

Exploring Approaches to In-class Support

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Inclusion

- Pupils to be educated in the mainstream class
 - does not refer to a physical space
 - sense of belonging and identity
- Responsibility with the school to make instructional changes that promote educational success and a sense of belonging for all pupils
- Systemic change
- Is inclusion suitable or indeed possible for all students?

Challenges of exclusive withdrawal support

- Two separate programmes
- Fragmented instruction with pupil frustration
- Lack of generalisation of skills
- Stigma
- Missing out on class work
- Double Homework
- Disruption for class teacher
- Teachers feeling vulnerable in a one-to-one situation

"Let me get this straight -- I'm falling behind the other kids, so you're gonna take me outta class, work me half as hard, cover half the stuff, teach me slower and expect me to catch up!?"



Special Educator



+

General Educator



=

Understanding of all students
Enhanced Content
Access to quality curriculum
Support for all who need it!

- **Learning Strategist**
- Modifications & adaptations
- Motivation Strategies
- Knowledge of Special Needs

- **Content Specialist**
- Curriculum Sequence
- Instructional Objectives

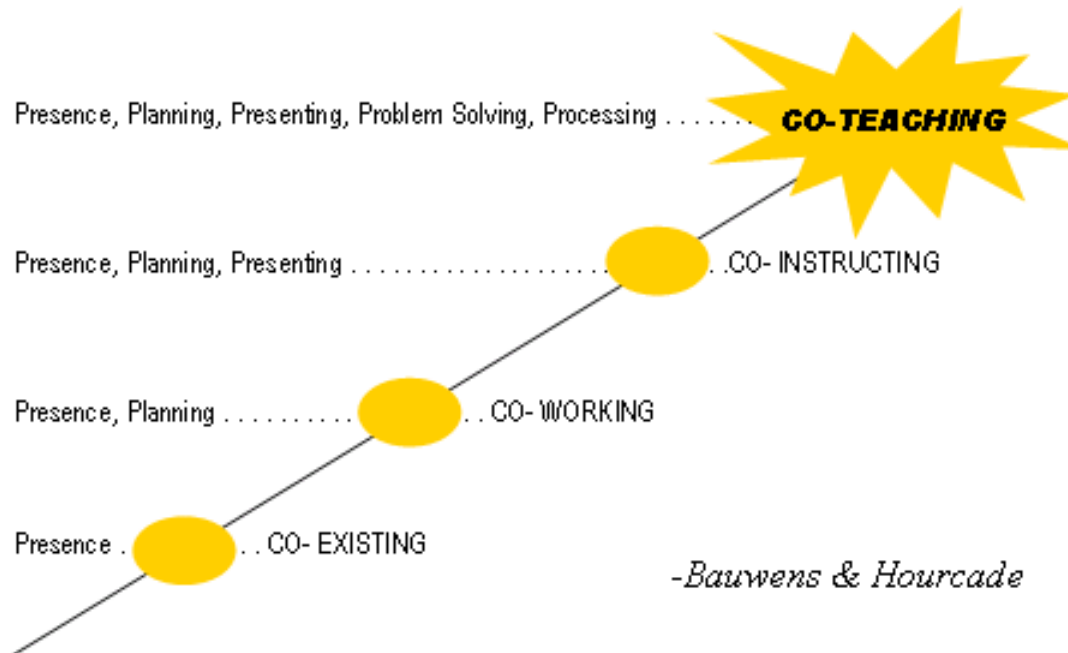
A story

- Two shoe salesmen were sent to an underdeveloped country to suss out opportunities.
- **Salesman A faxed back:**
No opportunity here. No one wears shoes.
- **Salesman B faxed back:**
Fantastic opportunity here. No one wears shoes.

Challenges of in-class support

- Space
- Noise
- Teacher Personalities / Attitudes
- Parental involvement
- Training – Professional development – visits to other schools, peer coaching, reading / discussion groups
- Needs of Pupils
- Content
- Teaching Styles
- Roles and Responsibilities of each Teacher
- Time for Planning and collaboration - PLCs
- Timetables

Levels of Collaborative Relationships



Where to start??

- Look at number of pupils in need of support teaching
- Look at number of support teachers in the school
- Decide on the level of support each pupil needs
 - In-class support, withdrawal or a combination
- Caseload division: by class, subject, needs....

Start small

- Consider and discuss the challenges mentioned earlier
- Start with one focus of instruction (maybe reading fluency)
- Look at the various models of instruction (peer tutoring / co-operative learning groups etc.) and decide collaboratively which model would suit best
- Plan the content
- Roles and responsibilities of each teacher can be discussed and agreed

Text Books and Workbooks

- Teaching what's in the book V teaching pupils
- Many topics, insufficient opportunities for repetition
- Feel under pressure to complete books
- Focus on strategies, content to be taught
- In-class support is not an 'add-on'
- It is an alternative way

Models of In-class Support

- Co-operative teaching
- Peer coaching
- Peer tutoring
- Co-operative / Collaborative Learning
- Parallel teaching
- Station teaching
- One teacher, one support teacher

Station Teaching

- Pupils working at different stations
- Each station has a different activity
- Pupils spend about twenty minutes at each station
- One teacher at each station, some independent stations
- One teacher at a station, other teacher circulating other stations
- Teachers swap roles









Station Teaching

- 3/4 adults
- **Station 1** – Letters, sounds, blends with magnetic letters and whiteboards
- **Station 2** - Writing station- Dictated sentences using same sounds , blends as station 1
- **Station 3** –Re- reading yesterday's book
- **Station 4** – Reading new book
- 10 /15 mins at each station

Sample Literacy Timetable

- Literacy timetable

Jigsaw Activity for Class Reader

Sample Activity:

Group of 20

5 in each mixed ability group sitting together– numbered 1 to 5

List of vocabulary

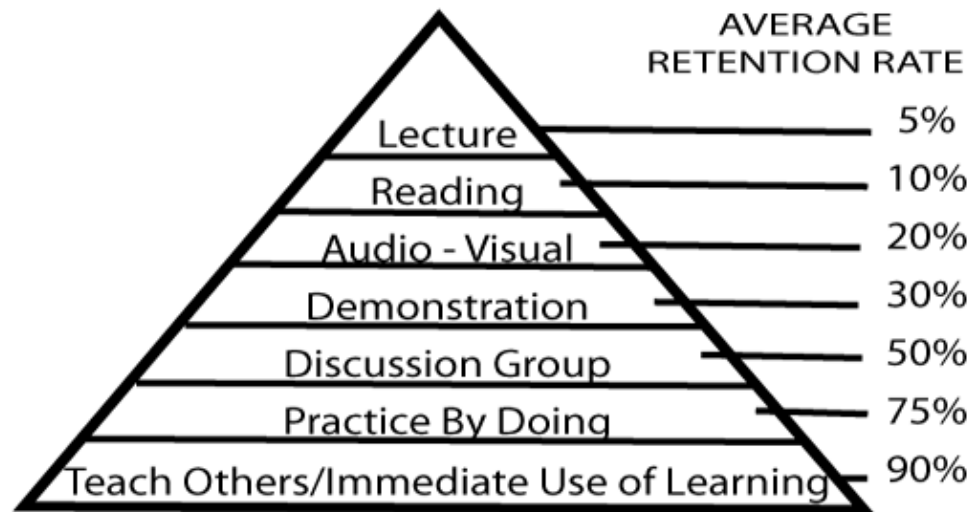
Day one - Each number individually looking up words


Day two – Number ones together, number twos
- sharing definitions and explanations

Day three – Back to original group as expert and share
one word

Day four – Share another word each in the group


LEARNING PYRAMID





*What children can do together today,
they can do alone tomorrow.*

(Let Vygotsky, 1962)



*I will pay more for the ability to deal
with people than any other ability
under the sun.*

(John D. Rockefeller)

Important Points

- Meeting needs of all pupils in-class may not be possible
- Withdrawal and in-class for some pupils
- Formative and summative assessment is essential – self-evaluation
- Keep an eye on IEP targets at all times
- No one best method
- Range of placement options and methods
- Case-by-case basis

Important Points

- Role of leadership in developing and sustaining teachers' professional learning
 - Alignment of needs
 - Creating organisational capacity for change
 - Empowering teachers to develop collaborative learning cultures / Professional Learning Communities (PLCs)
- Teachers Professional Learning / Development – assessment - framework (King, 2011)