

## The Role of Preparing Teachers' Understanding of the Co-Teaching and Collaborative Teaching Models in Developing their Teaching Experiences

Dr. Mohammad Ghazi Raja Al-Amrat<sup>1</sup>

### Abstract

*This study explored the role of preparing teachers' understanding of the co-teaching and collaborative teaching models. This research aims to significantly advance inclusive education practices by offering novel perspectives on the functions of co-teaching models and the preparation programs for pre-service teachers. This investigation employed a descriptive research technique to understand the essential elements and strategies of effective preparation programs for pre-service teachers that promote co-teaching and inclusive education, as perceived by teachers. A total of 30 individuals participated in the research project, consisting of 20 pre-service teachers in their last year of college and 10 full-time teachers in public schools in Saudi Arabia. The survey revealed that 80% of the pre-service teachers considered that peer-to-peer learning activities, such as group discussions and collaborative projects, were the most effective means of acquiring knowledge regarding co-teaching approaches. The comprehensive findings of this study challenge conventional notions regarding the preparation of teachers and highlight the urgent necessity of formulating novel and all-encompassing approaches for pre-service teacher training.*

**Keywords:** Teacher Preparation, Co-teaching, Collaborative Teaching, Pre-Service Teachers, Public Schools.

### INTRODUCTION

The idea that inclusive education, which emphasizes every child's active participation and engaged learning in public education courses, is both a fundamental human right and a successful educational strategy is gaining traction (khasawneh, 2023a). Inclusive classrooms promote social inclusion, equality, and diversity. Additionally, they give children of different abilities the chance to learn alongside their peers who are not disabled (Ghazzoul, 2018). However, to fully achieve the promise of inclusive education, teachers must be skilled, knowledgeable, and equipped to handle the wide range of demands placed on them by inclusive classrooms (Aldabas, 2018).

Programs designed specifically to prepare prospective teachers for their professional roles are known as pre-service teacher preparation programs. They have a crucial role in influencing educators' attitudes, convictions, and methods concerning inclusive education (Schald et al., 2023). These programs frequently combine a range of pedagogical strategies, subject matter expertise, and hands-on learning opportunities to provide aspiring educators with the knowledge and abilities needed to instruct in inclusive classrooms (Montgomery & Akerson, 2019). However, it is becoming increasingly clear that not all programs for preparing pre-service teachers adequately handle the complex needs of inclusive education, especially when it comes to using co-teaching techniques (khasawneh, 2023b).

Co-teaching, sometimes referred to as the collaborative teaching technique, has been recognized as a useful instrument used in inclusive education. Co-teaching is a cooperative teaching strategy, where special education and general education teachers collaborate to prepare, instruct, and assess students with a range of abilities (Ricci & Fingon, 2017). As co-teaching models may provide individualized instruction, specialized support, and opportunities for kids to learn while engaging with their peers, they may be beneficial for students with disabilities as they navigate the general education curriculum. Research on how well the preparation programs prepare pre-service teacher aspiring educators for inclusive education and co-teaching is scarce (khasawneh, 2023c). The corpus of research literature that is currently available has requested for additional study to be carried out to determine the elements that contribute to effective preparation as well as the impact that programs for pre-service teachers' preparation have on teachers' knowledge, skills, and attitudes regarding co-teaching and inclusive education (Turan & Bayar, 2017; Jorveit & Kovač, 2022).

<sup>1</sup> Assistant Professor, Special Education Department, Jordan University. E-mail: [m.alamrat@ju.edu.jo](mailto:m.alamrat@ju.edu.jo)

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