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## **Enhancing Collaborative Professionalism in the Dyad of Pre-Service Teacher and Co- operating Teacher in the Mathematics Classroom**

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## **Introduction to the Research**

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### **Enhancing Collaborative Professionalism in the Dyad of Pre-Service Teacher and Co-operating Teacher in the Mathematics Classroom**


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## Research Questions

1. How can a collaborative inquiry model support the development of pedagogical content knowledge for a PST in the Mathematics classroom?

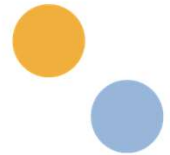
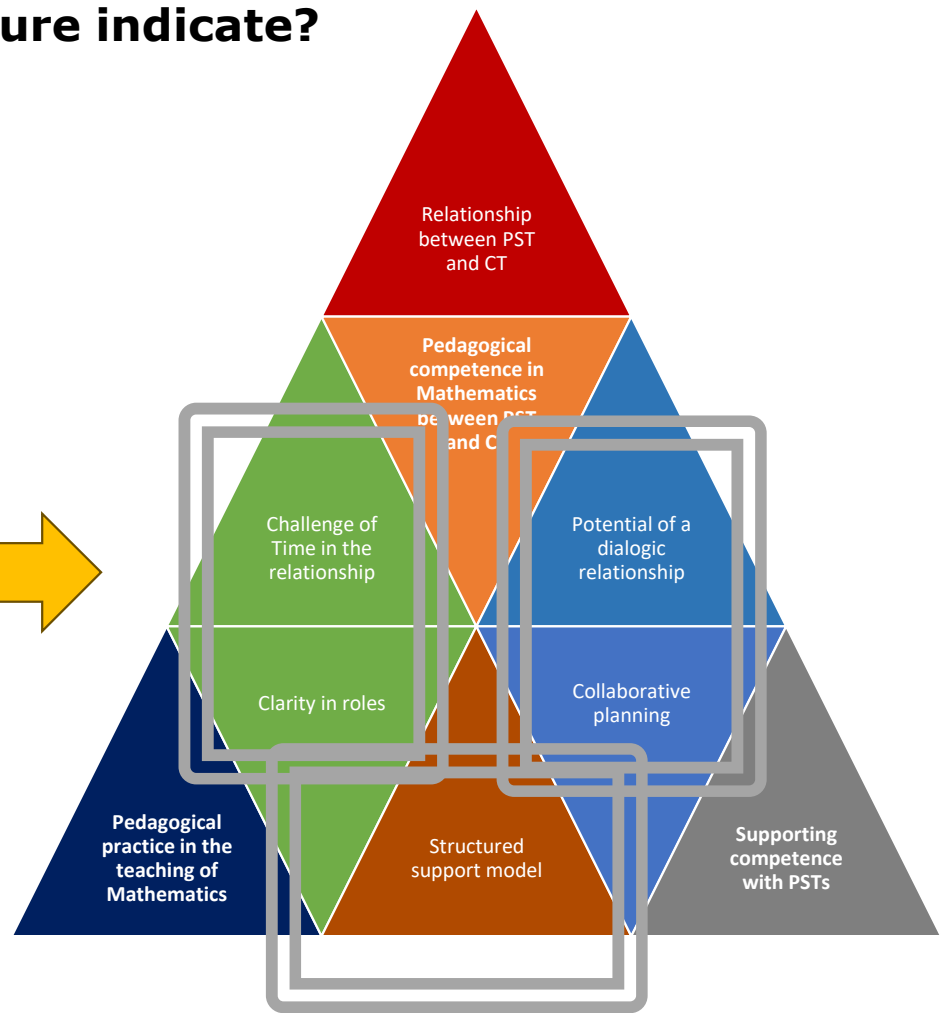
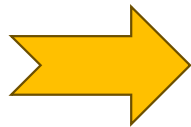
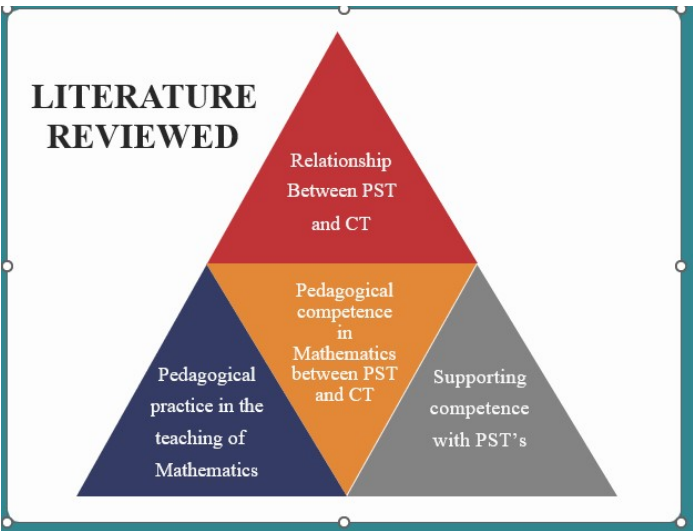


2. How can a collaborative inquiry model support the enhancement of pedagogical content knowledge for a CT in the Mathematics classroom?



3. How can a structured, collaborative inquiry support model promote a dialogic reciprocal relationship between both PST and CT?

# What does the literature indicate?





## **The significance of your research for your profession and for practitioners i.e. why is it important?**

Lack of clarity in terms of the role of PST and CT in the relationship

Potential of the collaborative relationship

Reciprocity

# Structured support model



Content Focused Coaching (adapted from West & Staub, 2003)

This intervention is designed to support a collaborative approach to the planning of a Mathematics class during school placement.

To begin, ensure that the lesson plan template has been shared with the Cooperating Teacher so that they are familiar with the key requirements and stages of lesson planning as per Hibernia College school placement guidelines.

Lesson planning	<p><b>Clearly identify:</b>  <b>Year group:</b> _____  <b>Length of lesson:</b> _____  <b>Theme of the lesson:</b> _____</p> <p>Where in your plan would you like some assistance?  <b>(Based on the student teacher's response, the cooperating teacher focuses on at least two of the following ideas)</b></p>
Teaching Mathematics	<p>What Mathematics is in this lesson? (i.e., make the lessons learning intentions explicit)</p> <ul style="list-style-type: none"> <li>• What is the specific Mathematics learning intention of this lesson?</li> <li>• What are the Mathematics concepts?</li> <li>• Are there specific strategies being developed? Explain</li> <li>• What skills (applications, practice) are being taught in this lesson?</li> <li>• What tools are needed (eg calculators, rulers, protractors, pattern blocks, shapes)?</li> </ul>
Learning outcomes and learning intentions	<p>Where does this lesson fall in this unit and why? (i.e., clarify the relationship between the lesson, the curriculum such as learning outcomes, strands at JC, curricular links across the strands)</p> <ul style="list-style-type: none"> <li>• Do any of these concepts and/or skills get addressed at other points in the unit?</li> <li>• Which learning intention is your priority for this lesson?</li> <li>• What does this lesson have to do with the concept you have identified as your primary learning intention?</li> <li>• Which learning outcomes does this particular lesson address?</li> </ul>

Prior knowledge and prior learning	<ul style="list-style-type: none"> <li>• What relevant concepts have already been explored with this class?</li> <li>• What strategies does this lesson build on?</li> <li>• What relevant contexts could you draw on in relation to this concept? (relating to student's interests or experiences, for example)</li> <li>• What can you identify or predict students may find difficult or confusing or have misconceptions about?</li> <li>• What ideas might students begin to express and what language might they use?</li> </ul>
Implementation and lesson development	<ul style="list-style-type: none"> <li>• What student pairs or groupings will you use and why?</li> <li>• What opening stimulus do you have in mind?</li> <li>• What model, manipulative, or visual will you use?</li> <li>• What activities will move students toward the stated learning intentions?</li> <li>• In what ways will students make their mathematical thinking and understanding public?</li> <li>• What will the students say or do that will demonstrate their learning?</li> <li>• How do you plan to assist those students who you predict will have difficulties?</li> <li>• What extensions or challenges will you provide for students who are ready for them?</li> <li>• How much time do you predict will be needed for each part of the lesson?</li> </ul>

Once the lesson has been completed, reflection on the lesson is key. Here are some considerations to guide your post-lesson reflection collaboratively:

Lesson reflection	<ul style="list-style-type: none"> <li>• Were the learning intentions achieved? How do you know?</li> <li>• Did all students meet the success criteria? If not, why not?</li> <li>• How did you support students to achieve the learning intentions? Were any modified or extended?</li> <li>• What improvements would you make to this lesson if teaching again?</li> <li>• How would you adapt this lesson to support all students to achieve the success criteria?</li> <li>• Were there any additional resources needed that you hadn't considered when planning the lesson?</li> <li>• What were the strengths of the lesson?</li> </ul>
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**The contribution of your research to your profession and/or for practitioners i.e. what difference will it make?**

Structured model to support the PST-CT collaborative relationship

Structured model to guide planning in the teaching and learning of Mathematics

Support the partnership model between the HEI and schools

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*Thank You*

