

Redesigning Teaching as a Collaborative Profession: A Tool for Every Teacher in Nigeria

Dr. Akinfalabi, Mustafa Adelani¹

¹Okrika National Secondary School (Senior), Okrika, Rivers State, Nigeria

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Abstract: Redesigning teaching as a collaborative profession in Nigeria opens up a powerful opportunity for teachers to grow and thrive together. Imagine a vibrant community where educators share their insights, resources, and experiences, learning from one another to enhance their craft. By establishing professional development programs, mentorship opportunities, and collaborative learning spaces, teachers can enrich their teaching methods and foster deeper connections with their students. Embracing innovative approaches, like project-based learning and technology integration, helps educators meet the diverse needs of their classrooms, encouraging critical thinking and creativity among students. When teachers observe one another and give constructive feedback, they not only refine their skills but also cultivate a sense of camaraderie and support that benefits everyone involved. This ongoing professional growth is crucial, as it leads to better learning outcomes for students. As teachers collaborate to design curricula and share valuable resources, they create a dynamic, student-centred learning environment where everyone has a stake in success. This shift towards collaboration nurtures a culture of shared responsibility and accountability, ultimately making the educational system more effective. By prioritizing collaboration, Nigeria has the chance to develop a new generation of passionate, skilled educators, paving the way for higher educational standards and brighter futures for students. Together, we can transform the landscape of education in Nigeria, fostering a community that inspires and empowers both teachers and learners.

Keywords: Redesigning, Teaching, Collaborative, Profession, Tool, Teacher.

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I. INTRODUCTION

Redesigning teaching as a collaborative profession in Nigeria presents a crucial strategy for addressing the systemic challenges facing the nation's education sector (Kareem, 2025). Traditional teaching methods often struggle to meet the diverse needs of learners, highlighting the need for transformative approaches (Punch Editorial, 2025; Okeke, 2025). Nigeria's education system faces issues such as inadequate funding, poor infrastructure, teacher shortages, and a curriculum that needs to be updated (ExamGuide, 2025; Girl Power USA, 2025). By fostering collaboration among teachers, it's possible to leverage their collective expertise, share resources, and develop innovative solutions (Kareem, 2025).

Collaborative teaching involves educators working together to share expertise, plan instructional practices, and cultivate supportive learning environments (Okeke, 2025; Lemoney Learning, 2025). This approach enhances professional growth for teachers by providing opportunities to share knowledge and reflect on their practices (Murawski, 2025; Gate, 2018). It also fosters the adoption of innovative pedagogies, such as technology integration and project-based learning, and ultimately leads to enhanced learning outcomes

for students (Bielonwu, Aneji, Opara, & Nmezi, 2024). Collaborative environments reduce teacher isolation, boost morale, and increase job satisfaction, leading to greater retention rates within the profession (Okeke, 2025; Lemoney Learning, 2025).

Despite the benefits, challenges such as systemic barriers, lack of training, resource constraints, and teacher welfare issues hinder the widespread adoption of collaborative teaching in Nigeria (ExamGuide, 2025; Oni & Ngongpah, 2025). To promote collaborative teaching, a multi-faceted approach involving policy reforms, teacher training, resource allocation, community engagement, and technology integration is required. By addressing these challenges, Nigeria can unlock the full potential of its teachers and create a more effective and equitable education system (Awodiji, Ogbudinkpa, & Agharanya, 2020).

➤ What is Collaborative Teaching?

Collaborative teaching, also known as co-teaching or team teaching, is an approach where two or more educators work together to plan, instruct, and assess a group of students (Henken, 2024). This model moves away from the traditional, isolated classroom environment and embraces shared responsibility for student learning (Henken, 2024).

Collaborative teaching can involve general education teachers, special education teachers, bilingual educators, or other specialists, each bringing their unique expertise to the classroom (Lathan, 2025). The key is that all teachers involved have collective ownership for the outcomes of all students in the class (Henken, 2024).

Collaborative learning, where students work together, has become a core philosophy in education (George Washington University, 2017). Research shows that active, social, contextual, engaging, and student-owned educational experiences lead to deeper learning (Centre for Teaching Innovation, 2025). Collaborative learning develops higher-level thinking, communication, self-management, and leadership skills. It also increases student retention, self-esteem, and responsibility while exposing them to diverse perspectives (Centre for Teaching Innovation, 2025).

➤ *Models of Collaborative Teaching*

Several models of collaborative teaching exist, each with its own structure and benefits (Online, 2024). These models can be adapted to fit different classroom needs and teacher strengths (Hermosa, 2022). Some of the most common models include:

- One Teach, One Assist: One teacher leads instruction while the other provides support to individual students (Study.com, 2023).
- Station Teaching: Teachers divide content and students into small groups, with each teacher leading a station (Lathan, 2025).
- Parallel Teaching: Teachers divide the class in half and teach the same content simultaneously (Henken, 2024).
- Alternative Teaching: One teacher works with a small group of students needing remediation or enrichment, while the other teaches the larger group (Study.com, 2023).
- Team Teaching: Both teachers share instructional responsibilities and deliver lessons together (Online, 2024).
- Supplemental Teaching: One teacher works with the larger group of students, and the co-teacher works with a smaller group using different instructional goals (Henken, 2024).

The selection of a co-teaching model depends on the lesson objectives, student needs, and the co-teachers' strengths and comfort levels (Online, 2024). Often, co-teachers will use a variety of these models throughout a unit or even a single class period (Online, 2024).

➤ *Collaborative Teaching: A Pathway to Teacher Professional Growth*

Collaborative teaching goes beyond being just a technique; it's a shared journey that nurtures the professional growth of teachers. When educators come together, they don't just exchange knowledge and experiences—they also forge meaningful relationships that enrich their teaching. This supportive atmosphere allows teachers to learn from one

another, experiment with fresh ideas, and sharpen their skills, making their teaching more rewarding and effective.

Through collaboration, teachers can evolve both personally and professionally, fostering a lively community of learners who are all committed to helping students succeed. It's about building connections that inspire and empower, creating an environment where everyone thrives together.

In today's rapidly evolving educational landscape, the professional growth of teachers is paramount to ensuring student success (Acacia University, 2025). Collaborative teaching, an approach where two or more educators share responsibility for planning, instructing, and assessing students, has emerged as a powerful strategy for fostering this growth (Luberger, 2025). By moving away from the traditional model of isolated practice, collaborative teaching creates opportunities for teachers to learn from one another, refine their skills, and enhance their overall effectiveness (World of Little Dude, 2023). This introduction will explore the multifaceted ways in which collaborative teaching contributes to the professional development of teachers, examining its benefits, challenges, and strategies for successful implementation.

Collaborative teaching is more than just sharing a classroom; it's a dynamic partnership built on mutual respect, open communication, and a shared commitment to student learning (Luberger, 2025). It allows teachers to leverage their diverse strengths and experiences, creating a richer and more supportive learning environment for both themselves and their students (Cox, 2024). Through collaborative planning, instruction, and reflection, teachers can gain new perspectives, expand their pedagogical repertoire, and develop a deeper understanding of their craft (Newell, 2025).

➤ *Defining Professional Growth Through Collaboration*

Professional growth, in the context of teaching, encompasses the continuous development of a teacher's knowledge, skills, and dispositions (Acacia University, 2025). It involves not only acquiring new information and techniques but also reflecting on one's practice, seeking feedback, and adapting to the changing needs of students and the educational system (Luberger, 2015). Collaborative teaching provides a unique platform for this type of holistic professional growth, offering teachers opportunities to:

- Expand their content knowledge: Working with colleagues who have expertise in different areas can broaden a teacher's understanding of subject matter (Newell, 2025).
- Refine their pedagogical skills: Observing and co-teaching with experienced educators can provide valuable insights into effective teaching strategies (World of Little Dude, 2023).
- Develop their assessment practices: Collaboratively designing and analyzing assessments can lead to a more nuanced understanding of student learning (Bouchrika, 2025).
- Enhance their classroom management techniques: Sharing classroom management responsibilities and

strategies can create a more positive and productive learning environment (Cox, 2024).

- Cultivate their leadership abilities: Taking on leadership roles within a collaborative team can foster the development of essential leadership skills (Newell, 2025).

➤ *The Benefits of Collaborative Teaching for Teacher Development*

The benefits of collaborative teaching extend far beyond the individual classroom, creating a ripple effect that positively impacts the entire school community (Hewson, 2024). Some of the key benefits for teacher professional development include:

- **Shared Expertise and Reduced Isolation:** Collaborative teaching breaks down the walls of isolation that often characterize the teaching profession (Hewson, 2024). By working closely with colleagues, teachers can share their expertise, exchange ideas, and provide each other with support and encouragement (Luberger, 2025). This sense of community can be especially valuable for new teachers, who often find themselves feeling overwhelmed by the many challenges of the classroom. Having a supportive network around them can make all the difference, providing encouragement and guidance as they navigate their early experiences in teaching.
- **Enhanced Reflective Practice:** Collaborative teaching encourages teachers to engage in ongoing reflection on their practice (World of Little Dude, 2023). Through peer observation, co-planning, and shared assessment, teachers can gain valuable insights into their strengths and weaknesses, and identify areas for improvement (Luberger, 2025). This reflective process is relevant and a veritable tool for continuous professional growth.
- **Increased Innovation and Creativity:** Collaborative teaching fosters a culture of innovation and creativity (Cox, 2024). When teachers work together, they are more likely to experiment with new teaching methods, develop engaging lessons, and find creative solutions to meet the diverse needs of their students (Acacia University, 2025). This collaborative brainstorming can lead to more effective and engaging learning experiences for all students (Cox, 2024).
- **Improved Teacher Morale and Retention:** Collaborative teaching can significantly improve teacher morale and job satisfaction (Hewson, 2024). When teachers feel supported, valued, and connected to their colleagues, they are more likely to feel a sense of purpose and fulfillment in their work (World of Little Dude, 2023). This, in turn, can lead to higher teacher retention rates, which benefits both students and the school community (Dyrli, 2025).
- **Access to Diverse Perspectives and Skill Sets:** Collaborative teaching brings together teachers with diverse backgrounds, experiences, and skill sets (Bouchrika, 2025). This diversity can enrich the learning environment and provide teachers with access to a wider range of perspectives and approaches (Cox, 2024). By learning from each other's strengths, teachers can develop a more well-rounded and effective teaching practice (Newell 2025).

➤ *Collaborative Teaching and Innovative Pedagogies*

Collaborative teaching, where two or more educators share responsibility for planning, instructing, and assessing students (Lathan, 2025), is increasingly recognized as a powerful approach to fostering innovative pedagogies in the 21st-century classroom (Ghai, 2025). This model moves away from traditional, isolated teaching practices and embraces shared expertise and diverse perspectives to create richer learning experiences for students (Lathan, 2025). Innovative pedagogies, in turn, encompass a range of student-centred, technology-integrated, and actively engaging teaching methods designed to promote critical thinking, creativity, collaboration, and problem-solving (Awang, Hamzah, & Zulkifl, 2025). When collaborative teaching and innovative pedagogies are combined, the result is a dynamic and transformative learning environment that prepares students for the challenges and opportunities of the modern world (Ghai, 2025).

➤ *Models of Collaborative Teaching and their Application to Innovative Pedagogies*

Several models of collaborative teaching can be utilized to support the implementation of innovative pedagogies (Lathan, 2025). Each model offers unique opportunities for teachers to share expertise, co-plan engaging lessons, and provide individualized support to students (Lathan, 2025). Here are a few common models:

- **Team Teaching:** Both teachers share instructional responsibilities and deliver lessons together, often "tag-teaming" to present different sections or perspectives (Lathan, 2025). This model is well-suited for implementing inquiry-based learning or facilitating student debates (Lathan, 2025).
- **Station Teaching:** Teachers divide content and students into small groups, with each teacher leading a station that focuses on a specific aspect of the lesson (Lathan, 2025). This model can be used to differentiate instruction or provide hands-on learning experiences through activities like science experiments or art projects (Lathan, 2025).
- **Parallel Teaching:** Teachers divide the class in half and teach the same content simultaneously, allowing for smaller group sizes and more individualized attention (Lathan, 2025). This model is effective for facilitating discussions, providing targeted support, or implementing peer tutoring programs (Lathan, 2025).
- **One Teach, One Assist:** One teacher leads instruction while the other provides support to individual students, monitors student progress, or manages classroom behaviour (Lathan, 2025). This model is useful for supporting students with special needs, providing differentiated instruction, or facilitating technology-based activities (Lathan, 2025).
- **Alternative Teaching:** One teacher works with a small group of students needing remediation or enrichment, while the other teaches the larger group (Lathan, 2025). This model allows for targeted intervention, personalized learning, or the implementation of advanced projects for gifted students (Lathan, 2025).

By strategically selecting and implementing these collaborative teaching models, educators can create flexible and responsive learning environments that cater to diverse student needs and promote the effective use of innovative pedagogies (Lathan, 2025).

➤ *Examples of Innovative Pedagogies Enhanced by Collaborative Teaching*

Collaborative teaching can significantly enhance the implementation and effectiveness of various innovative pedagogies (Ghai, 2025). Here are some examples:

- **Project-Based Learning (PBL):** Collaborative teaching allows teachers to share the responsibilities of designing, implementing, and assessing complex projects (Ghai, 2025). They can co-create authentic tasks, provide individualized guidance, and facilitate student collaboration, resulting in deeper learning and skill development (Ghai, 2025).
- **Flipped Classroom:** In a flipped classroom, students learn content outside of class through videos or readings, and class time is used for active learning activities (Ghai, 2025). Collaborative teaching enables teachers to co-plan engaging in-class activities, provide personalized support, and facilitate peer-to-peer learning, maximizing the benefits of the flipped model (Ghai, 2025).
- **Gamification:** Incorporating game-like elements into the learning process can increase student motivation and engagement (Ghai, 2025). Collaborative teaching allows teachers to co-design games, provide feedback, and manage classroom dynamics, creating a fun and effective learning environment (Ghai, 2025).
- **Inquiry-Based Learning:** This student-centered approach encourages students to ask questions, investigate topics, and construct their own understanding (Ghai, 2025). Collaborative teaching allows teachers to co-facilitate investigations, provide guidance, and assess student learning through observation and feedback (Ghai, 2025).
- **Personalized Learning:** Tailoring instruction to meet individual student needs and interests can improve learning outcomes (Ghai, 2025). Collaborative teaching enables teachers to co-assess student learning styles, differentiate instruction, and provide individualized support, ensuring that all students have the opportunity to succeed (Ghai, 2025).

➤ *Collaborative Teaching: A Catalyst for Enhanced Student Learning Outcomes*

Collaborative teaching, an instructional approach where two or more educators share responsibility for planning, teaching, and assessing a common group of students (Creately.com, 2024), has emerged as a powerful strategy for enhancing student learning outcomes (Qizi, Kamola, & Jasur, 2025). This model moves away from the traditional, isolated teaching paradigm and embraces shared expertise, diverse perspectives, and a unified commitment to student success (Qizi, Kamola, & Jasur, 2025). By working together, teachers can create more engaging, personalized, and effective learning experiences that cater to the diverse needs of all students (Williams, 2025). This introduction will explore the

multifaceted ways in which collaborative teaching contributes to enhanced student learning outcomes, examining its benefits, various models, and strategies for successful implementation (Qizi, Kamola, & Jasur, 2025).

Collaborative teaching fosters a dynamic and supportive learning environment where students benefit from the combined knowledge, skills, and experiences of multiple educators (Creately.com, 2024). It allows for more individualized attention, differentiated instruction, and a richer curriculum that promotes deeper understanding and skill development (Williams, 2025). Moreover, collaborative teaching models teamwork, communication, and problem-solving, preparing students for success in future academic and professional endeavours (Ojie-Ahamiojie, 2024).

➤ *Defining Enhanced Learning Outcomes*

Enhanced learning outcomes encompass a range of improvements in student achievement, engagement, and overall development (Ojie-Ahamiojie, 2024). These outcomes include:

- **Improved Academic Performance:** Higher grades, test scores, and overall academic achievement (Qizi, Kamola, & Jasur, 2025).
- **Increased Student Engagement:** Greater participation, motivation, and interest in learning (Ojie-Ahamiojie, 2024).
- **Development of 21st-Century Skills:** Enhanced critical thinking, problem-solving, communication, and collaboration skills (Ojie-Ahamiojie, 2024).
- **More Inclusive Learning Environments:** Greater access to the general education curriculum for students with diverse learning needs (James, 2025).
- **Improved Social and Emotional Development:** Enhanced self-esteem, social skills, and positive relationships with peers (Ojie-Ahamiojie, 2024).

➤ *Specific Learning Outcomes Enhanced by Collaborative Teaching*

Collaborative teaching may positively impact various student learning outcomes. Some key areas of improvement include:

- **Academic Achievement:** Studies have shown that students in collaboratively taught classrooms often demonstrate higher academic achievement compared to those in traditionally taught classrooms (Qizi, Kamola, & Jasur, 2025). This is attributed to the increased attention, differentiated instruction, and enriched learning experiences provided by co-teachers (James, 2025).
- **Critical Thinking and Problem-Solving Skills:** Collaborative activities encourage students to engage in discussions, analyze information, and develop solutions to complex problems (Ojie-Ahamiojie, 2024). By working together, students learn to consider different perspectives, evaluate evidence, and construct well-reasoned arguments (Ojie-Ahamiojie, 2024).
- **Communication and Collaboration Skills:** Collaborative teaching provides students with ample opportunities to

practice communication and collaboration skills (Ojie-Ahamiojie, 2024). They learn to express their ideas clearly, listen actively to others, and work effectively as part of a team (Ojie-Ahamiojie, 2024).

- **Social and Emotional Development:** Collaborative learning environments foster a sense of community and belonging, promoting positive social interactions and emotional growth (Ojie-Ahamiojie, 2024). Students learn to respect diverse perspectives, empathize with others, and resolve conflicts constructively (Ojie-Ahamiojie, 2024).
- **Engagement and Motivation:** The active and interactive nature of collaborative teaching can significantly increase student engagement and motivation (Ojie-Ahamiojie, 2024). Students are more likely to be invested in their learning when they have opportunities to collaborate with peers, contribute their ideas, and take ownership of their learning process (Ojie-Ahamiojie, 2024).

➤ *Strategies for Maximizing the Impact of Collaborative Teaching on Student Outcomes*

To maximize the impact of collaborative teaching on student outcomes, schools and teachers can implement several key strategies (Celebre, 2025).

- **Establish a Shared Vision and Mutual Respect:** The most impactful co-teaching partnerships are built on a shared philosophy and a deep sense of mutual respect (Celebre, 2025). When teachers see themselves as equal partners, students benefit from a more cohesive and responsive learning environment (Celebre, 2025).
- **Provide Dedicated Time for Collaborative Planning:** Lack of collaborative planning time is a frequently cited challenge in co-teaching (Celebre, 2025). Schools should prioritize scheduling regular, dedicated time for teachers to meet, plan, and co-teach (Celebre, 2025).
- **Clearly Define Roles and Responsibilities:** To avoid unequal workload distribution, it is essential to establish clear roles and responsibilities for each teacher in a collaborative partnership (International School Ho Chi Minh City, 2024). This should be done collaboratively, taking into account each teacher's strengths, interests, and expertise (International School Ho Chi Minh City, 2024).
- **Utilize a Variety of Co-Teaching Models:** Varying instructional models based on student needs can improve instructional alignment and student outcomes (Crews & Winn, 2025). Strong co-teaching teams intentionally rotate among several evidence-based models (Crews & Winn, 2025).
- **Provide Professional Development and Support:** Teachers need training and professional development to effectively engage in collaborative teaching (Crews & Winn, 2025). This training should cover topics such as communication skills, conflict resolution, co-planning strategies, and different models of co-teaching (Crews & Winn, 2025).
- **Foster Open Communication and Trust:** Creating a culture of open communication and trust is crucial for successful collaboration (Crews & Winn, 2025). Teachers should feel comfortable sharing their ideas, concerns, and feedback with one another (Crews & Winn, 2025).

➤ *Overcoming Challenges and Ensuring Sustainable Success*

While collaborative teaching offers numerous benefits, it's essential to acknowledge and address potential challenges to ensure its sustainable success and positive impact on student learning outcomes (Scager, Boonstra, Peeters, Vulperhorst, & Wiegant, 2016). Some common challenges include:

- **Lack of Administrative Support:** The success of collaborative teaching depends heavily on the support of school administrators (Crews & Winn, 2025). Administrators must provide teachers with the necessary resources, training, and encouragement to engage in collaborative practices (Crews & Winn, 2025).
- **Personality Conflicts and Differing Teaching Styles:** Collaborative teaching requires teachers to work closely together, which can sometimes lead to personality conflicts or clashes in teaching styles (Scager, et al., 2016).
- **Resistance to Change:** Some teachers may be resistant to the idea of collaborative teaching, preferring to work independently (Scager et al., 2016).

• *To Overcome these Challenges, Schools can:*

- ✓ **Foster a Culture of Collaboration:** Create a school culture that values teamwork, open communication, and a shared commitment to student learning (Hensen & Rizzo, 2025).
- ✓ **Provide Ongoing Support and Mentoring:** Offer ongoing support and mentoring to teachers engaged in collaborative teaching (Schleifer, Rinehart, & Yanisch, 2017).
- ✓ **Celebrate Successes and Share Best Practices:** Recognize and celebrate the successes of collaborative teaching teams and share best practices throughout the school (Russell, 2019).

By proactively addressing these challenges and fostering a supportive environment, schools can unlock the full potential of collaborative teaching and create a more effective, equitable, and rewarding educational experience for all students (James, 2025). As educational approaches evolve, collaborative learning will likely remain an essential and influential pedagogy that fosters the skills and dispositions needed for the modern world (Ojie-Ahamiojie, 2024).

II. CONCLUSION

Redesigning teaching as a collaborative profession in Nigeria is a crucial step toward tackling the challenges facing the country's education system. By encouraging collaboration among educators, Nigeria can harness their collective expertise, share resources, and develop creative solutions that enhance students' learning experiences. Collaborative teaching is more than just sharing a classroom; it's about building dynamic partnerships that foster professional growth, enrich teaching practices, and create supportive learning environments.

Using collaborative models like co-teaching, team teaching, and station teaching, educators can effectively meet the diverse needs of students, promote active engagement, and boost critical thinking and problem-solving skills. The advantages of collaborative teaching reach far beyond the classroom, positively influencing teacher morale, job satisfaction, and retention rates. When teachers work together, they cultivate a vibrant community that sparks innovation and creativity, ultimately leading to better academic performance and social-emotional growth for students.

Nevertheless, it's essential to recognize and address challenges such as systemic barriers, inadequate training, and limited resources. A comprehensive approach that includes policy reforms, professional development, community involvement, and sufficient resource allocation is vital for promoting collaborative teaching practices across Nigeria. By fostering a culture that values collaboration, open communication, and mutual respect, schools can unlock the full potential of their educators and provide a more equitable and effective education for every student.

In summary, integrating collaborative teaching into Nigeria's educational framework is not just a strategy for improvement; it's a transformative approach that can create a more responsive, inclusive, and successful education system. As educators embark on this journey together, they will not only enhance student learning outcomes but also help develop a skilled and innovative workforce ready to meet the challenges of the future.

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