

# How can 'teamteaching' best be designed, so that it contributes to serving different learning needs of pupils as well as to the development of their self-regulation?



## The school

The Herbert Visser College is a large school in Nieuw-Venep (1750 pupils). The school works from a more traditional education concept, but has over the last years made several steps towards the development of an innovative educational concept. Students have their own devices and teachers are encouraged to make the learning material interactive and challenging. The school is therefore categorized as 'pre-innovative'.

## Strategy

Teamteaching takes place in a workroom: a large space where about 60-75 students can be taught simultaneously by two or three teachers. The workroom is not suitable for long-term instruction, but offers a lot of space for assignments in which pupils independently work. In a normal classroom, a teacher constantly determines the behaviour of the students. In the workroom, the student has that responsibility to a large extent. Teaching in the workroom therefore requires attention for the development of the ability of self-regulation of students.



## Results

This research has ensured that we monitored this development for multiple years.

We formed a number of **logistical**, **didactic** and **executive conditions** for teamteaching. In order to promote students' self-regulation through team teaching, it is important, for example, that students can work on the learning materials independently (and do not need the constant guidance of a teacher) and that materials should not only be about the content, but also contain instruction about the learning process.

The pupils indicate that this way of working contributes to their ability of self-regulation: they are more aware of their learning process, they can solve problems better and they know well how to shut themselves off distractions around them.

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