

A philosophy of practice to inform team-teaching: A blended auto-ethnographical account

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In this study, I explore a time when I crafted a philosophy of practice (PoP) to inform team-teaching encounters. I articulate my experience through a blended auto-ethnographical account. I propose that integrating an intentionally designed PoP for team-teaching aids in uncovering group-based responsibilities, opportunities, and limitations. The results informed the crafting of a four-staged, practitioner-based model and toolkit, helping to create a framework to establish and/or evaluate team-teaching. I make specific recommendations, affording solutions in the domain of team-teaching as an evolving practice.

Introduction

The topic of team-teaching touches on a variety of practices (Young, 2018), disciplines (Ayish, 2022), contexts (Kodkanon et al., 2018) and is explored widely in higher education research (Benjamin, 2000; Crawford & Jenkins, 2018; Dang et al., 2022; Minett-Smith & Davis, 2020). Team-teaching is a complex practice that has evolved and transformed over time, and due to an array of reasons. For instance, the technological revolution, economics, larger class sizes, workload requirements, diverse geographical locations, different time zones, quality assurance and Covid-19 related stay-at-home orders (Billett et al., 2022; Chizhik & Brandon, 2020). Consequently, those who team-teach have raised some interesting questions, such as - how are team members best selected? What are the opportunities and limitations for face-to-face, virtual, hybrid or HyFlex modes of delivery when team-teaching? These types of questions become difficult to answer when contexts of operation, delivery modes (Crawford & Jenkins, 2018; Greener, 2021; Thomson et al., 2022; Torrisi-Steele, 2011; White et al., 2010) and variations of team-teaching remain across the board.

On a closer analysis of the literature, an assorted number of studies have focused on several team-teaching aspects, different contexts, and processes, including the benefits around diverse discipline backgrounds in teams (Ayish, 2022). Ayish's (2022) study found that students benefited from diverse discipline team-teaching approaches, increasing students' writing, research, and presenting skills. Another example by Birrell and Bullough (2005) focused on student teachers' emotional anticipation and responses to team-teaching, suggesting that "it is not an easy and straightforward task to construct knowledge together (e.g., during lesson planning) and to teach together in the classroom" (De Zordo, Hagenauer & Hascher, 2019, p.1759). Others have explored the benefits and negatives associated with team-teaching via collaboration and collegiality in primary and secondary schools (Kelchtermans, 2006). In the higher education sector, various investigations have centred on the barriers and success stories on team effort to design curriculum (Hains-Wesson et al., 2020) and when failure occurs (McKenzie, 2020). Other

studies have explored the difficulties around managing and operating teaching teams when members are unsure of how to communicate honestly about their personal strengths and weaknesses (Al-Ayed & Al-Tit, 2021; Dennen et al., 2022; Porter et al., 2016; White et al., 2010).

Overall, the literature points out that the main contradictions for team-teaching are individual differences, including opposed levels of expectations and autonomy, role clarity, and power distribution (Dang et al., 2022). Others have suggested an urgent requirement for tailored support mechanisms that are practitioner-centred (Goodson, 1992; Laughlin et al., 2011; Reeves et al., 2022). Therefore, team-teaching is a dynamic collection of specialist roles that can affect perceptions and preferred ways of practice (Benjamin, 2000; Billett et al., 2022; Chizhik & Brandon, 2020; Crawford & Jenkins, 2018; Dang et al., 2022; Dennen et al., 2022; Goodson, 1992; Syh-Jong, 2008; Laughlin et al., 2011; Minett-Smith & Davis, 2020; McKenzie et al., 2020; Minett-Smith & Davis, 2020; Reeves et al., 2022). It requires the careful integration of distinct types of technologies, platforms, and learning content, requiring atypical teaching inclinations. It is a complex matter to workload, evaluate or reward appropriately (Minett-Smith & Davis, 2020). Finally, endeavouring to define team-teaching is no easy matter either.

To help define and contextualise the concept and practice of team-teaching in this study, I turn to the seminal work by Davis (1995) and Buckley (2000) whose efforts have influenced the classification of team-teaching, which they view as being separate to individual teaching and practice. They posit that team-teaching is a *group process*, where two or more teachers come together to form a team. The main role of the team is to design and/or deliver a unit of study or a program where students are supported to learn and receive credit via a higher education institution. Ideally team-teaching practice should be open and flexible in its interpretation because we do not always know what teachers are doing minute by minute, nor how they will decide on the best path to take.

Literature review

The world of work, through the fourth technological revolution, is more technologically driven than it was ten years ago. A variety of occupations are predicted to become vastly changed in line with technological innovation, such as the integration of artificial intelligence, robotics, and automation in the workforce. On top of this, is the Covid-19 pandemic disruption with stay-at-home orders, further shaping the way we learn, teach and work (Chizhik & Brandon, 2020; Dennen et al., 2022; Kudyba, 2020). Knowing how to effectively work in teams is a multifaceted business, and it is often viewed as either a choice, compulsory, or a work-in-progress, without necessarily being deeply understood (Dang et al., 2022; Minett-Smith & Davis, 2020; McKenzie et al., 2020). The value of teachers' non-technical skills in the workplace, for instance knowing how to collaborate effectively in teams, will become doubly significant for social, environmental, community, economic and educational gains. Further, team-teaching is about being comfortable with ambiguity (Davis, 1995), and it is not that dissimilar to individual teaching; where differences remain is in the realm of collaborating by consensus (McKenzie et al., 2020).

Thus, team-teaching by consensus can be hugely disruptive and risky when things go wrong, such as the malfunctioning of technology (Minett-Smith & Davis, 2020; McKenzie et al., 2020).

It is, therefore, paramount that the entire team has the required skillset levels, including diverse technological implementation ability, group and individual agility and an active 'can do' mindset that is group sensitive and positive. These points are principally important when teams are operating via stay-at-home orders due to the Covid-19 pandemic disruption (Benenson et al., 2022; Dennen et al., 2022). Without formalised processes, mechanisms, tailored and tested models (Little & Hoel, 2011; Picciano, 2009; Torrisi-Steele, 2011; Dyson, 2007; Ulveland, 2003) to support team-teaching practice (Crawford & Jenkins, 2018; Syh-Jong, 2008; Laughlin et al., 2011), understanding how to best operationalise team-teaching will remain allusive and problematic. As Brown and Latham (2002, p.276) advocated, "team-teaching is dynamically complex due to the ongoing changes in the acts needed and information cues required from multiple sources to perform tasks". Accordingly, additional research is required to explore teachers' views of team-teaching practice (Minett-Smith & Davis, 2020; Vesikivi et al., 2019), suitable and tested models (Williams et al., 2010; Evans et al., 2009) and recommendations on how to best support student-centred learning when team-teaching (Muza, 2021; Anwar et al., 2021).

Context of operation

I have seen, practised, and supported several team-teaching units, programs, and research projects. Some have been successful without much effort, while others have required conflict resolution management from the beginning and right through to completion and beyond. Frequently, when team-teaching works well, I have not always known exactly why. When it has not worked, I have often been quick to blame others (Hains-Wesson, 2022b). It was not until I underwent a period of deep self-reflection on the benefit of teaching philosophy statements and what a philosophy of practice might mean to me, that I began to consider how best to craft a PoP for team-teaching to help others when things go wrong. Through reflexivity, my practice and ideas began to change. For some time now, researchers have noted that urging and supporting teachers to develop teaching philosophy statements for teaching portfolios is beneficial, enhancing student engagement and learning (Schönell et al., 2016). Within this discourse, there are a variety of reflective models and programs to choose from (Ruge et al., 2021; Schönwetter et al., 2002). For example, *TATAL* (Talking about Teaching and Learning) is of particular interest to me, due to its focus on community of practice (CoP). It encourages teachers to undertake self-development by way of storytelling, stirring participants to reflect on an occurrence that has meaning to them, posing difficult problems to solve (Kennelly & McCormack, 2015). *TATAL* participants choose happenings from practicum-based encounters to help craft teaching philosophy statements and/or a teaching portfolio that displays good practice for effective action through reflection. Participants then, align the discoveries made to the scholarship of teaching and learning.

However, after completing an extensive review of the literature around the terms *philosophy of practice* and *teaching statements*, I noticed that these terms are used interchangeably and can mean different things to different people. The interchangeability of these terms creates problems for team-teaching, because one needs to go beyond an individual's statement or to "serve as a compass to guide *one's* practice" (italics mine, Leinum & Trapskin, 2011, p.1). It is, therefore, important to find a way for team-teaching practitioners to go beyond the improving of the self alone. Rather, it would need to incorporate the ideas, thoughts, stories, and philosophies of an entire teaching team. Subsequently, in this study, I reposition the term *philosophy of practice*, and instead, view it as separate to a teaching statement exercise, moving away from an individual's practice and towards interprofessional collaboration. Consequently, I posit that crafting (together) a team's philosophy of practice can allow for the consideration of multiple viewpoints and contexts, and within the one model. It will also minimise the reliance on providing "a [teaching] statement of practice that is a systematic, a critical rationale that focuses on the important components defining effective teaching and learning, in a particular discipline or institutional context" alone (Schönwetter et al., 2002, p.84). Rather, a PoP for team-teaching aids a team to learn a new "conceptual model ... that [can] provide clear operational definitions and comprehensive models for the process of generating or evaluating a [collective] philosophy..." of practice (Schönwetter et al. 2002, p.83).

Methodology

The theoretical underpinning for this study is positioned within the discourse of reflexivity (Cohern & Manion, 1989; Deterala et al., 2018) because writing and thinking are not separate acts and can be "both individual and communal... to 'pass on' what we discover, discern and experience" (Shulman, 2001, p.50). I undertook my writing and thinking using a tested five-stage theoretical reflective structure by Bain et al. others (2002), eliciting answers to the problems I was most eager to explore and solve. The Bain et al. (2002) 5Rs framework is incident-centred and builds upon Kolb's (1984) seminal work in experiential learning. It allows the user to systematically unpack practice that links to the research, driving awareness for solutions and future improvements around practice. The 5Rs model encourages practitioners to (1) report on an incident that has meaning to them; (2) respond; (3) reason; (4) relate; and (5) reconstruct future practice. The 5Rs model has been documented extensively and is a preferred reflective model for students. It is also a model that suits auto-ethnographical accounts (Astuty & Farih, 2021; Creswell & Poth, 2016; Woldt & Nenad, 2021). I incorporate the Bain et al. (2002) 5Rs framework within an auto-ethnography methodology, blending them together. I term this *blended auto-ethnography*, which is slightly distinctive to traditional auto-ethnography (Chang, 2022; Denzin & Lincoln, 2000; Ellis, 2002; Ellis, 2004).

Blended auto-ethnography allows for the mixing of "I" stories. These can be narratives, observations, field notes and practice-based self-reflection methods, for example. The different methods are collected, coded and analysed together while being cognisant of "thoughts, feelings, identities, and experiences that make us uncertain – knocking us for sense-making loops – and that make us question, reconsider or reorder understandings of

ourselves, others or the world” (Adams et al., 2015, p.47). Other researchers have also experimented with method blending. In the literature, it is termed bricolage research design (Rogers, 2012) because it entails mixing methods, theories and perspectives to create understanding around a problem to be solved (Denzin & Lincoln, 2000; 2005). Additionally, the bricolage research design has less emphasis placed on methodological frameworks, swaying more towards process being as important as any outcome. Finally, utilising a blended auto-ethnography allowed me to intentionally circumvent non-workplace storytelling (Adams et al., 2015; Bochner & Riggs, 2014; Ellis & Adams, 2014; Geist-Martin et al., 2010; Lemon, 2007), which is a “...relatively unexplored, avenue to teacher development” (Goodson, 1992, p.247).

Methods

Method one

The first method, consisted of undertaking four, group-based research projects while observing, reflecting, and taking field notes about team members’ practice, including my teacher involvement when working with others. The collaborative interactions led to co-authoring four articles on the following broad topics: (1) face-to-face, online, and hybrid (i.e., blended learning) frameworks (Hains-Wesson & Tytler, 2015); (2) teacher practice to improve learning (Hains-Wesson et al., 2015; Hains-Wesson et al., 2017); and (3) team-teaching (McKenzie et al., 2020). I undertook the research in accordance with the National Statement on Ethical Conduct in Human Research, which was approved by the University’s Faculty Ethics Advisory Group where this study took place.

Method two

I incorporated a systematic and repeatable data collection process. I used the 5Rs model (as previously discussed), incorporating key questions influenced by the *TATAL* framework (*Talking about teaching and learning*; Schönell et al., 2013; Schönell et al., 2016). The questions were:

1. What matters most to teaching teams when they are being established to ensure collective approaches and inclusive collaboration occurs?
2. What matters most to established teaching teams to improve practice in the future?
3. What matters most to students when learning through team-teaching experiences?

Overall, the purposeful mixing of the two methods through a blended auto-ethnographical narrative provided me with key moments of awareness, which guided the creation of a four-stage PoP for team-teaching, a corresponding toolkit and checklist (Hains-Wesson, 2022a).

Results

Stage one: Context of operation (preparing)

I completed a close review of the first collaborative research article's findings before undertaking the 5Rs method as outlined previously. The first group-based project focused on face-to-face, online, and hybrid (i.e., blended learning) frameworks (Hains-Wesson & Tytler, 2015), where I used:

... reflective practice journal writing to generate relevant data. I relied on notes that I had taken during meetings using my computer, email correspondence when peers sent me feedback via email, or from verbal communications. I chose this type of method of data generation because self-reflection is a powerful way to make sense of events and to learn from them... The use of reflection as a form of learning and teaching scholarship... is highly beneficial, because it helps to explore personal experiences, which leads to developing new understandings and appreciations (Hains-Wesson & Tytler, 2015, p.462).

Consequently, the first key moment of understanding was around the importance of context of operation for collective sense making. When this point is elaborated on in the literature it centres on the negative impacts created when varied contexts are not considered (Buckley, 2000; Crawford & Jenkins, 2018; Evans et al., 2009; Syh-Jong, 2008; Laughlin et al., 2011; Letterman et al., 2004; Little & Hoel, 2011; Ulveland, 2003; Vesikivi et al., 2019; Williams et al., 2010). For that reason I felt confident to begin here, acknowledging and appreciating group members' contexts of operation, such as (1) being collaboratively flexible; (2) sharing stories; and (3) gaining insights about others (Figure 1).

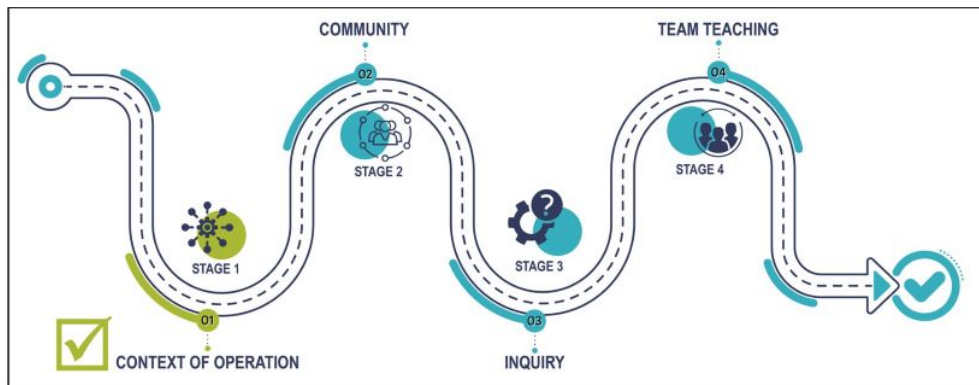


Figure 1: Stage one: Context of operation

My decision to focus on context of operation as the first stage of the PoP was further confirmed by my reflective note taking. I was also suggesting that it was imperative that teams provide themselves with the time and space to discuss the importance of context, and to be collaborative and flexible when doing so. This will also entail members embracing the sharing of stories to gain insight about team members' skills, fears,

strengths, and weaknesses, which can be both a positive and negative experience to undertake. When this stage is achieved via an open, collaborative, flexible and inclusive manner, benefits arise. For example, teams can better acknowledge and instigate a shared understanding around their different contexts of operation, and as part of a group's preparation before team-teaching or when evaluating practice for future iterations.

Stage two: Community (establishing)

The crafting of the second stage occurred in the same way as stage one but my reflective focus was based on findings in the second and third articles, which focused on teacher practice to improve learning (Hains-Wesson et al., 2015; Hains-Wesson et al., 2017). These research projects centred on team-teaching with technology across geographical divides (Hains-Wesson et al., 2015), student engagement during live streaming for face-to-face, online, and hybrid (i.e., blended learning), discovering opportunities and limitations to improve teacher practice. For instance, the teaching-team, and on multiple occasions, were encouraging online students to collaborate (via a chat forum tool) with face-to-face students who were participating in interactive lectures with little response. This experience resulted in the team establishing purposefully designed communities of practice for teachers and students to communicate effectively, such as: (1) teacher-to-teacher; (2) student-to-student; and (3) teacher-to-student. Each CoP would involve the team setting up, managing, and ensuring expectations were set for governance. Once we incorporated the three CoPs, we discovered that student engagement markedly increased between online and face-to-face student interactions in the classroom and beyond (see Figure 2):

It was important that the main moderator for the session manage the classrooms effectively, such as checking for text updates at regular intervals and relaying information back to the colleague team-teaching at a different campus. This allowed the moderator to be alerted to any off-campus students' comments so that those students could feel included in the F2F [face-to-face] classroom activities. This required an effective team-teaching style to deliver every session in an inclusive and flexible way (Hains-Wesson et al., 2015, p.6-7).

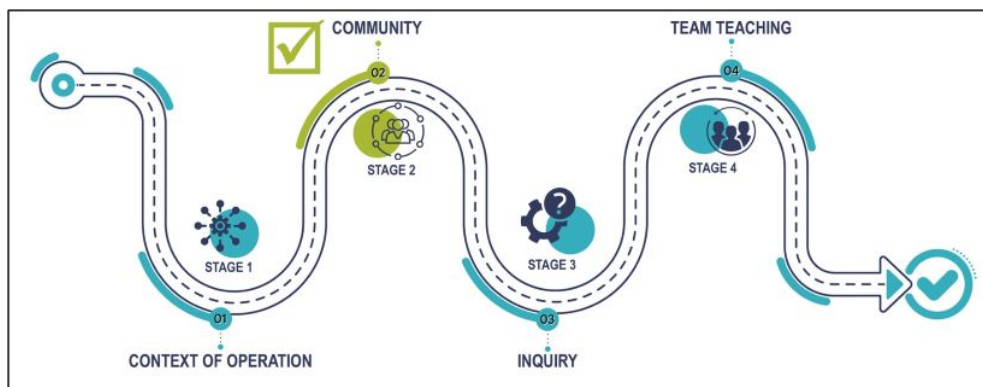


Figure 2: Stage two: Community

I, therefore, used this discovery to ensure that stage two included the establishment of the three types of CoPs for regular, official, or optional communication pathways. Not only was the purposeful set up of the different interactive communication pathways beneficial, but we also realised that there was a need to provide role clarity for each team member within these diverse communities, establishing responsibilities collectively. The wider research also claims that it is beneficial for communities to discuss and to agree upon a set of expectations for teaching teams (Stewart, 2018), encouraging positive behaviour between students and teachers (White et al., 2010).

Stage three: Inquiry (doing)

The crafting of stage three focused on the next article's findings, which centred on understanding diverse team dynamics when developing curriculum together (Hains-Wesson et al., 2019). Team-teaching members will not always agree nor embrace "the *change process...* when working in teams" (italics mine, Hains-Wesson et al., 2019, p.5). Thereby, celebrating an inquiry mindset should be an expectation for a team-teaching framework because it helps to mitigate the suppression of individual or team members' ideas, minimising the chance of members taking their ideas elsewhere (Hains-Wesson et al., 2019). Without purposely encouraging, emphasising, or implementing a collective inquiry mindset, the minimisation of the difficulties around dealing with the personal, professional, internal, and external influences - when working with others - becomes difficult to govern or manage (Hains-Wesson et al., 2019). Ensuring the establishment of a shared understanding to include members embracing and celebrating an inquiry mindset will help to collectively safeguard members' innovative solutions. Further, a collective inquiry mindset contributes to minimising negative groupthink, and instead, establishes a shared space that is safe and where team members' thoughts and ideas are encouraged (see Figure 3).

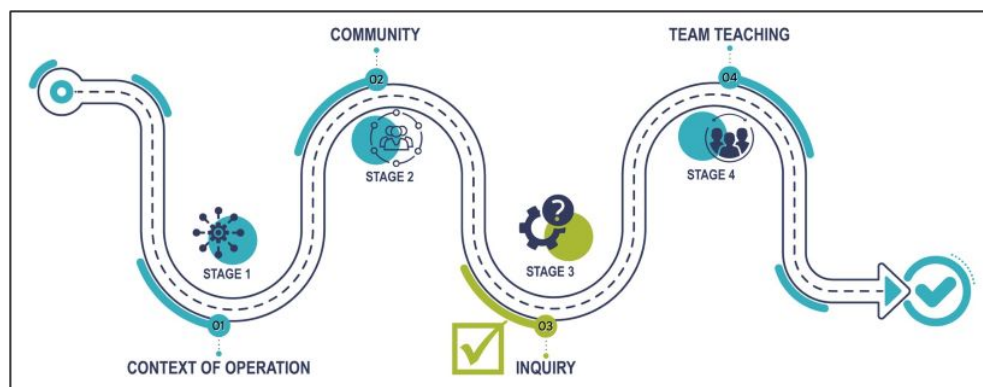


Figure 3: Stage three: Inquiry

Stage four: Team-teaching (doing)

The final stage of the PoP was influenced by the last article's findings, which highlighted the importance of establishing a team-teaching model (McKenzie et al., 2020). This

research project also centred on exploring key elements of team-teaching across different geographical locations when using technology, such as maintaining role clarity due to the diverse contexts:

...one teacher attended a f2f [face-to-face] lecture theatre and connected to another teacher in a geographically separated f2f [face-to-face] lecture theatre. All four teachers and corresponding students connected via an online classroom, to discuss relevant content and collaborate with f2f [face-to-face] students when conducting learning activities (including voting, video/audio demonstration, countdown timer for separated synchronous activity and content contribution). Therefore, the teaching-team's practice was distributed and complex due to weekly rotations occurring across three learning roles: 1) face-to-face or as a located presenter on one campus, 2) a located supporter at the second campus, and 3) as an online facilitator/s. (McKenzie et al., 2020, p.7)

Effective team-teaching was premised on a dynamic collection of specialist roles, rather than a one-size-fits-all approach. For example, when we found ourselves collaborating with several different teachers who had diverse skillset levels, instigating regular communication moments to discuss the development of a team-teaching process helped to produce an agreed-to approach. The members of the teaching team were, therefore, more willing to learn from one another's experiences, strengths, weaknesses, and diverse skillsets, acknowledging gaps and how to best meet the team's needs for the successful delivery of student learning (see Figure 4).

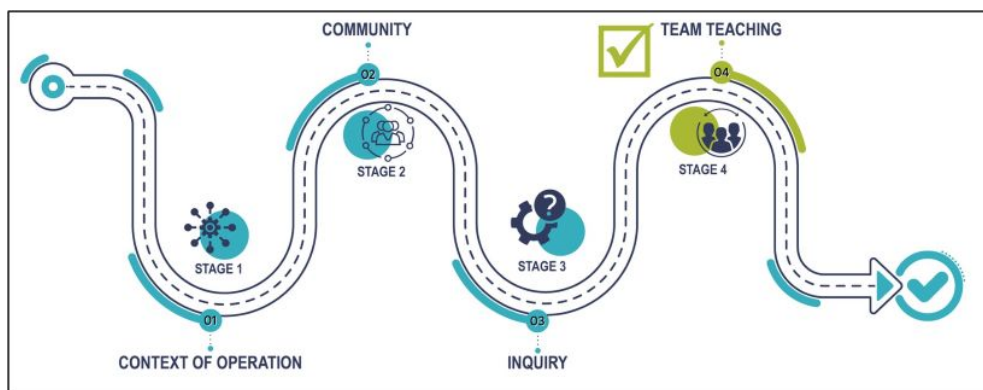


Figure 4: Stage four: Team-teaching

Consequently, the final stage needed to include the revisiting of proved and agreed-to ways of working together, such as the use of technology, agreed to communication processes, evaluating what worked and what did not as well as why. Consequently, this stage of the PoP is a time to provide a safe space for teams to come together to review any teaching and learning experiments conducted, and to plan how innovation will be integrated for future iterations.

Discussion

Teachers are often expected to refer to other authoritative resources to help them construct team-teaching solutions to problems, which will always be dependent on diverse contexts of operations, social, cultural, economic, internal, and external factors. To date, the literature on teachers using reflection to develop team-teaching models has received modest attention, and even though it is a practice that is often used. Reflecting on team-teaching practice is highly beneficial, as McCormack and Kennelly (2011) recognised when noting the value of reflective conversations in developing quality in teaching and for maintaining excellence. However, negative changes in teacher culture have resulted in reflective conversations disappearing from everyday teaching practice, "...yet such conversations have the potential to influence teachers' sense of self as well as their teaching practice" (McCormack & Kennelly, 2011, p.515). It is, therefore, essential that a teaching team is encouraged and supported to work in flexible ways, collectively, to share positive and negative practice-based stories and to hear from others about their diverse contexts and constraints. One way to achieve this is to provide teaching teams with a pathway to activate such interactions via a PoP for team-teaching. This can help to set out a conceivable way forward, for others to follow, offering team members the opportunity to tell their story, and to articulate negative encounters without fear. Ideally, undertaking regular self and group reflection to improve practice offers a platform to document and illustrate positive and negative experiences (Bochner & Riggs, 2014; Ellis & Adams, 2014). Nevertheless, difficulties will still occur, and the PoP presented here is a stepping stone only (Figure 5).

The PoP, then, not only becomes a staged process but also a cyclic one, mirroring the world of teaching, which is not fixed and often changes. The PoP framework can be adapted and transformed to suit a teaching team's context, including internal and external constraints and limitations, as one teacher suggested:

I found the [PoP] toolkit's checklist provided the opportunity to 'break the ice' in team meetings and discuss topics that otherwise teams may not...it will also encourage everyone to join in the discussion. If we encourage every member of a teaching team to read the [PoP] toolkit ahead of a team discussion, we might come up with some new ideas/approaches for how we cooperate and teach a course. It certainly made me think more about how we could work better as a team. The [PoP] toolkit also helps to think about how to scaffold the various decisions a team might need to make such as, what technologies to use and acknowledges that conflicts may arise and power issues can exist whilst encouraging teams to consider in advance how these would be resolved... (Hains-Wesson, 2022a, p.2).

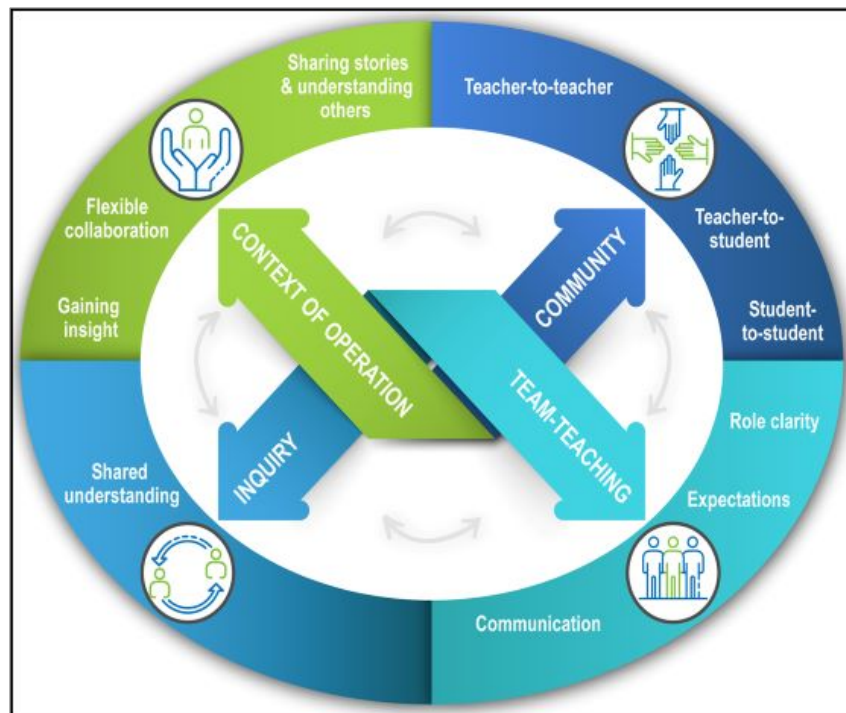


Figure 5: A PoP for team-teaching

Conclusion

In this study, I used self-reflection, thinking, and writing to embrace the Bain et al. (2002) 5Rs model to answer a set of key questions. The reflective responses helped me to craft a PoP for team-teaching. I achieved this through a blended auto-ethnography that resulted in being a source of inspiration and highlighted key moments for consideration. This process was a form of validity because the authenticity of how I went about crafting the framework can be “determined by whether it helps readers communicate with others different from themselves or offers a way to improve the lives of participants and researchers” (Ellis, 2004, p.124). It was a procedure that also met the definition described by Brown and Latham (2002, p.276) as being “dynamically complex” because difficulties will occur regularly when teams need to operate with members who have different teaching preferences, skillset levels, alternative or undefined expectations in diverse contexts. Teachers may find how I went about crafting the PoP framework, as well as the artifact itself, a useful pathway and tool to aid in improving teacher practice more broadly.

Alternatively, teachers may decide to write a teaching philosophy statement, providing themselves with the opportunity to reflect on their ideas about team-teaching and how they might apply these ideas into practice for improvement. Many teachers find the process of writing a philosophy of teaching statement to be enriching in terms of the consideration required to articulate, for example, how teaching practice influences students’ learning outcomes. This process can help to identify where ideas come from,

and to align theoretical understandings to higher educational literature and practice (Schönell et al., 2016; Lemon, 2007).

From my perspective, one of the main differences between a philosophy of teaching statement and a philosophy of practice for team-teaching is based on how it is developed and for what purpose. The literature suggests that developing a philosophy of teaching statement is important when reflecting and improving on teacher practice (Ruge et al., 2021; Schönell et al., 2016; Schönwetter et al., 2002) with many higher education institutions requiring teachers to articulate a philosophy of teaching statement for tenure or promotion. In contrast, I developed a team-teaching framework that was not based on this purpose alone. Rather, I desired to find a new mechanism for solving a problem of practice that permitted me to consider multiple viewpoints, contexts, and diverse communities to improve team-teaching that was meaningful to me. Teaching teams who operate by a flexible and collaborative approach have been recognised for some time as valuable contributors to pedagogical improvements and student engagement.

Nevertheless, a call to action is still required to further guide and support team-teaching practice. It is not a one-size-fits-all model and too little is known about team-teaching incidents and requirements across the board. Finally, I propose the following three recommendations to aid in establishing and evaluating team-teaching practice: (1) formally acknowledge and celebrate diverse and different contexts to help create a shared understanding that operates within a safe space, encouraging the sharing of stories to gain insight into member's challenges and fears; (2) promote, embrace and reward a collective and individual inquiry mindset; and (3) provide time, space, financial support as well as performance and career linked professional development in the domain of preparation, check-ins and evaluation processes prior-, during and post-team-teaching deliveries.

Limitations

This paper does not stipulate mechanisms for teachers to implement *per se*. Instead, the blended auto-ethnographical account aids in uncovering an optional team-teaching framework, together with reflections on team-teaching experiences. The study has, therefore, several limitations. As said, it does not stipulate the mechanisms for teachers to implement, but it does supply a process to discover the mechanisms needed and via the context it will be used for. It also does not focus on defining face-to-face, online, or hybrid (i.e., blended teaching and learning) in team-teaching, nor different terminologies used, and in any traditional sense, nor how these terms are presented, displayed, or studied in the literature. Finally, my account is often domestic compared to other types of auto-ethnographical accounts (Broeckerhoff & Lopes, 2020; Tripp, 1993). The payoff is that I have been able to spend the time and resources to deeply unpack how I went about crafting a PoP for team-teaching that was not based on my views alone (Barr, 2019; Dauphinee, 2010).

Future research

Due to this study's focus being on the perspective and experiences of one higher education teacher's lived encounters over an extensive period, future research is required to evaluate, adapt, or expand upon the PoP framework for team-teaching. Further research such as longitudinal studies, alternative methods and contexts of operation will be needed to confirm the framework's validity, exploiting its usefulness and long-term benefits.

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