

Partnerships in full-day kindergarten classrooms: Early childhood educators and kindergarten teachers working together ^[1]

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Source: Journal of Childhood Studies

Format: Article

Publication Date: 1 May 2016

AVAILABILITY

Full article PDF available to read or download online ^[2]

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 ^[3]

Tags: full-day kindergarten ^[4]

childcare workforce ^[5]

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