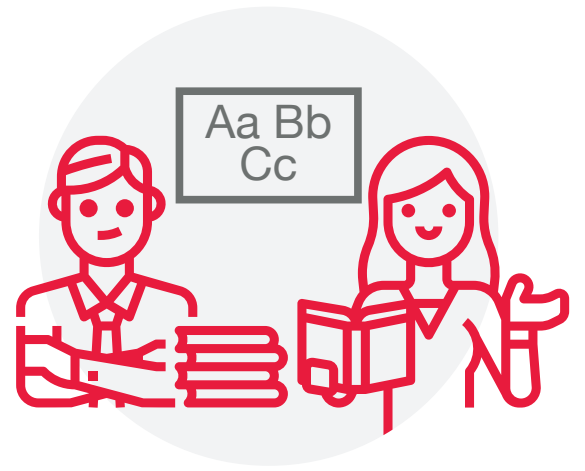




SWISS
INTERNATIONAL
SCIENTIFIC SCHOOL
— D U B A I —

Co-teaching

AT SISD



What is co-teaching?

Co-teaching is the practice of **two teachers** working together with one class community sharing the responsibilities of planning, teaching, supporting and assessing students. In a co-teaching setting, teachers **are equally responsible and accountable** for the academic and wellbeing provision for their students.

Co-teaching at SISD

SISD's co-teaching programs are available for children from KG1 to Grade 3, with two teachers in each class; one speaking English and one speaking French or German. Unique in the UAE, our co-teaching model enhances a love of languages and implements bilingualism through a high-quality approach and translanguaging.

Bilingualism & Translanguaging

Translanguaging is a process in which students draw on known languages, naturally and flexibly, combining various elements to meet their communicative and social needs. Co-teachers demonstrate high quality social interaction and academic language. In this process, language is understood as a **concept-based system**. As students become bilingual, a range of features of each language, under **one system**, are developed and utilized.

BILINGUALISM

Traditional



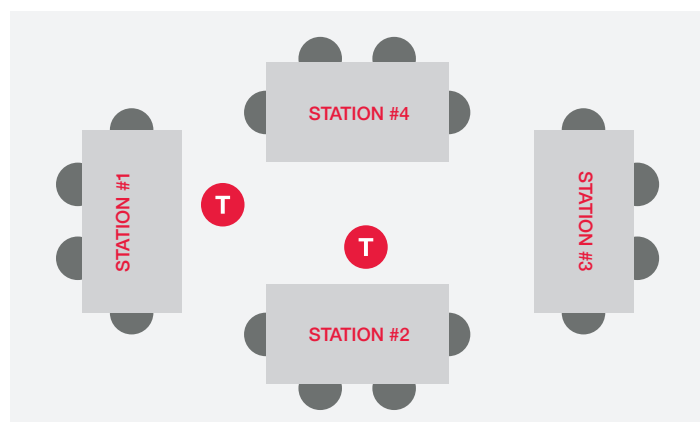
LANGUAGES LEARNED WITH
THE RESPECTIVE LINGUISTIC SYSTEMS

Translanguaging



LANGUAGE AS
ONE SYSTEM

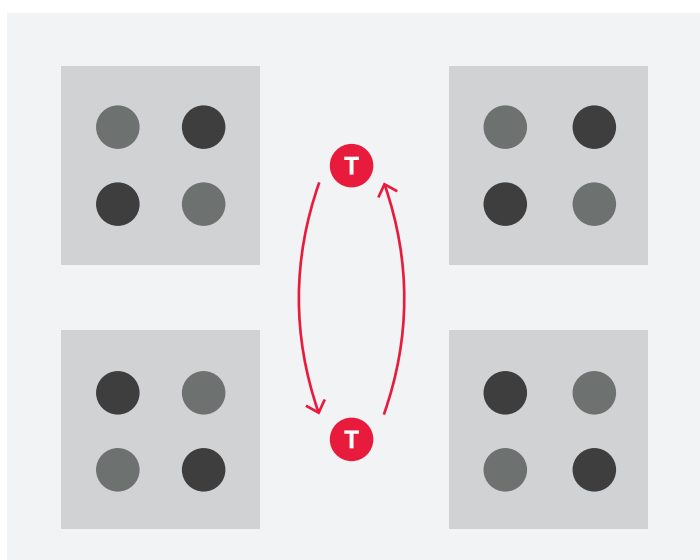
Co-teaching Models & SISD's Approach



Station Teaching

COMMONLY USED FOR MATH, SCIENCE, SOCIAL STUDIES, MORAL EDUCATION

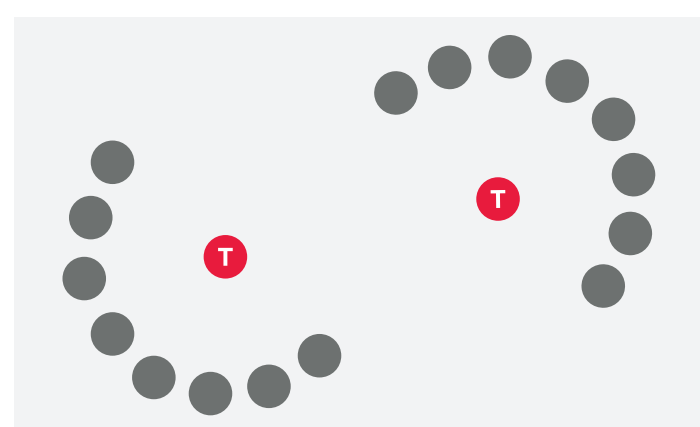
- Students are divided into small groups, according to their next steps.
- Students learn and consolidate content accordingly.



Circuit teaching

COMMONLY USED FOR MATH, SCIENCE, SOCIAL STUDIES, MORAL EDUCATION

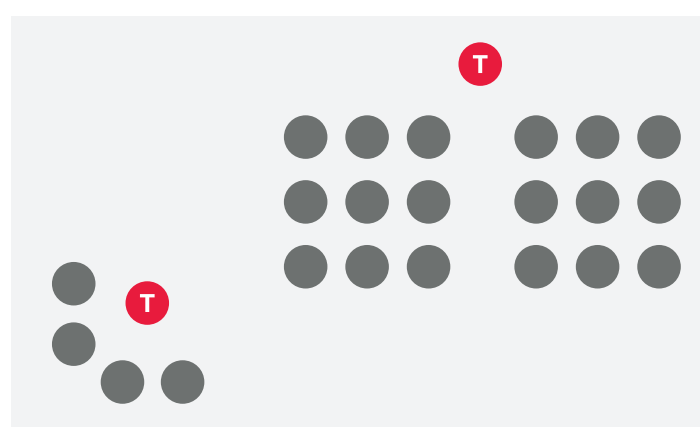
- A student-led approach where student agency is enhanced.
- Students are grouped by next steps and work collaboratively to achieve learning goals, resulting in high levels of student engagement.
- Teachers rotate around the groups to monitor understanding, model language, promote engagement, and enhance the learning journey.



Parallel Teaching

COMMONLY USED FOR MATH, SCIENCE, SOCIAL STUDIES, MORAL EDUCATION

- This model uses small groups based on language level.
- Here, both teachers provide the same content, targeted toward their students' needs. In a bilingual context, the acquisition of new concepts is often learned through this approach.



Targeted Teaching Model

COMMONLY USED FOR LANGUAGE ARTS

- One teacher works with the class, whilst the other leads small groups for targeted learning.
- Supports personalized learning.
- Both languages are promoted.

Personalised Learning Support

With co-teaching, the focus is on ensuring student progress, whilst targeting students' linguistics needs. Co-teachers ensure learning is relevant and responsive to all students, resulting in fluid classroom behaviors, provision and practices based on the needs of each learner. Careful planning and effective collaboration between the co-teachers underpins the success of co-teaching.

SISD provides Language Support for students who require a personalised approach within the classroom. This has been proven to be more effective than "pulling out" students who need additional support. Students are not stigmatised, and it levels the playing field for each child.

Co-teaching provides a diverse learning environment and builds trusting relationships among students, fostering a greater sense of community and accelerating student progress.

Benefits of Bilingualism



Diverse vocabulary: Literature indicates that in measures of total vocabulary, bilingual children have total word counts between their two languages on par with their monolingual peers' single-language vocabulary inventory. As acquiring multiple languages innately requires a mental sorting system, multilingual children have been found to have a more secure grasp of general linguistic principles more readily.



Social and cognitive skill: Students learn to transfer between languages and code switch. Code-switching, which is when a speaker incorporates two or more languages within a single utterance, sentence, or thought, is an inevitable and natural byproduct of bilingualism. This alternation between multiple languages is not linguistic confusion, as the child is simply utilising all the words and concepts they have available to them, a social and cognitive skill.



Creating thinkers: Recent research suggests that well-developed bilingualism enhances a child's cognitive flexibility, i.e. the ability to see things from multiple perspectives and to understand how other people think. It has been found to enhance many other cognitive functions too, including executive functioning, metalinguistic awareness, mental flexibility, and creative thinking. In addition, aside from these cognitive benefits, social and cultural benefits abound.



Skills for academic success: A recent study demonstrated a math and reading gap between kindergarten bilingual and monolingual children that closed by 1st and 5th grade, respectively. Plus, the cognitive benefits of bilingualism develop the child's brain with skills key to their future academic success. The improved skills in cognitive tasks like executive functioning are highly valuable in classroom settings and beyond.

What our students say...

When I joined in Grade 1 I was speaking German at home and learning in English. Now I learn in both languages, I really like to write and read in German and English. In Grade 2 I wrote my first bilingual information report about structures. My teachers are kind and caring, they have helped me to be bilingual.

- Yannick, Grade 2

What our parents say...

The co-teaching model has given my child freedom. Rather than feeling overwhelmed I see him problem solving to find resources to propel his success in both languages, one of which is non-native. Now in his third year of the co-teaching model, his progress and achievement in his non-language is at its best and he feels supported and excited to learn each week. We also appreciate the increase of exposure to both languages as his second language teacher is with him all the time to encourage him in that language. Additionally, I find the increased time with both teachers creates more opportunity to develop the relationship between both them. Simply, it is a beautiful way to learn bilingually.

- Marlo, Grade 2 Parent

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