



ERASMUS+



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Developed by: National Education Institute, Slovenia

Title

Forming a Teaching Team

Sources

Katja Pavlič Škerjanc (2015): Sodelovati, ne sodelovati; to ni tu vprašanje (To cooperate or not to cooperate, that's not a question), Ljubljana, Zavod Republike Slovenije za šolstvo

Purpose of the protocol

Preparation of two teachers before they form a team.

This protocol contains a useful example of ways in which teachers can come together to establish a working relationship. This protocol describes two teachers coming together to set up a team teaching enterprise. It could serve as a very useful exemplification model for the setting up of a professional learning community, if we replace the word *teaching* with the words *learning in the PLC*.

Materials

Question sheet

1. Currently my expectations for team teaching are...
2. My views on teamwork are...
3. Teaching in a team, I am willing to take on the following tasks / responsibilities...
4. I wish that my teammate took the following tasks...
5. I think the biggest obstacle to successful team teaching for me are...
6. I think we (my colleague and me) will overcome this problem so....

Time

To be tested

Roles

Two teachers who will teach as a pair; Or, two teachers who will learn together as a small professional learning community.

Process

1. The teachers who will teach in a team, first answer to question sheet. Answers must



be very honest, because it is the only way to assess realistically how she/he is compatible and complementary with her/his teaching partner.

2. When both teachers answer the questions, they exchange sheets and read the answers of one another (in its entirety, one after another)
3. When both end up reading, they return to the beginning of the questionnaire and write down their reflections on individual responses.
4. Then they talk to each other about the answers and their reactions to them. The purpose of this dialogue is triple:
 1. **agreeing**: to determine what they share (where they are compatible)
 2. **compromising** - what can be agreed (how and what) - readiness to withdraw from its steady pedagogical practice
 3. **agreeing to disagree** - What will differ without damage to work.
5. The teachers express their expectations (or requirements) to each other about the implementation of team teaching
 - Concerning the establishment of discipline in the classroom...
 - the course of instruction (organization, single or double lessons, structure of lessons)
 - Teaching approaches, methods, forms of work in the classroom...
 - Collaborative teamwork of pupils...
 - The noise level of learners' / learning activities...
 - Building discipline...
 - Teaching materials and aids...
 - Home works...
 - Giving feedback to pupils – correcting mistakes etc. ...
 - Testing and evaluating knowledge...
 - preparation for lessons ...
 - contacts with students outside of the scheduled lesson
 - contacts with parents
 - etc.

References

Katja Pavlič Škerjanc (2015): Sodelovati, ne sodelovati; to ni tu vprašanje (To cooperate or not to cooperate, that's not a question), Ljubljana, Zavod Republike Slovenije za šolstvo

Exemplification

Check what is agreed.