# EXPLORING THE USE OF COOPERATIVE DEVELOPMENT AMONG JUNIOR HIGH SCHOOL TEACHERS IN THE PHILIPPINES

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# CHAPTER 1: INTRODUCTION

## 1.1 Rationale

In the Philippines, teacher collaboration has been an area of research that numerous teacher researchers find interesting and worth exploring (Gutierez, 2015). In one of the studies of Viernes and de Guzman (2005), it has been claimed that having supportive relationships in the teaching workplace is vital to a teacher's job satisfaction and professional development. With that said, teacher collaboration is viewed as a platform for professional development in the Philippines. One of the popular teacher collaboration frameworks for professional development in Asian countries is called "lesson study". In its essence, lesson study consists of an observation stage, post-lesson reflection and discussion stages which can be cyclical. In those stages, the teacher that is in the process of development is aided by his/her colleagues. This research is an attempt to add another avenue in which teachers could take advantage of teacher collaboration for their own professional development and benefit. This framework is called Cooperative Development.

As mentioned, Filipino teachers long to have supportive colleagues in their teaching workplace. Cooperative Development could be a potential framework that could break down the barrier of mutual understanding among colleagues. Because Cooperative Development is rooted in Rogers' (1992) person-centered approach in psychotherapy, it is influenced to allow users of the framework to make room for the idea development of the person-in-development. Meaning, users of the framework are expected to try to remove the human's tendency to judge, evaluate, approve, or disapprove. With the suspension of all those thoughts, Filipino teachers could possibly learn how to be a supportive colleague to their co-teacher.

## 1.2 Background of Study

The topic of investigation was inspired by the researcher's teaching experience in the school in which he performed his internship. In that school, teacher collaboration has been a central characteristic that is present among teachers. The researcher had the liberty of collaborating with novice and senior teachers due to a weekly communal planning which requires teachers to brainstorm for teaching strategies and topics for the following week. With that experience, merging with the researcher's experience in collaborating with his colleagues in the university and having the opportunity to attend a seminar which focuses on teacher collaboration for professional development in the form of Cooperative Development, the researcher became inclined to introduce Cooperative Development to teachers in a Philippine context. It has been the researcher's goal to add to the opportunities in which teachers can professionally develop by introducing Cooperative Development to Filipino teachers. Through carrying out this project, the researcher is able to bring awareness and new knowledge to Filipino teachers that they may use to their advantage and hopefully in their own professional development. Furthermore, it can also potentially allow teachers to use teacher collaboration in a positive light which can potentially create supportive colleagues which is an important detail to Filipino teachers.

## 1.3 Research Questions and Design

The research questions that have guided the investigation consist of three main questions

- To what extent does Cooperative Development support teacher development of junior high school teachers in the Philippines?

- What were the opportunities of using Cooperative Development for teacher development?

- What were the challenges of using Cooperative Development for teacher development?

The research design chosen for this study is a qualitative research due to the study requiring an exploration of a teacher development framework. In addition, the qualitative approach chosen is a multiple case study design, whereby two pairs of teachers have been selected to take on roles of Speakers and Understanders and apply the Cooperative Development framework in their teaching practices. The approach allows in-depth data collection and understanding and extensive analysis of the two cases.

## 1.4 Overview of the Study

The study is organized into six chapters (including this introduction). The following presents an overview of each chapter and the progress of the research.

Chapter 2 discusses a general idea of teacher collaboration including the status of teacher collaboration in the Philippine context. Furthermore, Cooperative Development will be introduced along with its roles, Speaker and Understander. The sets of moves of the Understander will also be enumerated in detail. Moreover, a discussion of Cooperative Development in practice will be presented. Also, the opportunities and criticisms on Cooperative Development will be explored.

Chapter 3 presents and justifies the methodology employed in this investigation. It presents the theoretical framework chosen for this study. Furthermore, the rationale behind the chosen research design and qualitative approach will be discussed. It is followed by a discussion in selecting the cases, the methods of data collection, and the data analysis approach (including the data analysis tool used). The chapter then will also discuss the validity of the study and ethical considerations.

Chapter 4 represents the case profiles where the use of Cooperative Development was explored through the exchanges of the teachers. In addition, post-interviews of each teacher regarding their experience of using Cooperative Development and their feedback on using the framework will also be included in this chapter.

Chapter 5 discusses the key findings that emerged from the two case profiles in relation to the research questions that served as a guide in the investigation process.

Chapter 6 summarizes the conclusions and explores areas of potential research.

# CHAPTER 2: LITERATURE REVIEW

## 2.1 Introduction

Having great relevance in the Philippines, teacher collaboration is an area of research that most teacher researchers are inclined to explore (Gutierez, 2015). In this literature review, the professional development of teachers will be viewed as a link with social interaction among colleagues. Moreover, teacher collaboration in the Philippine context will be focused on as it is the context in which the research took place in. Cooperative Development will be viewed as a potential framework for the professional development of Filipino teachers. The framework, roles, and sets of moves of an Understander will be introduced. Along with that, related studies in Cooperative Development will be explored along with its findings and whether or not it is a framework potentially suitable in a Philippine context. In addition, opportunities and criticisms on Cooperative Development will be weighed and a summary of the literature will be included.

## 2.2 Teacher Collaboration

In the context of professional development, teacher collaboration is defined by Johnston (2009) as "any sustained and systematic investigation into teaching and learning in which a teacher voluntarily collaborates with others involved in the teaching process, and in which professional development is a prime purpose" (p. 242). With that said, teacher collaboration can be situated in Vygotsky's (1978) theory of social constructivism. Vygotsky (1978) theorized that individuals learn from social interaction and that knowledge is co-constructed between two or more people. An important ability that is developed in social constructivism is self-regulation. It is the process of internalizing actions and mental operations that are acquired from the social interactions (Bodrova & Leong, 2007). Amineh and Asl (2015) agree and add that "Social constructivism assumes that understanding, significance, and meaning are developed in coordination with other human beings" (p.13). According to Park et. al (2007), social constructivists believe that individuals are situated in a social context in which knowledge construction is potentially encouraged by social interaction. Relating this statement to teachers, the teaching workplace can also be viewed as a social context that may encourage knowledge construction.

Teacher collaboration is a natural phenomenon that happens within most departments of a school. Teacher collaboration ranges from consulting colleagues to addressing special needs students to working with one's fellow teammate in formulating a lesson plan (Friend & Cook, 2000). In other cases, teacher collaboration is also administrative in the sense that teachers come together to meet and plan seminars to discuss internal and external school-related issues. Agreeing to Friend and Cook's statements, Goddard and Goddard (2007) add that teachers merely talking about each other's professional experience and practice is also a form of teacher collaboration. According to Ross, Cornett, and McCutcheon (1992), through communicating with each other, teachers are able to develop "collective teacher knowledge" which is a key aspect to professional theorizing. Through acquiring these "collective teacher knowledge", teachers are given an opportunity to develop themselves through social interaction. With that said, professional development can potentially be achieved through teacher collaboration.

There is a number of challenges for teachers to have the time to collaborate. In a study by James and McCormick (2007), the researchers argue that teacher learning through collaboration and networking among colleagues was a key influence in teacher development. However, teachers are limited to the time that they have and all of it is dependent on the organizational structure of their schools. Similar to schools that the researcher had visited in the Philippines, this is the case. There is no room for teacher collaboration or reflective practice due to time constraints and the workload that a typical teacher has. Since teachers are found to be limited in having an area to interact and reflect on their professionalism and experiences in the class, this gap in professionalism and development is a missed opportunity for them to develop an understanding on how their actions, assessment practices, and task requirements affect student learning outcomes (Park et. al, 2007). Consequently, teachers do not adapt pedagogical procedures in order to address their classroom issues and student needs. In the next paragraph, the importance of maintaining teacher collaboration will be discussed.

It is not enough that teachers are given time when time is permitted to collaboratively interact and reflect with their colleagues. Teachers must achieve mutual engagement (Crafton and Kaiser, 2011). Mutual engagement is achieved through teachers meeting at a regular basis which enables identity development through constant social interaction. Mutual engagement allows exchanges between or among colleagues to flow outside of normal meeting times. Through mutual engagement, communities of practice can be more functional in terms of professional development. In line with teacher collaboration and mutual engagement, Banegas, Pavese, Velazquez, and Velez (2013), designed their research which was founded with the theories concerning teacher collaboration. As a group, they investigated their teaching practices through collaborative action research in a secondary school in Argentina. Through collaborating, they concluded that new knowledge was co-constructed and changed how English-as-a-foreign-language was taught through introducing changes in the curriculum. Through regularly meeting and collaborating, the researchers were able to develop professionally and build their own small community of practice through achieving mutual engagement. Therefore, teacher collaboration could break down the barriers, teacher isolation and teacher individualism, to professional and institutional development (Klette, 1997).

## 2.3 Teacher Collaboration in the Philippine Context

In the Philippines, teacher collaboration is associated with having supportive relationships with one's colleagues for professional development. Having supportive relationships in a work environment is crucial to a teacher's job satisfaction and professional development (Viernes & de Guzman, 2005). In a study conducted in the central part of the Philippines, supportive relationships were categorized into 4 main themes. These interpretations were drawn from 50 Filipino teachers' experiences. According to Viernes and de Guzman (2005) supportive relationships were interpreted by the Filipino teachers as "(1) a life-giving force; (2) an extension of one's family; (3) a reciprocal process; and (4) a work still in progress" (p. 137). For these Filipino teachers, the concept of having a supportive workplace acts as their foundation of trust in each other to endure the difficulties of their professionalism. In line with what Viernes and de Guzman (2005) researched on, teacher collaboration in the Philippines is not only seen as a platform for professional development, but also a bond that keeps teachers intact which could potentially grow into a community of practice once supported properly.

With that being said, teacher collaboration is definitely an area of further research. In the Philippines, what has been popularized in recent years is "lesson study" because of its collaborative nature. A lesson study is a professional development model that originated in Japan. According to Gutierez (2015), "In a lesson study, a group composed of three to five professional teachers, usually within the same grade level, meet together regularly, and collaboratively investigate a 'research lesson' designed to impact student achievement" (p. 119). In its essence, lesson study has observation, post-lesson reflection and discussion stages which can be cyclical. What is notable in lesson study is its collaborative nature and how it is situated in Vygotsky's (1978) theory of social constructivism. Through constant collaboration, teachers in the study of Gutierez (2015) were able to identify the challenges in achieving their goal of inquiry-based learning. From identifying the underlying issues, teachers were more informed and have a starting point for their development. Although teacher collaboration in the form of lesson study has a lot of potential, there is a number of barriers that teachers face in attempting to use it as a professional development model in the Philippines. Among them are lack of support, time, and overemphasis of teachers on content learning (Gutierez 2015). Because teachers are pressured to teach in a teacher-centered manner, there is no room for feedback and adjustment among teachers. Moreover, the academic needs of the students are ignored, and teachers default to content-learning traditionally (Gutierez, 2015).

As gathered, Filipino teachers value supportive environments and teacher collaboration in the form of lesson study. Another avenue in which teachers could channel their collaboration into is a framework called "Cooperative Development". Cooperative Development is a framework for professional development of teachers that could be feasible to implement in the Philippine context because it can be used by all teachers, whether experienced or novice ones (Edge & Attia, 2014.). Moreover, it can be used for various topics in the teachers' exchanges. Cooperative Development is situated under Vygotsky's (1978) theory of social constructivism in which the construction of knowledge is supported by an Understander. Cooperative Development is also presented as one of approaches to collaborative teacher development (Johnston, 2009). Cooperative Development is informed by Rogers' (1992) person-centered approach in psychotherapy. Rogers' (1961) biggest influence to Cooperative Development was breaking down the barrier to mutual understanding. He did so by removing the human's tendency to judge, evaluate, approve, or disapprove. In the next section, Cooperative Development will be discussed further.


## 2.4 Cooperative Development Framework

As mentioned earlier by Viernes and de Guzman (2005), having supportive colleagues is an integral part of professional development in the Philippine context. In line with this dilemma of achieving a 'supportive environment' for teachers in the Philippines, Edge's (2002) framework called Cooperative Development could be the first step in creating a positive environment for teachers to collaborate and progress. Because people have a common discourse to judge, approve, or disapprove, there is a barrier to mutual interpersonal communication (Edge, 2002). This natural characteristic of a person is a hindrance to being a supportive colleague. To break down this barrier, Cooperative Development was built to be a non-judgmental discourse with three underlying principles: respect, empathy, and sincerity (Edge, 2002). These principles will be further explored in the Understander section. Consequently, without adhering to the mentioned principles,

Cooperative Development will have no purpose.

According to Edge (2002), the entire purpose of Cooperative Development is for collaborating colleagues to understand a colleague in a deeper and richer level. For this understanding to be attainable, an agreement between two people must exist. An agreement on adopting a particular type of exchange for a specified period of time. The objective of the framework is to allow teachers to develop within themselves with the use of their own experiences (Edge, 2003). In addition, being under social constructivism teachers are able to develop through the aid of their colleagues. Cooperative Development is a framework for professional development and it requires collaboration with at least one colleague. Therefore, there are certain roles that are needed to be filled in order for it to be workable. One of the roles is called a Speaker which is the person working on his or her development (Edge, 2002). While, the other role is called an Understander which is the person supporting the Speaker's development through making the Speaker feel well listened to by suspending one's own beliefs, judgments, and opinions (Edge, 2002). In addition, the Understander has a set of moves that he or she could use for the role to be strengthened in support to the Speaker (Edge & Attia, 2014).

According to Edge (2003), there are three stages in Cooperative Development: Identification of issue $\rightarrow$ Plan of action$\rightarrow$ Moving beyond the plan. Cooperative Development begins with identifying an issue of concern in terms of the Speaker's professional practice. This is the time to talk and express feelings of any sort about the issue that has been identified (Edge, 2003). After identifying the issue, a plan of action is made. At this stage, the Understander aids the Speaker in moving forward from the problem. Through this shift of topic, the Speaker is able to formulate alternative approaches to the issue at hand. More importantly, an identification of a goal is potentially formed in this stage (Edge, 2003). Through the intervening of the Understander, the Speaker is also able to revisit his or her own ideas and try to assess their validity. After identifying the goal, the next stage is to move beyond the plan. At this point, it is up to the Speaker to execute the plan that he or she reflected on in the session with the Understander (Edge, 2003). From the session, the Understander as well can reflect on the Speaker's possible solutions and possibly apply it to his or her practice as well. Most importantly, after having acted upon the reflections, another cycle of reflection can be formed. It should be noted that Cooperative Development is a framework that is possibly not suited for everyone and is dependent on the commitment to the roles and collegial relationships (Edge, 2003).

**2.5 The Role of the Speaker**

As mentioned, one of the roles to be filled in a Cooperative Development exchange is called a Speaker. In the exchange, the Speaker is the person in search for development (Edge & Attia, 2014). It is important for the Speaker to adopt a non-defensive style of speaking through the agreement and idea that their colleague will be non-judgmental due to the Understander's principles that will be explored further in the next section (Edge & Attia, 2014). Through being non-defensive, the Speaker is able to push beyond his or her thinking to a deeper level and is expected to be more comfortable sharing his or her thoughts with a non-judgmental colleague supporting their idea development. This relationship of having a non-defensive Speaker and a non-judgmental Understander nourishes the quality of the Speaker's thoughts making it more authentic and not filtered because of supposed comfort level that the Understander brings to the exchange

(Edge, & Attia, 2014). In addition, the Speaker is pushed by Cooperative Development to articulate his or her thoughts in order to move from a stage of exploration to a stage of discovery in which one can develop a plan of action to address the issue being discussed at hand (Garton & Richards, 2008). Furthermore, the Speaker is not allowed to ask for any input from the Understander because it will defeat the purpose of having a self-development.

## 2.6 The Role of the Understander

According to Edge (2002), the role of the Understander is a challenging task to do due to the sacrifice of suspending one's beliefs, opinions, and judgments. However, "Cooperative Development's purpose is to Understand because of the growth that can arise from the experience of being Understood" (Edge, 2002). As mentioned earlier, the three underlying principles: respect, empathy, and sincerity must be practiced for Cooperative Development to be successful. In definition, respect is a shared understanding as to what the topic will be talked about or worked on. Therefore, the Understander accepts whatever the Speaker may express without any form of judgment or opinion (Edge, 2002). As an Understander, empathy is described as looking through the eyes of the Speaker. Although it may be difficult to achieve, Edge (2002) argues that in order to be successful in empathizing, "an Understander must assume that whatever the Speaker contributes is true through acceptance of truth and imagination of the particular truth in the eyes of the Speaker". Lastly, the Understander must be sincere through being genuine in one's respect and empathy. With the presence of the mentioned principles, Cooperative Development could be a potential variant of teacher collaboration that epitomizes a supportive working environment through having supportive colleagues.

It is important that an Understander becomes active in helping Speakers develop their interpretations, goals, and plans. At the same time, the Understander should not take the developmental space from the Speaker and let the Speaker reflect through doing different moves and skills that might help the Speaker develop (Attia & Edge, 2014). The skills are as follows:

### Attending

In Cooperative Development, the main purpose is to listen and understand in a deeper level. To attend is to have complete focus on the speaker and to suspend one's thoughts and feelings. According to Attia and Edge (2014), attending is the prerequisite to all other moves.

### Reflecting

According to Edge (2002), reflecting is when Understanders mirror back to Speakers what they have understood from the exchange. As Edge (2002) says reflecting is a way for Understanders to say "This is what I am hearing. This is what I understood. Have I got it right? Am I representing your views and feelings accurately?" It should be noted that Understanders should not reflect back with implications for Speakers to reconsider something as this would disrupt the Speakers self-development. Some examples taken from Edge and Attia (2014) could be "If I am understanding you properly, what you are saying here is" or "Let's recap; the message I am getting is ..." (p. 67). According to Edge and Attia (2014), this is an opportunity for Speakers to reflect on what their thoughts are in the words of the Understander. Through this skill, the Speaker may be able get the

sense of being well understood and continue with the exchange or clear up any inconsistency that the Understander may have said.

### Focusing

During a Cooperative Development exchange, Speakers tend to have various and vague ideas that he or she would be interested to work on (Mann, 2002). Because of this tendency, Understanders need to help Speakers to narrow a focus. According to Edge and Attia (2014), there is a great significance in focusing because it can bring about deeper reflection which causes Speakers to have clearer goals which can aid them to have more detailed methods of action. An example of focusing could be "From what I see, we have two issues here, A & B; would you like to focus on one of these?" (p. 67).

### Thematizing

Thematizing is establishing a common theme by demonstrating possible links or connections of the Speaker's articulation (Edge & Attia, 2014). An example of this could be "You just mentioned A, and earlier you mentioned B. Are these two ideas at all related?" (p. 67). The Understander must be cautious and avoid forcing possible connections to the Speaker (Mann, 2002).

### Challenging

Challenging is useful for the Understander when the Speaker states contradictions or something difficult to internalize (Mann, 2002). Furthermore, Edge (2002) states that challenging is a move that allows the Understander to give the Speaker an opportunity to clarify his or her position in order for the Understander to empathize with the Speaker. An example of challenging could be "Earlier you said how important A is, and now you are very positive about B. Can you tell me how those two fit together?" (Attia & Edge, p. 68, 2014).

### Goal-setting

Once the exchange between the Speaker and Understander is far enough in their exploration, the Understander may use this move to motivate the Speaker to set a goal. An example of this could be, "Based on what you have said in this session, do you see a specific goal for yourself emerging here? (Attia & Edge, p. 68, 2014). It should be noted that goal-setting and the next move, trialling, are sometimes not always used because the Speaker may develop their own thinking (Mann, 2002).

### Trialling

At this move, the goal should have been identified. This move is used to ask the Speaker of the necessary steps to achieve his or her identified goal (Attia & Edge, 2014). It is important for the plan to be realistic, detailed, and attainable.

## 2.7 Cooperative Development in Practice

Cooperative Development had an effect on Boon's (2003) professional development as a teacher. Boon (2003) was able to experience Cooperative Development himself and was able to move from exploration to discovery to action in his exchange with an Understander. Boon (2003) mentioned that the Understander was able to help him develop his ideas through the moves that the Understander used (reflection, focusing, goal-setting). Boon's (2003) main issues were improving boardwork and finding a new method to present language. In the end, the results of the action taken were a success, but he did mention that it was difficult to not ask for input from the Understander.

In addition to Boon's experience, Bibila's (2011) interest in Cooperative Development, allowed her to formulate workshops for English to speakers of other languages (ESOL) practitioners to train them in developing critical awareness to be an Understander. The objective of the first part of the workshop was for the ESOL practitioners to reflect and convert judgmental comments and questions into more descriptive and non-judgmental tones. Through this activity, the ESOL practitioners learned to distinguish judgmental comments and questions from descriptive ones. In the second part of the workshop, Bibila (2011) adapted an exercise from Edge (2007) in which the ESOL practitioners were asked to read different Speaker statements over and over again. Through this repetition, the participants were able to imagine being in the shoes of the Speaker and reflect on their respective passages. The group was able to empathize with what the Speaker was trying to say and develop non-judgmental responses for their respective passages. With that said, it is important for Understanders to undergo a workshop in order to fully understand their role and how to maneuver it.

## 2.8 Opportunities of Cooperative Development

According to Attia and Edge (2014), Cooperative Development is an empowering framework because it "offers the teacher complete ownership of and responsibility for their professional development". Moreover, the teacher is able to have a space for reflection and examine their own professional practice in order to develop a focus or an area of priority for one's own professional development. Cooperative Development is also able to give Speakers support of a non-judgmental colleague which is useful especially when making new discoveries. In addition, Attia and Edge (2014) argued that Cooperative Development has characteristics of inclusivity in terms of experienced or novice teachers. Moreover, specialization, nationality, language, or geographical location are not barriers to participating in Cooperative Development. Cooperative Development can also be computer-mediated if distance is an issue (Edge, 2006). Similarly, there is no limit to the coverage of topics that can be explored through Cooperative Development. The only price to pay in this framework is a committed Speaker and a sincere Understander.

Having experienced Cooperative Development himself, Boon (2003) was able to experience more freedom as a teacher. Rather than being pulled or restrained by fear of evaluation of another person, he was able to have a space to have an awareness, discover alternatives, and have a plan of action. This freedom allowed him to find his own direction in moving forward. Thus, Cooperative Development is potentially a method of knowing one's professional identity more and from that have a direction to target for the development of oneself.

**2.9 Criticisms on Cooperative Development**

According to Mann (2002), Cooperative Development has been criticized due to its unsuitability for colleagues who have asymmetrical roles. With that said, Cooperative Development may be problematic in situations where there is a hierarchy in terms of employability positions. Because of the nature of how Cooperative Development works, it may be best to use it when there is an exchange between two equals. Another criticism was posed by Roberts (1998) is that Cooperative Development stems from professional counseling contexts and it may be dangerous for it to be used by people outside of the mentioned context. However, this was contradicted by Edge (1992), himself, stating that Cooperative Development should be between two equals. Having a client-therapist relationship contradicts this criticism.

Edge (2003) states that Cooperative Development is not a framework for everybody. He claims that it is effective in his experiences but did not generalize it for the use of all teachers. This links with the debate on teacher collaboration that Johnson (2003) mentioned in which he said that teacher collaboration is not suitable for all teachers. Because not all teachers are open to the idea of collaboration on grounds of trust, time restraints, and competition, the Cooperative Development framework may not be seen as relevant to teachers who oppose teacher collaboration. This is the reason for having a commitment and foundation of trust is important in Cooperative Development. With that said, the framework will only be optimized with teachers who have worked with each other for a period of time and that it can't be applied to strangers. Therefore, Cooperative Development is dependent on the cooperation of the participants and is situation dependent. In addition, Boon (2003) mentioned that he had difficulty in resisting the temptation to give or ask opinions after having experienced Cooperative Development. Although he was able to overcome the said temptations, it may not always be the case for all teachers.

**2.10 Summary**

Teacher collaboration is first defined by Johnston (2009) as "any sustained and systematic investigation into teaching and learning in which a teacher voluntarily collaborates with others involved in the teaching process, and in which professional development is a prime purpose" (p. 242). Teacher collaboration was situated under the theory of social constructivism by Vygotsky (1978) in which he theorized that individuals learn from social interaction and that knowledge is co-constructed between two or more people. This was affirmed by Johnston (2009) as mentioned and by Amineh and Asl (2015) stating that "Social constructivism assumes that understanding, significance, and meaning are developed in coordination with other human beings" (p.13). In addition, Park et. al (2007) state that social constructivists believe that individuals are situated in a social context in which knowledge construction is potentially encouraged by social interaction. The social context in this research is the teaching workplace.

Teacher collaboration plays an important role for Filipino teachers (Viernes & de Guzman, 2005). Because of how Filipino teachers value supportive relationships in a work environment, these relationships can have benefits in terms of professional development. According to Amineh and Asl (2015) and Park. et. al (2007) social interaction can encourage and knowledge. In the case of Viernes & de Guzman (2005), the social interaction among teachers could encourage learning among teachers since the teachers view their workplace as something positive. Aside from having

supportive environments, lesson study, which is situated under teacher collaboration, is becoming a topic of interest for Filipino teacher researchers. According to Gutierez (2015), "In a lesson study a group composed of three to five professional teachers, usually within the same grade level, meet together regularly, and collaboratively investigate a 'research lesson' designed to impact student achievement" (p. 119). Here, Cooperative Development is introduced as an additional avenue for the professional development of Filipino teachers.

Cooperative Development was situated under Vygotsky's (1978) theory of social constructivism. It also is presented as one of the approaches to collaborative teacher development (Johnston, 2009). In order to fully maximize Cooperative Development as a framework for professional development, teachers must understand the three underlying principles: respect, empathy, and sincerity (Edge, 2002). Through proper understanding of the principles, teachers can now try take on the roles of Speaker and Understander depending on their preference. The Speaker is the person working on his or her development, while the Understander is the one supporting the Speaker's development by making the Speaker feel that he or she is well listened to through being respectful, empathic, and sincere (Edge, 2002). In addition, there is a set of moves that Understanders can use to help them support the Speaker.

Through achieving mutual engagement that the Speaker and Understander agreed on, Cooperative Development may be a framework for professional development that makes it attainable for Filippino teachers to be a community of practice, (Crafton & Kaiser 2011). However, there are criticisms about Cooperative Development in which it is deemed unsuitable for asymmetrical roles and dangerous due to it being seen as a counseling method that professionals should only use (Mann, 2002; Roberts, 1998). In addition, Johnson (2003) states that teacher collaboration is not a framework for all teachers and that Cooperative Development could be situation-based.

# CHAPTER 3: RESEARCH METHODS

## 3.1 Introduction

Chapter 3 is the presentation of the methodology that sets up and supports the study. It builds on Chapter 2's literature review. It begins by restating the research questions and the theoretical framework. Along with that, the choice and rationale of the research design is presented. The qualitative approach to the study chosen is the case study approach. The justification of this choice is discussed along with the sampling method in selecting the participants. Moreover, the discussion of the methods of data collection is presented followed by the data analysis process. It should be noted that the validity strategies are included which are means to check for accuracy of the findings and establish trustworthiness.

The research questions of this study comprise of the following:

- To what extent does Cooperative Development support teacher development of junior high school teachers in the Philippines?

- What were the opportunities of using Cooperative Development for teacher development?

- What were the challenges of using Cooperative Development for teacher development?

## 3.2 Theoretical Framework

The lens that the researcher will use in evaluating the research is the theory of social constructivism. As mentioned in the literature review, the theory of social constructivism is based on individuals learning from social interaction (Vygotsky, 1978). This is affirmed by Amineh and Asl (2015) in saying that "social constructivism assumes that understanding, significance, and meaning are developed in coordination with other human beings" (p.13). In connection to Cooperative Development, social constructivism is embedded in the framework because of how the Understander supports the idea development of the Speaker through the sets of moves mentioned in the literature review. Because of this dynamic between the Speaker and Understander, the ability of self-regulation (Vygotsky 1978) is potentially in process of development. Self-regulation is defined by Bordova and Leong (2007) as the process of internalizing information gathered from interacting with other individuals. Self-regulation is also related to social constructivism because of how a colleague affects the construction of knowledge of the recipient (Bordova & Leong, 2007). In the case of Cooperative Development, the self-regulation of a teacher may be supported by a colleague, but it primarily depends on the teacher's personal idea development.

## 3.3 Research Design

Based on the research questions presented, a qualitative research design has been chosen for this study. According to Cohen, Manion, and Morrison (2013), there is no one way of defining qualitative research due to variations of contexts and methods of investigation. Nevertheless, Corbin and Strauss (2015) loosely defines qualitative research as:

A form of research in which the researcher or a designated co-researcher collects and interprets data, making the researcher as much a part of the research process as the participants and the data they provide. Qualitative research utilizes an open and flexible design and in doing so stands at odds with the notion of rigor so important when doing quantitative research (p. 4).

There are a number of reasons that qualitative research design fits with the researcher's study according to Creswell (2013). The rationale behind the choice of research design is that the study requires exploration of a problem, issue, or phenomena. In the case of the researcher, there is a need to study a group of teachers to in their journey to try out a newly introduced framework for professional development, which is Cooperative Development. In addition, the qualitative research design offers a more detailed and complex understanding of a study through allowing the researcher to be situated in the context of the participants to have a deeper understanding of the issue at hand (Creswell, 2013). Consequently, the researcher is able to develop themes and theories for certain samples which could be too complex to determine when using a quantitative research design.

Based on the research questions presented, a number of characteristics of qualitative research are evidently observed. Creswell (2014) presented characteristics of qualitative research that are purposeful for the researcher's study. These characteristics are as follows:

- Qualitative researchers tend to collect data on-site where the participants are. This up-close access gives the researcher authentic data in which individuals' behavior and actions within their context are seen.
- Qualitative research allows the researcher to be a key instrument in collecting data by observing, interviewing, etc. In addition, multiple sources of data are gathered. This access to multiple data allows the researcher not to be dependent on one data source. Instead, the researcher will make sense of all sources and organize it into categories to develop common themes.
- Qualitative research focuses on the understanding of connection of the participants to the problem or issue.
- Qualitative research urges the researcher to be reflexive about how his role, identity, and personal background can shape the interpretation of data. This aspect is not only advancing biases, but also shaping the direction of the study.
- Qualitative research is holistic in the sense that researchers report multiple perspectives of the study and generalizing it into a larger theme.

## 3.4 Qualitative Approach

After situating the study in qualitative research, the case study approach was chosen as the approach of inquiry. According to Yin (2009), case study is defined as "research involving the study of a case within a real-life, contemporary context or setting". In line with that statement, Creswell (2013) views case study as a methodology in which:

the investigator explores a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed in-depth data collection involving multiple sources of information (e.g., observations, interviews, audio-visual material, and documents and reports), and reports a case description and case themes (p. 73).

In addition to having the case study approach, there are different variations of the said approach. The researcher will focus on having a multiple case study in which it is defined as to selecting an issue or concern but having multiple cases to study in order to illustrate the issue in different perspectives (Creswell, 2013). According to Attia (2011), the case study approach has been widely used in investigating teacher cognition which the researcher finds relevant in professional development. This research attempts to determine the effectiveness of Cooperative Development in the teachers' professional development based on their experience using it. Along with that, an analysis of the opportunities and challenges that Cooperative Development entails based on the teachers' reflections. Informed by the research questions, the researcher seeks in-depth understandings and deep analysis of reflections which is consistent with the multiple case study approach.

### 3.5 Setting and Participants

In selecting the participants of the study, the researcher will be using purposeful sampling. The rationale behind the use of purposeful sampling is that it is more appropriate in qualitative research (Creswell, 2013). This is supported by Flick (2014) in which he states its importance in qualitative research saying in the selection process, the researcher must carefully think about who is the best fit for the study in terms of necessary knowledge and experience. Meaning, the researcher must consider which case or cases he can learn most from (Stake, 1995). As defined by Patton (1990), information-rich cases bear importance in qualitative research due to the maximization of learnings that can be derived from the selected case that has a central importance and purpose for the research.

The context in which the study will take place will be in a private junior high school in the city of Makati. Two pairs of teachers were selected to participate in the study and the following presents the rationale of their selection.

### *Chris*

Chris has a BSE in Mathematics from University of Makati and is currently finishing an MST in Mathematics in De La Salle University – Manila. He has been teaching in his current school for 9 years and is the current Head Teacher for 7th Grade students.

He has been chosen for this study because of his position as Head Teacher which requires a lot of teacher interaction especially in his grade level. Moreover, he has expressed his passion for teacher collaboration especially since he also is invested in developing his professional practice.

*Roderick*

Roderick has a BSE in Mathematics from University of the City of Manila and is currently finishing an MST in Mathematics in De La Salle University – Manila. He has been teaching in his current school for 9 years and is currently a 10th Grade Mathematics teacher.

He has been chosen for this study because of because of his collaborative nature and sociable personality as a teacher and colleague. He is one of the teachers in the work place that all teachers get along with. Furthermore, teacher collaboration for professional development is his area of interest in research.

*Robyn*

Robyn has a BSE in Mathematics with Specialization in Reading from Philippine Normal University. She has been teaching in her current school for 9 years and is currently a 7th Grade Mathematics teacher.

In general, Robyn is fond of collaborating with her colleagues whether it is for teaching strategies of professional development. This is one thing that she enjoys in her teaching work place and with that I chose her to participate in the study. It is also important to take note that Chris, Roderick, and Robyn started teaching at the same time in their current school, which makes them have a lot of trust with each other as colleagues which I find important. With that, it would be easier for Speakers to be non-defensive and Understanders to be non-judgmental.

*Royelle*

Royelle has a BSE in Mathematics from University of Santo Tomas and is currently finishing an MST in Mathematics in De La Salle University – Manila. She has been teaching in her current school for 5 years and is currently a 10th Grade Mathematics teacher.

She has been chosen to participate in the study due to her interest in teacher collaboration as this is a possible area of research for her own dissertation. However, she confesses that as a teacher she lacks reflection and could possibly find this study as an opportunity to reflect on her own teaching practice. Although Royelle is quite new, she is also comfortable with the other teachers as they have worked together in previous years.

Before the data collection, it has been decided among the participants for Roderick and Royelle to take the role of the Speakers, while Chris and Robyn took the role of the Understanders.

**3.6 Methods of Data Collection**

**3.6.1 Audio Recording**

In definition, audio-visual materials may take the form of photographs, art objects, videotapes, website main pages, e-mails, text messages, social media text, or any forms of sound (Creswell, 2014). To capture the Cooperative Development exchange between the two participants, the audio

recording was used. This data collection procedure was chosen because of its relatively unobtrusive nature and capability of recording in high detail in terms of dialogue (Flick, 2014). Moreover, Creswell (2014) affirms this and states that audio recordings capture the reality of what is happening. In the case of this research, the reality of the exchange between the two pairs of teachers can be heard in terms of the tones they use and the inflections of their voices. Aside from the exchanges, the semi-structured interviews were also audio recorded.

There are also limitations to acquiring data through this procedure. According to Flick (2014), audio recordings are difficult to interpret and are not always accessible. Furthermore, the presence of the recording device or observer may possibly disrupt the natural flow of the exchange between the teachers.

### 3.6.2 Semi-structured Interviews

In qualitative research, there are three types of interviews: structured, unstructured, and semi-structured (Robson, 2016). For this research, semi-structured interviews will be used. The rationale behind this choice is that semi-structured interviews allows the researcher to prepare key questions that determine what areas there are to explore for the participants, but the answers of the participants are not confined to these questions (Gill, Stewart, Treasure, & Chadwick, 2008). In other words, the interviewer or interviewee may diverge their responses in more detail. This may occur by adding unplanned questions to follow up on an interviewee's response (Robson, 2016). Through adding unplanned questions, the interviewee may dive deeper to the topic and have more in-depth responses. Moreover, semi-structured interviews have the characteristics of both structured and unstructured interviews (Freebody, 2003 in Attia, 2011). According to Robson (2016), structured interviews have pre-determined questions that confine participants to those default questions. While unstructured interviews are developed from a general idea without any pre-determined questions. This type of interview is freer than a structured interview and can be more accurate than an unstructured interview. Both characteristics of structured and unstructured interviews are optimized in semi-structured interviews as mentioned.

There are a number of criticisms presented against semi-structured interviews by Robson (2016). First, semi-structured interviews can be unreliable due to lack of standardization. Second, non-verbal cues can disrupt the initial thoughts of interviewees which can lead to a change or reverse in their response. Third, semi-structured interviews are seen as time-consuming and can be unpredictable in terms of time. Nevertheless, semi-structured interviews have the potential to provide rich data (Robson 2016; Gill, Stewart, Treasure, & Chadwick 2008; Creswell 2013).

In this research, the interview questions were structured and informed by the research questions. The interviews focused on the teachers' reflections and reactions on the effect of Cooperative Development to their professional practice. Moreover, the opportunities and challenges of Cooperative Development to their practice also served as a focus. The interview schedule may be viewed in Appendix 4.

**3.7 Data Analysis**

Thematic Coding Approach

In this research, the thematic coding approach was used in interpreting and analysing the collected data. According to Robson (2016), the thematic coding approach can be used as a constructionist method which "examines the ways in which events, realities, meanings, and experiences are the effects of a range of discourses operating within society" (p. 458). Applying the definition to this research, the researcher will examine experiences, realities, and meanings of the teachers as an effect of the Cooperative Development framework. The focus will be on the extent of the effect of Cooperative Development on the teachers' professional practice. It is expected that their experiences and realities will transpire in the exchange. Moreover, the semi-structured interviews will allow teachers to reflect on their experiences and perceptions on Cooperative Development. Due to the overwhelming data acquired, this approach on the analysis of the data helped the researcher reduce the data into themes through a coding process (Creswell, 2013). Finally, the condensed data was presented in a form of discussion.

According to Creswell (2014), coding is defined as "the process of organizing the data by bracketing chunks (or text or image segments) and writing a word representing a category in the margins". Once the data is coded, the active concern of the researcher is to develop possible themes. The theme is informed by the research questions or something of interest and relevance to the researcher. In terms of the advantages of the thematic coding approach, it is accessible to researchers who have little or no experience in the use of qualitative research (Braun & Clarke, 2006). In addition, it provides researchers a method of summarizing themes of a large amount of qualitative data which is widely accepted by researchers (Braun & Clarke, ibid.).

Some criticisms presented by Braun and Clarke (2006) are that the thematic coding approach is a generic approach which is less reliable compared to grounded theory, interpretative phenomenological analysis, discourse analysis or conversational analysis because of potential misinterpretation of the data due to researcher bias. Also, thematic coding analysis is commonly used as a descriptor as opposed to interpreting the themes. Lastly, due to the overwhelming data, researchers tend to have difficulty in focusing.

**3.8 Analytical Tool**

NVivo

To support the analysis of data, the researcher used NVivo. In its essence, NVivo was created and continues to be developed to support qualitative researchers in managing their data (Bazeley & Jackson, 2013). Because there is a tendency for qualitative researchers to be overwhelmed with the amount of data, Nvivo assists the researcher in recording, sorting, matching, and coding in answering the research questions (Bazeley & Jackson, 2013). It should be noted that the purpose of NVivo is only to organize data, but the analysis is still up to the researcher. One of the strengths of using NVivo is that it ensures rigor in the analysis process through being more methodical, thorough, and attentive (Bazeley & Jackson, 2013). An example of this is through "coding" in

which NVivo ensures a complete set of coded data for the researcher's interpretation when the researcher is categorizing data into themes.

## 3.9 Validity

To check for the accuracy of the findings, the researcher used certain validity strategies. According to Creswell (2014), this is called checking for qualitative validity. In qualitative research, validity is seen as one of the strengths since it determines the accuracy of the findings based on the view of the researcher, the participant, or the readers (Creswell & Miller, 2000). The following are the validity strategies that will be used in this study.

### 3.9.1 Triangulation

This strategy is mainly about corroborating data sources in order to build a justification for the themes that will arise in the data analysis process. According to Cohen et. al (2007), triangulation reduces bias that may occur in the use of only on instrument in acquiring data. In addition, it adds researcher confidence especially since multiple sources of data are coming in and being corroborated.

### 3.9.2 Member Checking

This strategy involves reporting specific descriptions or themes back to the participants and determining the accuracy of the report based on the participants' point of view (Creswell, 2014). This adds credibility to the analysis of data and could be done in a follow-up interview which gives the participants an opportunity to reflect and comment on the findings of the research (Creswell, ibid.)

## 3.10 Ethical Considerations

### 3.10.1 Researcher Identity

In this research, I assume the role of an outsider researcher because I am in a school in which that I am not currently employed in. Given that I am a Filipino teacher who worked with these Filipino teachers, I may be an insider researcher somewhat compared to if a foreign teacher would carry out the research plan because of the common ground of our nationality, culture, and profession. Furthermore, I also consider myself a bit of an insider researcher because I have worked as an intern in the school in which I am implementing my study in. I experienced working in the school and understand how collaborative the teachers are in their work place. As expected, they still have their communal planning every Wednesday, which is a collaborative effort to plan and strategize on the upcoming lessons. However, with the typical workload of a teacher, I expected them to have limited time to reflect on their professional practice. In terms of my relationship with the participants, I was perceived as a researcher rather than a colleague. With that, everything went smoothly from informing them of the study up to the data collection process. A challenge that I experienced was being nervous going into this school as a researcher because of my young age and lack of teaching experience. I knew that there was a possibility of me being intimidated by the participants and be put in a position to teach a framework to them. To break down this barrier, the

inclusivity characteristic of cooperative development which basically encourages novice and experienced teachers to participate regardless of prior experience and knowledge (Attia & Edge, 2014). With their help in being professional participants, I believe that the data collection stage was fruitful. Another challenge that was difficult to handle was the teachers' schedules. We had to think of a perfect time that all of them was available and was a bit of a problem in terms of the timeframe I gave myself. Nevertheless, the participants were able to have common ground.

Working on this research means that I may have a bias on teacher collaboration for professional development. To even the field and control my bias, it was intentional that one of the research questions highlighted on the challenges that cooperative development brings in a Philippine context.

### 3.10.2 Access

Being an outsider researcher, it is expected that gaining access to conduct the study in the selected school would be challenging. In gaining access, the researcher communicated with the principal of the school, who gave permission to the researcher in conducting the study. Before the meeting, the researcher prepared a consent form along with an information sheet that includes the necessary details about the research study to give to the principal. In the consent form, it was made clear that the research is voluntary. The principal was not pressured to decide and contacted the researcher through e-mail a decision has been made. The information sheet and consent form can be viewed in Appendices 1 and 3.

### 3.10.3 Written Consents

After gaining access to the school, the researcher provided selected teachers an information sheet and consent form for the study. The information sheet included the purpose of the study, possible disadvantages of the study, possible benefits of the study, confidentiality options, etc. Similar to the principal, teachers were not pressured to make immediate decisions in participating in the study. It was mentioned that participants have the power to withdraw from the study at any time. They were given the option to contact the researcher when a decision has been made. The information sheet and consent form can be viewed in Appendix 2.

**CHAPTER 4: RESULTS**

**4.1 Case One: Roderick's Session with Robyn as Understander**

**4.1.1 Overview**

In Roderick's exchange with Robyn, he opened up about his frustrations on a teaching approach, exploration, that he used that worked well in 10A, while observing that the same teaching approach worked terribly for 10E. He realized that the two sections had completely different learning styles and that's where he thought where he went wrong. It should be noted that Roderick had trouble focusing on a single topic. This was also mentioned by Robyn in her interview.

Also included are Roderick's and Robyn's post-interview which include their reflections about Cooperative Development.

**4.1.2 The Exchange**

In the beginning of the exchange, Roderick expressed his experience in using the same teaching approach for two sections. The problem he encountered with his section, 10E, was that they could not find the pattern of an arithmetic sequence. However, the same teaching approach, exploratory learning, was used in his other section, 10A, which turned out very successful. After further focusing on the said issue with the help of the Robyn, Roderick was able to gather his thoughts and determine his main concern.

Table 1

| |
|---|
| ROBYN: You said that they could not understand the lesson, could you dig deeper on this? [1] |
| RODERICK: It was for them to supposedly notice and understand the pattern of the arithmetic series.[2] My expectations for them was completely the opposite.[3] Because of that, I was unsure if the students understood the lesson.[4] So, that's my main concern, why is that same strategy not effective in my 10E class, while it worked wonders in my 10A class.[5] |

After identifying the issue, Roderick continued to explore his thoughts with the aid of Robyn's reflection and arrived at a discovery.

Table 2

| |
|---|
| ROBYN: Let me see if I got it correctly, in 10A, your strategy worked, while in 10E, it didn't work.[1] |

RODERICK: Yes. I thought "What should I have done differently for 10E?".[2] I think I exploratory learning would not really be effective for all classes.[3] I realized that I heavily relied on exploratory learning because of the good results I got in 10A.[4] I completely forgot that maybe another strategy would have worked for 10E since they may have a different learning styles from 10A.[5] There's a possibility that my students in 10A are good at exploring at their own, while my 10E class would possibly prefer a discussion or a different approach.[6]

Eventually, with Robyn's thematizing and reflecting, Roderick was able to determine a possible solution for 10E. He recalls that 10E is a chorale class, who are students that are into presentations and group works.

Table 3

ROBYN: You said that the approach used for both sections is exploratory learning, which worked for 10A but not for 10E.[1] How do you think is the approach related to 10E's getting left behind in the lesson?[2]

RODERICK: I was asking them to explore the result of adding the terms of an infinite arithmetic sequence, which would result to three possible outcomes.[3] The outcomes could be no answer, a very big sum, or an estimated answer.[4]

ROBYN: So, they were not able to explore the 3 possible outcomes?[5]

RODERICK: Unfortunately, they were not able to.[6] There was a disagreement among the students about the concept.[7] What I have in mind is to allow the students to perform or discuss or report with their groupmates since they are a chorale class who loves group works and presentations.[8] They could even make their own examples so they could understand the concept more with the help of their peers.[9]

### 4.1.3 Roderick's Post-Interview

In Roderick's interview, he thought that Cooperative Development is an avenue to reflect on numerous solutions to a problem.

Table 4

RODERICK: I realized that there are more solutions than problems.[1] When I reflected, I worked on my ideas.[2] Those ideas opened my eyes to my problem and I was able to explore

myself.[3] Although Robyn didn't contribute, she really helped me understand myself and weigh other options and not just rely on my gut feeling that a certain strategy will work.[4]

Roderick finds Cooperative Development feasible to integrate in his current workplace. He believes it is a great technique in developing a healthy work environment.

Table 5

RODERICK: It's very feasible to include in our communal planning.[1] I find that it not only allowed me to self-develop, but also strengthened my relationship and trust with Robyn.[2] I find the idea accessible.[3] During our free time, we can have an exchange about our work experience without it disrupting our schedules.[4]

Although Roderick finds the idea accessible, he claims that teachers need to continually and willingly have exchanges and it should not be a one-time thing.

Table 6

RODERICK: The challenge is how you're going to recheck if your solution worked.[1] Cooperative Development should be done in succession for continual growth.[2]

### 4.1.4 Robyn's Post-Interview

In Robyn's interview, she realized that what Roderick was experiencing could also happen to her which she found helpful in terms of her own development.

Table 7

ROBYN: Aside from presenting the problems, he eventually presented solutions.[1] I realized that we had the same problem in the class.[2] While he was reflecting on what happened, I was also thinking to apply that also in my class.[3] While he was reflecting, I was also reflecting.[4] It was helpful for the both of us even though I was not allowed to contribute to his ideas.[5]

She mentioned of the potential of Cooperative Development and believes that it can be integrated in their communal planning. However, she fears that it could take a lot of time.

Table 8

ROBYN: I think Cooperative Development will work in our school and with the setup that we have.[1] In our school, we practice communal planning.[2] We meet as a group based on

our year level.[3] We talk about the lesson for next week.[4] I think it can be a good addition.[5] Aside from talking about lessons and strategies, we can reflect about our teaching since we don't have that space.[6] We are open to sharing experiences.[7] However, the problem would be time constraints.[8] It could take a while for someone to reflect and we don't have the time.[9]

Robyn felt that it takes time to learn to be an Understander.

Table 9

ROBYN: It took some time learning to be an Understander.[1] At first, I couldn't focus.[2] I needed to summarize his thoughts before finalizing my response.[3] Roderick had a hard time focusing because he had 5 problems all at once and I struggled helping him focus because I tend to just listen.[4] I probably need work more to be an Understander because it is a difficult task.[5]

## 4.2 Case Two: Royelle's Session with Chris as Understander

### 4.2.1 Overview

In Royelle's exchange with Chris, she opened up about her struggle in preparation of lessons due to the variety of students that she is handling. She has a multi-cultural class, a chorale class, a class that consists of pull-out/advanced students, and a regular class. Royelle grew an awareness to what her students need and thought of blended-learning as a possible solution. It should be noted that in Royelle's first session, she maximized exploring her thoughts and only came to a discovery and plan at her second session.

Also included are Chris' and Royelle's post-interview which include their reflections about Cooperative Development.

### 4.2.2 The Exchange

In the beginning of the exchange, Royelle shared her struggle in the preparation of lessons for her four classes. It should be noted that pull-out students are students who were part of a more advanced mathematics class in their previous year.

Table 10

ROYELLE: I find this school year's preparation very challenging because I'm handling 4 sections.[1] The first is a multi-cultural class.[2] The second is a chorale class which is an ability-based section.[3] The third consists of some learners that were pull-out students during their last year in elementary and some regular students.[4] While, the fourth class is a regular class.[5]

Royelle was able to focus on what she finds challenging in terms of the preparation that she mentioned which are different issues for different sections. Issues ranged from having advanced students mixed with average students to a language barrier. It should be noted that for the chorale class and the regular class, Royelle's main issue was being an animated teacher which she finds very exhausting because she has to exert effort in being creative and entertaining to capture students' attention.

Table 11

| |
|---|
| CHRIS: So, you mentioned a while ago that preparation for these 4 sections is challenging.[1] How is it challenging?[2] |
| ROYELLE: It is challenging because I noticed that I have 4 different approaches.[3] When it comes to the third section, those students that were part of the pull-out program are more advanced than their peers.[4] Because of their advanced experience, I have to add more enrichment activities for them.[5] When it comes to the first section, the multi-cultural class, students' mathematical abilities vary because of the various cultures in which they grew up in.[6] For example, some students come from Korea and usually they are more advanced than their peers.[7] Aside from that, I feel that there is a language barrier with some of the students.[8] |
| CHRIS: You're saying that there is a language barrier with you and your other multi-cultural students.[9] What does this mean for you?[10] |
| ROYELLE: Not all students are proficient in speaking in English.[11] What I do is I give the Korean students additional activities.[12] In terms of the language barrier, I try to explain it in a way that I think that they would understand it using simpler English words.[13] |

Royelle was able to develop a plan of action after exploring her thoughts. She is planning to apply the blended learning approach in her classes and discovered that it could also be the solution to her problem of being exhausted from being animated in her other sections.

Table 12

| |
|---|
| CHRIS: You also mentioned that you plan to read more so that you could have more strategies to apply, how do you plan to try to achieve this plan?[1] |
| ROYELLE: I plan to try blended-learning.[2] I read that blended-learning combines the traditional method and the use of electronic gadgets.[3] Blended-learning also allows students to work at their own pace especially since I have a mixture of students with different levels of mathematical abilities.[4] Actually, I think it would require less effort compared to my |

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previous approach in becoming too animated in the class which is very tiring.[5] With this idea, I don't think I would need to perform for my students for them to learn.[6]

### 4.2.3 Chris' Post-Interview

In Chris' interview, he mentioned that he was able to watch Royelle reflect on her own techniques which he thought as beneficial because of the realizations that Royelle discovered about herself.

Table 13

CHRIS: Cooperative Development was able to give Royelle a look at the mirror and observe herself through her ideas and thoughts.[1] I was only there to support her, but I saw how she was able to realize that sometimes, what we think as the best technique isn't always the best.[2] Through reflecting, she was able to take time for herself as a professional and self-develop.[3] Although I was not able to contribute to her ideas, I learned a lot from her as an Understander and also gave me an opportunity to reflect on my own teaching if I am in her shoes.[4]

Chris found it useful to be see things through Royelle's perspective. He was able to recognize how Royelle processed things.

Table 14

CHRIS: Getting to see things from Royelle's perspective was very refreshing.[1] I was able to see how she processes her thoughts.[2] I found this useful in order to have a good relationship with my colleague.[3] Capitalizing on Understanding will create a healthy work environment because people will learn how to be more transparent and non-defensive.[4] I could see Cooperative Development materializing in our communal planning.[5]

Although Chris was optimistic with Cooperative Development being included in their communal planning, he thinks that being an Understander is a challenging task.

Table 15

CHRIS: Initially, it was very challenging not to give your two cents.[1] It takes time to learn to be an Understander.[2] More workshops should be done.[3] However, I believe learning is personal and I see the wisdom behind suspending my own thoughts for Royelle to navigate on her own development.[4]

### 4.2.4 Royelle's Post-Interview

In Royelle's interview, she was able to learn more about herself as a teacher through the help of Chris.

Table 16

> ROYELLE: I think it actually helped me become more reflective.[1] On a normal day, I just teach and forget to reflect on what happened inside the classroom because of time constraints.[2] I felt that Chris was able to help me understand myself more because I was hearing myself in his words and expound on my issues.[3]

Royelle feels that Cooperative Development could be a bridge for some teachers to share their teaching experiences and ideas to their colleagues.

Table 17

> ROYELLE: Aside from learning about myself, I feel that Cooperative Development is an opportunity to get to know my colleagues more if I am an Understander.[1] With that, we are able to be aware of each other's problems and ideas.[2]

In order for Cooperative Development to be workable, Royelle finds it important to have colleagues that she's comfortable with.

Table 18

> ROYELLE: In terms of Cooperative Development becoming feasible in our school, I think it can be integrated in our Professional Learning Community.[1] However, I think teachers should be comfortable with the person they are opening up to.[2]

# CHAPTER 5: ANALYSIS

## 5.1 Introduction

The focus of Chapter 4 was to present two accounts of Cooperative Development exchanges along with the teachers' post-interviews about their roles and experiences with using the framework. In this chapter, the focus will be on the emerging themes that arise from each case. Specifically, the Speakers' idea development and how Cooperative Development affected their professional development. Moreover, themes on the opportunities and challenges of Cooperative Development will also be discussed based on the teachers' experience of Cooperative Development and their post-interviews. A summary will also be presented which covers this chapter. It should be noted that each case is unique, and that further comparison of each case helped illuminate the researcher's examination of the research questions, namely:

- To what extent does Cooperative Development support teacher development of junior high school teachers in the Philippines?

- What were the opportunities of using Cooperative Development for teacher development?

- What were the challenges of using Cooperative Development for teacher development?

## 5.2 Extent of Cooperative Development's Support

### 5.2.1 Thought Exploration / Issue Identification

Once given the space of reflection that both Speakers received through the Understanders' suspension of their beliefs and opinions, Roderick and Royelle each shared their frustrations and struggles in their teaching practices. The main issue that Roderick was facing was his fixation on a certain teaching approach, exploratory learning, which worked wonders for 10A, while working terribly in 10E (Table 1). However, Roderick had trouble focusing on an issue and Robyn, his Understander, mentioned that she had difficulties in using the Understander moves (Table 9). Consequently, Roderick had an overwhelming session with Robyn covering a range of topics. The issue covered in Chapter 4 was the main bit that Roderick kept circling back to. Hence, its use for the analysis.

In comparison to Roderick, Royelle was more focused on what her problem was which was that she uses four different approaches for her four sections (Table 10). Furthermore, it can be seen in Table 11 that Chris was able to aid Royelle in determining what was challenging in the four approaches that Royelle was talking about (Table 11). Issues ranged from language barriers, different paces of learning, being an animated teacher. Chris, Royelle's Understander, was probably more comfortable in his role as an Understander compared to Robyn. Although he mentioned that it was a difficult role, Royelle had very focused sessions because Chris knew when to interject and use Understander moves compared to Robyn who mentioned that she tends to just listen (Tables 9, 15).

The important detail to take note is that although both Speakers have different experiences, they were both able to express their frustrations and problems inside the classroom because they had the space to reflect on their teaching practice in a non-defensive style. Another factor taken under consideration is that the Speakers are comfortable with their Understanders based on their time working together. Furthermore, the Understanders were able to abide by the three principles: respect, empathy, and sincerity which helped them become non-judgmental in their responses. Nevertheless, Cooperative Development was able to help Roderick and Royelle determine where things went wrong and navigate through their thoughts.

### 5.2.2 Discovery

There was a point in which Roderick and Royelle arrived at a discovery. Through the Understander's reflecting of statements and goal-setting, Roderick and Royelle discovered something in their reflection that could have a potential benefit for them as teachers and for their students. Roderick discovered that he relied too much on the exploratory approach while forgetting that a different approach might work for 10E because the students have different learning styles compared to 10A. With that information, Roderick found it helpful in determining the possible teaching approaches for 10E (Table 2). For Royelle, her discovery came later after she had determined a possible solution, blended-learning, which she realized could cater to the variety of students that she has. Blended-learning, which combines traditional methods with electronic gadgets, could work out for her students that learn at different paces, students with language barriers, and could address the problem which she finds very exhausting that is being too animated and entertaining inside the classroom (Table 12).

Roderick was triggered when Robyn mirrored what he said about exploratory learning not working with 10E but worked otherwise with 10A (Table 2). With that, Roderick was able to hear his thoughts in the voice of Robyn and he was able to think what should have been done differently. Similarly, Royelle was able to have a discovery when Chris managed to use the goal-setting move in Table 12. Through that, Royelle was leaning on using blended-learning, which could possibly suit all of her four sections' learning needs while lessening her efforts in preparation which she finds very stressful. In the process of exploring, Roderick and Royelle discovered something that could be beneficial for them. This is related to self-regulation in which Roderick and Royelle internalized information gathered from interacting with their Understanders (Bordova & Leong, 2007). In this case, the information circulating in the exchanges would be the Speakers' ideas which was supported by their Understanders leading to knowledge construction. All these are in line with Vygotsky's (1978) theory of social constructivism.

### 5.2.3 Plan of Action

According to Edge, Cooperative Development has a stage in which Speakers arrive at a plan of action (Edge, 2003). At this stage, Speakers are able to identify their goal and formulate strategies to implement their goal. For Roderick, his goal was to allow students to report and discuss arithmetic sequence among themselves as opposed to exploring its pattern. He wants to tap on his students' performer side and allow it to merge with the lesson on arithmetic sequence. For Royelle, the goal was to try blended-learning which combines the use of traditional method and the use of electronic gadgets and allow students to work on their own pace considering the variety of students

that Royelle has. Both Roderick and Royelle identified their goals. However, this is how far they got. They were not able to determine the necessary steps how they will implement it. Moreover, the researcher was unsure if they were able to try out their plans in their classes or even have the chance to re-reflect on their teaching practices. The reason for this is that the researcher was only limited to two Cooperative Development sessions with the teachers. Cooperative Development takes time and should be studied at a longer period of time in order to maximize the learning that could be acquired from it.

## 5.3 Opportunities

### 5.3.1 A Space for Reflection

Upon using Cooperative Development, the participants claim that Cooperative Development is an opportunity for Speakers and Understanders to reflect on their teaching experience. For Speakers, Roderick and Royelle, they had time to reflect on their teaching experiences and explore their thoughts for issues, options, and potential solutions for their current problems. In Table 2, Roderick was able to reflect and eventually discover that exploratory approach is not a strategy that could be effective for all of his sections. Meanwhile, Royelle was able to determine what makes preparation challenging for her four sections especially since she uses four different approaches due to the variety of her students (Table 11). Because of the role of the Understander in suspending their beliefs and opinions, there was more space created for Speakers to reflect and explore their ideas. Roderick realized that in reflecting, he was able to come up with an array of potential solutions that could be useful to him (Table 4). Meanwhile, Royelle was pushed to become more reflective because she was the one in charge of her own progress and development. She admits to not being a reflective teacher, but with the help of Chris she was able to know herself more. With that said, Roderick and Royelle not only had a space for reflection, but also room to evaluate options and potentially develop themselves.

In terms of the Understanders, Robyn felt that she was able to reflect as well on her teaching practice. In Table 7, she claims that Roderick's ideas could also be applicable to her class. Because of Robyn respecting Roderick's ideas, she was also able to create room for her own reflection without disrupting Roderick's progress. In a way, Roderick was able to benefit with Robyn's respect, empathy, and sincerity while Robyn was able to benefit from Roderick's ideas and infused those ideas to her own reflection. As a result, Roderick's development was useful information for Robyn's own teaching practice and professional development.

### 5.3.2 Easily Integrated to Teacher's Activities

By nature, Cooperative Development is a collaborative effort among teachers in order for them to understand each other at a deeper and richer level (Edge, 2002). According to Robyn, the school in which they are working in has a weekly communal planning in which teachers are grouped based on year level in order to plan and strategize the upcoming lessons for the following week (Table 8). One of the characteristics of Cooperative Development that captured Roderick's attention is that it is accessible for him because it only requires a non-defensive Speaker and a non-judgmental Understander (Table 4). This can be related to Goddard and Goddard's (2007) statements on teacher collaboration claiming that teachers merely talking about their professional

experience is a form of teacher collaboration. With that said, the four teachers find it easy to integrate Cooperative Development into their weekly communal planning. Robyn even suggests that it can be a good addition and instead of talking about strategies, teachers can also reflect on their professional practice (Table 8). Aside from being easily integrated, Cooperative Development is also seen as accessible. Roderick feels that Cooperative Development is also accessible in a way that it can also be used during their free time (Table 5). Teachers can have an exchange without disrupting each other's schedule.

### 5.3.2 Strengthens Relationships among Colleagues

In line with Filipino teachers' value of having supportive colleagues as mentioned by Viernes and de Guzman (2005), Cooperative Development is viewed to be a potential opportunity for teachers to strengthen their relationships with each other. According to Roderick, he feels that his relationship and trust with Robyn was able to grow because of how Robyn was able to listen and respect him (Table 5). In addition, Chris finds that being empathic towards Royelle is a factor in maintaining a good relationship with her. As mentioned by Edge (2002), empathy is one of the important principles in determining if Cooperative Development is workable between two colleagues. Chris also finds that capitalizing on Understanding could create a healthy work environment (Table 14). The idea of being an Understander and the moves that it contains can create a space for the Speaker in which he/she will feel empowered and respected to develop on his/her own (Attia & Edge, 2014). This is one of the reasons why being an Understander is crucial to a Speaker's progress. Even though Royelle was not an Understander, she also felt that being an Understander was a way in order to know one's colleagues more (Table 17). With that said, having the awareness about a colleague is a powerful foundation of trust and respect that could be useful in the both teachers' professional developments.

### 5.4 Challenges

### 5.4.1 Colleague Compatibility

One of the challenges pointed out by Royelle, a Speaker, was the compatibility of the colleagues that are working together. Being in the shoes of the Speaker, Royelle feels that Speakers should be comfortable with the teachers that they are opening up to (Table 18). Roderick agrees and feels that if he was paired with someone differently whom he is not yet comfortable enough, then it would be difficult to be non-defensive (Table 6). Conveniently, the participants that took part in the study had a good relationship with each other. Chris, Robyn, and Roderick all came to the school at the same time. Although Royelle came in later, she worked with the other three in previous years. In addition to the teachers' positive relationship, their school encourages teacher collaboration through the communal planning which gives them time to collaborate and brainstorm for possible teaching strategies in preparation for the following week in school. In the case of a different set of teachers, things could turn out differently. As mentioned, Cooperative Development is not a framework for all teachers. The whole idea of Cooperative Development is dependent on the commitment of the teachers to their respective roles (Edge, 2003). Furthermore, before applying Cooperative Development, colleagues must come to an agreement of the roles, time, and principles (Edge, 2002). With that said, Cooperative Development could more likely work with colleagues that have established a healthy relationship with each other.

**5.4.2 Learning to be an Understander**

One of the main challenges that emerged from the study is the difficulty in learning and becoming an Understander. As pointed out in the literature review, there are three main principles that are needed to be adhered: respect, empathy, and sincerity (Edge, 2002). In effect, the principles will help the Understander in becoming a non-judgmental colleague which is the key to possibly aiding the self-development of his/her co-teacher. As mentioned by Boon (2003), he had difficulty in resisting the temptation to give or ask opinions. This was supported by both of the Understanders that participated in the study, Robyn and Chris. Robyn mentioned that she found it difficult to focus generally because Roderick was reflecting, and she had to listen and summarize Roderick's thoughts in order to respond accordingly without disrupting Roderick's ideas (Table 9). Furthermore, Robyn struggled in using the moves of an Understander and felt that she failed in helping Roderick focus on his ideas because Roderick had numerous issues that he was sharing. In terms of Chris, he felt very challenged not giving his opinion and feedback and mentions that it would take time to be an effective Understander (Table 15). Collectively, the main issues pointed out are the struggles in listening, interjecting, and being non-judgmental. In order for this to be addressed, further training and workshops should be invested on by schools for teachers to learn how to be non-judgmental. An example of this could be Bibila's (2011) workshops. She managed to create a workshop and have activities like converting judgmental comments and questions into more descriptive and non-judgmental tones. This allows Understanders to learn how to respectfully respond to Speakers. Moreover, another workshop was for Understanders to repeatedly read Speaker statements. The purpose of this was to empathize with the Speaker in order to develop non-judgmental responses.

**5.4.3 Time Constraints**

In Table 8, Robyn claimed that Cooperative Development could be a good addition to their communal planning. Chris, Roderick, and Royelle also agreed to this statement (Tables 5, 14, 18). However, Robyn expressed her concern about the time it would take for a Speaker to reach a discovery and a plan of action. This could be related to Royelle's progress in which she took the whole 15 minutes of her first session just exploring her thoughts. In addition, Royelle was able to have a discovery towards the end of her second session. For Robyn, this could be a problem and a potential time-consumer. However, there are certain ways in which Cooperative Development could be used while not affecting the time of the teachers. Computer-mediated Cooperative Development could be a potential solution that would not only address the issue on geographical location, but also allow colleagues to respond in a convenient time (Edge, 2006). This could be in a form of e-mail.

**5.5 Summary**

In summary, Cooperative Development was able to help Speakers to have a journey from identifying an issue and exploring their thoughts to having a potential goal for their problems through the aid of their Understanders. They were able to determine key issues in their teaching practice that are problematic for their students and themselves. Furthermore, Cooperative Development helped them reach a discovery in their teaching practice that pushed the teachers in developing a potential solution and goal. However, both Speakers were not able to have a detailed

plan of action. Moreover, there was no way for the researcher to determine whether or not the Speakers were able to carry out their goal and possibly create another cycle of reflection with their Understanders due to time constraints. In terms of comparison, Roderick had an overwhelming surge of ideas which led to a lesser focused session compared to Royelle. Royelle was able to maximize the time and have a more focused session through Chris' aid in which he was able to use the Understander moves to his advantage. On the other hand, Robyn confessed to having a difficult time to create a response to Roderick which led to Roderick's surge of ideas and Robyn's tendency to just listen. Overall, both Speakers did benefit from their Understanders. It was just more evident in Royelle's session because of the depth of ideas that they reached.

In terms of the opportunities of Cooperative Development, the themes that emerged from the exchanges and post-interviews was that the framework allowed Speakers and Understanders to have a space for reflection. Furthermore, it has been a common response from the teachers that Cooperative Development is easily integrated in their current program as it is collaborative in nature which is how teachers work in their workplace. Lastly, Cooperative Development has helped each pair strengthen their relationships as colleagues.

In terms of the challenges that Cooperative Development poses, issues that arose are colleague compatibility. Meaning, the framework might not work for colleagues who don't get along. In addition, there is difficulty in learning how to be an Understander and abiding by the three main principles. Lastly, one of the teachers expressed their concern on how long it will take for Speakers to reach the point of discovery and plan of action which is unpredictable as it is a case-to-case basis. With that said, the framework might take a lot of time which concerns Robyn in terms of teacher's workload.

# CHAPTER 6: CONCLUSIONS

## 6.1 Conclusions

The aim of this research was to investigate the use of Cooperative Development in a junior high school Philippine context. Drawing on the theoretical framework and the research questions that have guided the inquiry, Cooperative Development was explored in two cases consisting of teachers who frequently collaborate in their teaching workplace. This chapter will contain the main conclusions drawn from the investigation which answers the research questions.

## 6.2 Cooperative Development's Effect

In this particular teaching workplace, Cooperative Development had an effect on all teachers whether they are a Speaker or an Understander. In terms of the Speakers, Cooperative Development was able to allow teachers to take control of their development with the aid of the Understanders and their moves. Both Speakers had a movement from exploration of thoughts to identification of an issue to determining a goal to address their solution. Another important detail is that the teachers reached a point of discovery in their reflection. It should be noted that a detailed plan of action did not emerge from the sessions. Nevertheless, Cooperative Development was able to allow teachers to reflect on their teaching practice and have a path of development with the help of their colleagues.

In terms of the Understanders, the teachers also had room to reflect using the information they are receiving from the Speakers. Through empathizing with the Speakers, the teachers related their ideas into their own teaching practice. Therefore, it can be concluded that the Speakers' session also had an effect on the Understanders, opening their avenues more in addressing an issue presented by the Speaker.

## 6.3 Opportunities of Cooperative Development

For the participants, Cooperative Development was able to bring a range of opportunities. Cooperative Development created a space for reflection for the teachers which is a vital aspect in a teacher's development. Cooperative Development was also discovered to be easily integrated in their weekly communal planning because of its accessible characteristic. Meaning, Cooperative Development is easily workable as long as there is a commitment with the roles and an agreement among the teachers of the time, place, and terms. Moreover, Cooperative Development can be a used to strengthen colleague relationships because of the way the framework allows colleagues to support the development of other colleagues.

## 6.4 Challenges of Cooperative Development

In terms of the challenges, Cooperative Development is viewed as case-dependent depending on the colleague compatibility. For example, other teachers may not be open in becoming non-defensive with teachers they are not comfortable with. Furthermore, there is a bit of difficulty in training to become a non-judgmental Understander as expressed by the participants. Lastly, Cooperative Development could also cause a problem in terms of time. It may be integrated in the

teachers' weekly communal planning because of its collaborative nature, but it could take a lot of time before teachers could reach a point that they develop.

## 6.5 Potential for Further Research

- In accordance with the case study approach adopted in this research, the number cases of was limited to two. The reason for this is to allow in-depth investigation in order to acquire rich exchanges of ideas among the teachers. There is a potential for further research in this area in which one can gather a different set of teachers that may yield different results.

- The study was contextualized in a private school involving junior high school teachers in the Philippines. Replicating the study within a Philippine public school could broaden the information gathered from the research. In addition, it would give light to the teaching practice of a public school-based teacher in the Philippines.

- Due to the limited time of the researcher, there was no room to explore whether the teachers tried out their goals in the classroom or even if they continued to have another Cooperative Development session with their colleagues after having tried out their plans. A potential for further research could be to lengthen the time in collecting data and turn it into a longitudinal study which would allow deeper examination of the exchanges and how each role affects the other.

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**APPENDICES**

**Appendix 1: Participant Information Sheet**

# US

## University of Sussex

## PARTICIPANT INFORMATION SHEET

**Study title**
Exploring the Use of Cooperative Development with Junior High School Teachers in the Philippines

Greetings! You are being invited to take part in a research study. Before you decide whether or not to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully.

**What is the purpose of the study?**
The purpose of this study is to introduce Filipino teachers to a potential additional avenue of teacher collaboration for professional development called Cooperative Development. Through this study, the extent of cooperative development's effect will be analysed along with its opportunities and challenges. The study will run for 2-3 weeks and will involve pairs of teachers to have an exchange with each other regarding their professional practice. After two exchanges have been done, a final interview with each participant will be performed.

**Why have I been invited to participate?**
You have been chosen to take part in the study because the researcher's focus is on junior high school teachers working in a Philippine context. In addition to you being part of the study, three more teachers will be asked to partake.

**Do I have to take part?**
It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time and without giving a reason.

**What will happen to me if I take part?**
The project will involve two pairs of teachers in your school. Each person in a pair will be given a specified role. After which, each pair will be asked to have an exchange for 15 minutes. The exchange between each pair will be audio recorded and will happen twice. Therefore, 30 minutes of the exchange is expected. After the exchanges, interviews will be given in a semi-structured format and is expected to be at most 15 minutes. The questions will be informed by the research questions focusing on their experiences using cooperative development, opportunities and challenges in using cooperative development, and their specific roles in the exchange.

**What are the possible disadvantages and risks of taking part?**
The disadvantage in taking part in the study is having additional workload which will affect your time temporarily. There is also a possibility that cooperative development is a framework that does not suit your professional development. Therefore, it may be irrelevant to you.

**What are the possible benefits of taking part?**
In terms of the benefits that you could take from the study, you will learn new information about the cooperative development framework and the theories that underpin it. Along with that, each pair could take home substantial information in each of the anticipated exchanges that may support your professional development as a teacher.

**Will my information in this study be kept confidential?**
All collected information and data from the recorded exchanges and interviews will be kept strictly confidential. All throughout the study, in terms of collection, storage, and publication, your name will be anonymized.

**What should I do if I want to take part?**
If you are interested in taking part in the study, please read and sign the consent form provided.

**What will happen to the results of the research study?**
The results of the research study will be used for the researcher's dissertation which is the final requirement in the Master of Arts in Education degree. The research will be published by University of Sussex. If you are interested in obtaining a copy, the researcher will arrange for this.

**Who is organising the research?**
The research is organised by the School of Education and Social Work in University of Sussex.

**Who has approved this study?**
The research has been approved by the School of Education and Social Work ethical review process.

**Contact for Further Information**
For further information, please contact the research supervisor, Mariam Mohamed Attia (M.Attia@sussex.ac.uk). University of Sussex has insurance in place to cover its legal liabilities in respect of this study

Thank you for taking the time to read this information sheet!

**Date**
30-04-2018

**Appendix 2: Participant Consent Form**

# US
## University of Sussex

## CONSENT FORM FOR PROJECT PARTICIPANTS

**PROJECT TITLE**: Exploring the Use of Cooperative Development with Junior

High School Teachers in the Philippines

**Project Approval Reference**:

I agree to take part in the above University of Sussex research project. I have had the project explained to me and I have read and understood the Information Sheet, which I may keep for records. I understand that agreeing to take part means that I am willing to:

- Be interviewed by the researcher
- Have a cooperative development exchange with another participant
- Allow the interview and exchanges to be audio taped
- Make myself available for a further interview should that be required

| |
|---|
| I understand that any information I provide is confidential, and that no information that I disclose will lead to the identification of any individual in the reports on the project, either by the researcher or by any other party. |
| I understand that pseudonyms will be used to prevent my identity from being made public. |
| I understand that my participation is voluntary, that I can choose not to participate in part or all of the project, and that I can withdraw at any stage of the project without being penalised or disadvantaged in any way. |
| I consent to the processing of my personal information for the purposes of this research study. I understand that such information will be treated as strictly confidential and handled in accordance with the Data Protection Act 1998. |

Name:

Signature

Date:

**Appendix 3: Letter to Principal**

## US
## University of Sussex

[Principal name]
[School name and address]
[Date]


Dear [Principal name],

I am writing to inquire about conducting some research in your school this coming 25th of June. I am a postgraduate student at University of Sussex, supervised by Mariam Mohamed Attia (Lecturer in Education). In my dissertation, Exploring the Use of Cooperative Development with Junior High School Teachers in the Philippines, I will be introducing an approach to teacher collaboration for professional development.

The research will take place with junior high school teachers who will be asked to be paired with each other to form two groups of two and have a series of exchanges of ideas. Other than that, an interview for each teacher is requested. I am not aiming to disrupt any of the teachers' class schedules. I am looking for teachers who have time to spare. My research focus is on the collaboration of the teachers and how it supports teacher development.

By participating in the research, your school would be contributing to a project that will deepen our understanding of how cooperative development affects the professional development of Filipino teachers. Through your participation, opportunities and challenges of the framework will be explored, and so contribute towards giving teachers an additional avenue for developing their professional practice with the aid of their colleagues.

The commitment from the school would be to allow me to recruit 4 teachers to participate in the study. The teachers would be grouped into pairs and have an exchange of ideas for two times. Each exchange is expected to be at least 15-30 minutes and would be audio recorded. After the exchanges are done, each teacher would be asked to participate in an interview of their experience and perceptions about cooperative development.

University of Sussex has strict ethical procedures on conducting ethical research with teachers. Before beginning the research, I would inform the teachers about the research and offer them the opportunity to participate or refuse. Throughout the research, teachers will be able to refuse to participate at any time.

All participants would be made anonymous in all research reports. The data collected would be kept strictly confidential, available only to my supervisor and myself. All tapes will be destroyed once the research period has ended. During data collection, tapes would be in locked conditions.

If you feel you would like to take part in the study, or need further information, please contact me. Whether or not you agree to participate, I would be grateful if you would let me know through completing the pro-forma below.

Thank you for your time and attention. I look forward to hearing from you.

Yours sincerely,


Miguel Angelo Guy

**Exploring the Use of Cooperative Development with Junior High School Teachers in the Philippines**

Miguel Angelo Guy
University of Sussex School of Education and Social Work

[School name]

[School address]

[Principal name]

☐　　We do not wish to participate in this project.

☐　　We would like to find out more about this project.

☐　　We would like to take part in this project.

If you would like further information, or are interested in taking part, please give the name of a contact person for your school, and details of the best way to contact him or her.

Contact name:　　　_____

Contact email:　　　_____

Contact telephone number:　　　_____

*Please return this form in the envelope enclosed with this letter.*

*Thank you for your help.*

**Appendix 4: Interview Schedule**

General Questions

1. What are your general thoughts after having experienced everything that happened?
2. How did cooperative development affect your professional practice as a teacher for the past few weeks?
3. How did cooperative development affect your relationship with your colleague?
4. Do you think cooperative development is necessary in the teaching workplace of a Filipino teacher? Why or Why not?
5. Do you think that it would be better to reflect by yourself and develop your own ideas as opposed to having a colleague? Why or Why not?

Speaker Questions

1. How did you feel opening up your experiences to the Understander?
2. In terms of transparency, did you feel comfortable with the Understander? Why or Why not?
3. How did cooperative development affect your ideas in connection with the experiences you shared?
4. As a Speaker, what are the opportunities or benefits of cooperative development?
5. As a Speaker, what are the challenges of cooperative development?

Understander Questions

1. How did you feel suspending all your beliefs, thoughts, and opinions to support the Speaker? Did you think this was necessary? Why or Why not?
2. How did the Understander moves affect your role of being a supportive colleague?
3. How did cooperative development affect your ideas about the Speaker's experiences during the exchanges?
4. As an Understander, what are the opportunities or benefits of cooperative development?
5. As an Understander, what are the challenges of cooperative development?