



Title: A Critical Investigation and Analysis of the Effectiveness of Co-Operative Teaching, in Building a Collaborative Culture amongst Teachers

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Relevant key words: Collaborative Culture; Co-operative Teaching; Professional Learning Communities

Summary:

The overall aim of this study was to critically investigate and analyse the effectiveness of co-operative teaching, in building a collaborative culture amongst teachers in one Irish Primary school setting. The topic was chosen as it is a significant and contemporary issue due to the introduction of several national initiatives in recent years that focus upon co-operative teaching and collaborative culture, including Droichead and School Self Evaluation. This research took place in one Irish Primary school setting. Eight participants, including the researcher, engaged in the research over an eight-week period. An ethnographic-informed design was conducted, by combining observations and reflective journals from an interpretive stance. Some of the research findings included:

- Engaging in co-operative teaching builds a collaborative culture amongst teachers.
- There is a lack of time for planning and evaluation for teachers, this is a severe inhibitor of collaboration.
- Choosing the appropriate style of co-operative teaching greatly affected the level of collaboration achieved.
- Distributing leadership within a professional learning community is a key feature of successful collaboration.

The main recommendation suggests incorporating co-operative teaching into a national framework to foster collaborative cultures in Primary schools all over Ireland to ensure co-operative teaching is utilised as a tool to create collaborative cultures in all Irish primary schools.