

COLLABORATIVE TEACHING

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Given the enormous influence that teachers have on their students' performance and the ongoing recognition of teacher collaboration as a critical component for the professional advancement of the school and its employees, it is not unusual that many approved policies and educational reform around the world advocate for more coordinated efforts among teachers.

Collaborative teaching has a number of advantages (Novicevic, Buckley, Harvey, & Keaton, 2003). First, this teaching method can improve learners' abilities to critically evaluate problems, argue substantively, and effectively apply taught concepts to new circumstances or contexts. Second, by changing teaching scholarship into a participatory activity with critical assessment and quality assurance, the process improves its quality. Third, because it is peer-reviewed and monitored, collaborative teaching can be considered as a way to improve teaching outcomes. It is also designed to address a variety of disciplinary perspectives. Fourth, collaborative teaching calls into question standard approaches to educational delivery. Its power stems from the combined forces used to achieve common goals or solve common challenges. If faculty aims differ in sort and nature, the collaboration may fail. Teamwork can be harmed if goals and anticipated level of performance are not precisely defined at the outset.

Active collaboration is especially crucial for fostering a growth-oriented learning environment and advancing student learning. According to research, teachers who collaborate and learn from one another are more successful than those who work alone in increasing student outcomes.

We must cease enabling educators to work solitary, behind closed doors, and in isolation in staffrooms, and instead adopt a collaborative professional attitude. We demand communities within and even across schools that collaborate to assess what teachers need to do, create programs and teaching interventions, and assess the effectiveness of those treatments. We require institutions that encourage and share professional growth geared at boosting teacher quality and expertise, create performance 'dashboards' to demonstrate learning success and achievement, and establish an alliance of the accomplished.

The biggest impact on student learning progression is having highly skilled, inspired, and enthusiastic teachers and school leaders collaborate to maximize the impact of their teaching on all children in their care. School leaders play an important role in harnessing the expertise in their schools and leading successful changes. The system must also play a part in providing the necessary assistance, time, and resources. Combining all three of them together reveals the core of collaborative expertise.

References:

Novicevic, M. M., Buckley, M. R., Harvey, M. G., & Keaton, P. (2003). Latent impediments to quality: Collaborative teaching and faculty goal conflict. Quality Assurance in Education, 11(3), 150-156.