

TEAM TEACHING: A NEW PARADIGM FOR STUDENTS AND TEACHERS

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ABSTRACT

Team Teaching has the Potential to have a Profound impact on both teaching and learning. It creates a Learning environment in which students can explore multiple perspectives and ways of knowing. This Paper focuses how teaching and learning is enriched by the collaborative teaching Team teaching is a substantial change for teachers, students that raises concerns about time management, getting enough compensation for the work and Possible Loss of teacher autonomy. However, teacher teams that managed to overcome these challenges saw a variety of benefits in the new approach. Not only was team teaching seen as a means for providing students with the skills, they need, but it also was discovered as a way to enhance the teacher's own professional development.

INTRODUCTION

Teachers' working together in teams is an old idea gaining new attention and respect for its potential to improve educational Practice. Teaming offers Potential as an alternative way of organizing schools as a workplace. The process of working and learning together Foster human connectedness and enhances human values. Teaming is the antidote to teacher isolation and provides the synergism to create something bigger and better than its individual components. Working and sharing as a team enables teachers to face the challenges of school and to build a better future. Team teaching is comprehensive term. It is a term with many faces. The sphere of team teaching is very wide. It is not limited to any one level of education. In the most general and most widely applied sense. It means giving two or more teachers joint responsibility for education of group of pupil larger than what is generally considered a normal size class. In brief, team teaching refers to the following factors or components.

- It involves more than one teacher i.e. there is a group of teachers.
- Teaching becomes a joint responsibility. This includes instructional Planning and other aspect of teaching.
- The number of teachers depends upon the nature and objectives of the course, the size of the class and the facilities to be used.

HYPOTHESES UNDERLYING TEAM TEACHING:

Risk has given the following hypotheses which underline team teaching:-

- The best teachers in a school are shared by more students.
- Teachers are provided with a schedule which allows time for better preparation and planning.
- Teachers get more help from the non-teaching branches of the school such as test service, school office, guidance, audio-visual services, and the library.
- Teachers should have, and can have, more exact Knowledge of their students.
- The best teachers in any system are entitled to recognition.
- Teachers can grow and keep abreast of increasing knowledge.

- Teachers do not plan and work in isolation. The team approach minimizes repetitious effort.
- Teachers make better use of teaching techniques and technological devices.
- Students develop better study habits.
- Special student needs are more easily diagnosed, and remedial assistance easily planned.
- Flexibility permits groupings and regroupings of students.
- The plan provides for flexible class-size.
- Resource people from outside the school are more easily used.

AIMS OF TEAM TEACHING:

The general aim of team teaching is improvement of instructions. It is essentially a new technique which makes use of all the resources available within a school or a college. It aims at:

- Re-organization of teachers, students, and schedules.
- Reassignment of curriculum and class schedule.
- Change the staffing patterns.
- More extensive use of technological aids.
- Teaching every subject by a specialist, yet preserving the interrelations of content and learning.
- Making optimum use of all the skills and knowledge of every staff member of a school.

GUIDING PRINCIPLES IN TEAM TEACHING:

Kenneth has described the following guiding principles in team teaching:

- The size and composition of the group must be appropriate to its purpose.
- The time allotted to any group must be appropriate to its purpose.
- The learning environment must be appropriate to the activities of the group.
- The nature and extent of the supervision of the group activities depends upon the purpose of the group.
- The duties assigned to teachers must be appropriate to their special qualifications and interests. This is very essential as some teachers have a particular ability such as expounding their subject to large audience whereas the others for sympathetic attention to the individual pupil's difficulties and so on. As a matter of fact every teacher should be given that role for which he is best fitted.
- The level and style of instruction must be appropriate to each learner in the group.

OUTLINE OF PLANNING PROCESS:

- Reading of general topic of the proposed unit by teachers.
- Survey of the written materials and other resources.
- Teachers individually and then together, consider scope generalization relating to unit. Unit is divided into phases.
- Teachers' together stake out key lessons for collective planning.
- Construction of team learning and evaluation exercises.
- Periodic meeting for collective planning.
- Daily planning on a contingency basis.
- Co-ordination of team's daily plans.
- Leaders help teachers set up conditions in class-rooms to facilitate planful behavior of both teachers and pupil's.

THE ORGANIZATION AND ADMINISTRATION OF TEAM TEACHING:

The organization and administration of Team Teaching is tough task. It involves huge machinery and hence needs efficient personnel mutual co-operation, proper planning and organization.

In the light of the findings of a pilot project, it was suggested that understanding and the enthusiasm of the teaching staff is the key to success for any venture of this kind. Further comments were, “ Get the cooperation of all teachers and staff members, see that they develop a common philosophy and have access to common knowledge.” Again “Take time to get all parental understanding and consent.” “Move slowly, evaluate every move.”

Organization and administration of team teaching is based on planning and preparation for team teaching. In the course of organization we may encounter certain structural problems such as the size and the type of teams to be organized, the extent to which all teachers are likely to become involved and the ways the proposed structure will influence the professional behavior and the morale of participants. Team Teaching has its intrinsic merit and affords main advantages.

- Better utilization of Resources.
- Better Planning.
- Effective use of Teaching Techniques.
- Better follow-up Work.
- Better Motivation.

CONCLUSION

Team teaching offers a paradigm shift in education. Teachers working together are partnership move away from the tradition of individualism and isolationism and establish a new community spirit of learning for themselves and for students. Teaming represents a favorable model for co-operative ventures in all parts of schooling, and represents a way of thinking and doing that brings people success in all aspects of life. People working together learn more and accomplish more than people working separately. Let us hope that the idea of team teaching will be accepted whole heartedly by our teachers and other. The entire system of teacher training and classroom teaching should be geared towards new innovations brought forth by Teaching Technology. Team Teaching is certain a valid technique and must be given a fair trial.

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