

Secondary School Classroom Management and Co-teaching

Building Effective and Rewarding Classroom Experiences

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Classroom Management Introduction

The goal of this lecture is to provide participants with strategies and experiences that can be *adapted* to their classroom situation. In this lecture we will first discuss secondary school classroom management strategies then explore benefits and challenges of the **NET/KET (Native English teacher/ Korean English teacher)** co-teaching model. Classroom management and co-teaching are often the most challenging to navigate successfully but when practiced and maintained offer effective and rewarding classroom experiences for all involved. During this lecture we will discuss practical methods and strategies intertwined with personal experiences. While our personal experiences may differ greatly, they offer a depth of qualitative information that can be used to better explain and thus maintain relationships with students and teachers. Finally, this lecture will try to accommodate participants at all levels but will focus mainly on participants new to the teaching profession and South Korea.

Task 1:

In your group discuss and write down why classroom management is important.

Gaining Context and Insight

Before we delve into classroom management we need to gain context and insight into teaching EFL in Korea. As NETs we need to understand how the Korean education system and culture has shaped our students. Gaining context and insight into the education system that you are part of will allow you to better approach classroom management and more quickly adapt strategies and methods to your classroom's needs in addition to making life much more pleasurable while living here.

An in-depth look at Korean history and in particular the history of the Korean education system (1950s-present) reveals a factory model of education. This system is deeply rooted in the cultural and social values of South Korea. The modern Korean method of education has been attributed to building everything you see today within the last 60 years and arguably the epitome of the factory education system. Much of this success has been attributed to the invested nature and sacrifice towards building education in South Korea known as "Education Fever". The Korean education system is an impressive tool that has propelled South Korea to one of the top countries in the world. Furthermore this fervent educational drive has produced students that are respectful, dedicated, disciplined, competitive, and obedient. This type of student has shaped the classroom environment to a teacher centered, quiet, receptive, and respectful classroom environment. Presently students spend the majority of their life studying in order to prepare for exams to enter university. Recently the immense pressure to succeed and enter university combined with considerable social change, educational policy change, and the onset of globalization has introduced unforeseen stressors that now challenge students and educators alike to adapt. You the NET enter South Korea as an educational device that will influence an entire country's future. Step one is gaining control and building a classroom environment that is nurturing towards everyone whom enters your classroom.

Understanding Your Students

Gaining some perspective on the education system and cultural values of South Korea gives an understanding of our students and their needs and expectations. The following areas of consideration are needed to construct an

effective classroom management strategy while understanding the reason for our students' behavior. I have combined my list with Mathew Anderson's list (Busan National University of Education) in which we can identify 6 key areas that offer an understanding of our students' behavior.

1) Student Grade Level and Age

Being able to understand and more importantly identify students' cognitive levels relative to their age and experience allows the teacher to more effectively adapt classroom management strategies and methods to their classrooms. This is gained from formative, interim, and summative assessment, and personal experiences in observing and accurately assessing your students.

2) Socioeconomic Background

As with any educational system, a teacher needs to become familiar with their student's socioeconomic situation. Teacher should avoid stereotyping but understanding their student's socioeconomic situation allows for insight into students' behaviors, i.e. *"My student is sleeping so much because they help their parents at their restaurant"* or *"My student is working really hard because they will be the first person in their family to go to university."*

3) Culture

Although it might seem obvious, culture is one of the most difficult things to understand or navigate not only because of apparent cultural differences but also in how they influence your student's personal views and beliefs. Cultural awareness goes beyond a country's behavior and also includes regional, family, and small group cultures. Additionally teachers should be aware of how students' behavior differs when they interact with a non-Korean teacher vs. when they interact with a Korean teacher.

4) Language Proficiency

Language proficiency may be difficult to obtain. Some students tend to be timid about revealing their English ability, specifically in regards to the amount they do or do not possess. Co-teachers may be apprehensive about revealing students' proficiency as they think it is a direct reflection upon their own teaching and the school they work for. Finally, navigating the language and paperwork in obtaining students' proficiency levels can be extremely difficult. Remember the more proficient in the Korean language you are, the easier your job can become. This will allow time for you to become more effective as an educator.

5) Special Needs

As South Korea continues to modernize and grow, so has its awareness of students whom require and deserve special needs for their developmental and educational growth. When special needs student show up in your class it is your duty to seek out information about them. Do not wait until a special needs student shows up in your classroom and do not expect a co-teacher to tell you about them. I highly recommend that you discuss the situation with your co-teacher. If possible, include the student's homeroom teacher and special needs teacher if your school has one.

6) Expectations

South Korea's "Education Fever" has driven the demand for English education to epic proportions. Students as young as 3 or 4 years old attend kindergartens with English instructors while students of all ages attend private academies (*hagwons*) or cram schools that number in the tens of thousands across the South Korean peninsula. Additionally students are being sent abroad at unprecedented numbers at the cost of hundreds of thousands of dollars a year just for the potential of gaining an upper hand at English. There is definitely an expectation of what "English education" should be and what you should be like as a NET in the public school system. Whether you agree with these expectations or not, the students, parents and societal expectation of NETs is something that teachers need to consider. This is especially true if you are to conduct, discipline, and educate Korean children.

Task 2:

In your group discuss what other students' needs need to be considered in your classroom

management plan.

Building Relationships

As an educator one of the most powerful classroom management tools and most rewarding things to do is build relationships with your students and fellow teachers. While building personal relationships with your students and peers is not mandatory, I cannot tell you how much my personal life and professional life has been enriched by these relationships. Additionally they have aided in creating nurturing environments for students and teachers. Building and maintaining relationships is a continual process that involves time both in class and outside of class.

Showing interest in your students' and their interests goes beyond knowing about k-pop or how to use chopsticks (although these do help). Take the time to sincerely ask them what their mood is, ask them about their classes, about what's in the news, or even about school events that are coming up. Attending those events will help show the student that you care for them beyond the classroom and that you want to be a part of their lives. Students who experience this interaction are more likely to participate and behave in your classroom and in turn influence their classmates' behavior.

Note: We will discuss in depth about building relationships with your peers in the co-teaching portion of this lecture. Always remember to include your co-teacher(s) in planning. Offer them the chance to participate in your classroom management plan.

Task 3: When you were in school did you have a favorite teacher? What makes them stand out in your mind? How did this affect your experience in class?

Obedience vs. Responsibility

Obedience is typically characteristics of Korean students. Due to policy changes, increased awareness of students' rights, and a shift in educational paradigms from receptive to productive based education, obedience has become more of a challenge for both students and educators. Obedience is taught behavior produced by an extrinsic fear of punishment. Requiring obedience works well with young learners or in situations that higher thinking skills are not required i.e. rules of a game, or ordered tasks. This approach is one of the most effective ways to control a classroom, but as educators we know that demand for obedience can be detrimental on many levels such as stifling production based activities, open discussion, and further raising the affective filter. Responsibility, while taking considerably longer to develop, is a learned behavior that is typically activated by the intrinsic motivation to succeed or gain acceptance. By learning responsibility students begin to regulate and maintain their own behavior and the behaviors of others. This self and peer regulation alleviates pressure on the teacher and allows for more effective classroom management.

Table 1.1

Obedience	Responsibility
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Taught behavior (lower cognitive skill)	Learned behavior (higher cognitive skill)
Induced by fear of extrinsic punishment.	Induced by the intrinsic motivation to succeed or gain acceptance.
Convenient and easy to control behavior but can inhibit personal growth, creativity, imagination, and critical thinking.	Experience based thus students need extensive time to learn but promotes personal growth, creativity, critical thinking, and social understanding.

Task 3: In your group discuss which is better, obedience, responsibility or are both needed to maintain order in the classroom?

Motivations

Whether you are utilizing obedience, responsibility, or hybrid methods in your classroom management approach students will be driven by some type of motivation. Motivation or a lack thereof, will drive and shape your students' behavior, participation, and overall classroom experience. Students who are motivated are far less likely to have behavioral issues and far more likely to stay on task, participate, and motivate other students.

Motivation develops both positively and negatively. This development can either be extrinsic (from external stimuli) or intrinsic (from within). Table 1.2 describes the differences between extrinsic and intrinsic motivation. Using a healthy balance of extrinsic and intrinsic motivation is ideal. Teachers will need to learn students' habits, levels, and backgrounds to determine how much motivation to use. Teachers need to be careful with how and when to use either type of motivation. Using too much or too little motivation can be detrimental to classroom management and ultimately the student. For example, using too much extrinsic motivation with a student who is intrinsically motivated could change the student's perception that gaining an extrinsic motivator, i.e. prizes, or candy, supersedes extrinsic motivation while on the other hand not using extrinsic motivation may "burn bridges" with students whom have low motivation and need to be enticed to participate.

Table 1.2

	Extrinsic	Intrinsic
Description	Extrinsic motivation comes from external stimuli. The motivating factors are external rewards such as grades, avoiding punishment or candy. These rewards provide satisfaction and pleasure that the task itself may not provide.	Intrinsic motivation refers to motivation that comes from within the individual rather than from external stimuli. The motivation comes from the internal pleasure or fear one gets from interacting with the task.
Examples	Candy, snacks, prizes, break time, free time, dismissal from class first, coupons or vouchers, movies, loss of privileges, loss of the above mentioned items, staying after class	Feeling satisfied or capable, enjoying a task, gaining confidence or self-esteem, self-accomplishment, internal drive, feeling appreciated, self-competition

Task 4: In your group discuss and write down some types of extrinsic and intrinsic rewards that have worked for you in the past.

Building a Plan

There are as many classroom management plans as there are classrooms to implement them in. Through practice, assessment, and reflection you will be able to choose from the assortment of strategies available. Having a deep knowledge of classroom management strategies is key to maintain a classroom. What works today may not work tomorrow and what worked 2 years ago might not work today. Just as a great mechanic will have a large assortment of tools, you the teacher should have a great “tool box” of classroom management strategies to deal with the various students and situations that you will encounter.

One of my favorite secondary school classroom management plans comes from the August 2010 SOME-EPIK Orientation guide pp.136-137, written by Kyla Smith and Michael Ramsdale. The plan consists of a year-long checklist broken into months or groups of months. The checklist is extremely helpful and easy to do over the course of the year. Below is the plan:

Term Classroom Management Plan

1) Month 1

Rules & Routines	Rewards for Good Behavior	Disciplinary Measures
1. Respect Others! (teachers, students)	Fun games, praise, prizes	Apology letter, 3 strikes you're out, detention
2. Respect the classroom! (materials, infrastructure)	Leave class early, free time	Fix/clean the classroom, help with displays, decorate
Try your best! (ENGLISH, ask questions)	Lotto tickets, prizes, praise	Extra work, after class review, tutor others

- Above: Meet with your co-teacher and define classroom rules, routines, specific rewards and discipline measures for resulting student behavior.
- Explain to students and POST CLASSROOM RULES AND ROUTINES. Involve older students more in the rule & consequence decision-making. They will often make more comprehensive and stricter rules since they know some loopholes. When students are part of the decision-making they will take more ownership of the rule and actively enforce or abide by them.
- Setup the classroom to minimize non-educational distractions (No electronics, large aisles, comfortable temperature, materials area, etc.).
- Nametags, seating plan, number students, obtain test scores for grouping and assessment etc.
- Be strict by enforcing and reminding rules often. It's easy to maintain a good class than to fix once it's poorly managed.
- Do not make jokes (until you have a well established rapport with them). Earn students' respect before you earn their admiration.
- Make observations of student learning to use as a basis of ability levels, group, and student roles.
- BIG MISTAKE: passively stand by and let your co-teacher set all the rules, make all the cues and do all the disciplining. This will be terminally detrimental to your success in the classroom.

2) Month 2

- Review and enforce classroom routines and rules often.
- Observe students and if needed, make changes to the seating plan.

- Re-evaluate goals with student and begin differentiating assignments and work for the different ability levels of students.

3) Months 3-5

- Review and practice classroom routines.
- Progressively make student learning more challenging and open-ended.
- Provided more freedom and choice for student learning.

4) Month 6

Students will be busy and stressed studying and writing national tests and exams. Classes will be chaotic because of frequent changes and cancellations.

- Be friendly with students (contras to month 1).
- Give less homework.
- Focus on review to help refresh student's memory.
- If there's extra time, incorporate project based learning for students. This can be an enjoyable project to review the semester.
- Use fun activities to help students enjoy English.
- Have students make review questions and games.

5) Months 7-10

You and your students may be familiar with one another, but they need to be reminded of rules and expectations at the start of a new semester. This is the time to continue differentiating your teaching but also remind students what is expected of them.

- Re-vise class and individual goals.
- Choose a direction plan with students for student learning.
- If you have the flexibility to differ from the national curriculum, then give the students some themes that they can choose together as a class.

Classroom Management Strategies

The following classroom management strategies are not necessarily specific to any one level. These strategies have proven to be both popular and effective in teaching secondary school in South Korea. These strategies are primarily a framework for classroom management and the development of your own methods.

▪ Rules and Protocol

Creating and enforcing rules and adhering to protocol are essential steps in successful classroom management. Rules and protocol are the foundation of a classroom management plan and are reference points for encouraging good classroom behavior. Teachers should introduce and review rules on a regular basis. Make them concise, unambiguous, and encompassing. When creating protocol for behavior such as a discipline plan check first with your co-teacher and the school's policy on discipline. A teacher's rules or discipline plan might conflict,

contradict, or be intolerant of accepted behavior. To check the integrity of rules, teachers may have peers or students offer critical review of the classroom rules and protocol.

▪ Classroom Arrangement

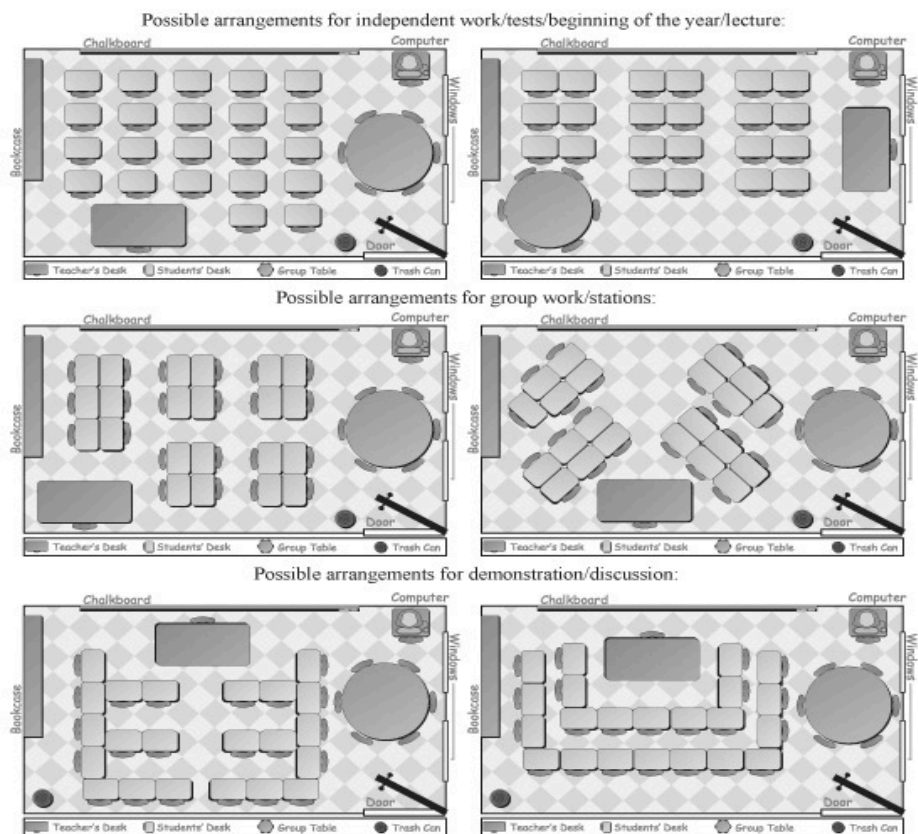
Depending on the classroom situation and whether a teacher has their own classroom or not, arranging the seating layout can be advantageous to a classroom management plan. Creating an effective classroom seating arrangement may promote participation, concentration, and communication. Each arrangement has its pros and cons. While there is no perfect seating arrangement, certain arrangement may different class and teacher needs.

Additionally, changing the arrangement mid-year can also help to keep the atmosphere fresh and enticing. Popular arrangements include:

- Grouped tables
- U shaped
- Horseshoe
- Circle
- Semi-circle

▪ Assigned Seating

In addition seating arrangements, having assigned seating helps to maintain an orderly classroom and enables a teacher to identify and even group students together in differentiated levels. Assigned seating also allows for more accurate grading, assessment, and behavior control.



From: <http://www.losethechalk.com/>

▪ Grouping Student and Roles

When faced with 20 or more classes a week with 30 or more students in each it can be daunting if not terrifying. The main point of stress may come from imagining how to maintain a cooperative and effective classroom. Grouping students by ability levels, behavior, contrasting personalities, and or demographics can be challenging but extremely rewarding. Grouping students by ability level may help to organize the workload teachers have. Pairing students who need extra help with a higher level student can provide assistance. Pairing students with contrasting personalities may encourage students to work together more harmoniously. The primary challenge of creating groups is avoiding off task behavior that can be distracting to others. One way to combat this is by assigning each student a role. Assigning roles can instill responsibility and intrinsic motivation while aiding in keeping the students or groups on task. Table 1.4 gives examples of various student roles.

Table 1.4

Possible Project Roles	Possible Discussion Roles
<ul style="list-style-type: none"> • Leader/Editor: This student is in charge of organizing the final product of the project and making sure everyone is on task • Recorder/Secretary: This student takes notes 	<ul style="list-style-type: none"> • Facilitator/Encourager: This student is in charge of starting and keeping the discussion moving. • Timekeeper: This student is in charge of making sure the group is staying within the time limit and

<p>during group meeting, keeps track of group paperwork and makes sure everyone has the same information.</p> <ul style="list-style-type: none"> • Checker: This student is in charge of checking the accuracy of all information written or spoken. • Spokesperson: This student is responsible for representing the group in classroom discussions, updating the teacher and/or reporting any issues or problems to the leader or teacher. 	<p>finishing on time.</p> <ul style="list-style-type: none"> • Summarizer: This student is in charge of summarizing the group's discussion into a manageable and understandable report for the group. • Reflector: This student is responsible for making sure that the original speaker's message is coming out the way they want it to. • Elaborator: This student is responsible for seeking out connections and/or continuity within the discussion.
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Communication

When I observe EFL teachers in South Korea, one of the most often overlooked classroom management strategies is effective classroom communication between teachers and students. Students who don't understand or do not receive clear instructions are more likely to have behavioral issues or create commotion as they attempt to figure out what is going on. Communication, both verbal and non-verbal can aid in combating these issues and promote participation and understanding in the classroom.

This includes but is not limited to:

- Speaking slowly
- Using clear, simple, and concise English
- Not using idioms, jokes, or verbal crutches i.e. *"uh, oh, like, hmm, ok, etc."*
- Using consistent repetitive classroom language, i.e. always using *"Open your book to page..."* instead of using, *"Open up to..." "On page..." "Look on page..."*
- Gesturing while speaking (controlled and intentional gesturing)
- Non-verbal communication, i.e. using your eyes, facial expressions, body gesturing, proximity and cueing
- Using names
- Using assertive language- *"I want you to..." "I need you to..."*
- Using authoritative language- *"You will..." "The students will" "You must..." "You are required to..."*
- Using humanistic language – *"When you throw things in class, it's hard for me to teach. That makes me feel frustrated"*

Conclusion

Teaching and it's associated practices are just that... practice. The classroom management strategies and information mentioned in this lecture are meant for you to experience, practice, analyze, and adapt. I like to equate teaching to cooking. While the ultimate goal is to create a finished dish, you learn the most through understanding and practicing the process of cooking. Yes, your goal is to become an effective educator but understanding, practicing, and reflecting on teaching methods and strategies are what will make you an effective teacher. Finally, when participating in professional development, keep an open mind. Like a chef, everyone may not like your cooking due to personal tastes and preferences. If you disagree with something said or a strategy does not work for you, it may work for someone else or in the future you might "taste" it again and end up liking it. Maintaining this open mind will allow you to benefit from others' experiences and ultimately create a nurturing and effective teaching experience.

Co-teaching Introduction

While teaching and living in South Korea you will come to understand that personal and professional

relationships are one in the same. Your personal and professional relationships hold equal presence in the workplace. This is a defining characteristic of South Korean culture. As guest teachers we may never be held to the same responsibilities or expectations as Korean peers, but as a guests in South Korea I strongly encourage you to explore and develop relationships with your coworkers. Part of this workplace relationship is working with **Korean English teachers (KETs)**. In this part of the lecture we will discuss the professional and personal side of co-teaching.

Your co-teachers will be integral to your experiences not only in the classroom but also in living in, and understanding Korea. Enjoying the time you share with your co-teachers will be one of the most rewarding experiences for you while living in South Korea. One of the first steps in beginning a relationship with your co-teacher is coming to an agreement on classroom methods. In particular, how you will share teaching duties. As with the above secondary school classroom management lecture this co-teaching lecture will discuss practical methods and strategies intertwined with personal experiences. Additionally, like classroom management, our experiences will differ. Through these different experiences we can gain insight on how to live in Korea and most importantly how to become a more effective teacher.

What is Co-teaching?

Task 1: In your group define 2 points of what you think co-teaching is.

Co-teaching serves many functions in the classroom. In South Korea, EFL co-teaching serves two primary functions. First, by Korean law a teacher who has been certified through the Korean Education Ministry can presided over the wellbeing and safety of students in a Korean classroom. This function of co-teaching is straightforward and is simply a matter of safety for our students. Secondly, co-teaching serves as a teaching device that delivers instructional content and methods through the utilization of two or more instructors. Co-teaching in South Korean classrooms helps to lower students to teacher ratios, instill a sense of community, and vary instructional techniques and methods, along with providing more individual student attention. Ideally co-teaching involves sharing of all instructional responsibilities and accountability in the classroom. However, this decision will be up to you and your co-teacher. Table 1.5 lists ideal characteristics of what co-teaching should be and should not be.

Table 1.5

Ideal Characteristics of Co-teaching	
Co-teaching should be...	Co-teaching should not be...
<p>Agreed upon and shared responsibility in the classroom of:</p> <ul style="list-style-type: none"> • Joint delivery of instruction • Classroom management • Assessment • Planning • Accountability • Communication to students and co-teachers • Reducing student to teacher interaction ratio • Blending of teaching styles and methods 	<p>One teacher:</p> <ul style="list-style-type: none"> • Does all lesson planning • Delivers all instruction • Solely assess and grades students • Does not attend the full length of the class • Attends class periodically • Sleeps, reads, does their own work or other wise not involved in instructing inside the classroom during class time.
<p>Geared towards:</p> <ul style="list-style-type: none"> • A single group of students • Specific content in the classroom. 	<p>Not Geared towards:</p> <ul style="list-style-type: none"> • Having two instructors at the front of the classroom, one teaching a different topic or subject after the first.

<ul style="list-style-type: none"> • Providing less fragmented, more contextualized, and individualized instruction • Ensuring access to core curriculum with appropriate accommodations. • Providing positive social interactions • (Specific to South Korea) Interaction with a native English speaker whom bring diverse culture and various teaching methods. 	<ul style="list-style-type: none"> • Relegating one teacher solely as the assistant teacher for the majority of the time. This means that one teacher is designated superior to another in responsibility, power and in ability to discipline. (Although one teacher may be instructing more of the time than the other.)
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Perceptions

Before arriving at your POE, perceptions of co-teaching and what your co-teachers might be like can be a bit nerve-racking. Don't worry; your co-teachers are feeling this same anxiousness. Perceptions vary from person to person but NETs and KETs generally have favorable experiences and often create strong friendships. Korean co-teachers tend to be very welcoming, accepting, and understanding of your situation. Despite this there are inevitably misunderstandings and experiences that may lead to unfavorable situations. It's up to you to prove that you are hardworking and dedicated to the school and students and not here just to party. Patience, grace, and understanding will be the best tools for navigating these relationships. Even when both the KET and NET try hard to maintain a good relationship certain circumstance or behaviors may distort perceptions. Trying to keep an open mind and thinking positively about your co-teacher will aid in creating a harmonious environment at your school. Below is a compilation of the top 3 perceived behaviors that cause misunderstandings and possible explanations of why the KETs and NETs are displaying these behaviors.

Note: While this list does include possible behaviors by KETs and NETs it does not state that a behavior is exclusively associated with a KET or NET.

You or your co-teachers are habitually late. Many KETs have an enormous amount of responsibility beyond their instruction time. If your co-teacher is a homeroom teacher he/she is obligated to council each student on a monthly, weekly, and sometimes daily basis in addition to preparing the students for exams, festivals, school projects, and life in general. Most of this counseling time is done in the short breaks in-between classes. Additionally your co-teacher may have been assigned, not by choice, to run a committee for things like festival planning, university test prep, and afterschool tutoring among other things. You may be late because you're new to the area and are not sure how to get around or you were not notified of class or time changes. You might have extra classes or student counseling to do, or get caught up talking to another teacher between classes. It is best to always communicate with the co-teacher why you are late. Take the extra minute or two to contact your co-teacher immediately.

You or your co-teacher do not speak much, seems stand off-ish, or sits in the back of the room. This can be for a number of reasons. Some reasons may include being shy or polite, language speaking ability, or perceptions of co-teaching. Additionally this can stem from not preparing or practicing for lessons well enough in advance or unfortunately one of you thinking the other's job is redundant. Finally, remember that although your co-teacher maybe fluent in English he or she may speak and think in Korean for the majority of the day and it may take some time to "shift gears" into another language.

You or your co-teacher don't meet for planning. Again, being extremely busy can lead to this. Additionally, this may stem from cultural issues. In South Korea, many decisions may take place informally on the go, in the hallway, at dinner or lunch, or even via text message. Many westerners are used to scheduled sit-down meetings. However, this may be too stressful or not possible to schedule. Due to the "hurry hurry" nature of Korean society, informal meetings might be the norm for your co-teachers, while others have become accustomed to sitting down with you in more western styled meetings. Remember your class is just one or a few classes in your co-teacher's heavy schedule. Becoming efficient and effective in communicating ideas will greatly aid in planning.

Co-teaching Models

Although co-teaching can be challenging there are tested models that can aid in creating an effective co-teaching environment. While the following models (Table 1.6) are the most common strategies, there are no right or wrong ways to co-teach as long as your outcomes are positive for the students. You and your co-teacher might rotate through different models or even hybridize them. Working with a variety of co-teachers also has its challenges. Personalities, teaching style, experience, culture, among others play heavy handed roles in co-teaching. Co-teaching may be challenging if one or both of the teachers have not fully developed a teaching style or method. It will be up to you and your co-teacher to implement and maintain a co-teaching plan. If possible, before you start teaching, discuss and plan how you will interact in the classroom and deliver your instruction with each of your co-teachers. Don't wait for co-teachers to come to you, seek them out and show them your dedication to the students.

Table 1.6

Co-teaching Models			
Model	Description	Advantages	Disadvantages
One Teaching-One Observing	One teacher primarily delivers instruction while the other observes the classroom and communicates the observations.	<ul style="list-style-type: none"> • Works well with new teachers • Allows time for teachers to connect styles and methods • Give time to purposefully observe students • Minimal joint planning required 	<ul style="list-style-type: none"> • Unintentional hierarchy perceived by students • Imbalanced roles can cause stress for one teacher and boredom for the other
One Teaching-One Assisting	One teacher primarily delivers instruction while the other is responsible for assisting students	<ul style="list-style-type: none"> • Works well with new teachers • Allows time for teachers to connect styles and methods • Minimal joint planning required • Students who need extra help are accommodated for • Aids in classroom management 	<ul style="list-style-type: none"> • Unintentional hierarchy perceived by students • Assisting teacher can become a distraction • Students can become dependent on the assisting teacher • Imbalanced roles can cause stress for one teacher and boredom for the other
Station Teaching	Both teachers divide duties and content between 2 groups. Teachers then switch groups.	<ul style="list-style-type: none"> • Lower teacher: student ratio • Promotes student participation • Students who need extra help are accommodated. • Supports various learning styles 	<ul style="list-style-type: none"> • Noise and movement can be distracting • More time spent joint planning • Possibility for confusion and gaps
Parallel Teaching	Students are divided into two groups. Each teacher delivers the same content at the same time.	<ul style="list-style-type: none"> • Lower teacher: student ratio • Promotes student participation • Students who need extra help are accommodated. • Allows for heterogeneous grouping • Works well for drilling, review, or practice 	<ul style="list-style-type: none"> • Noise and movement can be distracting • Teachers must both be comfortable and confident in teaching the content • Possibility for confusion and gaps • Should not be used for initial instruction
Alternative Teaching	One teacher is responsible for majority of the class while the other teacher is in charge of a smaller group.	<ul style="list-style-type: none"> • Students who need extra help are accommodated for • Accommodates varying learning styles • Allows for re-teaching, tutoring, or enrichment 	<ul style="list-style-type: none"> • Can stigmatize or alienate the smaller group • Unintentional hierarchy perceived by students • More time joint planning
Team/ Tag Team Teaching	Both teachers deliver the same content at the	<ul style="list-style-type: none"> • The most ideal co-teaching model • Greatest amount of shared 	<ul style="list-style-type: none"> • Requires greatest amount of trust and commitment • Most difficult to implement

	same time to the entire class.	responsibility <ul style="list-style-type: none"> • Allows for creativity in lesson delivery • Works extremely well with teachers who are well acquainted or familiar with each other • Accommodates for hybrid methods of co-teaching. 	<ul style="list-style-type: none"> • Substantial joint planning is needed. • Very dependent on teaching styles and methods. • Requires dynamic and focused teaching
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Challenges and Tips

The process of building and maintaining relationships with co-teachers faces unique challenges. Overcoming preconceptions, cultural differences, personal experiences and personal beliefs is a daunting task. Compounding these issues are the stresses of living in a different culture, being on your own and being thousands of miles from home, brings inevitability conflicts and difficulties. Below are some tips for helping you understand your co-teachers and school.

If you have a problem go to your co-teacher first. In Korean culture there is a strict social hierarchy. Bypassing anyone in the hierarchy is considered extremely rude and will result in subsequent conflicts. No matter the problem or issue, whether it is a new idea you want to propose or issues with a fellow teacher, always go through the proper channels starting with your co-teachers.

Communicate openly and frequently with your co-teachers. This does not necessarily mean face-to-face communication but frequently, using the school messenger, text messaging or emailing (ask teachers first how they feel about this.) Greeting in the hall and having lunch together (even if you bring your own lunch) are examples of non-traditional communication. Remember that communication is a two-way street. Politely and positively encourage your co-teachers to participate in communication.

Participating in teacher outings. Although you are not required to participate in formal or informal teacher outings they play an important role in bonding with your teachers. These outings demonstrate that you want to be part of the school. Much of the school's communication about upcoming policy changes, issues, and feedback occurs during these outings.

Unexpected changes. As you talk to seasoned NETs they will often tell you the most difficult part of this job are the unexpected schedule changes. This is something that is common and accepted in Korean culture. The best advice I can give you is to get used to it and take it in stride. Enjoy the unexpected rest time and laugh at the times you walk 10 minutes into an unscheduled class. **Always keep up to date with your lesson plans and always have a few back up lesson plans handy.** Trust me the students and teachers will understand. Don't take it personally; it's not just you, every teacher is dealing with this!

Never assume but always be ready. This may sound a bit cliqué but be prepared for the unexpected. Never assume someone is going to tell you what to do. This means keeping up with your professional duties such as maintaining written lesson plans, grades, paperwork, cleaning your area, etc. These are tasks that you are expected to upkeep no matter what country you teach in. Frequently the district office will ask for copies of your lesson plans, camp budgets, old paperwork etc. and want them immediately. Additionally, keep your personal records up to date as your school may need information at a moment's notice for visa changes, taxes, or government policy changes.

Conclusion

Living and teaching in South Korea has been a wonderful experience. It has never been "easy" per se, but it has been rewarding beyond any expectation that I could have ever imagined. Much of this has been attributed to having an open mind. I have highly valued my relationships with co-teachers. They have been the people that I have spent the most time with in Korea. Maintaining these relationships has borne the fruits of success and enjoyment. Your co-teaching experience will undoubtedly be different than mine, but taking the time to maintain your professional responsibilities and participate socially will help to ensure your success in South Korea. I truly hope that the experiences and techniques that have been discussed will help you enjoy your life in South Korea and help you become a more effective educator.