

TEAM TEACHING : A STEP TO A BETTER STUDENTS' PERFORMANCE

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ABSTRACT

This paper defines team teaching and categorizes it into two categories. The classification is according to the number of teachers present during the discussion. The first category is team teaching where there are two or more teachers present during the discussion. The other category deals on team teaching where teachers prepare the teaching materials together, but only one teacher is present during the discussion. It also presents some important ideas about the origin of team teaching. Advantages and disadvantages of team teaching on the students and teachers are also presented here together with the conditions for a successful team teaching. Important events in Japan about the beginning of team teaching are also mentioned. There are some countries that use team teaching and some of these countries are enumerated here. In some countries, they use interdisciplinary team teaching while in some countries, there are up to seven teachers in a class during team teaching sessions. There are also studies conducted about team teaching and the results are all positive.

INTRODUCTION

The Polish proverb says, "Two heads are better than one". Literally, two persons can do a task done by one person better, clearer, finer. By dividing the task, sharing the joy, collecting together the resources, an activity shared by two or more people together will be greatly improved compared to work done by just one person. Working together will bring improvement and therefore success.

This may be true for some types of work. The questions now are; will the presence of another teacher inside the classroom help the students to understand better the ideas presented to them? Will team teaching help improve students' performance? To answer these questions the authors decided to gather data to determine whether team teaching has positive effects on the students. The authors would like also to find out if team teaching could improve the students' performance.

DEFINITION

Team teaching is a term used for a situation where two or more teachers work together in educating a group of students. The teachers working together may or may not be present at the same time during the instruction process. Working together could be during the instruction or during the preparation of the lesson or both during the instruction and preparation.

There are two categories of team teaching based on the number of teachers present during the learning process of a group of students.

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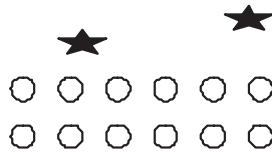
Category A: Two or more teachers are present.

Category B: Only one teacher is present.

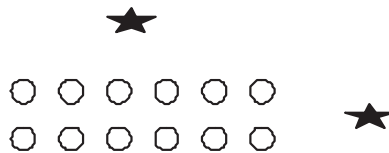
Maroney [14] Robinson and Schaible [20] identified six models of team teaching in category A. In this category, it usually involves a combination of these models according to the personalities, philosophies or strengths of the team teachers as well as the personalities and strengths of the learners.

The stars represent the teachers, and the circles represent the students.

1. **Traditional Team Teaching:** Both teachers are helping each other. While one teacher discusses the lesson, the other teacher makes some illustrations on the board.



2. **Complementary or Supportive Team Teaching:** One teacher teaches the content to the students while the other teacher provides follow up activities on related topics.



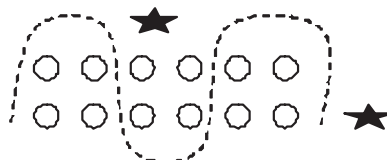
3. **Parallel Instructions:** In this model, the teachers divide the students into groups for close monitoring. The teachers teach the same contents and skill to smaller groups.



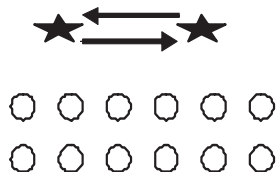
4. **Differentiated Split:** The students are divided into groups according to their level of understanding. Example, the group of advanced students will be handled by one teacher for extra activities while the other group of students will be taken care of by the other teacher for review and clarification as well as for a thorough discussion of the lesson.



5. **Monitoring Teacher:** In this model, one teacher explains the lesson to the students while the other teacher moves around the room to check if the students understand the discussion as well as to monitor students' behavior during the discussion.



6. **Collaborative Teaching:** The delivery of the lesson is by exchanging and discussing ideas in front of the students.



Category B team teaching consists of a variety of team teaching models, in which the teachers work together but only one teacher is present during the learning process. This category of team teaching can take many forms:

1. **Team members meet to share ideas and resources but function independently.** In this case, teachers meet to discuss the concepts they are going to teach, share ideas, presents ways of teaching and assessing these concepts and come up with a guide on how to present the topic. The guide is ready to use by each teacher in his own class.
2. **Teams of teachers sharing a common resource center. In this form,** teachers instruct classes independently, but share resource materials such as lesson plans, supplementary textbooks and exercise problems.
3. Teams, in which members share a common group of students, share the planning for instruction but **teach different sub-groups within the whole group.** This appears similar to the way in which the Master of Teaching program operates. The various professors share a common group, but teach separate sub-groups of this group.
4. **One individual plans the instructional activities for the entire team.** This model does not take full advantage of the team concept as only one individual's ideas are incorporated. Sometimes, due to time or financial constraints, there may be no alternative to one person designing the entire program.
5. **The team members share planning, but each instructor teaches his/her own specialized skills area to the whole group of students.** An example would be seven instructors teaching the seven different topics in Mathematics three to seven different classes and rotating throughout the duration of the course.

THE DEVELOPMENT OF TEAM TEACHING

Everything has its own beginning but the origins of team teaching are not obvious; nor has it occurred where one event leads to another. On the other hand, there are threads of influence from many different sources and origins. Edmonds [9] writes:

...the movement towards working in teams goes back a good deal further. Indeed, some few experiments were made in the mid-nineteenth century in Britain, until the Revised Code 1862 knocked them on the head. In the United States between 1896 and 1903, John Dewey was advocating co-operative teaching, and used the phrase "co-operative social organization" to include both teachers and pupils. Dr. Montessori proposed that children should be grouped in a flexible manner in order to allow both small group instruction and for independent study.

Here are some other threads of influence that have led to the current situation. Polos [19], sums up the origin of team teaching this way.

The term itself may be new, appearing in educational literature around 1957, but the Platoon School, the Winnetka Plan, and the Pueblo Plan all contained some of the characteristics of the modern team teaching concept. Perhaps this is why historians are fond of the line in Ecclesiastes which reads: "...and that which is done is that which shall be done: and there is no new thing under the sun".

Arhar [1] states:

Interdisciplinary teaming has its historical roots in the core curriculum of the 1930's. The core curriculum was an attempt to break down the so-called artificial barriers between subjects through curriculum integration and provide teachers with the opportunity to know their individual students. To accomplish these ends, core curriculum enthusiasts advocated block scheduling and joint planning time for teachers. The focus here is the social organization of students and teachers into teams rather than curriculum organization.

Bair and Woodward [3] also suggest that the explosion in knowledge, especially in the scientific area and new understandings of child growth, promoted the move toward the use of team teaching. Polos [19] notes that the use of teacher aides in tandem with teams of teachers was a way of dealing with the teacher shortage, but the "jumping on the bandwagon" routine of some educators also led to an increased interest in team teaching.

If a date had to be chosen from among many when the concept of teaming crystallized it could be September 1953 when Professor F.S. Chase of the University of Chicago published an article in Saturday Review in which he stated that excellent teachers were scarce, and that therefore they must be used more effectively and wisely. Chase recommended that there be teaching teams, including non-professional aides, to be chaired by these exceptional teachers [9].

In Britain after World War II, some teaming occurred in the "infant schools" and "...grew from considerations of space and school layout" [10]. However, there would be little attention paid to it until the late 1960s. "Team teaching began in the USA in the mid 1950s. Twelve years later it was difficult to find data on team teaching in English conditions" [10]. Freeman made a complete survey of the situation in England. "Team teaching reached England in the early 1960s and it was in the schools rather than the universities that it first took root" [27].

THE ADVANTAGES AND DISADVANTAGES OF TEAM TEACHING

This part highlights the advantages and disadvantages of team teaching for the teachers and the students.

Advantages of Team Teaching for the Teachers

Robinson and Schaible [20] describe team members as a sounding board for sharing the joys and the disappointments of particular class sessions

Team teaching gives the participating team teacher a supportive environment, aids in overcoming academic isolation, allows for development of new teaching approaches, increases the likelihood of sounder solutions regarding the discipline of problematic students and augments the opportunity for intellectual growth.[11]. It also gives opportunities for decision-

making, fellowship, and leadership [10]. It gives moral support, building on strength and increase morale [12], [17], [19]. It also promotes communication among team members. Without communication, team teaching will not succeed because the members need to plan for the activities to be done during the class.

Advantages of Team Teaching for Students

Team Teaching gives a closer relationship between students and teacher [17].

It can give ideas to the students in accepting more than one opinion and in acting more cooperatively with others. Team teaching may even provide educational benefits such as increasing the student's level of understanding and retention, in addition to enabling the student to obtain higher achievement, improved interpersonal skills and an increase in regard for group work for both students and teachers [20].

Exposure to the views of more than one teacher permits students to gain a mature level of understanding knowledge; rather than considering only one view on each issue or new topic brought up in the classroom, two or more varying views help students understand the situation common in the society. In addition, diverse perspectives encourage students to consider the validity of numerous views. The variety of teaching approaches used by the team can also reach a greater variety of learning styles [4].

The cooperation that the students observe between team teachers serves as a model for teaching students positive teamwork skills and attitudes [20]. Goetz [11] through parallel or differentiated instruction, learners can receive more personal instruction time from teachers. Since more than one teacher teaches learners, there is an increased chance that each learner will encounter an instructional style that matches his or her learning style.

Disadvantages of Team Teaching for Teachers

Wherever there are advantages, there are also disadvantages. This section highlights the disadvantages of team teaching to teachers as well as students.

According to Goetz [11], the primary disadvantage to team teaching appears to be the element of time: the time required prior to the implementation of the team teaching partnership for professional development, the many meetings needed during the running of the program as well as the numerous impromptu chats that bound to arise from such an endeavor.

A lot of time is needed to establish the program itself and even more time are needed to plan and run individual lessons. Without sufficient time to prepare, teaming teachers can easily become stressed and the quality of instruction may quickly decline.

Personality differences and conflicts may occur between the team members. Freeman [10], Hanslovsky et al. [12], Polos [19]. On one hand, these differences may lead to renewed insights and understanding between team members, but on the other hand, misunderstanding between the colleagues may result.

Freeman [10] pointed out another disadvantage of team teaching, which is reduction in professionalism by overuse of aides.

Disadvantages of Team Teaching for Student

Not all students like team teaching or are responsible enough to benefit from it. Freeman [10], Polos [19].

Some students may feel frustration and discontentment about having more than one teacher. The effectiveness of team teaching maybe useless for some students who may be

become confused by more than one way of looking at issues [11].
Increased competition in large group is another disadvantage [12].

CONDITIONS FOR A SUCCESSFUL TEAM TEACHING

Respondents on the study conducted by Christine Thompson and Wendy Callaway about “Who Team Teaches, Really?”, Building Successful High School Team Teaching, identified time as the most important factor to successful team teaching[16]. Sufficient time is needed for carefully planning what to teach and how to teach. Time is also needed so that team teachers can attend their classes together. Lectures maybe done alternately but a team teacher not assigned to teach at a certain time must also be present during the lecture to assist the other member. A class taught by one teacher only for five weeks and by another teacher for the next five weeks is not really team-taught but two different classes [25].

Communication is another thing team teaching cannot survive without. Team teachers must plan the course together for better ideas. During classes, exchange of ideas would be better and discussions would be more interesting if there is proper communication among members. Questions, answers, and assisting students would also be meaningful if there is sufficient communication. In evaluating students’ performance, what to evaluate, how to evaluate and the grading system to be used must also be the decision of the team members.

Administrative support is also vital in team teaching. Plans regarding the teaching load of the team teachers, assignment of teachers including the trainings of team teachers must enjoy the support of the school’ s administration for the successful team teaching.

TEAM TEACHING IN JAPAN

One of the greatest problems of the Japanese students is how to pass the entrance examinations of schools where they want to enroll since employment later will largely depend on the university where one graduated. And so education in lower years focuses mainly on how to pass entrance examination [13]. In fact, there are a lot of cram schools in Japan and majority of the high school students enroll in these cram schools to help them prepare for entrance examination. However, some of these trainings focus mainly on memorization and rote learning [5]. Take for example the English subject. There is reluctance on the part of the students to practice speaking English since their intention of studying English is merely to pass entrance examination. However, due to rapid pace of globalization, Japan is little by little seeing the need to study English language as a tool for communication. With this, Japan is intensifying the training of the students in English language. To improve the training of the students in English language, the government did not put the entire burden on one teacher in a class but rather made a step further by assigning another teacher in English classes to improve the training of the students. This act gave rise to team teaching.

Team teaching in Japan officially started in the late 1970’ s with the Monbusho English Fellow (MEF) Scheme and the British English Teachers Scheme (BETS). The MEF Scheme originally employed Americans to assist as English teaching consultants at various prefecture boards around Japan. The BETS Program in collaboration of the Fulbright Committee was formed when 20 Britons were hired to assist Japanese Teachers in English (JTE) at the junior/senior high level . In order that this program will continue to grow there, should be one central agency to handle the said program so the Ministry of Foreign Affairs

(Gaimusho) along with the Ministry of Home Affairs (Jichisho) and the Ministry of Education (Monbusho) worked hand in hand and launched the JET Program [22].

JET guide states:

“The JET Program was started in 1987 with the purpose of increasing mutual understanding between the people of Japan and the people of other nations. It aims to promote internalization in Japan's local communities in order to improve foreign language education and to develop international exchange at the community level” [6].

The JET Program is responsible for bringing Assistant Language Teachers (ALTs) from all over the world to team-teach with Japanese Teachers of English (JTE) in order to facilitate the communicative learning of the Japanese students in Secondary School. Since then the Ministry of Education (MEXT) praised the benefits of having native English speakers assist Japanese teachers in their English lessons. In the Handbook for Team Teaching, Revised Edition (2002) MEXT claims that native speaking ALTs will increase learner motivation, promote cross-cultural understanding, enable more effective presentation of language content, especially dialogues, increase learner participation, produce effective educational materials and provide on-the job training for JTE [15].

The schools in Gifu Prefecture, which the authors visited, use team teaching in their Mathematics classes. One important consideration in deciding whether or not to use Team Teaching is financial matter. Another is the number of students in a class. Take for example the case of Atsumi Junior High School, since the number of students in their first year and second year does not exceed 30, they do not use team teaching in their Mathematics classes but in third year where students in a class exceed 30, they use team teaching to accommodate the learning needs of the students. In Hokuwa Junior High School, Ibi County, in spite of budgetary constraints, they arranged their classes in such a way that a Math teacher who is free could attend the class of another math teacher so the former can assist the latter in his classes. The effect may not be very satisfying since the assistant teacher may not be very prepared for the class of the main teacher but the presence of the assistant teacher is a great help in imparting knowledge to the students.

TEAM TEACHING IN OTHER COUNTRIES

Educators from all over the world have been constantly trying to find the method of teaching that would maximize learning on the part of the students. In the past few decades, a lot of changes have been done in every country to improve the quality of graduates. Some countries preferred to use Information Technology (IT) to help students master the concepts they are studying while others preferred to decrease the number of students in a class (small class size), others grouped the students during the learning process (cooperative learning) while others increased the number of teachers in a class (team teaching).

Since there is no single approach that would be effective in all classrooms at all times, educators faced with problem as to what approach to use. Trends in International Mathematics and Science Study (TIMSS) 2003 topnotchers in Mathematics for 8th graders like Singapore, Hong Kong, Korea, and Japan are proud to say that they are using Information Technology in classrooms; other countries are also boasting that they are using

team teaching.

According to John Lounsbury, publication editor for the National Middle School Association, in America approximately 77% of middle schools are using team teaching in their classes [24]. Although in TIMSS 2003, USA is just a little above the international average, nobody could conclude that team teaching is less effective compared to the use of Information Technology since Singapore is using Information Technology and it emerged as the topnotcher in 1995, 1999 and 2003 in Mathematics and Science for 8th graders. Still other factors have to consider.

Recognizing the effectiveness of team teaching, Carrick Institute in Australia recently honored two teachers for their excellence in team teaching. Recognitions like the one given by Carrick Institute could of course greatly encourage other teachers to also team teach [26].

Team teaching is not just used to a single subject like the practice in Japan where a Japanese teacher teams up with a native English speaker in teaching English language to the students. In John F. Kennedy Middle School, New York, a Mathematics teacher works with Language arts teachers to improve the students' writing skills in explaining the mathematical process and how they arrive at a solution [18].

In Philippines, the 2002 Basic Education Curriculum, which is presently used in all public secondary schools, encourages teachers in Social Studies, Technology Livelihood and Education (TLE), Values Education (VE), and Music, Arts, Physical Education and Health (MAPEH) to engage in team teaching in teaching the subjects. These four subject areas were merged into one which is known as MAKABAYAN, a Filipino term synonymous to patriotic. MAKABAYAN is a learning area designed to develop the personal, social and work/special skills of learners, in particular interpersonal skills, empathy with other cultures, vocational efficiency, problem solving, and decision-making in daily life. The art of team teaching in teaching MAKABAYAN however is so difficult to master and so teachers ended up teaching each subject individually.

The practice of interdisciplinary teaming in Philippines is somewhat similar to the practice in O'Leary Junior High School in Twin Falls, Idaho in America but in Idaho, teachers in four core subject (Math, Social Studies, Language Arts and Science) share the same preparation time and the same students throughout the day [7].

Associate Professor Benito C. Tan of the Department of Biological Science, National University of Singapore stated that team teaching is widely practiced in many universities in Singapore especially in the science discipline [23].

STUDIES ON TEAM TEACHING

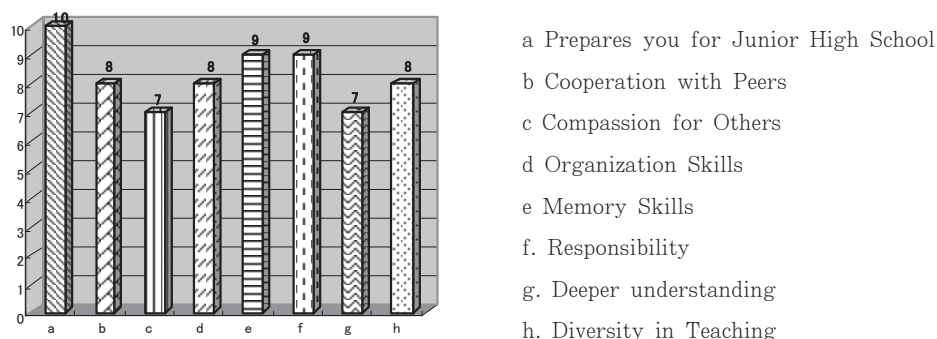
In response to Ministry of Education's reduction of elementary and middle school student workloads to about 70% of what they previously carried out, Tachikawa Ninth Elementary School in Tokyo launch a team teaching program in its second and third grade Mathematics classes. Volunteers including both students' parents and former teachers joined the class teacher, Shigeko Suzuki. During the class, the volunteers roamed around the room to look for students who needed help. With the introduction of team teaching, Suzuki has seen improvement in her class. Even the parents who saw their children studying calmly and earnestly on school during the observation day requested that the same thing be done

for other classes and other grade levels [2].

K. M. Dresback, J.H. Atkinson and R.L. Kolan of the School of Engineering and Environmental Science, in University of Oklahoma, United States of America, in response to the national call for the use of better instructional methods in undergraduate engineering education, conducted a study entitled Mentoring through Team Teaching. In this study, the faculty mentor who assumes the role as lead instructor, teams up with a graduate student in teaching the students in the undergraduate engineering education. The co-teachers worked hand in hand in preparing the topics to be discussed and were present during classes. At the end of the semester, students' perspectives were obtained through a questionnaire. The result indicated that the students agree that the positive aspects of team teaching outweigh any negative aspects. Students also felt that having multiple teachers made it easier to find help outside the class and that they enjoyed having materials presented from instructor with different styles and perspectives [8].

In Michigan, Merrie J. Sell also made an inquiry project on "The Affects of Team Teaching on Students." Her study aimed to determine the phenomenon on the affects of team teaching on students by obtaining from students the verbal description of their experiences with team teaching. Students exposed to team teaching were interviewed and the data were recorded. After analysis of the data, it was found out that team teaching has positive effects on students. Students relate well to this method of teaching and find many advantages from it. Students' responses are shown in the following graph.

Affects Of Team Teaching on Students



Data Source: Final Research Inquiry Project: The Affects of Team Teaching on Students by Merrie J. Sell

The graph shows that team teaching prepares students for the difficulties they will face in Junior and Senior High School. These difficulties stem from transferring from class to class in a matter of minutes and having six to seven subjects to prepare with six to seven different teachers. When students experience team teaching in elementary they find the transition from elementary to junior high and senior high a much smoother process. Working together to reach a common goal develops student's cooperation and compassion for each other. Students also find that they must have their work and materials organized. Their homework must be done for the success of themselves and their group. In this aspect, students organizational and memory skills were developed.

Students also felt they were more responsible in team teaching environment because the

expectations of two teachers gave them more responsibility. They did their best in order to please both teachers as well as their group members.

Having two teachers inside the classroom made understanding easier. Teachers spent more time with the students explaining, modeling and making sure that students understood the lessons and assignments.

Diversity of teaching helps students learn new things and ideas. Having two teachers with different teaching styles and expertise in different fields they teach makes learning interesting and fun [21].

CONCLUSION:

Team teaching is now widely used in different countries all over the world. Just like other methods of teaching, it has its advantages and disadvantages and nobody can guarantee that it will be effective in all situations at all times. Teachers have to decide when and when not to use team teaching.

Studies about team teaching may be scarce and the extent of its effects may not be very clear but studies made showed one common thing: the result of team teaching is satisfying. Students, teachers and observers all agree that team teaching, be it done in English or Mathematics, in elementary, high school or university has positive effects on students.

Team teaching, when carefully planned and efficiently delivered may be one of the best methods if not the best method of teaching that could greatly help the students improve their performance.

From the preceding discussion, it is clear that indeed, team teaching is a step to a better students' performance.

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