	B	C	1:30-3.00	B	C	1:30-3.00	B	C	
Hours of contact	A=FT	6		A= FT	4.5hrs		A= FT	4.5hrs		A= FT	4.5hrs		A= FT	4.5hrs	A=24hrs
Hours of contact	B=FT	6		B=FT	4.5hrs		B=FT	4.5hrs		B=FT	4.5hrs		B=FT	4.5hrs	B=24hrs
Hours of contact				C=PT	3hrs		C=PT	3hrs		C=PT	3hrs		C=PT	3hrs	C=12hrs

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# Rotational Model

Monday Session time 9-2 (5hrs)	Edu.	Edu.	Tuesday Session time 9-2 (5hrs)	Edu.	Edu.	Wednesday Session time 9-2 (5hrs)	Edu.	Edu.	Thursday Session time 9-2 (5hrs)	Edu.	Edu.	Friday Session time 9-2 (5hrs)	Edu.	Edu.	Total hours contact – staff
Groups of 9 attending	D	E	Groups of 9 attending	D	E	Groups of 9 attending	D	E	Groups of 9 attending	D	E	Groups of 9 attending	D	E	
A			D			B			E			E			
B			E			C			A			C			
C			A			D			B			D			
Hours of contact	D=FT	5	D=FT	5	D=FT	5	D=FT	5	D=FT	5	D=FT	5	D=FT	5	D=25hrs
Hours of contact	E=FT	5	E=FT	5	E=FT	5	E=FT	5	E=FT	5	E=FT	5	E=FT	5	E=25hrs



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# Solid foundations

- Imperative to leave room for trial and error.
- Monitor teams, with scope for movement if necessary.
- Clarity of roles for Educational Leaders and Nominated Supervisors.



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# Supported structure

- Change management.
- Consistent Team Leaders and PSFO's responsible for specific services.
- Troubleshooting procedures.
- Mentoring, mediation and counselling offered to staff.



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# Lessons learned

- Collaboration vs cooperation.
- Similar pedagogical views.
- Authentic actionable Charter.
- Commitment via role clarity.
- Relationships are paramount .
- Professionalism and the Casey Trademark Behaviours.



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# Voices from the field

- Robust and honest communication.
- Understanding of each other's values, beliefs and utilising each other's strengths.
- Sharing strategies.
- Build conflict resolution, negotiation and compromising skills.



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# Voices from the field

- Shared planning opportunities.
- Challenge each other to improve outcomes for children and families.
- Creates a culture of healthy exchange of ideas and a commitment to collaborative planning.



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# Voices from the field

- We are two very different personalities but we have common goals.
- We are open minded and flexible to this new way of teaching.
- Team teaching cannot work unless the two people involved in it want to make it work.



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# Voices from the field

- Our differences became our strengths.
- Job share all paperwork and tasks.
- Good for my personal development – great to receive feedback to improve my practices.
- Different perspectives can be beneficial to tackle issues and situations.



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# Voices from the field

- Constantly learning new things every day
- Lack of time together can impact.
- Team teaching provides another lens regarding programming, environment, child interactions, family interactions, ideas.
- More people to bounce ideas off.



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# Future directions

- Hope to continue the success of Collaborative Team Teaching.
- Funding is crucial to it's success.
- Continue refining and developing robust teams to deliver quality learning opportunities for children.



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# Ongoing research

Currently a thesis entitled “*A Case Study into the Introduction of Collaborative Team Teaching in the City of Casey from the educator’s perspectives*” is being written which will help to further inform the sector on the phenomenon of Collaborative Team Teaching in Early Childhood.



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