



Lesson Study: Co-Teaching

Scholastic Year 2016 - 2017

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The Maths Team at SAGC

A culture of teamwork

- The Maths team gives lots of importance to **sharing** ... sharing of resources, successes and disappointments.
- The team is full of **energy, enthusiasm** and **collaboration**.
- We embark on various **projects** together.





Because we are a good team, we can dream.

What is impossible to do alone is possible to do in a team.

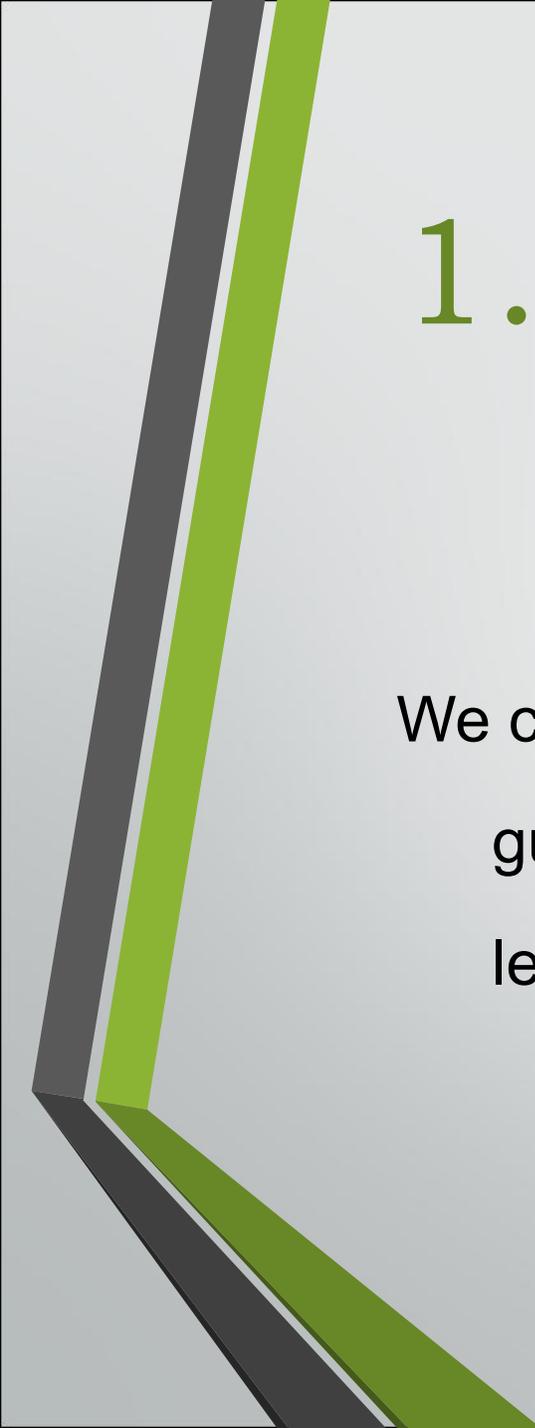
The Initial Idea

Our last **professional development day** was based on effective learning, assessment and having an inclusive classroom. The maths department focused mainly on **inquiry-based learning** and **co-teaching**.

The idea of co-teaching was at that point very distant however with a lot of collaborative work we managed to make it happen and it was very successful.



The Process



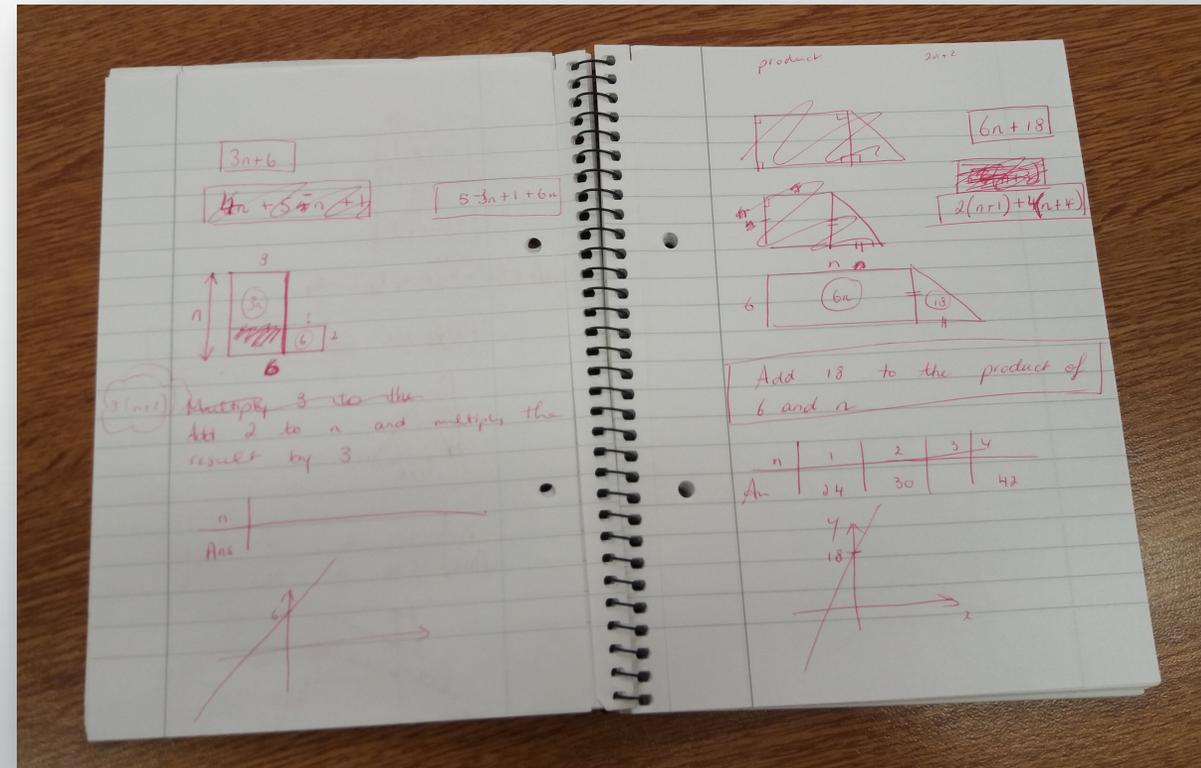
1. Contacted James Calleja

We contacted and organised a meeting with James Calleja for some guidance and tips. Following his recommendation we decided to try a lesson study on co-teaching keeping in mind inquiry-based learning.

2. Preparation

The preparation for the actual lesson took about 6 sessions:

- Decided which year group
- Chose & created the task
- Worked on the resources
- Lesson plan
- Agreed who will be delivering the lesson



3. Lesson Delivery

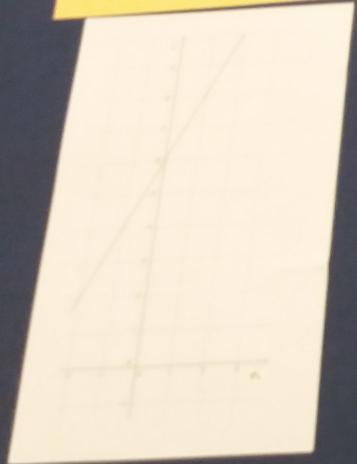
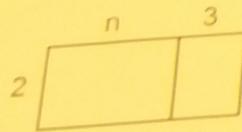
- Before starting the actual lesson, Ms. Maria **explained**:
 - ✓ The definition of **co-teaching**
 - ✓ The reason for **filming** the lesson
- The students were informed by Ms. Jessica that the **task** involves a lot of **thinking** and if any difficulties arise they should discuss them within the group.
- During the task both teachers had the possibility of **going round the respective groups** focusing on **questioning techniques** to encourage students to think further.
- The mathematics teachers were all present as **observers**.

Add 6 to
twice n

$$2(n + 3)$$

$$2n + 6$$

n	1	2	3	4
Ans		10	12	14

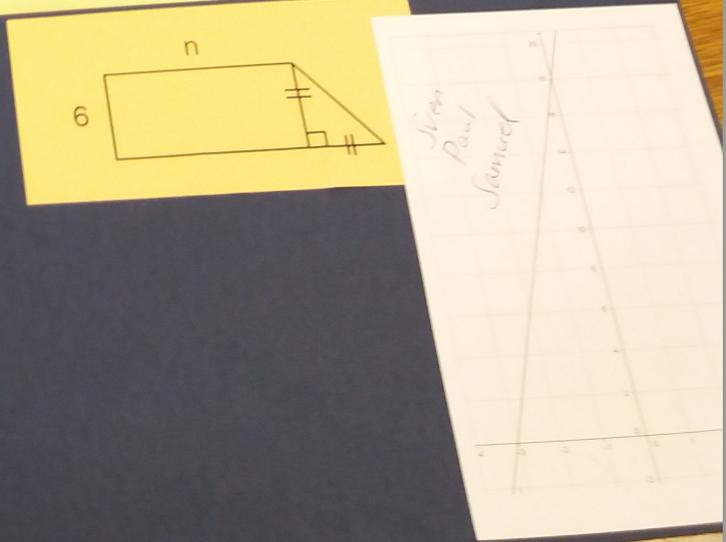
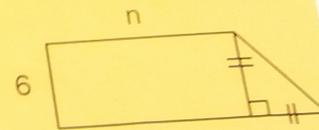


Add 18 to the
product of
6 and n

$$2(n + 1) + 4(n + 4)$$

$$6n + 18$$

n	1	2	3	4
Ans	24	30		42



4. Feedback

We asked each student to write their thoughts about the lesson on a sticky note. We then collected them all together on a chart.

qjbitni hafna
imma minajr rikording.

good Idiya idea
aid to mau mor ausis
lah det
[need to do it
more often]

Good idea
of an activity.
It needs to be
done everyday.

End of topic
- Very fun
- Much more
information is
received

~~Card games~~
More homework
More different markings
basically NO
#1 teacher

qjbitni mhar end of
topic nistaw faja
ragimulaha imma fadna
teachers

GOOD idea
God plus
of an activity
It needs to
be done every
day

no 2 teachers because
2 notification +
more shouting
#1 teacher

Jien manatsibx li anda
issir hall lesson ghar
ezemjje matls natsib
ahjar 1 teacher
imma Religion, Psa
u eld ilun isbat
b'2 teachers.

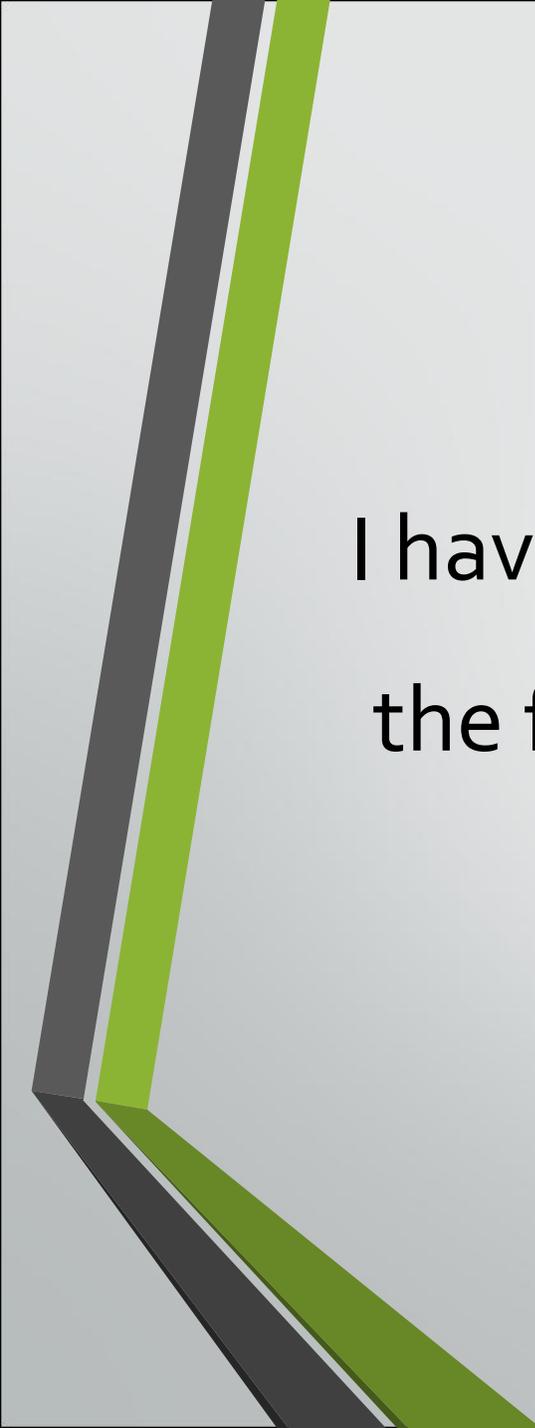
No doubt teacher
because more confusion
and shouting and
more home work
cause of more thing
have to be done
#1 teach

qjbitni hafna.
Kull end of topic.

End of topic.
2 teachers or 3
challenging
question.
Thanks!

5. Evaluation

- The video was sent to both Head of School and James Calleja
- A meeting was set to discuss the lesson outcome
- Shared the positive aspects of the lesson
- We had the opportunity to express our **personal opinions**



I have always left the classroom feeling satisfied but
the feeling this lesson gave me is something words
cannot describe.

Challenges

- The lesson study was designed for a class of 12 students but as from next year we will have a **full class**
- The classes are very **limited in space** but we will try and work around it to make this happen
- **Lesson planning** is more **time consuming** since there needs to be the input of both teachers. How will the planning take place if this were to happen everyday?
- **Who will explain** and who will help out?
- What if the lesson had to involve more explanation? How will the two teacher go about it? Who does the explanation and when does the other teacher take over?

Benefits

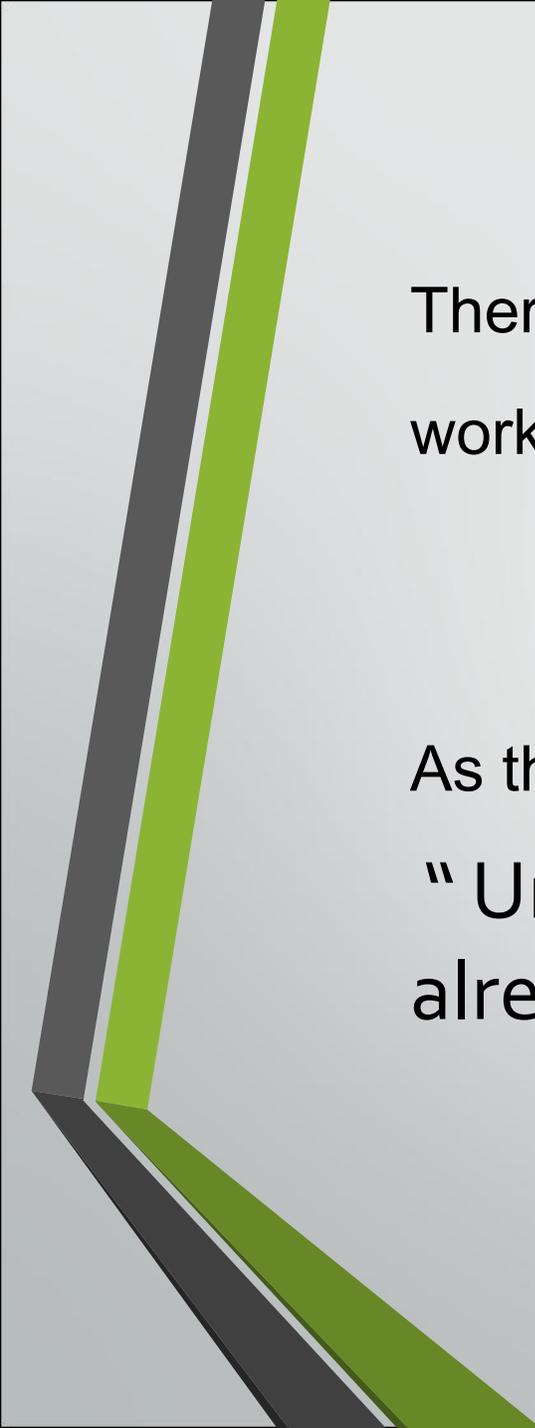
- **Different ideas** help create better tasks and lessons.

The activity designed for this lesson study would have been **very challenging to plan and deliver solely.**

- The students have more **individual attention** and **learning difficulties** are tackled better.
- **More control** over students' behaviour.
- If one **teacher explains** something and the students do not fully understand, the **other teacher can take over** and explain it in another way.
- **Formative assessment** through tasks in a co-teaching environment is more practical.

Our Plan

- We have decided to take up co-teaching for the upcoming scholastic year 2017-2018 with the year 9s.
- Usually, we divide a class of 24 students into two groups but as from next year the class will remain with the total amount of students accompanied by two teachers.



There will definitely be challenges as we go along but what is life and work without some challenges?

As the poet Ralph Waldo Emerson says,

“ Unless you try to do something beyond what you have already mastered, you will never grow.”



“Vapur b’zewg kaptani ma jimxix”

Is it true ?

WE WANT TO CHALLENGE IT !! 😊