Teamwork in teaching: A systematic review

Trabajo en equipo en el ejercicio docente: una revisión sistemática

Marco Antonio Alvarado Figueroa
https://orcid.org/0000-0002-9034-9788
malvaradofi@ucvvirtual.edu.pe
Universidad César Vallejo. Lima-Peru

Wilmer Alberto Pachau Torres
https://orcid.org/0000-0003-0485-804X
Wpachauto@ucvvirtual.edu.pe
Universidad César Vallejo. Lima-Peru

Luis Miguel Romero Echevarria
https://orcid.org/0000-0002-1693-2115
romeroechevarr@ucvvirtual.edu.pe
Universidad César Vallejo. Lima-Peru

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Abstract

Teaching teamwork represents a fundamental element for improving educational practices and strengthening teaching dynamics within educational institutions. In this sense, this research focused on a review of literature related to the dynamics of collaborative work in teaching, with the aim of identifying approaches, experiences, and strategies that contribute to strengthening educational quality. To achieve this goal, exhaustive searches were conducted in recognized academic databases, such as Scopus and Scielo, covering articles published between 2017 and 2025. The results obtained show that teamwork positively impacts teaching quality, as it facilitates knowledge exchange and promotes collaborative problem-solving. Furthermore, multiple benefits were identified, including improved pedagogical planning, mutual support among colleagues, and the promotion of educational innovation. However, relevant challenges were also highlighted that must be considered in this context. In short, teaching teamwork is consolidated as an essential pillar for the development of strong and committed educational communities.

Keywords: teaching dynamics, educational innovation, pedagogical planning, collaborative work.

Resumen

El trabajo en equipo docente representa un elemento fundamental para el mejoramiento de las prácticas educativas y el fortalecimiento de las dinámicas de enseñanza dentro de las instituciones educativas. En este sentido, la presente investigación se orientó hacia la revisión de literatura relacionada con las dinámicas del trabajo colaborativo en el ámbito docente, con el objetivo de identificar enfoques, experiencias y estrategias que contribuyan al fortalecimiento de la calidad educativa. Para alcanzar este propósito, se llevaron a cabo búsquedas exhaustivas en bases de datos académicas reconocidas, como Scopus y Scielo, abarcando artículos publicados entre los años 2017 y 2025. Los resultados obtenidos ponen de manifiesto que el trabajo en equipo incide de manera positiva en la calidad de la enseñanza, ya que facilita el intercambio de conocimientos y promueve la resolución conjunta de problemas. Además, se identificaron múltiples beneficios, entre los que destacan la mejora en la planificación pedagógica, el apoyo mutuo entre colegas y el impulso a la innovación educativa. Sin embargo, también se señalaron desafíos relevantes que deben ser considerados en este contexto. En definitiva, el trabajo en equipo docente se consolida como un pilar esencial para el desarrollo de comunidades educativas sólidas y comprometidas.

Palabras clave: dinámica docente, innovación educativa, planificación pedagógica, trabajo colaborativo.

Introduction

Efficient teamwork management among educators is essential for continuous improvement in the field of basic education. In this context, learning circles emerge as a relevant pedagogical strategy aimed at enhancing cooperation and performance among teachers, while promoting a collaborative and enriching environment for educational practice.

Over the past few decades, collaborative teaching has gained increasing importance, solidifying itself as a key element for both learning and the professional development of educators. Specifically, in the last 25 years, a significant transformation in teaching modalities has been evident, shifting from external reflective practices—based on workshops or conferences—to more contextualized dynamics within educational institutions themselves. This change has emphasized active collaboration among teachers, through joint lesson design, peer support, and shared reflection on pedagogical practices, which contributes to strengthening professional ties and enriching learning experiences (Van Driel et al., 2012).

Furthermore, from the initial training stage, teamwork stands out as one of the most valued interdisciplinary skills in the educational field. It is considered a cornerstone in the preparation of future educators, as it directly impacts their professional development and their ability to adapt to constant social changes (Ní Chróinín & O'Sullivan, 2014). Numerous studies highlight the importance of incorporating individuals with collaborative skills into professional environments, recognizing that this multifaceted ability is essential for task execution, goal achievement, and problem-solving (Cano & Fernández, 2016; Chen et al., 2004).

Additionally, authors such as Rivadeneira et al. (2017) and Vaillant (2016) agree that both collaborative work and learning circles constitute fundamental pillars in the innovative evolution of teaching practice. These practices facilitate mutual guidance among colleagues, the ongoing exchange of ideas and proposals, as well as the collective construction of solutions to improve teaching quality. Through constant interaction, educators can consolidate knowledge, overcome common challenges, and strengthen their professional competencies.

In this context of continuous social transformation, an educational adaptation that considers interdisciplinary and interprofessional participation in project design, attention to student needs, and curricular adjustments becomes imperative (Molina & Antolín, 2008). In light of this reality, collaborative work in schools has solidified as one of the most effective strategies for teacher learning, fostering spaces for deep discussion about pedagogical approaches and monitoring student progress, thereby allowing for relevant responses to specific contexts and promoting a more inclusive and contextualized education (Akiba & Liang, 2016).

From this perspective, recent research demonstrates that teacher collaboration not only positively influences educators' professional development but also favorably impacts student academic outcomes and curricular innovation processes. To successfully integrate basic competencies in the classroom, it is essential to abandon individualistic teaching models and promote cooperative practices that enhance joint learning, thus benefiting the entire educational community (Vangrieken et al., 2017). When teamwork becomes a habitual practice, it allows educators to share best practices, provide constructive feedback, and collectively generate innovative teaching materials. This process strengthens their pedagogical skills and contributes to creating a more collaborative and enriching professional environment.

However, as Hargreaves (2019) warns, merely allocating time for collaboration does not guarantee its effectiveness; it is crucial to implement appropriate organizational structures that genuinely foster peer learning and ensure active participation from all involved. In this sense, recent studies emphasize that factors such as individual learning needs, institutional support, and a strong collaborative culture within schools are decisive for the success of these initiatives. When collaborative strategies are adapted to the particularities of the school context, more effective implementation is facilitated, simultaneously promoting educators' professional development and improving the educational process, thereby consolidating a culture of continuous improvement within institutions (De Jong et al., 2019).

Although there exists a substantial theoretical corpus on the dimensions of teamwork, the formative dynamics that promote it, and evaluation methodologies (Fraile et al., 2013), a gap persists in studies examining whether initial teacher training effectively facilitates the acquisition of this competency. Therefore, it becomes a priority to investigate how pedagogy students perceive formative activities centered on collaborative learning within higher education.

In this framework, the present research aims to analyze how the organization and optimization of teamwork among educators can generate a positive impact on teacher training and student learning. This approach is based on the premise that well-structured teacher collaboration not only enriches individual pedagogical practices but also strengthens the educational community as a whole, fostering more dynamic, innovative, and effective environments for the teaching-learning process.

Methodology

This research adopted a qualitative approach through a systematic literature review in the Scopus and Scielo databases, recognized in the educational field, focused on analyzing the dynamics of teacher teamwork. This approach allowed for the identification of proposals, experiences, and strategies aimed at strengthening educational practice from a collaborative perspective, aligning with recent findings that highlight the relevance of interdisciplinary cooperation to optimize training processes. To ensure methodological rigor, the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) protocol was implemented, establishing a structured process that included searching, selecting, critically evaluating, and synthesizing relevant academic literature.

The search strategy was designed using Boolean operators to combine key terms related to the central topic. Among the descriptors employed were: “trabajo colegiado”, “trabajo en equipo docente”, “trabajo colaborativo docente”, “colaboración docente”, “*teacher teamwork*”, “*teacher collaboration*” y “*faculty collaboration*”.

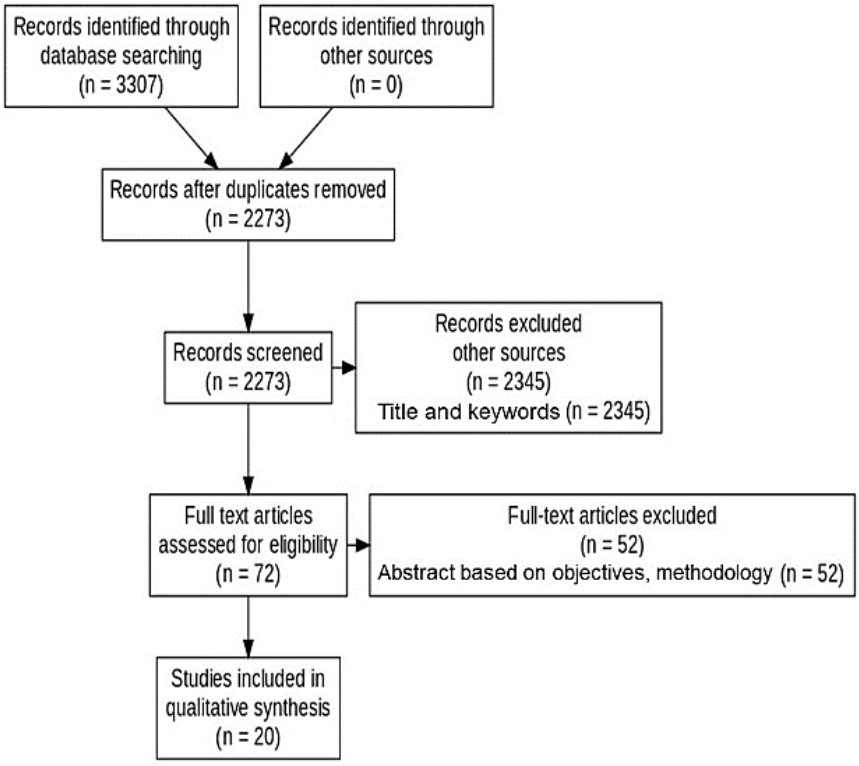
The search formula applied was: *TITLE-ABS-KEY* ("trabajo colegiado" *OR* "trabajo en equipo docente" *OR* "trabajo colaborativo docente" *OR* "*teacher collaboration*" *OR* "*teacher teamwork*" *OR* "*faculty collaboration*") *AND* (*LIMIT-TO* (*DOCTYPE*, "*ar*")) *AND* (*LIMIT-TO* (*LANGUAGE*, "*Spanish*") *OR LIMIT-TO* (*LANGUAGE*, "*English*")) *AND* (*LIMIT-TO* (*SUBJAREA*, "*EDUC*")).

The selected articles addressed topics such as the design of collegial pedagogical proposals, the development of soft skills to enhance collaboration, planning in non-presential environments, the integration of digital competencies in collaborative teaching practice, and initial teacher training in cooperative work.

In terms of inclusion criteria, priority was given to scientific articles published between 2017 and 2025, available in open access, written in English, and adhering to a standard academic structure. Additionally, those that explicitly addressed teacher collaboration in educational contexts, as reflected in the study title, were selected.

Initially, 3,307 records were identified in the databases, which were restricted according to the investigated variable. After excluding 1,034 records due to language, document type, publication year, or access to full text, 2,273 records remained. From these, 2,345 were discarded for being unrelated to the topic based on their title and keywords, reducing the number to 72. Subsequently, the abstracts of these 72 articles were evaluated, considering objectives and methodology, leading to the exclusion of 52 that did not align with the research question. Ultimately, 20 articles were included in the review (Figure 1).

Figure 1
PRISMA flow diagram



Results

The systematic review identified twenty (20) significant studies analyzing teacher teamwork from multiple theoretical perspectives and diverse geographical contexts. These studies not only demonstrate the inherent benefits of collaboration among teachers but also highlight the structural challenges faced in its implementation and its direct impact on educational practices and the professional development of educators.

Table 1
Research on teacher teamwork by country

N°	Authors	Analysis	Country
1	Aguirre & Barraza (2021)	A predominantly technical and competitive conception of teamwork was evidenced. However, it concludes that well-founded collaborative strategies promote a more reflective, participative, and formative vision of collegial work.	Mexico
2	Cornejo et al. (2023)	Results showed a significant improvement in the collaborative work abilities of the experimental group after the workshop implementation, suggesting this intervention is effective for strengthening this competence among teachers.	Peru
3	Esteva-Romo (2023)	The study emphasizes that, while collegial work in Mexican normal schools is conceptualized as a mechanism for educational improvement, in practice it often reduces to administrative aspects, frequently serving as an instrument of institutional control.	Mexico

4	Cuellar et al. (2024)	The research analyzed the impact of teamwork and digital competencies on teaching performance in a public educational context in Andahuaylas, identifying a statistically significant correlation between both variables. Findings support that strengthening these dimensions simultaneously optimizes pedagogical practice.	Peru
5	Joaquín-Cárdenas & Leyva-Aguilar (2023)	The research confirms that collegial work constitutes an effective pedagogical strategy to strengthen teaching practice, optimize teaching-learning processes, and improve institutional climate. Despite some diversity in its conceptualization, there is unanimous agreement on its ability to enhance professional performance and consolidate links among educational agents.	Peru
6	Sosa-Bone (2024)	Results highlighted the fundamental role of digital tools such as Google Drive and Google Docs in facilitating collaborative processes. It concludes that these platforms are essential for promoting teacher cooperation in digitalized educational contexts.	Peru
7	Vargas Holgado et al. (2021)	Findings revealed that effective collaboration among teachers is critical for the success of strategic plans, highlighting the importance of leadership that promotes integration and mutual support. In conclusion, strengthening teamwork among teachers is crucial for improving educational performance and achieving institutional goals.	Peru
8	Zegarra Moreano et al. (2022)	Results confirm that collegial meetings play a central role in adapting didactic planning to non-presential environments. It concludes that this collaborative work modality is fundamental to teaching, with contextualized planning as its main contribution to achieving meaningful learning.	Peru
9	Aparicio-Herguedas et al. (2021)	Through focus groups, it was identified that despite students' prosocial attitudes, conflicts in the distribution of responsibilities and deficiencies in evaluation systems that prioritize collaborative processes persist. This reveals the urgency of implementing more structured formative models and comprehensive evaluation mechanisms that consider both process and outcomes.	Spain
10	De arriba et al. (2021)	Collaborative work among teachers significantly strengthens nephrology teaching, as knowledge exchange facilitates the development of shared pedagogical strategies that enrich student training. This approach is enhanced by implementing specialized workshops and collaborative question banks.	Spain
11	Carney et al. (2019)	The study analyzes interprofessional learning in educational and practical contexts, examining how multidisciplinary collaboration between health and education areas can enhance the quality of patient care and professional training through the integration of complementary perspectives.	United States
12	Wullschleger et al. (2023)	Results show that over 50% of collaborations are concentrated in a specific area, with moderate correlations among them, reflecting a tendency towards sectorized work. This underscores the need to address the particularities of each field to optimize interdisciplinary collaboration, despite existing interconnections.	Switzerland

13	De Jong et al. (2022)	Results emphasize that while the collaborative process is the most relevant factor, personal, organizational, and structural aspects also exert influence. This highlights the need for research analyzing collaboration from its contextual dimension, adopting comprehensive approaches that address all levels of incidence in various educational environments.	Netherlands
14	Park et al. (2025)	Findings reveal that teacher collaboration not only increases instructional clarity but that self-efficacy mediates this relationship, further reinforced by organizational commitment. It is recommended that institutional leaders implement strategies that promote both collaboration and teacher commitment, given their impact on self-efficacy and consequently on educational quality.	United States
15	Birgitte et al. (2025)	Results identified a gap between policy guidelines and their implementation, manifesting in communicative and collaborative difficulties. This highlights the urgency of developing mentoring competencies and implementing structured activities that strengthen cooperation among educational agents.	Norway
16	Yu & Wang (2025)	Collaboration notably optimized work efficiency through the synergy of participants' individual strengths, facilitating the successful creation of digital storytelling packages (DST). Future educators particularly highlighted the value of "collective wisdom" and emphasized the fundamental role of pedagogical support in overcoming inherent process challenges.	China
17	Ødegård et al. (2025)	Results highlight that effective teacher collaboration is crucial for improving student learning outcomes, underscoring the urgency of implementing coordinated strategies that integrate interprofessional learning (IPE) into curricula, to train competent and collaborative health professionals.	Norway and the UK
18	Saunders et al. (2025)	Results demonstrate that effective teacher collaboration not only deepens understanding of pedagogical challenges but also fosters more meaningful learning for students, validating the PPT framework as an efficient tool to promote collaborative work among educators.	United States
19	Avalos-Bevan & Bascópe (2017)	Results reveal that teachers positively value the collective effectiveness of their peers and participate more frequently in informal pedagogical exchange spaces than in formalized practices, such as peer observation. Significant variations in their perceptions were also detected according to educational level, geographical location, and type of institution, emphasizing the need to incorporate these variables into policy designs aimed at strengthening teacher collaboration.	Chile
20	Bush, A., & Grotjohan, N. (2020)	Findings showed that pedagogy students exhibit lower levels of collaboration compared to active teachers, with a greater collaborative predisposition observed among women compared to their male counterparts. These conclusions emphasize the importance of reinforcing university training in cooperative work, as future educators recognize its relevance in the school context.	Germany

The findings demonstrate that collaborative work among teachers is a highly valued practice globally due to its positive impact on improving teaching, fostering pedagogical innovation, and enhancing professional development. However, its effectiveness is conditioned by contextual, organizational, and personal factors.

Evidence indicates that in environments where trust, institutional recognition, and peer support are encouraged, collaboration consolidates as a powerful tool for driving significant educational transformations.

Despite the progress made, recurring challenges persist, such as the lack of systematic models for evaluating collaboration, tensions between institutional guidelines and teaching practices, and insufficient initial training in collaborative competencies. In this context, findings reveal the necessity of implementing more comprehensive public and institutional policies that link teacher collaboration with continuous professional development, school culture, and pedagogical leadership.

It is also evident that teacher teamwork cannot be conceived as an isolated or merely spontaneous practice. On the contrary, it requires solid structural conditions, specialized continuous training, and an ethical framework prioritizing horizontality, mutual respect, and the collective construction of knowledge.

Discussion

The conceptual distinction between collegial work, collaborative work, and teacher teamwork is essential for understanding the dynamics that structure collective professional practice in educational contexts. Although these terms are often used interchangeably, each carries different forms of organization, objectives, and levels of commitment. Collegial work, traditionally associated with formal institutional spaces like technical councils or pedagogical meetings, primarily focuses on school management, implementing institutional guidelines, or making administrative decisions. However, as Lecat et al. (2019) warn, this modality can lead to bureaucratic practices disconnected from pedagogical improvement if not grounded in a professional culture based on trust, shared reflection, and learning-centered decision-making.

On the other hand, teacher teamwork—understood as horizontal, sustained collaboration with common pedagogical goals—has proven to be an effective strategy for optimizing teaching and learning processes. As Fullan & Hargreaves (2012) argue, when teachers collaborate in planning, reflecting, and evaluating their practices, more coherent conditions are generated that favor teaching adapted to students' real needs. This approach not only reduces fragmentation of knowledge and promotes interdisciplinarity but also facilitates the construction of integrative and meaningful learning experiences. Additionally, joint planning contributes to curricular alignment, avoids redundancies in content, and ensures greater continuity in training processes.

An emerging factor of particular relevance in the current educational context is the use of digital technologies for teacher collaboration. According to Sosa-Bone (2024), tools like Google Drive, Microsoft Teams, and Google Docs have the potential to transform interaction, planning, and execution of joint activities among educators. These platforms not only allow for asynchronous and accessible communication but also facilitate real-time collaborative editing, overcoming physical and temporal barriers that have historically limited effective collaboration. Thus, technological integration consolidates as a key facilitator for professional development and the formation of more dynamic and cohesive pedagogical teams.

In summary, the analyzed findings underscore the need to rethink collective teaching work beyond formal structures, promoting models of genuine, sustained collaboration oriented toward continuous improvement. This approach demands, in addition to appropriate organizational conditions, a professional culture that prioritizes exchange, shared responsibility, and peer learning as fundamental pillars of educational development.

In this framework, it is pertinent to recognize that teacher collaboration cannot be limited to a technical or instrumental practice. Instead, it represents a deeply political and cultural dimension of educational work, where discourses, interests, and institutional positions converge and tension. As Pueyo et al. (2013) note, even collegial spaces that appear to be open can function as mechanisms of covert regulation, perpetuating hierarchies, silencing dissent, and limiting pedagogical agency. This perspective invites a critical analysis of collaborative models promoted by educational policies, avoiding idealizations and prioritizing the analysis of real conditions in which these models develop.

From a comprehensive perspective, the findings of this research align with the proposals of Leach et al. (2005), asserting that effective teacher collaboration requires the convergence of three key elements: pedagogical leadership, institutional culture, and technological resources. This triad operates as an essential infrastructure that supports collaborative work beyond the individual will of teachers. In this regard, leadership emerges as a coordinating axis that not only convenes but also guides, accompanies, and legitimizes spaces for reflection and joint action.

Moreover, the socio-emotional dimension emerges as an indispensable component in this framework. Interpersonal skills such as empathy, active listening, emotional regulation, and assertive communication—described by Goleman (1995)—are fundamental for building relationships based on trust and openness among

colleagues. These competencies allow transcending mere task compliance, transforming teamwork into an enriching professional experience that fosters mutual learning and workplace well-being.

Finally, the review reveals a growing consensus: teacher collaborative work should not be considered a complementary option but rather a structural competency of professional practice in the 21st century. However, its effective implementation requires overcoming persistent obstacles, such as workload overload, insufficient training in collaboration, lack of institutional recognition, and curricular fragmentation. To achieve this, educational institutions must design sustainable and contextualized strategies that promote school cultures based on reciprocity, recognition of collective pedagogical knowledge, and shared responsibility in educational improvement processes.

Conclusions

Teamwork in teaching emerges as a fundamental pillar for educational strengthening, fostering dynamic interaction among educators that directly impacts the quality of pedagogical practices and student academic performance. Teacher collaboration, by facilitating the constant exchange of ideas and experiences, creates a more inclusive and effective learning environment where professionals can share innovative strategies and solutions to common challenges.

This type of collaboration transcends the immediate issues faced in the classroom, also enhancing the professional development of teachers. Through joint reflection on methodologies and pedagogical approaches, educators are able to adapt more swiftly to the changing needs of their students while continuously refining their competencies. However, for teamwork to achieve its maximum effectiveness, it is essential that educational institutions foster a conducive environment through continuous training, adequate resources, and structured spaces for professional exchange.

Moreover, the strengthening of collaborative work depends on contextual factors such as institutional organizational culture, educational leadership, and policies aimed at promoting teacher cooperation. It is crucial for schools to recognize the importance of these elements and to ensure the necessary support to build a cohesive educational community, where collaboration is central to its functioning.

Consequently, teacher teamwork should be prioritized as a key strategy within educational policies, as its implementation not only elevates the quality of teaching but also redefines the educational endeavor as a more inclusive, reflective process adapted to the current demands of the school environment.

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