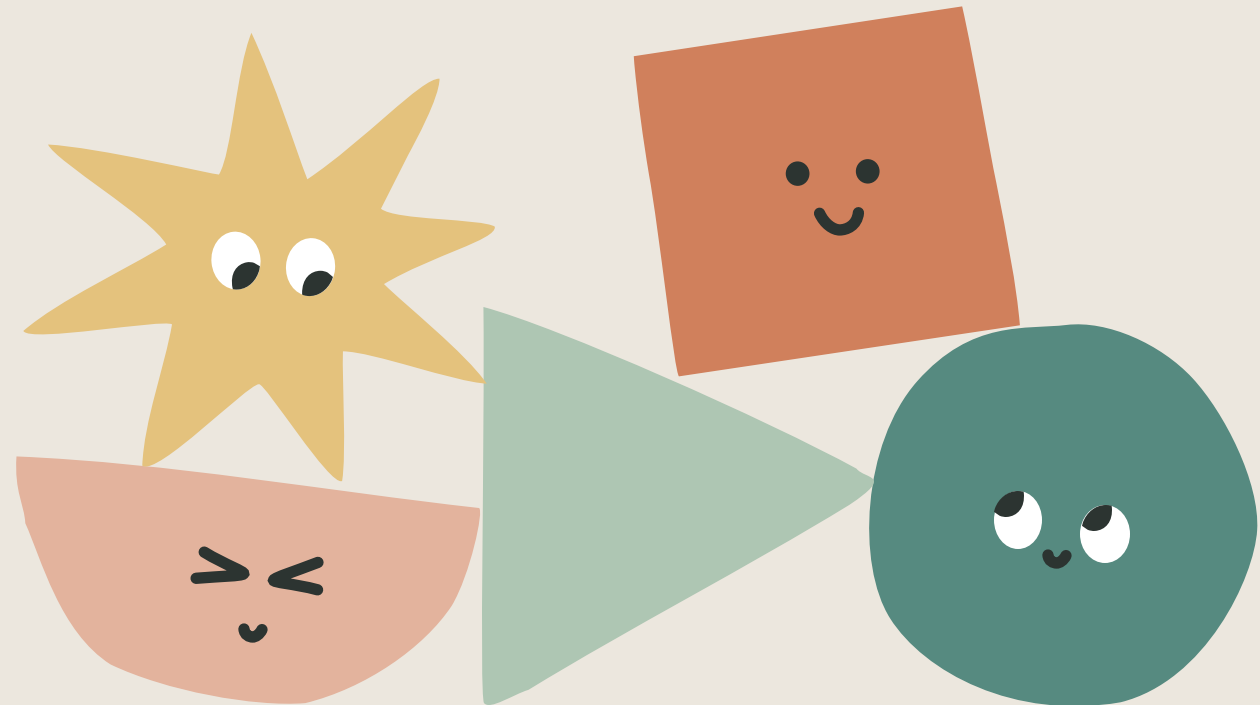


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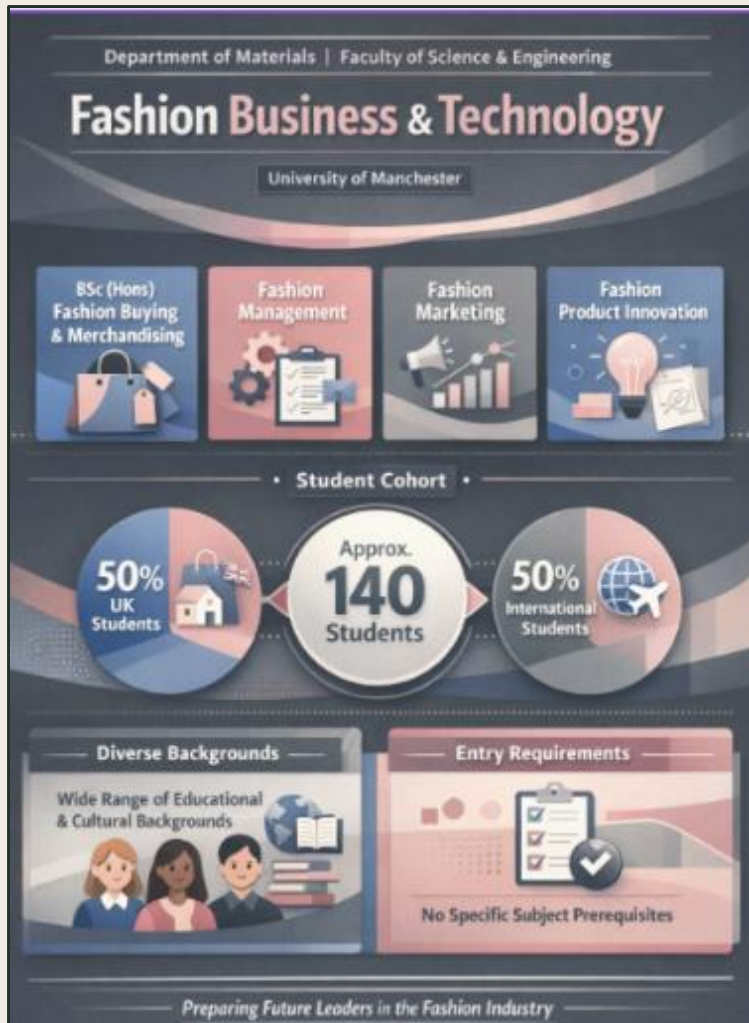
Two (or Three) in the Room: Scaling Co-Teaching to Improve Equity and Outcomes

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Co-Teaching Model in FBT

A practical model for scaling teaching across large, diverse cohorts



FBT programme context

Teaching allocation at a glance

30	850	28:1	60/40
academics	students	ratio	T&S / T&R

What the model needs to manage

- Teaching allocation is the starting point for co-teaching design.
- 30 academics support around 850 students, with an approx. 28:1 ratio.
- UG cohorts: 140–170 per year; PGT cohort: approx. 300 per year.
- Staff mix: 60% teaching & scholarship / 40% teaching & research.
- Core units: UG about 60%; PGT about 33%; others are specialist or optional.
- Shared teaching manages topic expertise, marking load and the student/staff experience.

Why co-teaching, and why now?



Large cohorts need a visible teaching team

The aim is one coherent learning experience — not split delivery.

The challenge

- Large, coursework-heavy cohorts need scalable, inclusive delivery.
- Assessment literacy depends on repeated, consistent guidance.

The response

- Co-teaching reduces contradictory messages and keeps staff aligned.
- A visible team supports student belonging and staff wellbeing.

Design the learning journey together

Start with learning

- Map what students need to understand across the full unit.
- Sequence topics, activities and assessment points deliberately.

Create one voice

- Use shared slides, OneDrive and Teams to align messages.
- Increase staff presence at early or conceptually complex moments.



Planning starts with the student journey

In the room: lead, explain, facilitate



Roles shift dynamically during sessions

Lead / Explain / Facilitate

Shared presence

- One colleague leads while others clarify, re-explain or support individuals.
- Two or three staff divide the room and reduce waiting time.

Shared modelling

- Multiple explanations reduce cognitive overload for diverse learners.
- Staff model collaboration, uncertainty and problem-solving out loud.

What students experience

Clarity and confidence

- Expectations are reinforced by a consistent teaching team.
- Students feel safer asking questions and trusting decisions.

Inclusion at scale

- Misunderstandings are addressed before they spread across the cohort.
- Visible collaboration helps students feel seen in a large group.



Support becomes faster and more consistent

What staff gain



Shared teaching reduces hidden workload

Less hidden work

- Common questions are answered live rather than repeated by email.
- Shared immersion makes marking faster and more consistent.

More resilience

- Colleagues can step in, clarify and support one another.
- Staff learn from each other and report less academic isolation.

Evaluate lightly, improve continuously

Track what matters

- Focus on clarity, consistency, engagement and workload balance.
- Use indicators such as emails, attendance, feedback and marking efficiency.

Close the loop

- Adjust week-by-week using student voice and observed sticking points.
- Keep evaluation useful for reflection, not performative reporting.



Evaluation is embedded and low burden

Conditions for adoption



Scaling requires shared standards and buy-in

Start deliberately

- Secure genuine buy-in; partial engagement undermines consistency.
- Pilot workshops or assessment-heavy weeks before scaling.

Enable the model

- Agree shared slide formats, terminology and digital workspaces.
- Recognise workload differently: more contact time, less fragmented admin.

Transferability and equity impact

Where it travels

- Useful wherever cohorts are large and assessments are complex.
- Core principles: learning-journey planning, shared presence and consistent messages.

Why it matters

- Equitable access to staff reduces favouritism and anxiety.
- Human-centred teaching supports engagement, confidence and inclusion.



The principles travel beyond one discipline

Key takeaways for scaling



A practical model that can scale

Three takeaways

- Co-teaching is a design model, not simply more staff in a room.
- It improves clarity, inclusion and feedback when staff plan and deliver together.
- Start with complex weeks, evaluate lightly, then scale where buy-in is strong.

One team. One voice. One coherent student experience.

Co-teaching by design

Plan together. Teach together. Improve together.

A scalable co-teaching model works when it creates one coherent learning journey for students and a shared professional practice for staff.

Coherence

- One team designs the unit narrative, assessment messages and student experience.

Equity

- Shared presence gives students faster clarification, consistent support and equal access to staff.

Scale

- Start with complex weeks, evaluate lightly and recognise the workload needed to sustain the model.

One team. One voice. One coherent student experience.

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