

# Partnerships in full-day kindergarten classrooms: Early childhood educators and kindergarten teachers working together <sup>[1]</sup>

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## AVAILABILITY

Full article PDF available to read or download online <sup>[2]</sup>

## Abstract

This study examines the relationship between teachers and early childhood educators in full-day kindergarten classrooms in one school board in Ontario. The study uses the theoretical framework of co-teaching models developed in special education to analyze the range of approaches used by the educator teams. Findings indicate that the teams primarily engage in a one teach/one assist approach, but they also describe some examples of other co-teaching approaches that are possible in these classrooms. The study concludes that support for the expansion of the co-teaching repertoire could provide a mechanism for integrating the expertise of both educators in full-day kindergarten classes and maximizing the efficacy of this social policy direction. Implications for educators and administrators are addressed.

**Region:** Ontario <sup>[3]</sup>

**Tags:** full-day kindergarten <sup>[4]</sup>  
childcare workforce <sup>[5]</sup>

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