

CHAPTER II

THEORETICAL BACKGROUND

A. Designing a collaborative teaching

The foundation to design an effective collaborative teaching is when the teachers are able to create and maintain a good relationship with each other. Based on their experience, Keefe, Moore, and Duff (2004) proposed four essential areas that teachers need to “know” to be successful in creating and maintaining collaborative teaching relationships, they are:

1) Know yourself, knowing yourself is not as easy as it sounds. We might think that doing thing collaboratively would be an easy work because you have partner in doing it. It is not entirely true since knowing yourself consists of recognizing strengths and weaknesses that may never have been called into play before. Sometimes you have to give up a “sacred” tenet to share responsibility. More than that, you are there to know that you as a team-teacher are there to listen, to provide support, and to hear your partner’s fears and worries without being judgmental. This critical step of knowing yourself is foundational to the development of a good collaborative teaching relationship.

2) Know your partner, knowing your partner once again is not an easy task. Developing a relationship with a co-teaching partner is like developing any lasting relationship. You will spend many hours together, hours of disagreement, hours of exultation, hours of distress, and hours of success. Regardless of the degree of professionalism, a successful partnership must include the heart and vision.

Finding out who your partner is, knowing the teaching styles and references of your partner are also important.

3) Know your students, knowing your students is also important because you cannot address a student's needs if you do not know what they are.

4) Know your stuff, knowing your stuff is not less important than the other steps.

When two or more educated individuals put their heads and hearts together, curriculum and instruction can be creative and successful only if partners share information and responsibility. Delineating roles and responsibilities for each unit taught is a critical part of on-going communication needed for a successful partnership (Keefe, Moore, and Duff, 2004).

When you have built a good partnership with your partner, you will jump to start planning the lesson. The first thing you have to decide in lesson planning is determine the goals of your lesson, and determine what each of you wants the class to know (Neilsen, 2007). To support the planning, Roe (2007) propose that having adequate resources is the most important in planning your lesson, without the proper resources there will be no a success collaboration. The resources can be gathered through mentoring with inexperienced teachers, they can advises you as newer teacher with classroom management, methods of instructions, emotional supports, pacing, understanding curriculum, and other aspects of education. If one brain is good, two brains are better, and there is no failure in asking for other's opinions and advice. The researcher mixed these two ideas as the basis for compiling the instruments for interview.

B. Benefits and Challenges in Collaborative Teaching

Some studies have investigated about the benefits of designing a collaborative teaching. Baeten & Simons (2014) on their research of student-teachers' during team teaching have revealed four benefits: (1) increased support, (2) increased dialogue about learning and teaching, (3) professional growth (in teaching, collaboration, and reflection) and (4) personal growth. In addition, Tasdemir & Yildirim (2017) revealed that collaborative teaching reduces student-teachers' workload due to the existence of partners, it also turned into area of giving constructive feedback to each other. Moreover, York-Barr, Ghore, and Sommers (2007) also reported that teachers are able to learn more from and with colleagues about students and about teaching and learning, also, collaborative teaching makes teachers have more energy and greater enjoyment from teaching together.

Besides benefits, some challenges in designing a collaborative teaching have been acknowledged as well. Carless (2006) and Park (2014) revealed that the most frequently mentioned problem is lack of sufficient common preparation and planning time. Collaborative teachers do not have enough time to pre-plan every aspect of their lessons appropriately and effectively. Moreover, York-Barr, Ghore, and Sommers (2007) stated some challenges such as decreased flexibility and creativity, confusion about how to share instructional time and responsibilities, loss of instructional and decision-making autonomy. In addition, Welch and Sheridan (1995) as cited in Luo, (2014) divide the challenges into four categories: (1) conceptual barriers referring to differences in teachers'

perceptions of their roles; (2) pragmatic barriers of problems related to finding time and resources to work collaboratively; (3) attitudinal barriers as teachers' negative attitudes like fear of trying something; (4) professional barriers caused by lack of preparation to collaborate.