

## TEACHERS' TEAMWORK

by:

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Effective teacher collaboration leads to strong schools. Teacher learning teams that encourage teacher-to-teacher professional learning and cooperation are becoming more popular in high-achieving schools because of this approach. Teacher collaboration and learning community building are not new concepts. Numerous historical quotes and proverbs fuel our desire as educators to collaborate in order to grow, improve student learning, and support and promote our institutions.

Baker et al. (2005) defined teamwork as the ability to cooperate with others to achieve a common objective through cooperation and communication. To be productive, team members must grasp the team's goal, strive toward it, and be both independent and reliant on one another to complete the task.

Likewise, Sparks (2013) pointed out that the ongoing improvement of teaching and learning requires well-functioning leadership and teaching teams. Effective teams help to develop leadership, improve teaching and learning, foster connections, boost job satisfaction, and mentor and assist new teachers and administrators.

Teaching, on the other hand, can be physically and emotionally taxing. Whether coping with a particularly tough student or combining work and family life (or both), stress is an unavoidable part of the job, and other teachers are invaluable sources of support. When teachers rely on one another for help, they build relationships built on trust and empathy. These regular meetings are crucial for developing long-term professional and mentoring connections. Teachers who feel supported are more likely to extend that assistance to their students.

Furthermore, leaders who jump on the best-practice bandwagon frequently lose sight of the forest for the trees. Without an awareness for the qualities of an individual teacher who is a pioneer vs a teacher who is stagnating in isolation, we cannot harness the excellence of our professional educators and institutions. Similarly, the distinctions between a high-functioning team and a typical working group or committee will be overlooked.

Developing a culture of high-quality cooperation centered on high-performing teams is evolutionary, and adhering to the science of continuous improvement and action research can create revolutionary results. People, processes, systems, culture, and learning are all razor-sharply focused by a team of teams. This collaborative team culture is transformational. It will be extended to the organizational leadership process to assist innovation, initiative implementation, system and structure problem-solving, cultural enhancement, and organizational FUN! The power of the motivated individual teacher to pioneer, explore, and develop unique research and best practice projects is not limited by the "team of teams" notion in terms of productivity and professional happiness.

Finally, teacher collaboration fosters a sense of belonging, inclusiveness, and interdependence, giving teachers a powerful voice and considerably expanding the basis of organizational leadership, responsibility, and momentum for our most valuable educational resource – the TEACHER!

#### *References:*

Sayers, Dorothy L. (1941). *The Mind of the Maker* (1st ed.). London: Methuen.