Collaborative Teams

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uLearn abstract
Research questions:

Main question:
How do collaborative processes and team dynamics operate within collaborative teaching in a New Zealand context?

Subquestions:
How do teachers define collaborative teaching in their own contexts? What are the key factors that prevent teachers from working collaboratively?
Methodology
Setting the scene
At what level do you teach?

- Early childhood: 0 (0%)
- Primary: 99 (42.9%)
- Intermediate: 29 (12.6%)
- Secondary: 96 (41.6%)
- Tertiary: 2 (0.9%)
- Other: 5 (2.2%)

How many years teaching experience do you have?

- Less than 5: 29 (12.6%)
- 5 to 10: 42 (18.2%)
- 11 to 15: 41 (17.7%)
- 16 to 20: 47 (20.3%)
- 21 to 25: 29 (12.6%)
- 26 to 30: 24 (10.4%)
- 31 to 35: 14 (6.1%)
- More than 35: 5 (2.2%)
How long have you been team teaching?
How do teachers define collaborative teaching in their own contexts?
Which one of these descriptions of team teaching best describes your situation?

- **One teach, one support**: one teacher has the primary responsibility for planning and teaching, while the other teacher moves around the classroom helping individuals and observing particular behaviors.
  - 26 (20.3%)

- **Parallel Teaching**: teachers plan jointly but split the classroom in half to teach the same information at the same time.
  - 27 (21.1%)

- **Alternative Teaching**: one teacher manages most of the class while the other teacher works with a small group inside or outside of the classroom.
  - 23 (18%)

- **Station Teaching**: teachers divide the instructional content, and each takes responsibility for planning and teaching part of it.
  - 31 (24.2%)

- **Collaborative Teaching**: both teachers are responsible for planning, and they share the instruction of all students.
  - 76 (59.4%)

- **Syndicate / Panel teaching**: more than two teachers work collaboratively to prepare and present lessons.
  - 32 (25%)

- **Other**:
  - 13 (10.2%)
# Team teaching research base:

<table>
<thead>
<tr>
<th>Method</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative Teaching</td>
<td>54.9%</td>
</tr>
<tr>
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</tbody>
</table>

**Definitions of Team teaching**

How do collaborative processes and team dynamics operate within collaborative teaching in a New Zealand context?
What is your collaboration level?

Collaborative processes:

<table>
<thead>
<tr>
<th>Top 3 Advantages</th>
<th>%</th>
<th>Top 3 Disadvantages</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allows learners to connect with different personalities / styles</td>
<td>85.2</td>
<td>Scheduling planning is difficult</td>
<td>54.3</td>
</tr>
<tr>
<td>Fosters flexibility and responsiveness, especially the ability to respond to change</td>
<td>74.2</td>
<td>Incompatibility with colleague(s)</td>
<td>39</td>
</tr>
<tr>
<td>Creates synergy – where the sum is greater than the parts</td>
<td>68.8</td>
<td>Opposition from students and/or parents</td>
<td>20</td>
</tr>
</tbody>
</table>

**Synthesis of literature** from Vanderbilt University (n.d); Joan, (2000); Palmer, (2006); Auster, & MacRone, (1994); Tinzmann, Jones, Fennimore, Bakker, Fine, & Pierce, (1990); Stamp, (2012)
Team dynamics:

Research carried out by Google [https://rework.withgoogle.com/blog/five-keys-to-a-successful-google-team/](https://rework.withgoogle.com/blog/five-keys-to-a-successful-google-team/)

Established that:
Who is on a team matters less than how the team members interact, structure their work, and view their contributions. There are five key dynamics that set successful teams apart from other teams:

1. **Psychological safety**: Can we take risks on this team without feeling insecure or embarrassed?
2. ** Dependability**: Can we count on each other to do high quality work on time?
3. **Structure & clarity**: Are goals, roles, and execution plans on our team clear?
4. **Meaning of work**: Are we working on something that is personally important for each of us?
5. **Impact of work**: Do we fundamentally believe that the work we’re doing matters?

**JULIA ROZOVSKY, ANALYST, GOOGLE PEOPLE OPERATIONS**
**NOVEMBER 17, 2015**
What are the key factors that prevent teachers from working collaboratively?
Major inhibitors for Secondary Schools

- Lack of collaboration: 25%
- Apathy / Lack of urgency / purpose: 20%
- Culture of school / Opportunities: 20%
- Environment / Physical space: 6.7%
- Prefer to work alone. Used to teaching in a particular way: 11.7%
- Subject oriented: 8.3%
- Internal and external structures: 8.3%

Major Inhibitors for Primary Schools

- Environment / Physical space: 20%
- Single cell classrooms: 60%
- School size: 20%
Where to now?
Further research gaps to investigate
What did we learn

● Team teaching is new
● Prevalent in prim not sec
● Factors infl teams more prev in prim than sec
● More factors prev sec than prim
● Most who TT rank high on the collaboration rubric
● More reasons for sec not to do than prim
Suggestions for schools / institutes ...
Learning from the session

- Build psychological safety (Google)
References


https://docs.google.com/a/themindlab.com/forms/d/e/1FAIpQLScAd6Nu0FQ4dr8kkV0RqPG8DeOuJUSq50eu_oarCU-V_ADg/formResponse


QUESTIONS?
Thank you
Tēnā koutou
Fa’afetaitai lava
Determine Sample Size

Confidence Level: 95% □ 99% □
Confidence Interval: 5
Population: 21638

Calculate □ Clear □
Sample size needed: 377

Find Confidence Interval

Confidence Level: 95% □ 99% □
Sample Size: 232
Population: 21638
Percentage: 50

Calculate □ Clear □
Confidence Interval: 6.4
Future work:

Current data:
- Gather data from the sectors of Intermediate, Tertiary and Others to integrate into our results
- Break data down by sector and look at correlations and variables relevant to teaching experience

Modify or restructure the questions in our questionnaire for easier analysis

Make this a longitudinal study for our future cohorts, so we can analyse whether or not this data changes over time
Team teaching:

● is a way to accomplish explicit learning outcomes
● is a way to increase collaboration among professors and stronger linkages across topics
● reflects the professional environment our students will face
● moves toward the Socratic ideal of helping students give birth to new ideas
● teachers operate in what has been called by Vygotsky e each other’s zone of proximal development. By collaborating with their peers or by receiving peer support, teachers can come to higher levels of performance