

TEAM -TEACHING AS A TOOL FOR PROFESSIONAL DEVELOPMENT

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INTRODUCTION

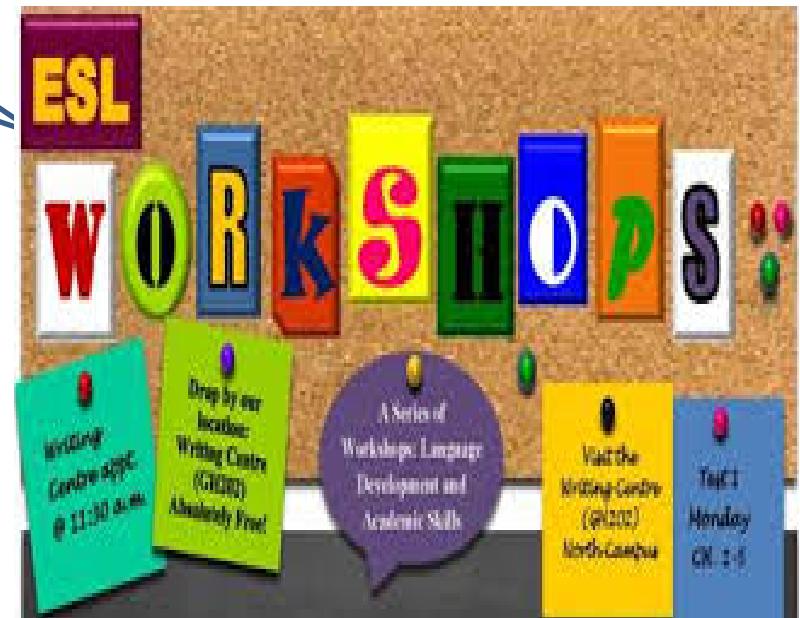
- An urgent need for the Ministry of Education and Training as well as the government
- Increase the quality of teaching and learning .



Teachers as the main/most important factor in improving education - set the targets to improve the teaching methods.



- to help teachers maintain high performance in their teaching career
- encourage them to pursue life-long learning which is vital to their professional development.



Team-teaching is a prominent approach used widely in the world teaching to enhance the quality of teaching and learning and foster teachers' professional development.

Therefore, team teaching as a tool to improve their professional development – contribute to the theory and practice

However, for many Vietnamese teachers, it remains unexplored territory because it is not fully employed in education system of Vietnam.

Little research on points of view, feelings and attitudes of team-teachers towards team-teaching as a means for teacher development.

Furthermore, it is a new approach at my university.



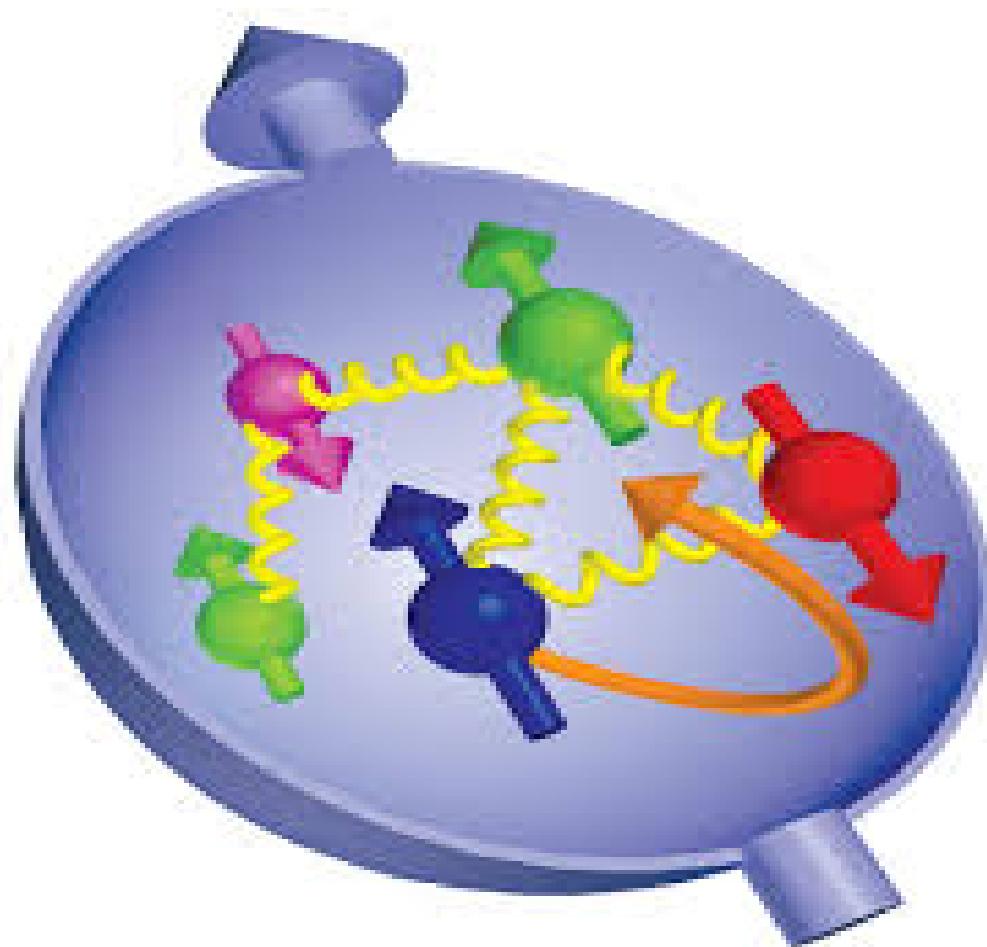


**RESEARCH
QUESTIONS**

1. To what extent, can team-teaching help enhance professional development?

2. What are the potential problems with team-teaching?

THEORETICAL FRAMEWORK FOR THE STUDY



Professional Development

Professional development refers to the process through which

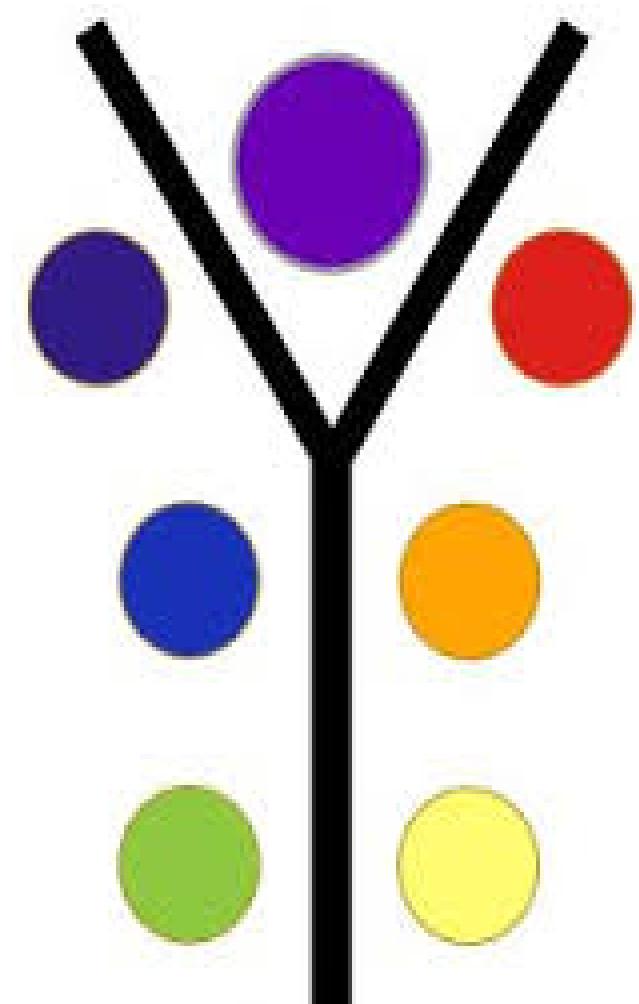
- attain greater professional competence
- widen their knowledge, appreciation, skills
- expand their understanding of their work in line with the goals and values of the school (Duke and Stiggins, 1990; Beerens, D.R., 2000; Norton, M.S, 2008)



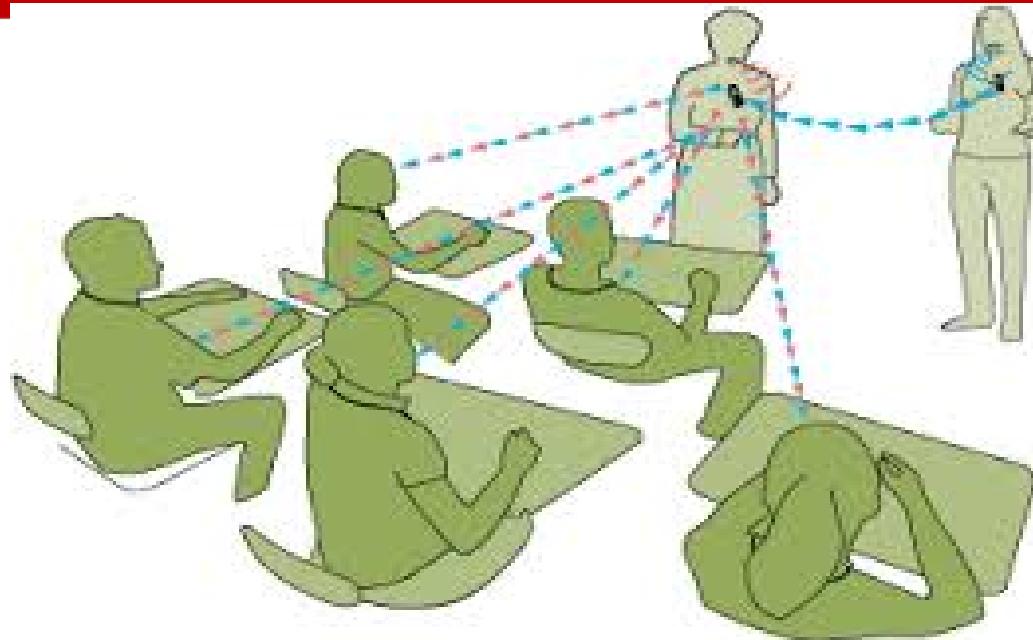
Areas of Professional Development for Language Teachers

Regarding teachers' personal development, Richards (1998) lists six elements of professional development:

- Subject matter knowledge*
- Pedagogical expertise*
- Self-awareness*
- Understanding of learners*
- Understanding of curriculum and materials*
- Career advancement*



Team-teaching



(i) involves two or more teachers within the teaching and learning environment.

(ii) can vary along a continuum of collaboration

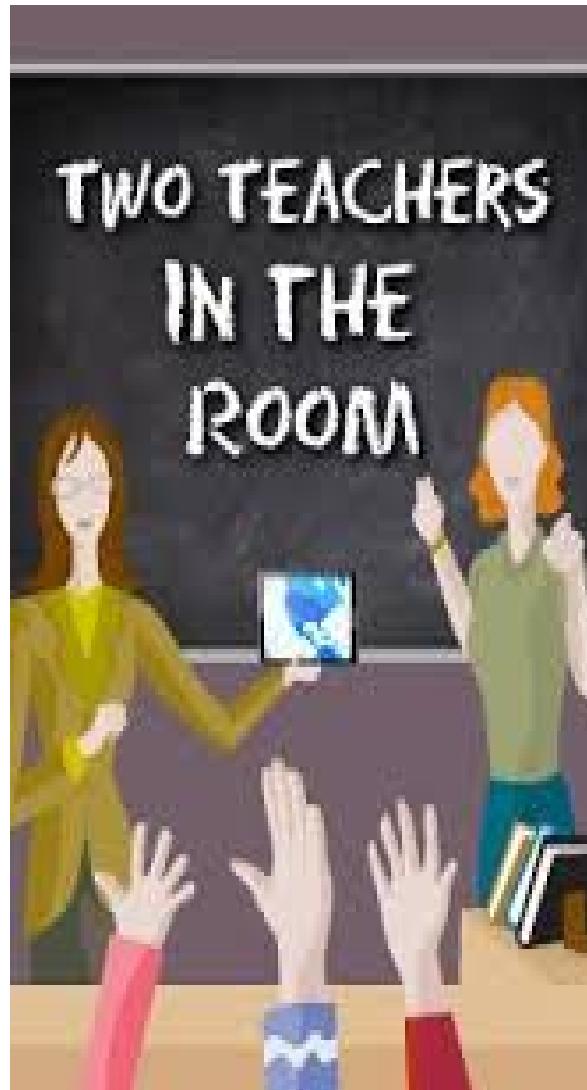
(iii) facilitates a learning community by impacting on both teaching and learning.

(iv) can be either formal or informal.

Forms of team-teaching

Type A

Two or more teachers work together but do not always teach the same students at the same time. Some authors call this “*team-planning*”



Type B

Two or more teachers teach the same students at the same time in the classroom.

Steps of team teaching



1) Planning for Teaching

2) Assigning Roles and Responsibilities

3) Catering for Students

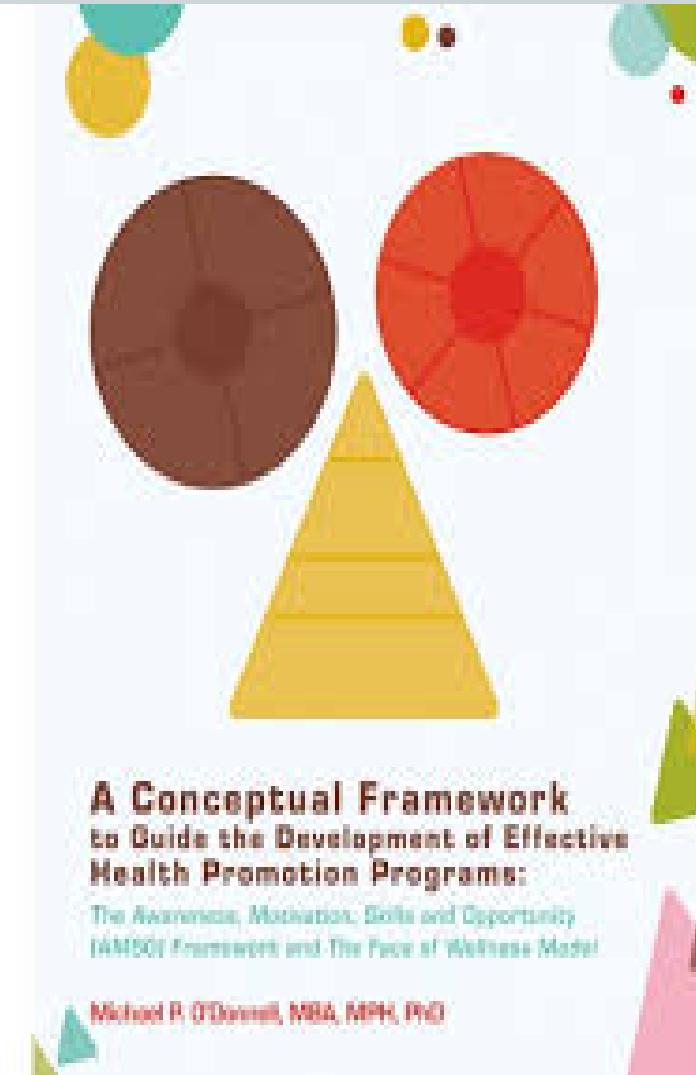
4) Conducting Meetings

5) Evaluating Progress

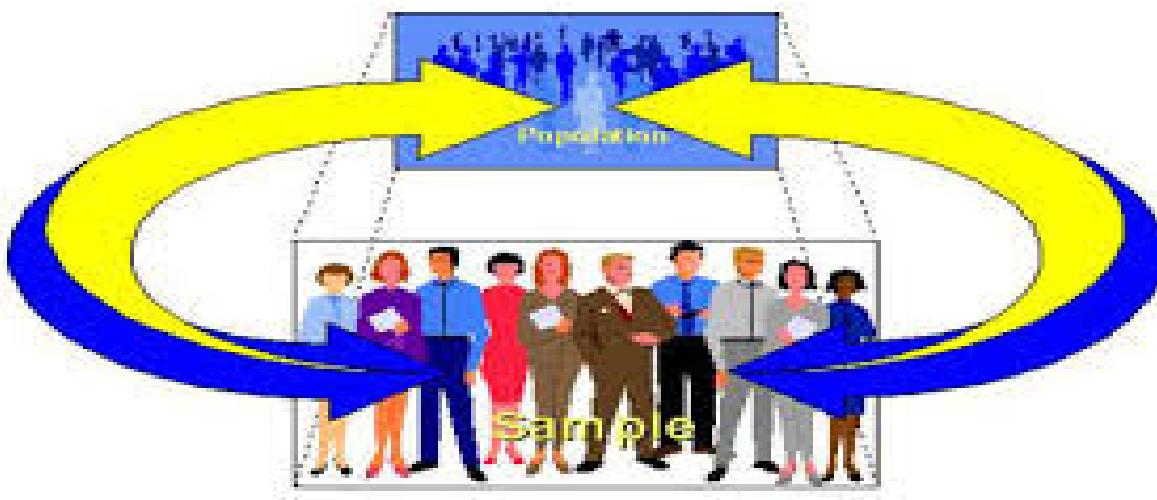
(Quinn, S. and Kanter, S. (1984)

The elements of the training of teachers of second languages identified by Richards (1998)

- Experience-sharing and knowledge-broadening
- Improved teaching skills
- Enhanced communicative skills
- Developed cooperative-teaching
- Language improvement



RESEARCH METHODOLOGY



Participants

5 participants making up four pairs of team-teachers from the People's Police University (PPU) and an English specialist from the American Embassy

Pair 1	Pair 2	Pair 3	Pair 4
Teacher A	Teacher C	Teacher E	Teacher B
Teacher B	Teacher D	Teacher A	Teacher D

Instruments

- This is a ***qualitative exploratory*** study because it was designed to explore the team-teachers' points of view regarding the effect of team-teaching on their professional development in depth.
- ***in-depth interviews*** with most of the questions being open-ended
- ***class observations*** to triangulate the data.



Data-collection procedures

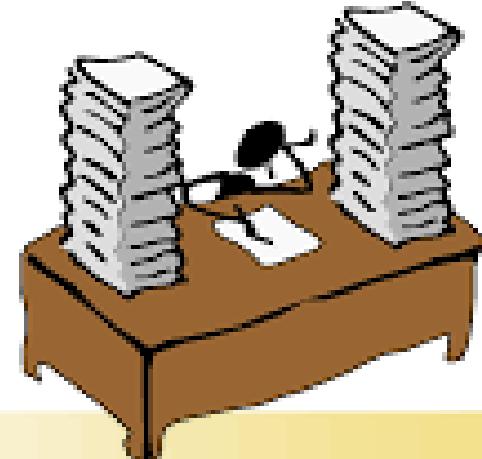


- Each pair of team-teachers observed three times (three lessons per pair).
- Face-to-face interviews lasted around one hour and recorded
- Field-notes from a total of 12 class observations and recordings of 12 in-depth interviews which were transcribed for data

Data analysis

Analyzing qualitative data

How do I summarize and make sense of all these words?



1

- The data was carefully read and important issues were grouped.
- The most important factors from the data were coalesced into a number of main issues.
- The researcher's aim has been to let the team-teachers speak for themselves.

FINDINGS AND DISCUSSION

1. Experience-sharing and knowledge-broadening



- Sharing experience and broadening their knowledge (including knowledge of subject matter, the language related culture and beliefs and institution where the instruction is given) seemed to be the most popular ways in which teachers from different ethnic backgrounds strove to further their professional development .

“...Working in this way, we were able to make our lessons more effective because we usually had “double vision”. (Teacher A)

“...Working in this way, we were able to make our lessons more effective because we usually had “double vision”. (Teacher D)

“As a non-native English speaking teacher I felt more confident when I worked with a native speaker in the ESP course. This was because she could act as a more reliable resource for knowledge about linguistic aspects of ESP...”(Teacher B).



2. Improved teaching skills



- According to Richards (1998), one of the aspects of teachers' professional development is “teaching skills and methods” which includes:
 - (i) mastering teaching skills (eg. language skills, classroom management, lesson planning...);
 - (ii) increasing competence in using one or more language teaching technique (eg. the communicative language teaching method...);
 - (iii) the ability to adapt teaching skills and approaches to new situations (p.15).

...Other thing that was beneficial about it was that I was able to work with another teacher in the same classroom. The class was easily controlled and there was time for us to meet individual students' needs”
(Teacher C & D)



“..Team-teaching helps me integrate various teaching methods and make good use of them to motivate the students in classes...” (Teacher C)

3. Improved communicative skills



- According to Richards (1998), of the areas of professional development, “communicative skills” is a key one and it means “to develop effective communicative skills as a basic for teaching” (p.15).
- This involved: creating a relaxed atmosphere; increasing students’ motivation; establishing rapport with students; establishing rapport with colleagues; and discipline

“...It was fun...there's a more relaxed atmosphere in class. At the same time, they're much livelier classes. We were able to reinforce each other's teaching and fill in gaps for the other. If one of us forgot something or had trouble explaining something, the other was on hand to help. It made learning more enjoyable and easier...” (Teacher A & B).

“...by team-teaching I could learn how to help students relax and create a good atmosphere in class. We could talk to students with humor and with smile”



4. Enhanced teacher cooperation

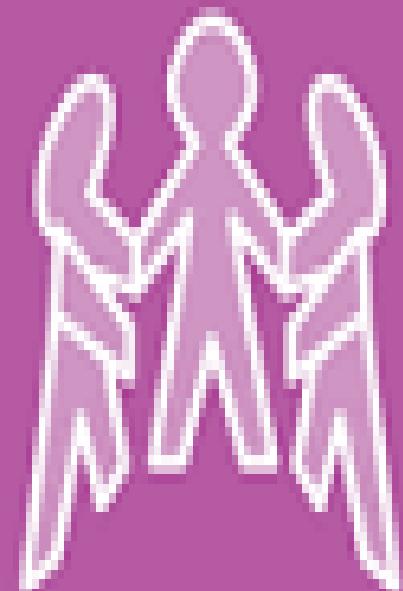
- As noted by teachers from two different cultures, team-teaching could contribute to their professional development by allowing them to share responsibilities and help each other. (Richards, 1998)

“Team-teaching is a good idea. I like that we can draw on each others' strengths...I have gained knowledge from my partners...”

(Teacher C)

“I strongly believe that: when responsibility is shared, stress is reduced. One is not alone and isolated, shouldering sole responsibility for the academic success of all the students...”

(Teacher A)



5. Language improvement



- According to the six aspects of the training of teachers of second languages proposed by Richards (1998), “Language Improvement” falls under “Communication Skills” and is obviously for non-native speaking teachers only.



Difficulties with team-teaching



- 1. Different personalities and teaching styles**
- 2. Experience**
- 3. A lack of time**
- 4. A lack of clarification of roles**

CONCLUSIONS

Together

Everyone

Achieves

More



THE TEACHING TEAM

Sharing experiences and broadening their knowledge; improving their teaching skills and developing communicative skills