

# The Study on Role of Teacher's Team in Sustainable Development of Curriculum in Educational Institution

Srikanth. K

*Assistant Professor, Department of Commerce and Management, Ramaiah Institute of Business Studies Bangalore, Karnataka, India*

**Abstract:** - This study makes a systematic approach to gather information on teacher's collaboration and its challenges in various educational institutions. This primary research tries to investigate the significance of teacher's collaboration towards sustainable development of curriculum for the betterment of student learning process. The research was conducted to analyse various concept of teacher's team and its vital importance to build a better future learning organization. The study concentrates on various key concepts like teaching pedagogies, institutional involvement in teacher's team strategy, and teacher's involvement in collaborative teaching methods. The study was conducted based on questionnaire.

**Keywords:** Team teaching, Collaborative Teaching, Co-teaching, Teacher's Team Sustainable Development.

## I. INTRODUCTION

The idea of team teaching originated from USA in year 1954. It was a good innovation in teaching strategies. This is a strategy where all the teachers of a subject collectively teach in a class in that subject. Spanish defines it as "Team teaching is a type of instructional organization involving teaching personnel and the students assigned to them in which two or more teachers are given responsibility, looking together, for all or a significant part of the instruction for some group students". Another According to David Warwick "It is a form of organization in which individual teachers decide to pool resources, interest and expertise in order to device and implement a scheme of work suitable to the needs for their pupils and the facilities of their school".

An experience teacher often believes that team or collaborative teachings are the best teaching practices in the class room. A successful collaborative teaching integrates the strength of multiple view points of teachers in delivering a effective curriculum among students in educational institution. It also provides an expanded number of teaching styles that may connect with more student learning preferences.

The collaborative teaching practice is the best teaching practice that allows students and faculties to benefit from the healthy exchange of ideas in settings defined by mutual

respect and shared interest in the topic. The collaborative teaching involves the interaction of two teachers both the intellectual interaction involved in the design of the course and the pedagogical interaction in the teaching of the course. This creates a dynamic environment in curriculum implementation.

## II. LITERATURE REVIEW

"Team teaching can be inspiring, as both team teaching members and students are 'surprised by joy' when they make hitherto unseen connection and experience the lovely regor of intellectual activity" - (Rinn & weir 1984)

"When team teaching members interact with each other in the classroom, the conversation is enhanced by their expertise and perspectives, and as a result team teaching members are strengthened as learner and teacher" -(Gabelnick 1990).

"The ideal collaborative work place would enable teachers to work, debate, plan and problem solving together observes one another lessons and sharing success as well as challenges"- (Sergiovanni 1992).

Team teaching is a model that involves two are more instructor collaborating in the planning and delivery of a subject (Zhang & Keim 1993).

"The team teaching involves a continuum of models and practices, distinguishable from one another; primamly on the basis of the level of collaboration with the team teaching"- (Davis 1995).

"Team teaching is a process in which all team members are equally involved and responsible for student instruction, assessment and the setting and meetings of learning objectives"- (Bess 2000).

"Co-teaching also known as collaborative or co-operative teaching has been identified as a successful strategy for inclusion"- (Fennick 2001)

"Co teaching is not seen as an instructional strategy, it is a 'method by which educators can work collaboratively to deliver quality instruction'." (Murawski and Hughes 2009).

“Collaboration between the general classroom teachers and special education specialist teachers has become critically important and is the most common method for planning for the success of the student with exceptionalities in inclusive setting”- (Eceleston 2010).

By strategically using the expertise of each member of the co-teaching pair when planning, instructing and assessing, co-teaching can support struggling student, implement various scaffolds and differentiate instruction” -(Benighof 2015).

### III. TYPES OF COLLABORATIVE TEACHING IN EDUCATIONAL INSTITUTION

There are a wide variety of collaborative teaching styles and many are used interchangeably by team teachers to enhance the quality of student’s curriculum. Few prominent team teachings are discussed below:

- **Lead, Observe, And Assist** – One teacher presents new content while the co-leader observes students and assists anyone who may be off-task or struggling with concepts.
- **Teach and Re-teach** – The lead teacher presents new material and activities while the co-instructor reviews previous information and skills for retention purposes.
- **Simultaneous Teaching** – The class is divided into two smaller groups and both teachers present the same material at the same time.
- **Instructional Stations** – Students rotate between several stations to receive new instruction or work on activities monitored by teachers.
- **Supplemental Teaching** – While one teacher instructs the majority of learners, the other takes a small group aside to work on different instructional goals related to readiness or literacy skills.
- **Co-teaching Rotation** – Both teachers present new information rotating between presentation and support roles during the lesson.
- **Lead and Support**- One teacher leads and another offers assistance and support to individuals or small groups. In this role, planning must occur by both teachers, but typically one teacher plans for the lesson content, while the other does specific planning for students' individual learning or behavioral needs.
- **Station Teaching** - Students are divided into heterogeneous groups and work at classroom stations with each teacher. Then, in the middle of the period or the next day, the students switch to the other

station. In this model, both teachers individually develop the content of their stations.

- **Parallel Teaching**- Teachers jointly plan instruction, but each may deliver it to half the class or small groups. This type of model typically requires joint planning time to ensure that as teachers work in their separate groups, they are delivering content in the same way.
- **Alternative Teaching**- One teacher works with a small group of students to pre-teach, re-teach, supplement, or enrich instruction, while the other teacher instructs the large group. In this type of co-teaching, more planning time is needed to ensure that the logistics of pre-teaching or re-teaching can be completed; also, the teachers must have similar content knowledge for one teacher to take a group and re-teach or pre-teach.
- **Team Teaching**- Both teachers share the planning and instruction of students in a coordinated fashion. In this type of joint planning time, equal knowledge of the content, a shared philosophy, and commitment to all students in the class are critical.

### IV. SIGNIFICANT ROLE OF TEAM TEACHING

Collaborative teaching is a wonderful teaching tool. Teachers have the opportunity to assess and differentiate instruction for students and they can learn new instructional techniques from one another to expand their teaching repertoire. Cooperative teaching also provide mutual support and assistance for planning and implementing lessons, assessing students’ progress, sharing professional concerns, and addressing students’ learning needs. Most importantly, teaming allows more opportunities for students to understand and connect with content thereby maximizing individual learning potential.

Considering the number of ways that team teaching can be used effectively in the classroom, it is no wonder that it remains a popular instructional model. Collaborative teaching allows teachers to impart information to a broader range of learners using approaches that spark students’ imaginations while supporting individual learning differences.

Five major benefits were identified for most students in the co-taught classrooms: improved academic performance, more tune with and attention from the teacher, increased emphasis on cognitive strategies and study skills, increased emphasis on social skills, and improved classroom communities. Co-teaching partnerships provide unique opportunities for many special educators to share their knowledge and expertise about effective cognitive strategies and study skills.

V. CHALLENGES OF COLLABORATIVE TEACHING

Collaborative teaching has certain limitation that comes in between teachers while implementing these strategies in the classroom.

- Loss of instructional and decision-making autonomy;
- Decreased flexibility and creativity given a set schedule for when additional instructional personnel would be present in classrooms;
- Increased communication demands given instructional interdependence among teachers;
- Role shifts and confusion about how to share instructional time (e.g., who leads, who follows, how to co-teach) and how to share responsibilities (e.g., assessment, reporting);
- Feelings of insecurity because teaching became public and teachers were expected to work with more diverse students than they had in the past; and
- Differing “philosophies,” this was the term often used to describe differences between teachers related to orientations or beliefs about instruction and professional practice.

VI. RESEARCH METHODOLOGY

The study was conducted through a administered questionnaire to the faculties in educational institution to share their experience and views on the practice of collaborative teaching or team teaching practice. The faculties of various positions like Lecturer, Associate Professor, Professor, and Guest Faculty were interviewed to gather information on the significant practice of collaborative teaching. The total sample size is 200 faculties of various educational institutions.

Table 1 Sample Frame

Respondent	Number of Respondent
Lecturer	50
Associate Professor	75
Professor	55
Guest Faculty	20

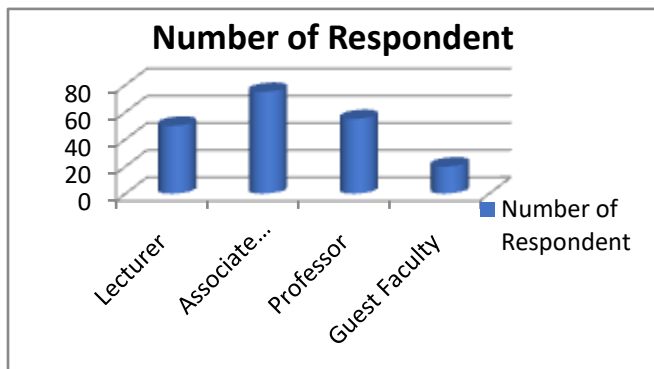


Fig 1 Showing Sample Frame

VII. FINDINGS

*Institutional support to team work in colleges or collaborative teaching*

The team work among teaching fraternities has gained lot of importance in present day educational system. The educational institution are been encouraged to design the new pedagogical teaching models like co-teaching, syllabus collaboration etc.. to improve the efficiency of teaching methods and to provide a border support to student learning through heterogeneous teaching.

Table 2

Opinion on college or institutional support to Team Teaching (In %)

Response / Respondent	Very much	Moderate	Slightly	Never
Lecturer	44	20	6	30
Associate Professor	48	23	9	20
Professor	38	24	5	33
Guest Faculty	35	20	10	35

The result shows that most of the colleges or educational institution encourages the team teaching models to provide better and border education to the students.

*Various collaborative models in teaching practices*

our education system have made certain efforts to implement differentiated instruction through various models like teaching team, station teaching, parallel teaching etc. which provides the students an opportunity to learn from two teachers who have different teaching styles, ideas, perspective and experience.

Table 3

Opinion on collaborative teaching models (In %)

Response / Respondent	Merging Class	Co-Teaching	Syllabus Collaboration
Lecturer	58	22	10
Associate Professor	16	48	36
Professor	0	45	55
Guest Faculty	0	15	85

The result shows that most of the teaching fraternities have supported syllabus collaboration and co-teaching models as the best pedagogical method in imparting better education

#### *Teachers participating in professional social network*

Social network is a powerful tool for teachers that can be used either for personal or professional means. The social network allows the teachers to mix with other teachers from all over the world. Social network helps teachers to share ideas, having partnership with other school, and getting information that helps in improving teaching pedagogies.

Table 4

Opinion on Participating in professional social network  
(In %)

Respondent	Response	
	Yes	No
Lecturer	74	26
Associate Professor	72	28
Professor	55	45
Guest Faculty	80	20

The results shows that majority of teachers are participating social network platform due to the technological advancement in educational institution. Most o the teachers are the part of whatsapp, twitter, facebook and other professional

management network which helps them in implementing collaborative teaching models in the classroom.

#### VIII. CONCLUSION

“Alone we can do so little, together we can do so much”  
Helen Keller.

The success of collaborative teaching occurs only when instructor or teacher intentionally incorporate a combination of models into their lesson plan. The successful collaborative teaching models are based on personalities and philosophies of team teachers.

The success of team teaching also requires the active institutional and faculty commitment of time, resource and careful planning. By doing so team teaching can enhance the teaching and learning experience of students and faculty and fulfil the purpose of university education by helping to participate, integrate discipline and perspectives.

#### REFERENCES

- [1]. Book on Team Teaching: What, Why, and How? By Francis J. Buckley
- [2]. Murawski, W. W, & Hughes, C. E. (2009). Response to intervention, collaboration, and co-teaching: A logical combination for successful systemic change. Preventing School Failure
- [3]. Jones, F. and Harris, S. (2012). Benefits and drawbacks of using multiple instructors to teach a single course
- [4]. Austin, V.L. (2001). Teachers' beliefs about co-teaching. Remedial and Special Education, 22, 245-255
- [5]. Gerber, P.J., & Popp, P.a. (1999). Consumer perspectives on the collaborative teaching model. Remedial and Special Education, 20, 288-296.
- [6]. <https://www.cultofpedagogy.com/co-teaching-push-in/>