



Erasmus+



**Stefan Cardinal Wyszynski Primary School in Sarzyna**

# Principles of co-operation between lead teachers and teachers co-organizing the teaching process

*The document was developed as part of the project "Into the future with inclusive education".*



**August 2021**

In a class team, two teachers usually co-operate during lessons, i.e. a subject teacher and a teacher co-organizing the teaching process. It is the quality of co-operation between these teachers that determines the atmosphere in the classroom and the effects of teaching and upbringing, both for able-bodied students and those with special educational needs. If this cooperation is based on the right principles, the results obtained may sometimes exceed our expectations, and in relation to both integrated groups of children.

**1. Co-operation goals:**

- ✚ Developing effective ways of collecting and transmitting information about the class team.
- ✚ Finding the best ways to integrate children's educational and upbringing needs.
- ✚ Individualization of the teaching process.
- ✚ Comprehensive integration of educational and upbringing activities aimed at students with disabilities.
- ✚ Clear definition of the scope of activities of teachers co-creating the teaching process.

**2. Teachers' actions taken in the most important areas of cooperation.**

Area of co-operation	Activities of a supporting teacher		Activities of a subject teacher	
	Preparation for the meeting	During the meeting	Preparation for the meeting	During the meeting

*The document was developed as part of the project "Into the future with inclusive education".*



Erasmus+



<b>1. Familiarizing with the class team</b>	<b>First meeting of the school year</b>			
	<ul style="list-style-type: none"> <li>✚ Familiarizing with available information about the class group, especially children with special educational needs (conversation with the previous class teacher and teachers and other school employees (school counselor, psychologist, nurse, doctor).</li> <li>✚ Collecting the information obtained and selecting it according to its importance in further work.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Presentation of the information obtained, with particular emphasis on children with special educational needs.</li> <li>✚ Indication of areas for further diagnostic activities.</li> <li>✚ Determining methods and tools that can be used to better understanding of the needs, capabilities and limitations of children with special educational needs, taking into account the specificity of the subject.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Getting to know available information about the class group, including children with special educational needs (conversation with the previous class teacher and teachers and other school employees (school counselor, psychologist, nurse, doctor).</li> <li>✚ Analysis of the obtained information in terms of its usefulness in designing further educational process.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Presentation of the information obtained about the class group, including integrated students.</li> <li>✚ Discussion about the specifics of the subject.</li> <li>✚ Determining and planning activities to get to know the team better, especially in areas that facilitate work on a given subject.</li> </ul>
	<b>Regular activities during the school year</b>			
	<ul style="list-style-type: none"> <li>✚ Summary of additional information obtained based on observations conducted about the possibilities and difficulties of integrated children and the diagnostic activities undertaken.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Presenting the prepared material and determining which predispositions will facilitate work on a given subject and what needs to be systematically improved.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Developing the characteristics of the class team using your own observations during lessons.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Presentation of prepared information.</li> <li>✚ Establishing with the teacher co-organizing the teaching process the basic principles of work in a specific class group, taking into account its</li> </ul>

*The document was developed as part of the project "Into the future with inclusive education".*



Erasmus+



		<ul style="list-style-type: none"> <li>Including educational work in planned activities.</li> </ul>		specificity.
<p>2. Preparing the distribution of material from the subject or the result plan.</p>	<b>Preparation for the meeting</b>	<b>During the meeting</b>	<b>Preparation for the meeting</b>	<b>During the meeting</b>
	<b>First meeting during the school year</b>			
	<ul style="list-style-type: none"> <li>Getting to know the core curriculum of the subject.</li> </ul>	<ul style="list-style-type: none"> <li>Familiarizing with the material distribution or result plan prepared by the subject teacher.</li> <li>One asks questions regarding ambiguities in the presented material distribution.</li> <li>One discusses with the subject teacher the modifications he/she proposes in the timetable in accordance with the capabilities and limitations of students with special educational needs (teachers decide together on the manner of introducing modifications in the</li> </ul>	<ul style="list-style-type: none"> <li>One prepares the distribution of the material of his/her subject for a shorter period, e.g. one month.</li> <li>One specifies the content and basic skills.</li> </ul>	<ul style="list-style-type: none"> <li>One discusses the material he/she has prepared, paying particular attention to the skills and content that he/she believes all students should master.</li> <li>One agrees with the special educator how to introduce modifications to the schedule material.</li> </ul>

The document was developed as part of the project "Into the future with inclusive education".



Erasmus+



		text of the prepared timetable).		
	Regular meetings during the school year			

*The document was developed as part of the project "Into the future with inclusive education".*



# Erasmus+



	<ul style="list-style-type: none"> <li>One analyzes the implementation of the program material included in the schedule, especially for students with special educational needs.</li> </ul>	<ul style="list-style-type: none"> <li>One presents the implementation of the content and the scope of developed skills, in accordance with the introduced modifications, in a group of integrated children.</li> <li>One assesses the usefulness of the introduced modifications and their compliance with the needs of children.</li> </ul>	<ul style="list-style-type: none"> <li>One marks the elements included in the schedule that have not been implemented and analyzes the reasons for the lack of implementation.</li> <li>One prepares the distribution of material for the next period of time.</li> </ul>	<ul style="list-style-type: none"> <li>One discusses the degree of implementation of the developed material distribution.</li> <li>One presents the prepared distribution of material for the next period of time with discussion as before.</li> </ul>
<p><b>3. Preparation of individual lesson units.</b></p>	<p><b>Regular meetings during the school year</b></p>			
	<ul style="list-style-type: none"> <li>For example, the student becomes more familiar with the topics covered by the lessons that will be discussed.</li> <li>One prepares questions about unclear elements of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>One asks questions about unclear elements of the lesson.</li> <li>One offers a range of content and skills that can be mastered by students with limited intellectual capabilities.</li> <li>One suggests therapeutic goals</li> </ul>	<ul style="list-style-type: none"> <li>One prepares proposals for methodological solutions for several (4-5) lesson units.</li> <li>One analyzes which elements of the lesson may be particularly difficult for some children, including integrated children.</li> <li>One prepares the necessary aids that the teacher co-organizing the classes should be familiar with.</li> </ul>	<ul style="list-style-type: none"> <li>One obtains information from the teacher co-organizing classes regarding disorders occurring in children with special educational needs, which should be taken into account when planning the educational</li> </ul>

*The document was developed as part of the project "Into the future with inclusive education".*



# Erasmus+



		<p>for the lesson.</p> <ul style="list-style-type: none"><li>✚ One with the help of the subject teacher, develops a project of worksheets and notes in the notebook, adapting them to the intellectual and manual abilities of the students.</li><li>✚ One determines with the subject teacher the scope of his/her activity during the lesson.</li></ul>		<p>process.</p> <ul style="list-style-type: none"><li>✚ One provides the teacher co-organizing classes with the scope of basic content and skills for individual topics.</li><li>✚ One thoroughly discusses the content that will be covered during lessons.</li><li>✚ One familiarizes the teacher co-organizing the classes with the assumed lesson goals and methods of achieving them.</li><li>✚ One presents the teaching resources that will be used during the lessons discussed.</li><li>✚ One and the co-organizing teacher agree on which elements of the</li></ul>
--	--	---	--	---



Erasmus+



				lesson he/she can participate in, working with the whole class.
5. Recording students' progress.	<b>Regular activities during the school year</b>			
	<ul style="list-style-type: none"> <li>Collecting and organizing various works of children with special educational needs in accordance with the rules adopted by them.</li> <li>Analyzing collected work, drawing conclusions regarding children's progress or emerging difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>Acquainting the subject teacher with conclusions about the progress and difficulties of disabled children based on the collected work of students.</li> </ul>	<ul style="list-style-type: none"> <li>Using the comments of the teacher co-organizing the teaching process to plan further work in the class.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing with the teacher co-organizing the classes about information obtained from the analysis of children's works.</li> </ul>
6. Assessment.	<b>Regular activities during the school year</b>			
		<ul style="list-style-type: none"> <li>Discussing partial and periodic assessments of students with special educational needs and behavior with the subject teacher.</li> </ul>		<ul style="list-style-type: none"> <li>Agreeing with the teacher co-organizing the classes on partial, periodic and behavioral assessments of students with special educational needs</li> </ul>
<b>Regular activities during the school year</b>				

The document was developed as part of the project "Into the future with inclusive education".





# Erasmus+



<p><b>7. Educational activities</b></p>	<ul style="list-style-type: none"> <li>✚ Analyzing educational problems with students with special educational needs during lessons, identifying the most common problems, and trying to plan remedial actions.</li> <li>✚ Keeping notes in an observation notebook.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Talking to the subject teacher about educational problems with children with special educational needs, familiarizing with the interpretation of the causes and planned remedial actions.</li> <li>✚ Determining the subject teacher's participation in planned educational activities.</li> <li>✚ Determining which parents one should talk to.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Considering the educational difficulties in the classroom that hinder the course of classes.</li> <li>✚ Analyzing educational problems with students with special educational needs.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Presentation of the analysis of educational problems in the classroom.</li> <li>✚ Using observations made by the teacher co-organizing the classes.</li> <li>✚ Talking about joint educational activities in the classroom, defining one's role.</li> <li>✚ Determining the need to meet with parents of some students with special educational needs.</li> </ul>
---	---	--	--	--

### 3. Regular meetings

Regular meetings of co-operating teachers should be a place to determine what specific actions each teacher will take of them during the implementation of planned classes. This division of responsibility is a particularly important element of teachers' co-operation during lessons within individual thematic blocks and subjects. The teacher co-organizing the teaching process, knowing well the course of the lesson and his/her tasks in its individual stages, becomes a participant in the teaching process on an equal footing with the subject teacher.

During the meetings, both teachers must discuss teaching and educational problems arising during classes conducted together. In the case of subjects with a large number of hours per week, such as Polish or mathematics, meetings are suggested once a week. However, if they concern subjects covered in fewer hours per week, two or one meeting per month is sufficient. The subject teacher learns about the difficulties faced by the special education teacher, who in turn has the opportunity to learn about the problems of other students. The exchange of experiences allows us to develop ways to solve problems. The planned content of



Erasmus+



classes is consulted with the subject teacher for substantive correctness. The teacher co-organizing the teaching process presents the subject teacher with therapeutic goals that will be implemented during classes by both him/her and the subject teacher. These goals assume the improvement of students with disabilities, and may also apply to other students, even those who are socially maladjusted or have temporary problems with integration with the class group.

Both teachers must determine the scope of compulsory content for children with disabilities and the skills they are to master and which should be checked during the planned tests. The teacher co-organizing the teaching process with the help of the subject teacher should prepare tasks tailored to the students' intellectual capabilities and their skills in mastering specific skills. Depending on the diversity of the group of children with special educational needs, it may arise that each child will need to have a version of the test prepared especially for him/her.

#### **4. Assessing students in a class team**

Working with children with special educational needs requires developing richer methods of assessment and creating various types of reinforcement. Teachers anticipate moments during lessons when they will especially try to appreciate the effects of children's work with dysfunctions.

- ➡ Grades received by students with special educational needs, emphasizing their contribution to mastering new content or skills, may have some additional markings, e.g. letters, colorful stickers, imaginary stamps, and their meaning should be explained to the children.
- ➡ In special cases, taking into account the limitations resulting from the student's dysfunction, he or she may be rewarded for the work contribution with a mark one grade higher than that resulting from generally accepted assessment criteria.
- ➡ For a test covering the same scope of material, but prepared in a changed form, the student may receive a grade of good or very good.
- ➡ The teacher co-organizing the teaching process has the right to check and assess the knowledge of a student with special educational needs during the lesson in oral or written form in accordance to the recommendations of the psychological and pedagogical counseling center.
- ➡ When assessing behavior, the child's emotional disorders identified by specialists should be taken into account.



Erasmus+



The proposals presented may be modified depending on the needs of the class group and the co-operating teachers. However, the lack of a developed model of co-operation that can be referred to as a framework or pattern leads to difficulties in the teachers' contact and the lack of proper organization of work in the lesson and may be a serious obstacle in achieving benefits that would be proportional to the workload required from the teachers of the class team. Our own co-operation program gives teachers a comfortable situation in which everyone knows their place and the role they have to play in the teaching process, so that it is effective both for students with special educational needs and others, taking into account their individual capabilities and limitations.

#### **4.1. The most important tasks of teachers assessing a student with special educational needs include:**

- ✚ providing assistance to the child in order to fully develop his/her psychophysical capabilities,
- ✚ modifying the curriculum to the needs and capabilities of each student in terms of content and methods as well as the learning pace of an individual child,
- ✚ motivating a student to continue working (rewarding the smallest successes, applying the principles of grading difficulty to enable him/her to obtain a positive grade),
- ✚ systematically passing information to parents about learning progress and emerging difficulties in order to establish joint influences on a student.

#### **5. Tasks of the lead teacher and the teacher co-organizing the teaching process.**

The subject teacher and the co-organizer of the teaching process must take into account when organizing educational activities in an integrated class individual interests and talents of the student, i.e.:

- ✚ lower the threshold of requirements for children who find learning difficult, while ensuring a high level of education for gifted children;
- ✚ implement common content from the curriculum, but differentiate: pace, class organization, program adaptation.

*The document was developed as part of the project "Into the future with inclusive education".*



For teaching to meet the needs of all students, educators' activities must be planned collaboratively. The roles of both teachers can be interchangeable and their activities should complement each other.

**We cannot talk about assigning a teacher co-organizing the teaching process only to students with special educational needs and playing a purely service role in relation to the teacher conducting the classes. One cannot limit oneself only to working with students with special educational needs entrusted to them.**

**A class team should be treated as one group working based on one and the same teaching and upbringing program. However, due to the diverse educational needs of students, this program should be modified in terms of content and methods and adapted to the children's learning capabilities and needs.**

- 5.1.** When working with students with special educational needs, the lead teacher and the teacher co-organizing the teaching process should:
- apply the principles of grading difficulty,
  - include children in group work so that each child contributes,
  - activate the child to participate in the lesson as fully as possible,
  - provide assistance to students with disabilities to the extent that enables them to experience success,
  - use the principles of reward to provide positive reinforcement, to stimulate activity and motivation to learn,
  - ensure a nice and friendly atmosphere during classes; "the emotional climate that accompanies learning is very important - a happy child learns more easily" this is the basic idea of integration.
- 5.2.** The teacher co-organizing the teaching process determines the educational requirements for each child with special educational needs, according to his or her abilities and needs.
- 5.3.** The teacher co-organizing the teaching process is responsible for selecting program content and methods of working with students with special educational needs, including:

*The document was developed as part of the project "Into the future with inclusive education".*



Erasmus+



- establishing a framework teaching program for children with a PPP certificate, containing basic educational requirements in individual subjects.
- preparing adapted tests and worksheets for students with reduced educational requirements.

5.4. The teacher co-organizing the teaching process keeps records of each student with special educational needs.

#### 6. Cooperation with parents.

- 6.1. Providing information on the child's progress in development, as well as informing about emerging difficulties in science and behavioral disorders.
- 6.2. Providing professional advice on special assistance and methods of working with a child at home.
- 6.3. Shaping appropriate attitudes towards the child aimed at its full acceptance.
- 6.4. Engaging parents to co-operate with the school, specialist clinic, encouraging them to participate with their child at school celebrations, trips, class events.
- 6.5. A teacher co-organizing the teaching process has the right to exclude a student with special educational needs from class work if he or she determines that individual learning will be more effective and the time devoted to solving educational problems will be better used.

*This work is licensed under the Creative Commons Attribution 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.*

*The document was developed as part of the project "Into the future with inclusive education".*