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Teacher agency in change: Baby steps towards co-teaching

This study explores teacher agency in co-teaching: a situation where at least two teachers work together – mainly in the same place – to design, implement, and evaluate teaching. Co-teaching brings the skills of several teachers into the classroom. Focus group discussions help to clarify what the pedagogues are saying about co-teaching by considering the ways in which teacher agency is implemented when teaching together. According to the results, co-teaching was regarded a positive experience, but there were some preconditions. The stories told by

the various teacher groups (class, subject, and special teachers) were different. Regardless of their educational background, teachers generally considered co-teaching as a way of working that developed their professional skills and, at best, made their everyday work easier. Some of the teachers found co-teaching increased their agency, while others felt it narrowed their agency. By deviating from its strict definition, the implementation of co-teaching was stretched as necessary.