PHILOSOPHY OF TEAM TEACHING AND LEARNING

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Abstract: Team teaching is one of the approaches which is widely and commonly used now. English team teaching has been proven as one of effective ways to overcome some problems in learning process. Therefore, the writer tried to descriptively describe the concept of team teaching starting from its concept, the team matched, the planning, teaching approaches, teaming strategies, the action, and the evaluation. This study is a descriptive study which discussed the philosophy of team teaching by the use of literature review and documentation instrument. It is found that team teaching concepts as this follows: interdisciplinary teams, multidisciplinary teams, teacher collaboration, team teaching and partnering.

Keywords: Team Teaching, Approaches, Teaming Strategies, and Multidisciplinary

Abstrak: Pengajaran dalam tim adalah pendekatan pengajaran yang sudah sangat umum dilakukan dalam dunia pendidikan pada saat ini. Pengajaran Bahas alinggris dengan menggunakan metode ini juga telah terbukti sebagai salah satu cara yang efektif dalam menanggulangi permasalahan-permasalahan yang muncul dalam proses pembelajaran. Oleh karena itu, penulis mencoba untuk mendeskripsikan konsep pengajaran dalam tim dimulai dari konsep tim, ksesuasan tim, perencanaan, pendekatan pengajaran, strategi pengajaran, tinjauan dalam kelas, dan evaluasi. Penelitian ini adalah studi deskriptif yang mempergunakan kajian pustaka sebagai sumber penelitian dan menggunakan dokumentasi teknik sebagai teknik pengumpulan data. Konsep dalam pengajaran dalam tim dapat berupa, multidisiplin, kolaborasi, tim, dan pasangan.

Kata kunci: Pengajaran Tim, Pendekatan, Strategi dalam mencari tim, dan Multidisiplin

1. INTRODUCTION

Gaining knowledge must consist of processes. Two of its processes are teaching and learning – these two processes of gaining knowledge can be also called education – which supports one another. Teaching cannot be done without any learning process and so cannot learning process. Then, these two processes of gaining knowledge visibly aim to lead all the doers, teachers, and students to have better outcomes.

Many changes have been done through the processes. Starting from rules of teachers, approaches, methodologies, class amount, and quality of the teaching itself (Piechura-Couture, Tichenor, Touchton, Macisaae, &Heims, 2006; Rosado, 1996; Riley, 2001). They are changed based on the needs for better education outcomes. However, since the school reform era began with the release of A Nation at Risk in 1983, much attention has been focused on improving the quality of teaching. Included in this focus has been the quality of teachers entering the profession, the quality of teachers using the ways to educate the students, the quality of teachers in developing professional development, and the quality of teachers' behaviors toward the teaching process itself. Those qualities of teaching are worthy to be
discussed, but this paper will only discuss about teachers’ ways to educate the students since schools and teachers often tend to have an orientation toward the past or toward a "we-have-always-done-it-this-way" type of approach. Then, the questions grow for English lesson. "Is there a better way to teach English without being trapped in an old way?"

In an attempt to answer the question and find a better way to educate students, administrators, headmasters, teachers or even institutions amended to require leveled classes for English. But, so far the change has not worked out the way teachers, headmasters, and parents might hope.

One solution to this problem is team teaching and learning - partnership between highly qualified content teachers who demonstrates subject-area expertise and highly qualified special educators (Little & Dickers, 2009) - which is already proven that it leads to significant changes in leadership, personnel, and level of functioning. As lane (2006) stated that "Team teaching boasts many pedagogical and intellectual advantages: it can help create a dynamic and interactive learning environment, provide instructors with a useful way of modeling thinking within or across disciplines, and also inspire new research ideas and intellectual partnerships among faculty."

It is also believed that it can help teachers accomplish their primary performance goal, that of effective unit and daily planning. Unfortunately, these superior’s things of team teaching and learning are not very effectively used by educators in Indonesia, specifically in Palembang. Team teaching and learning have just only done by University of Sriwijaya. Therefore, this paper is dedicated to teachers, in Palembang specifically, to know more about team teaching and learning’ power toward education and the outline of step process that is helpful in setting up effective team teaching and learning.

2. RESULTS AND DISCUSSIONS

2.1 Two are Better than One

This subtitle is taken from one article which "two" means TEAM which can be transferred into
T = ogether,
E = veryone
A = chieve,
M = ore

Meanwhile, "one" means one-man-show.

In this case, two refers to team teaching and learning which offers more achievements gained than single teacher offers. In fact, team teaching and learning has many names and is often referred to as co-teaching, cooperative teaching, or collaborative teaching (Piechura-Couture, Tichenor, Touchton, Macisaac, & Heins, 2006). To help clarify this term, Spraker (2003) suggests using the following five categories when referring to teaming: (1) Interdisciplinary teams: three or five teachers blend their talents across disciplines. (2) Multidisciplinary teams: teachers share instructional responsibilities for content as a team. (3) Teacher collaboration:
teachers come together in job-embedded professional development. (4) Team teaching: teachers within the same discipline or in elementary school share instructional responsibilities for varying periods of time. (5) Partnering: teachers engage in instructional collaboration or co-teaching.

By the use of team, the teachers will help each other in terms of complementing their own shortcomings. As the result, they will achieve more and create better outcomes like what teachers, headmasters, and parents hoped. Not only teachers gain the advantages but also the students. For example, the students can be educated effectively in general environments when teachers, support personnel and families collaborate (the core of team teaching and learning). In addition, the students’ improvements occur in both academic and social, relationship arenas. Moreover, Piechura-Couture, Tichenor, Touchton, Macisaac, & Heins (2006) found that students’ performance and behavior are enhanced, behavior problems reduced, and support is provided for students and professionals in school settings where general education and special education teachers work together. Furthermore, Lane (2006) stated that team teaching and learning help teachers to expose the students to new ideas – making them responsible and accountable for their learning; to impart new skills and generate some excitement on their part, motivating them to master the material; to illustrate new ideas and develop skills by analyzing as many interesting examples and applications as possible; to give the students a framework for following up on new ideas and skills, either on their own or in subsequent course work; to engage the students with course material so that they understand theory and principles behind each concept, and then challenge the students to process and apply their new knowledge.

Based on the findings of research above, it is proven that team teaching and learning increased academic performance and reduced behavior problems for students in taught classrooms, and also increases teachers’ performance in classroom. In conclusion, team teaching and learning bring advantages for the teachers and students. It is really reasonable to state that team teaching and learning is logical solution to answer this paper problem. It provides us that two is better than one. Furthermore, team teaching and learning is defined, in this paper, as two professionals teach and deliver substantive instructions in classroom who are certified of one general education teacher and one special education teacher. Other components that should be considered in team teaching and learning instructions delivery are done by both teachers. Students’ characteristics and needs, content areas, and instructional goals are also other components which should be considered.

2.2 Making Matches

"Philosophical orientation is and important component of effective team teaching: teachers’ shared beliefs about teaching and learning are fundamental to its success" (Piechura-Couture, Tichenor, Touchton, Macisaac, & Heins:2006)
It is really hard to match two different characters of teachers to be mixed and blended in classroom activities. However, it is going to be easier if the two teachers possess the same philosophical orientation to achieve success in teaching, to reach the team goals in teaching, to help the students in learning. Therefore, the first step which should be done to have an effective team teaching and learning environment and activities is to identify teachers who are compatible and would meet the same visions of teaching the students. The administrators or headmasters ideally must assign teachers to be a part of the team teaching and learning although it does not happen in reality because team teaching and learning which have been implemented are only by having volunteers.

Making matches of teachers in team teaching and learning as their philosophical orientation can be identified by the use of Leamy’s Educational Philosophy Inventory (Leamy: 1995) as cited in Piechura-Couture, Tichenor, Touchton, Macisaac, &Heins (2006). The inventory was developed to identify six of the most permanent perspectives in education philosophy: Essentialism, Behaviorism, Progressivism, Existentialism, Paremianialism, and Reconstructionism.

In addition, administrators or headmasters can identify the two teachers (general education teacher and special education teacher) on the basis of their qualifications and experiences as proposed by Little and Dieker (2009). The components which discussed are about (1) behavioral and academic expectations in classrooms; (2) current procedures-establishing a positive environment and perceptions; (3) Planning for instruction and intervention; (4) Student active learning; (5) Student assessment (Baseline and progress monitoring); (6) Professional development – assessment and research – based interventions; (7) Team planning time; (8) Schoolwide perceptions of co teaching. These components can be questioned or given as a survey to the teachers who will be the candidate of team teaching teachers.

Administrators and headmasters can also use the perspective survey of teachers in team teaching and learning which is developed by Hang and Rahen in their article 2009. They developed twelve items of team teaching and learning components in their survey items.

Finally, by learning and identifying the educators or teachers with those three instruments above, administrators or headmasters hopefully can recognize and value the uniqueness of each teacher in their institutions or schools and can pair them who complement each other.

2.3 Before The Time

Trust, cooperation, support, and mutual respect are the four fundamental features of the optimal teaching and learning environment. The other important aspect to be possessed is good communication. As it is really known that collaborating two different characteristics of human being (teachers) in the classroom is really hard, those features above really need to be possessed by all teachers. To have better team teaching and learning, careful and extensive planning is really needed to prevent disagreement between the teachers regarding
assignments, grading procedures, and teaching strategies. And planning meetings also allow instructors or teachers to familiarize themselves with their partner's materials, helping make the class a true team effort from the start. It is believed that to have a successful teaching program, teachers must be ready to teach before the class begins and to evaluate after the class is over whether or not the class has met the main purposes of teaching on the day.

The headmasters can use this following figure which gives an idea of implementing team teaching. It is called team teaching implementation planning form. This Figure 1 is taken from Little and Dieker (2009).

![Figure 1. Coteaching Implementation Planning Form](image)

This is to ensure that the integrity of course would be met using diverse method, the English teachers was knowledgeable both in curriculum standards and in differentiated instructional techniques. The special education teacher was knowledgeable in various instructional methods, learning strategies, and accommodations.

The school administrations supported the coteaching team by giving them a common planning time, going to their team and IEP meetings, and continually monitoring the team's efforts. A common planning time was essential because as the needs of the students and coteachers changed throughout the year, the team needed to revise its instructional plans. The principal computed fiscal impact, tracked resource allocation, aggregated students' results. He also observed in the cotaught classroom so he could provide feedback and answer any questions about what was happening there.

At the beginning of the year, the two teachers identified areas that might hinder learning and student mastery of learning objectives (e.g., below-grade level reading skills, poor writing skills, lack of materials). They then brainstormed possible and workable solutions for each of those issues — such as after school peer tutoring labs and stocking the school store with required materials — some of which were institutionalized throughout the school because the identified issues were common.

However, schools, headmasters, teachers, and all stakeholders must consider some aspects before implementing team teaching. They are:

1. **Vision.** Coteachers set positive expectations and high achievement goals for all the students in the classroom. **2. Skills.** Coteachers receive professional development in methods and procedures of
coteaching. (3) Resources. Principals allocate resources, including collaborative planning time, to ensure the success of team teaching. (4) Competencies. Principals are knowledgeable and support planning and implementation of coteaching. (5) Action Planning. Coteachers engage in continual planning on the basis of continual progress monitoring of students outcomes.

2.4 Teaching Approaches

In addition, team teaching and learning requires different preparation than traditional, single - instructor courses, particularly concerning the organizational aspects of course management. So, the team teachers should know teaching approaches which might help them to teach. There are various teams – teaching approaches and strategies that prospective teams must learn. Understanding the various teaching approaches allows administrators or headmasters, and team teachers to have better practice and view in applying and implementing the team teaching and learning strategies. Croteau (2000) identifies six commonly used teaching approaches in team teaching and learning activities.

1) One teaching – one observing. This approach is often used when one teacher is a dominant teacher or a mentor. It can be used to allow the mentor teacher to model effective instructions. It can also be used when one teacher is more competent in the subject matter. The dominant teacher may be the “expert” in the content area, and the secondary teacher can circulate and check for comprehension or lend support in the area of discipline. The danger, however, is that this model can cause the primary teacher to do most of the instruction and the secondary teacher to fail to the role of support teacher instead of co-teacher.

2) One teaching – one circulating. This model is considered by some to be an extension of the one teaching – one observing model because it gives direction and purpose to the co-teacher. This model does not infer the mentor or expert role of the dominant teacher. In the one teaching-one circulating model, the lead teacher can be alternated several times during a lesson or on different days of the weeks.

3) Team teaching. This is a generic term that is used to describe teachers who work together as a team and sharing the lead.

4) Station teaching. In the station-teaching approach, both teachers supervise centers or stations to provide additional assistance to students. The “peat-repeat strategy” can be used with station teaching by providing more than one perspective or explanation.

5) Parallel teaching/split class. One of the benefits of the parallel teaching/split class approach is the reduced student-teacher ratio. This approach allows teachers to better individualize assessment and learning. Because of the minimal teacher interaction, teaming strategies are not used with this approach. It is important to note that this type of teaming requires a larger instructional space.
6) Small group pull out. Typically, one teacher instructs the large group while the other teacher works with the small groups of students for intensive instruction. The teachers should take turns planning for both small- and large-group instruction. This approach can also be used by paraprofessionals and classroom volunteers and can be especially effective if one teacher has a particular expertise in a subject matter or area.

Regardless, of which approach is used, careful planning “before the time” is essential for any team teaching and learning strategy to be successful.

2.5 Teaming Strategies

The following strategies can be used with many of the teaching approaches according to what the teachers want to accomplish and what their strengths are.

1) Proximity sweep
One teacher leads the instruction while the other sweeps through the class and monitor the students’ progress and behavior, which allows the lead teacher to focus on direct instruction. The sweater must be careful not to disrupt the flow of the lesson and should use non-obtrusive. Interventions to stop disruptions and refocus off-task students. Many times, the sweeping teacher can use passive interplay or active interplay if he or she notices that concepts have not been grasped and need to be retaught.

2) Proximity dance
Proximity dance takes the sweep one step further and requires that the team script the lesson so each educator can be responsible for the main instruction during lesson implementation. Using this strategy, the teachers typically teach from opposite sides of the classroom then meet in the middle of the room to switch roles. This exchange of roles allows each teacher to monitor progress and instruction and usually results in more alert and attentive students.

3) Active interplay
The team decides ahead of time which section of the lesson they will teach. They play off each other and each covers his or her own sections. Active interplay is a scripted lesson. In active interplay, the two teachers banter ideas back and forth and interject with supporting information. Because the lesson is scripted, it flows smoothly.
Active interplay generally works best when the team of teachers has a well-established working rapport. Some teachers who have worked autonomously for a while can feel uncomfortable and resentful if someone chimed in during instruction. Both teachers must feel confident in their abilities and be able to withstand interruptions and distractions.

4) Passive interplay
The co-teacher interjects and interacts with the lesson in a casual fashion. Passive interplay should be used when the team is well-established and comfortable with interruptions. Novice teachers need time to develop their own teaching confidence and
many times feel threatened or doubt their own abilities using this strategy. However, once a relationship is established, this can be an excellent strategy that enhances the lesson.

5) Good cop-bad cop
One teacher takes the role of disciplinarian or the heavy, and the other seems to support the students. Good cop-bad cop is a variation of active and passive interplay in that there is dialogue between the team members. In good cop-bad cop, one of the teachers comes down hard on the students and the other offers to help the students get back in the first teachers’ good graces.

6) Smart teacher-dumb teacher
An offshoot of good cop-bad cop is smart teacher-dumb teacher. The dumb teacher asks questions that the student should ask and pretends not to know the answer. The smart teacher responds with the correct answer and uses it as an opportunity to probe student understanding or clarify an answer or a direction.

7) Peat-repeat
The lead teacher teaches the lesson, and the other teacher reteaches the lesson giving different examples or using different voice. This used many times when quick surveys reveal the majority of the students have not comprehended the lesson. Peat-repeat is also often used with the first three teaming teaching approaches. It can be used when you are covering a difficult concept needs to be retaught. As educators, we know that many times the 'aha' experience only happens when another has explained the concept in the different way. The peat-repeat strategy plans for the opportunity to have multiple explanations. Often this strategy is paired with the small group pullout, active interplay, or the proximity sweep. By having a team teachers observing and analyzing students’ progress, the team can quickly recognize when additional explanation needs to take place.

2.6 After the Time

Successfully or unsuccessfully done, the previous team teaching and learning must be traced back and analyzed for the importance of the prospective students and team members next year. The analysis can be about the same analysis done before the time. All team teachers, administrators or headmasters brainstormed about the materials used, teaching tools used, varied learning tasks given, and etc. (Samantaria and Thousand, 2005).

It is also believed to inform the result of the teaching to the students’ parents. It is done in order to build partnerships between parents and teachers. Parents can support the team teachers to achieve the target goals and parents should be involved not only “after the time” but also “before the time”.

Other supporting team teaching and learning which must be involved in the “after the time” period is all the school members since they are the witnesses of the team teaching and learning process. In short, team teachers, headmasters, administrators, parents, and school members must still work hard to assess the process which has been done.
Teachers do not need to be worry if they want to use this kind of strategy. At least, teachers need to prepare the whole things from how to start and what to do next, up to the level of evaluation.

Choosing the team and implement the strategies of team teaching must be very hard since every person has their difference personality and different perception of what to do in the classroom context. Therefore, schools must be able to cope with some staffs about this. Schools can see the candidate team teachers by seeing their qualifications and educational background.

Before deciding to use team teaching strategy, schools and teachers need to be familiar with some approaches in teaching as well. As it is known that there are six approaches can be used in teaching students (1) one teaching - one observing, (2) one teaching - one circulating, (3) Team teaching, (4) Station teaching, (5) Parallel teaching/split class, and (6) Small group pull out.

Then, after the team is created teachers need to have an agreement what kind of strategies that are going to be implemented. There are seven strategies can be used for this such as (1) proximity sweep, (2) proximity dance, (3) active interplay, (4) passive interplay, (5) good cop-bad cop, (6) smart teacher-dumb teacher, and (7) peat-repeat.

3. CONCLUSIONS

Team teaching and learning has been developed as an instructional approach to support teachers and students in education classrooms. Many findings supported that team teaching and learning help students in learning and teachers in teaching. However, teachers, administrators, headmasters, and students will not gain these benefits of team teaching and learning if they do not cooperate to set team teaching and learning preparation before it is implemented, choose the appropriate teaching approach and analyze or trace back the team teaching and learning done. Therefore, it is really recommended for all the stakeholders to know the philosophical side of team teaching and learning itself, in order to be able to set the better way in teaching and achieve better outcomes.
REFERENCES


