

# Your guide to: Team teaching

## Quick reference contents

Introduction

Benefits of  
team teaching

Planning for  
team teaching

Questions for  
reflective discussion

Communicating  
with families

Examples

## Key points:

- The introduction of Pre-Prep may mean your service introduces team teaching to accommodate increased hours of Pre-Prep and up to 15 hours of Three-Year-Old Kindergarten.
- Team teaching - sometimes called collaborative teaching - is an opportunity to enrich learning programs with multiple perspectives of the teaching team, families and children.
- Team teaching can be used alongside other approaches to programming, such as having different-sized groups and longer days.
- Team teaching can provide children with opportunities to access the expertise of multiple teachers and educators.
- Many Victorian services are already using team teaching to deliver effective programs.

## Introduction

Team teaching is where teachers share teaching responsibilities. It requires teachers to work together to develop a plan to divide tasks.

Combining the expertise and insights of your teaching team can create opportunities to make a collective difference to children's lives. At the same time, teachers and educators can learn from each other by observing each other's practices, sharing ideas and seeking peer feedback.

Team teaching is an effective model of working within longer day formats that can support teams towards working to achieve a common goal. In teaching, the common goal is always improved learner outcomes. It is particularly important for creating a growth-based learning environment and increasing continuous learning to support children's progress.

**Team teaching involves all team members (educators, teachers and supporting co-educators) sharing the steps of the planning cycle and program development, including:**

- reflecting on observations, planning and problem-solving together
- inquiring together and using evidence (e.g., observations and documentation) to guide decision-making
- building on each other's strengths and supporting each other's development
- actively contributing to a supportive learning environment.
- Team teaching is an approach that can support many different program structures and operating models within early childhood education settings.
- There is no single most effective model of team teaching. You may need time to consider how you can support your team to shift from a program managed by a single team member to the entire teaching team taking collective responsibility for the Early Years Planning Cycle in the **Victorian Early Years Learning and Development Framework** (VEYLDF).
- Document and reflect on your successful and less successful strategies as you try different approaches, and use the Early Years Planning Cycle to support your decision-making as your shared practices develop.
- Consider seeking advice from other services that are already delivering highly effective programs with these types of work arrangements.

## Quick reference contents

Introduction

Benefits of team teaching

Planning for team teaching

Questions for reflective discussion

Communicating with families

Examples





# Benefits of team teaching

## Quick reference contents

Introduction

Benefits of team teaching

Planning for team teaching

Questions for reflective discussion

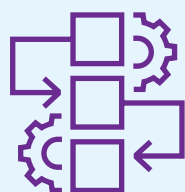
Communicating with families

Examples

### Some of the benefits of team teaching include:

- combining the strengths and expertise of the teaching team, which offers many benefits to teachers and educators and enhances opportunities and outcomes for children and families
- a greater range of skills and knowledge made available to children and families, including diverse and specialist expertise held by individual teachers and educators
- working with children, as well as day-to-day tasks in the running of the service, can be allocated in flexible ways – some models of attendance can also provide time for the whole team to plan together
- the flexibility to allow team members who have previously been working in isolation to systematically observe and learn from colleagues in 'real time' and, where larger teams work together, more opportunities for mentoring and feedback
- responsibilities can be shared between the teaching team, which can lighten individual administrative loads
- creating a collegial atmosphere that encourages multiple perspectives, where ideas and strategies are regularly shared to enhance teaching quality.





# Planning for team teaching

## Quick reference contents

Introduction

Benefits of team teaching

Planning for team teaching

Questions for reflective discussion

Communicating with families

Examples

‘Partnerships with professionals’ is a Practice Principle of the [VEYLDF](#) and emphasises the need to work in a collaborative way. It is important to plan and communicate in collaboration to achieve the best outcomes for children and ensure their continuity of learning. Use this Practice Principle to guide your conversations about team teaching.

One way for leaders to keep the team working cohesively is to regularly remind everyone to focus on the common goals and agreed outcomes you are working towards, rather than on each other’s ways of working. Strong leaders encourage a positive and supportive culture between the teaching team, where each team member’s strengths and achievements are celebrated.

Children will benefit the most from teaching teams who respect each other’s practice, skills and expertise. It may help to establish a shared philosophy and agreed pedagogical practice across the service.

### Points to keep in mind in when planning for team teaching:

- What is your agreed overall program for the day? When will key routines be scheduled, including transitions? What is your shared approach to responding to individual needs, including rest times? How will you ensure children experience consistent expectations across the teaching team? Establishing these routines will support a consistent flow of the day and provide children with predictability.
- What are the individual and shared strengths, skills, and interests of members of the team? By mapping these against the Learning and Development Outcomes of the [VEYLDF](#) you can identify which teachers and educators can take the lead on implementing aspects of the Framework, even as each member of the team takes an integrated approach to day-to-day teaching. How will team members systematically develop their practice based on the strengths of other team members?
- How will you divide responsibilities for key aspects of work in the centre, such as implementing routines, documentation for assessment, supporting children with additional needs, responding to challenging behaviours from children, and creating play spaces and materials?
- How will you divide typical responsibilities from day-to-day to ensure children experience a variety of pedagogical approaches and team members can explore which approaches are most effective for each group? Who will facilitate types of activities (e.g., outdoor play, table-top activities, group times, etc.) and what will other team members do at the same time?
- When can you schedule regular meetings to reflect and plan as a team? Will you have standing items for discussion? How do team members add new items to the agenda?
- How will team members reflect and plan on a day-to-day basis? Will you connect briefly at the end of each day? How will different teams communicate across different sessions?
- Are there any specific challenges or adjustments the teaching team may experience? You may be able to identify or invite open feedback. For example, teachers who have only ever independently taught 1 or 2 groups may need extra support to adjust to team teaching.
- What new materials will you need to develop to facilitate your teamwork (e.g., a daily diary for communication across the team, or a shared online space for curriculum planning)?





# Questions for reflective discussion

## Quick reference contents

Introduction

Benefits of  
team teaching

Planning for  
team teaching

Questions for  
reflective discussion

Communicating  
with families

Examples

Team formation and collaboration can be challenging. The Practice Principles of the [VEYLDF](#) provide a strong basis for reflective practice, including assessment for learning, integrated teaching and learning, and partnerships with other professionals. Additionally, it will be important to regularly reflect on how you are working together:

- What is the link between your approach to teamwork and your service philosophy statement?
- How is the teaching team promoting continuity of learning for each child?
- How will you ensure team meetings and other team communications stay focused on outcomes for children and families?
- What principles will guide your work together to create a safe environment for sharing perspectives and challenges related to your work? How will different beliefs be acknowledged?
- How will any points of tension that arise in educational philosophy or teaching approach be resolved through a focus on shared outcomes, rather than individual differences?
- How will the team co-ordinate professional development opportunities, both inside and beyond the centre? Will you have a whole-centre professional development plan or focus on individual goals for professional learning, or both?





# Communicating with families

## Quick reference contents

Introduction

Benefits of team teaching

Planning for team teaching

Questions for reflective discussion

Communicating with families

Examples

If families are more familiar with communicating with a sole educator, they may need some time to understand the benefits of team teaching for their child. Share the possible benefits with parents and carers and include specific strengths the teaching team bring to your service. Families may also need initial guidance about how to communicate and seek information across multiple team members.

Make sure your team has discussed and agreed in advance about how the workload will be shared in relation to engaging with parents and carers. Your team may divide responsibilities in detail or decide to share responsibilities evenly so that all team members engage with all families and children. There is no one right way of dividing the work in team teaching, provided you ensure the roles of various teachers and educators are clear to children and families.

**Communicate this information to parents and carers using your regular channels. Let them know:**

- which member of the teaching team has primary responsibility for daily roll-keeping and enrolment changes
- who is responsible for the assessment of their child's learning and development, and how this information is shared with the team so everyone can better teach and support their child
- how information is shared between the teaching team, including any relevant information from the family
- who they can speak with if they have concerns about their child or about the centre program
- which team member is the primary point of contact if their child has additional needs.

Consider and decide on communication methods you will use to communicate with families – for example, floor books, diaries, wall displays, emails, online platforms and portfolios. This will help ensure continuity for children, families and staff.

## More information

- See the information sheet [Your Guide To: Rotational models](#)
- See the information sheet [Your Guide To: Multi-age groups](#)
- [Building effective teams, Early Childhood Education resource.](#) The Education Hub.



# Examples

## Quick reference contents

Introduction

Benefits of team teaching

Planning for team teaching

Questions for reflective discussion

Communicating with families

Examples

**Notes** - Contact your local [Early Childhood Improvement Branch](#) to get tailored advice to suit your specific circumstances.

These are illustrative examples and not based on an actual service. The examples are intended to provide an illustration of how services could adjust their program models to accommodate increased hours. The examples may not be applicable to or suit all services.

The examples show how services can offer additional hours to children eligible for Pre-Prep, in addition to the ongoing roll-out of Three-Year-Old Kindergarten.

You may need to consider whether changes to staffing arrangements require staff consultation under the relevant industrial instrument (e.g., an enterprise agreement or award covering your service). If relevant, your peak body or industrial representative may be able to provide advice.

## **Camp Road Kindergarten is a single-room service that has 35 licensed places.**

John, the manager of Camp Road, is considering different modelling options for when they start to offer Pre-Prep. This will initially involve providing up to 25 hours for children from priority cohorts in 2026 and offering up to 20 hours of Pre-Prep to all 4-year-olds the following year.

John is working with his team and local ECIB contact, Sarah, to explore some ideas.

John anticipates Camp Road may have 3 children from priority cohorts, and the service will aim to offer roughly an equal balance between Three- and Four-Year-Old Kindergarten groups.

John's team members are open to team teaching, as long as there is enough planning time for teachers and educators to all get together to discuss individual children's learning needs and progress.

Sarah suggests the following program models for consideration, noting that the service may need to decrease the number of places offered over time as hours go up.

The following examples are intended to show one approach to how Camp Road can gradually increase their hours of program delivery over time.

## Example 1

### This example allows for:

- 15 hours of Three-Year-Old Kindergarten (3YO)
- 20 hours of Pre-Prep (PP)
- 20 hours of Pre-Prep for 3 children from priority cohorts.

### This example includes 3 groups:

- 1 x 3YO groups - Dingoes: 28 children (28 children)
- 1 x PP groups - Wombats: 27 children (27 children)
- Children from Pre-Prep priority cohorts (3 children).

Monday	Tuesday	Wednesday	Thursday	Friday
Dingoes (3YO)	Dingoes (3YO)	Wombats (PP) Pre-Prep priority cohorts	Wombats (PP) Pre-Prep priority cohorts	Wombats (PP) Pre-Prep priority cohorts
<b>28 children</b> 8:30am-4pm (7.5 hours)	<b>28 children</b> 8:30am-4pm (7.5 hours)	<b>30 children</b> 8:30am-4pm (7.5 hours)	<b>30 children</b> 8:30am-4pm (7.5 hours)	<b>30 children</b> 8:30am-1:30pm (5 hours)

John considers a separate age group model, as a potential option to maintain separate staff to deliver kindergarten to different age cohorts. As the kindergarten session on Friday is shorter, this may also provide the opportunity for some shared planning time for the collective teaching team.

However, John is also aware of the potential enrichment opportunities for both the staff and children if kindergarten were to be delivered through multi-age programs.

John considers some multi-age models as shown on the following pages, remaining mindful that he would like to ensure that there are sufficient opportunities for team planning so that staff can get together to discuss any issues or ideas.



## Example 2

### This example allows for:

- 15 hours of Three-Year-Old Kindergarten (3YO)
- 15 hours of Four-Year-Old Kindergarten (4YO)
- 22.5 hours of Pre-Prep for 3 children from priority cohorts.

### This example includes 5 groups:

- 2 x 3YO groups - Dingoes: 9 children, Echidnas: 12 children (21 children)
- 2 x 4YO groups - Wombats: 9 children, Emus: 12 children (21 children)
- Children from Pre-Prep priority cohorts (3 children).

Monday	Tuesday	Wednesday	Thursday	Friday
Dingoes (3YO) Wombats (4YO)	Dingoes (3YO) Wombats (4YO) Pre-Prep priority cohorts	Echidnas (3YO) Emus (4YO) Pre-Prep priority cohorts	Echidnas (3YO) Emus (4YO) Pre-Prep priority cohorts	Non-teaching day
<b>18 children</b> 8:30am-4pm (7.5 hours)	<b>21 children</b> 8:30am-4pm (7.5 hours)	<b>27 children</b> 8:30am-4pm (7.5 hours)	<b>27 children</b> 8:30am-4pm (7.5 hours)	

With the flexibility of multi-age groups, the service can condense program delivery to 4 days each week.

This means Camp Road can allocate one day each week to team planning. This includes at least one hour every week to discuss observations and any adjustments needed for the program, as John knows that having this time is important to ensure the success of their team teaching approach.

Children from priority cohorts can access Pre-Prep from Tuesday to Thursday.

## Example 3

### This example allows for:

- 15 hours of Three-Year-Old Kindergarten (3YO)
- 18 hours of Pre-Prep (PP)
- 24 hours of Pre-Prep for 3 children from priority cohorts.

### This example includes 6 groups:

- 3 x 3YO groups - Dingoes: 6 children, Echidnas: 5 children, Quokkas: 10 children (21 children)
- 2 x PP groups - Wombats: 9 children, Emus: 12 children (21 children)
- Children from Pre-Prep priority cohorts (3 children).

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Dingoes (3YO)</b> <b>Quokkas (3YO)</b> <b>Wombats (PP)</b> <b>Pre-Prep priority cohorts</b>	<b>Dingoes (3YO)</b> <b>Wombats (PP)</b> <b>Emus (PP)</b> <b>Pre-Prep priority cohorts</b>	<b>Echidnas (3YO)</b> <b>Wombats (PP)</b> <b>Emus (PP)</b> <b>Pre-Prep priority cohorts</b>	<b>Echidnas (3YO)</b> <b>Quokkas (3YO)</b> <b>Emus (PP)</b> <b>Pre-Prep priority cohorts</b>	<b>Non-teaching day</b>
<b>28 children</b>  3YO: 8:15am-3:45pm (7.5 hours)  PP: 8:45am-2:45pm (6 hours)	<b>30 children</b>  3YO: 8:15am-3:45pm (7.5 hours)  PP: 8:45am-2:45pm (6 hours)	<b>29 children</b>  3YO: 8:15am-3:45pm (7.5 hours)  PP: 8:45am-2:45pm (6 hours)	<b>30 children</b>  3YO: 8:15am-3:45pm (7.5 hours)  PP: 8:45am-2:45pm (6 hours)	

This timetable retains a 4-day teaching week at the service, while supporting the transition of Four-Year-Old Kindergarten to Pre-Prep. This allows the teaching team to continue to use Friday as a planning day.

The team have also indicated a preference for staggered arrival and departure times for the different age groups, which will avoid possible congestion and allow the 3-year-olds to settle into the service before the 4-year-olds arrive. Children from priority cohorts can attend Pre-Prep for 24 hours across 4 days in this timetable.

## Example 4

### This example allows for:

- 15 hours of Three-Year-Old Kindergarten (3YO)
- 20 hours of Pre-Prep (PP)
- 25 hours of Pre-Prep for 3 children from priority cohorts.

### This example includes 6 groups:

- 3 x 3YO groups - Dingoes: 6 children, Echidnas: 5 children, Quokkas: 10 children (21 children)
- 2 x PP groups - Wombats: 11 children, Emus: 10 children (21 children)
- Children from Pre-Prep priority cohorts (3 children).

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Dingoes (3YO)</b> <b>Wombats (PP)</b> <b>Emus (PP)</b> <b>Pre-Prep priority cohorts</b>	<b>Dingoes (3YO)</b> <b>Quokkas (3YO)</b> <b>Wombats (PP)</b> <b>Pre-Prep priority cohorts</b>	<b>Echidnas (3YO)</b> <b>Wombats (PP)</b> <b>Emus (PP)</b> <b>Pre-Prep priority cohorts</b>	<b>Echidnas (3YO)</b> <b>Quokkas (3YO)</b> <b>Emus (PP)</b> <b>Pre-Prep priority cohorts</b>	<b>Non-teaching day</b>
<b>30 children</b> 8:15am-3:45pm (7.5 hours)	<b>30 children</b> 3YO: 8:15am-3:45pm (7.5 hours) PP: 10:45am-3:45pm (5 hours)	<b>29 children</b> 8:15am-3:45pm (7.5 hours)	<b>28 children</b> 3YO: 8:15am-3:45pm (7.5 hours) PP: 10:45am-3:45pm (5 hours)	

If the timetable at Example 2 works well for Camp Road and feedback is positive from the teaching team and families, Sarah recommends using it as a basis to offer further increased Pre-Prep hours when the service is ready. This example outlines what this might look like.

Children from priority cohorts are offered 25 hours of Pre-Prep in this timetable, and the Pre-Prep groups are offered 20 hours.

## Example 5

### This example allows for:

- 15 hours of Three-Year-Old Kindergarten (3YO)
- 20 hours of Pre-Prep (PP)
- 25 hours of Pre-Prep for 3 children from priority cohorts.

### This example includes 5 groups:

- 2 x 3YO groups - Dingoes: 9 children, Echidnas: 9 children (18 children)
- 2 x PP groups Wombats: 9 children, Emus: 9 children (18 children)
- Children from Pre-Prep priority cohorts (3 children).

Monday	Tuesday	Wednesday	Thursday	Friday
Dingoes (3YO) Echidnas (3YO) Wombats (PP) Pre-Prep priority cohorts	Dingoes (3YO) Wombats (PP) Emus (PP) Pre-Prep priority cohorts	Dingoes (3YO) Wombats (PP) Emus (PP) Pre-Prep priority cohorts	Echidnas (3YO) Wombats (PP) Emus (PP) Pre-Prep priority cohorts	Echidnas (3YO) Emus (PP) Pre-Prep priority cohorts
<b>30 children</b> 9am-2pm (5 hours)	<b>30 children</b> 9am-2pm (5 hours)	<b>30 children</b> 9am-2pm (5 hours)	<b>30 children</b> 9am-2pm (5 hours)	<b>21 children</b> 9am-2pm (5 hours)

John is also open to considering delivering funded kindergarten through shorter days, as this may create ongoing opportunities for staff to have team non-teaching time together at the end of the day. John believes his staff can benefit from having dedicated time for daily reflection and planning.

Depending on individual preferences, children from Pre-Prep priority cohorts can choose to attend 4 or 5 days across the week.

For further information on making changes at your service, refer to the Change Management Toolkit and contact your local [Early Childhood Improvement Branch](#).