

Inventive
Peer-Reviewed, Open Access
 ISSN: 2773-7977 (Print)
 ISSN:..... (Online)
Volume 1, January, 2020, PP:24-33

Digital Globe Pvt. Ltd
 Pokhara, Kaski
 www.digitalglobenepal.com
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Collegial Models in the Basic Level Schools in Pokhara
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Abstract

In order to accomplish the common goals of the schools, there must be mutual relationship among schools' leaders, parents/ guardians, teachers and students as well. There must be minimization of existing gap between community and school, teachers, students and the Head of the school by the step of collegial activity. Lack of effective communication on management political interference, conflict, can be created in management. For building an accountable school environment, effective monitoring scheme should be made on integral part of educational management. Job description which ensures continuous co-ordination, counseling, discussion and exchange of information among the stakeholders of the school. In smooth, operation of a school, smooth operation of teaching process is a must. Their collegial practices are very essential for developing instructional goals.

Key Words: collegiality, head teacher, intellectual, teacher, academic

Introduction

The status, character and the standard of living of the human beings can be altered through education. It can also assist to develop their intellectual capacity by developing their emotional thoughts. Collegiality is a system of educational management, which gives the leadership reflection at school. If a Head Teacher takes the power at school, he or she can beautify the school life joyful from the application of positive thoughts. The Head Teacher is responsible for the operational management and strategic direction of the school. The processes of accountability together with the performance capacity, the head teacher may be judged whether he or she is able to create a collegiate culture within the school or not. For example, he or she is a teacher, a subject teacher, a colleague, male or female, a parent, a member of the wider society and community, an executive director of a non-educational organisation, an educational scholar, a school manager and a council officer. There are two clear things, such as, i) the head teacher has both rights and duties as a manager of teachers to play the technical role in the educational debate and ii) he or she has also the rights and duties to make a balance in the conduction of the school.

The professional and the technical roles do not always sit comfortably together. Ihara uncovers what he sees as a dimension to the professional self which has to accept a “commitment to the goals and values of the profession, and that, as such, collegiality includes a disposition to support and cooperate with one’s colleagues” (Ihara, 1988: 60). The cultural societies,

religion, politics of the country together with the economic situation have a great effect on the education of the nation in different times. Therefore, with the development of culture, civilization and social systems, educational systems have undergone various changes. In this dissertation, attempts have been made to show the professional self in the form of collegiality. The goals of the teaching and learning profession are also reflected in it. Furthermore, the work is concerned itself with the production and exposure of knowledge: which is created and used by practitioners in the context of their practice. Current trends in management are encouraging Head Teachers to develop the school along collegial lines and the early stages of attempts have been made to do so. The progression of this work is ethically, morally, philosophically as well as educationally founded, because it concerns itself with the correct things to do, the correct ways to do them, and the correct ways to behave as a leader in a school.

Collegiality can serve a managerialist purpose. It can help improve educational excellency towards its high standard quality by making relationship among colleagues who work together. Thus, collegiality can be positioned on a continuum of management speak. It is also attended here to terms such as 'Audit', 'Performance Indicators', 'Development Planning', 'Standards and Quality Assurance'. These terms have filled the educational policy agenda at present. A central purpose of this dissertation is to look at the assumption that collegiality is an inevitably good feature of organizations like schools. Collegiality has the capacity to be a powerful formative professional learning experience. The head teacher should be hopeful that fair and reasonable schools can exist. It is also said that approaches to collegiality now are mechanical or worse still. Collegiality provides the school management a suitable atmosphere for the all-round development of children from which country's good citizens can be made.

The field of school management is very wide at present. Nowadays school management requires the co-operation of teachers, the public and the state. Collegiality arises from its emergence and successors as a motivation for school organization. In order to manage collegiality well we must manage it differently and more effectively; we must avoid throwing the management baby out with the managerialist bathwater. Managerial metanarratives come and go, and their reemergence in different forms is not unusual (English, 1994).

There is a natural tension here because teachers' rights and duties are knotted in a very complex way. For example, it is perhaps a desirable quality of Head Teachers to practice collegiate approaches in their schools, but we must never forget that the same Head Teachers are bound by legislation, legal instruments and indeed from legislatures in global-regional and international law. These guidelines are often compulsory guidelines or, which can be said, parachute guidelines as it is a magical word in educational policy discourse analysis.

Academic studies have continued alongside the practice as a teacher, or manager, in secondary schools. The interest of this dissertation is also to guide schools along participative and democratic paths in the broader field of school management. It may help fulfill a management, leadership, governance or administration of school. It is recognised that this must apply not only to aspects of pedagogy, but also to the managerial and administrative context within which

pedagogical practice takes place and flourishes or withers. Collegiality relates to the right to be heard together with the implying voice and democracy. It is also related to the right and duty to influence processes and decisions in the right context. Collegiality can be categorized as restricted collegiality and pure collegiality. In the former type of collegiality, the leader takes the power with a limited number of senior colleagues whereas in the latter all the members take equal part for the policy formulation.

According to Bush (1995: 17-28), there are six models of educational management: Formal, Collegial, Political, Subjective, Ambiguity and Cultural whereas his 1986 edition identifies five models, such as Formal, Democratic, Political, Subjective and Ambiguity. His switch from “democratic” to “collegial” is left largely unexplained regardless of the fact that the detail of his descriptions is very similar. Management achieves goals with efficiency and effectiveness because it is the heart of organized efforts. The account of collegiality is, in fact, normative, attractive, desirable, and potentially beneficial to schools. The idea of collegiality focuses attention on a number of factors, which may be different from the other management approaches. What are the normative and ‘ideal’ understandings? The present study positions collegiality as an approach to interpersonal engagement in an organizational setting, which, unlike others includes within its definition ideas. The schools have been guided by the philosophy of continuous improvement to transform into total quality management process. Generally, school is taken as a social institution, which provides basic services to children in making them literate. In other words, the school is an organization composed of different teachers with various skills. A

Statement of the Problem

The relationship between colleagues is known as collegiality. The entity of people with complementary skill helps to enhance collegiality. Such people become committed to a common purpose, performance goals and approach for which they hold themselves mutually accountable. Thus, collegiality is an important element for effective teaching in school, which can the courage, and enthusiasm in the teaching field. The quality relationships can also be increased. Collaborative teacher work has also sometimes been thought to have a positive influence on student learning. This perhaps is a fundamental reason for pursuing collegiality in schools. At present human life has been in complexities due to change in technology and areas of knowledge. The complexities have to be minimized through the gained knowledge. To address the challenges present in life, school should enable the children providing them with adequate education. For this purpose, school needs strong educational leadership, as well as visionary leadership who have the ability to create and articulate a realistic, credible, attractive vision of the future for an organization or organizational unit that grows out of and improves upon the present.

School management should look after various aspects i.e. physical, economic, human resources, instructional materials and pedagogical aspects for running the schools smoothly. To accomplish these all, the school requires a collegial team. The research, therefore, attempts to address the following questions:

- a. What types of collegial practices are prevailed in the present
- b. school management?
- c. What are the processes of collegiality in school management?
- d. What are the challenges of collegiality in school management?
- e. What is the importance of collegiality practice to run school?

Features of Collegial Management

1. They are strongly normative in orientation. The advocacy of collegiality is made more based on prescription than on research –based studies of school practice.
2. Collegial models seem to be particularly appropriate for organizations such as schools and colleges that have significant numbers of professional staff.
There are common set of values in the collegial models, which may guide the managerial activities of the organization as well. Teachers have an authority of expertise that contrasts with positional authority associated with formal models. To take part in the decision making process is also the right of teachers at school because if there are the shared decisions, the implementation processes are likely to be applied in a better way.
3. The size of decision-making groups is an important element in collegial management. They have to be sufficiently small to enable everyone to be heard. This may mean that Collegiality works better in elementary schools or in sub-units, then at the institutional level in secondary schools. Meeting of the whole staff may operate collegiality in small schools but may be suitable only for information exchange in larger institutions. The collegial models deal with this problem of scale by building in the assumption that teachers have formal representation within the various decision-making bodies.
4. Collegial models assume that decisions are reached by consensus. The belief that there are common value and shared objectives leads to the view that it is both desirable and possible to resolve problems by agreement. The decision-making process may be elongated by the search for compromise but this is regarded as an acceptable price to pay to maintain the aura of shared value and belief. The case for consensual decision-making rests in part on the ethical dimension of collegiality. Imposing decisions on staff is considered morally repugnant, and inconsistent with the notion of consent.

Participative Leadership

The principal of a school has to think effectively for the application of the participative framework, because it comes under the leadership strategies. However, the models of leadership should not be heroic, in that it may become detrimental within the institution. The collegial leader is a first among equals in an academic organization. While transformational leadership is consistent with the collegial model, it assumes that leaders and staff have shared values and common interest. Leadership model is most relevant to collegiality, because it is the participative leadership, which believes that the decision-making processes of the group ought to be the central focus of the group. Such a normative model are of three types.

- i) Participation will increase school effectiveness.
- ii) Participation is justified by democratic principles.
- iii) Leadership is potentially available to any legitimate stakeholder.

Leadership

In the collegial models, the styles of leadership influence and are determined within a participative framework. The head or principal is expected to adopt strategies, which acknowledge that issues may emerge from different parts of the organization and should be resolved in a complex interactive process. The basic idea of the collegial leader is less to command than to listen, less to lead than to gather expert judgments, less to manage than to facilitate, less to order than to persuade and negotiate.

Collegial Models in Primary Schools

Collegiality has become established during the 1980s and 1990 as the most appropriate way to manage primary schools. It is now the normative model of good practice in this phase of education. Its main features are probably the following:

- a. Staff working groups determine proposals for decision by the whole staff.
- b. Curriculum coordinators or consultants lead the working groups.
- c. The co-coordinators progressively acquire expertise in their specialist area, drawing on external expertise.
- d. The co-coordinators work alongside class teachers to demonstrate ideas in practice.
- e. The following elements can be identified: i) Teachers talk about teaching. ii) There is a shared planning and preparation. iii) The presence of observers in classroom is common. iv) There is mutual training and development.

There are many collegial features in a school, for example,

- a. Staff spend their time discussing their teaching both on formal occasions and during breaks.
- b. Subject co-ordinators make their expertise available to colleagues.
- c. Staffs say that decisions are usually made by consensus. However, the implementation of collegiality is subject to certain limitations.
- d. Own judgement may be backed rather than staff opinion.
- e. There are limited opportunities for the coordinators to work alongside the class teachers.

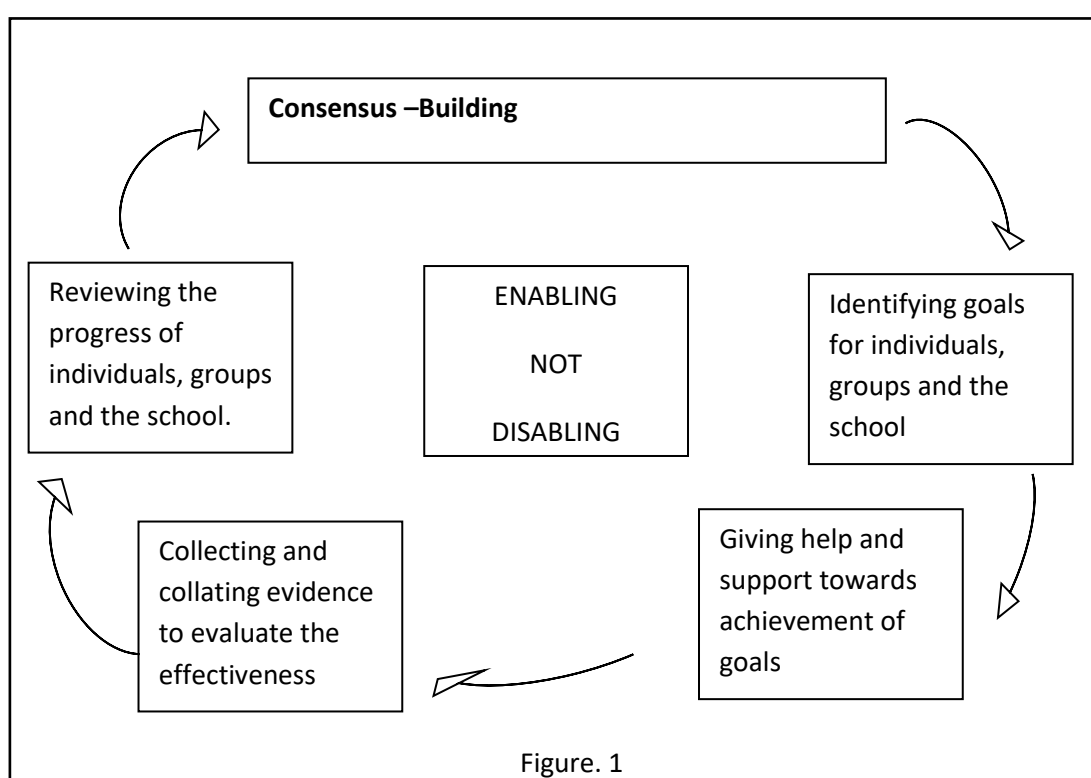
There is plentiful evidence that teachers wish to participate more fully in the management of their schools. The quality of decision-making is likely to be better where teaching staff participate in the process. Heads should not have a monopoly of wisdom or vision. The involvement of the other staff should increase. Effective implementation is much more likely if teachers feel that they own the decisions. Collegial theories may give the following qualities to leaders in schools and colleges:

- a. They are responsive to the needs and wishes of their professional colleagues. Heads and Principals acknowledge the expertise and skill of the teachers and seek to use these assets for the benefits of the people and the students. Regularly they have been appointed to leadership posts after a long period as successful practitioners. Their experience makes them sensitive to the informal codes of professional practice, which govern expectations for relations among teachers and between teachers and heads.
- b. Sometimes it is also necessary to find out some formal as well as informal chances to test and enrich the methods and policies. Such an encouragement will increase the acceptance of the school decisions. The head teachers or the principals perform their duty as the facilitators in the participatory processes. Their reliability with their colleagues depends on providing leadership to staff and external stakeholders while

valuing the contributions of specialist teachers. Heads and Principals play an important role in the management of the institution and can exercise good influence over its direction. This is essential difference between formal approaches and collegial leadership, which depends on permission.

Generally, three dimensions can be identified for achieving uniformity of collegiality.

- a. Normative Collegiality: Where value agenda is to be discussed and established collaboratively.
- b. Procedural Collegiality: Where the 'how' is agreed in the performance.
- c. Democratic Collegiality: Which involves collaborative planning and decision-making concerning what and how? It is known as the enabling management cycle, which is shown by the following diagram (Figure 1)



Collegial models characterize decision-making as a participative process with all members of the institutions having an equal opportunity to influence policy and action. Overall, in colleges, the academic board provides a legitimate form for the involvement of staff in decision-making and Principals have to recognize and work with this alternative power source in school. Participative machinery can be established only with the support of the Head, who has the legal authority to manage the school. Wise Heads take account of the views of their staff but this is an advice-giving process and not collegiality.

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Theoretical Framework of the study

The relationship between or among colleagues is known as collegiality. Therefore, a colleague is related to his or her profession in any school or office where he or she performs the duty. In this way, the common purpose of an institution is to be fulfilled with the help of collegiality for which he or she makes the commitment. The two important aims are to be taken in the present study, for example, the educational management and the leadership. The methods of leadership are inevitable to apply for the achievement of the goals of organization or the institution, for which leadership and management should go side by side. Similarly, the functions of management are the significant factors for the enhancement of the school administration properly. Thus, leadership and management are often thought of important practical activities in the institution. Willower (1980: 2) asserts that the application of theories by practicing administrators is difficult and problematic undertaking. Indeed, it is clear that theories simply are not used very much in the realm of practice. All these models are given significant attention in the literature of educational management and have been subject to a degree of empirical verification. Table 1 shows six models and links them to parallel leadership models.

Table 1: Management and Leadership Models

Management Model	Leadership Model
Formal	Managerial
Collegial	Participative
Political	Transactional
Subjective	Post-modern
Ambiguity	Contingency
Cultural	Moral

Source: Typology of management and leadership models (adapted from Bush and Glover 2002).

Power is shared among all the members of the organization who are thought to have a shared understanding about the aims of the institution. The mentioned models are associated with collegiality. It is the known fact that there is found the participative leadership in the models of collegiality. Thus, collegial models include all those theories that emphasize that power and decision-making should be shared among some or all members of the organization. The institutions of the organizations are responsible for the formation of the policies and methods, which should be applied in their institutions properly. Likewise, a process of discussion is also necessary for the appropriate application of collegial models and doctrines. In collegiality, there is found collaboration among teachers. Therefore, it may be explained that the reason to follow the study and practice of collegiality is that something is gained when teachers work together and something is lost when they do not.

Teacher Collegiality and Its Place in Schools

Collegiality affects a range of aspects of school life. Stoll (1998) says that collegiality merits further discussion because of the attention paid to it in the school improvement literature. The complex concept involves mutual sharing and assistance; an orientation towards the school as a whole; and is spontaneous, voluntary, development-orientated, unscheduled, and unpredictable. The place collegiality is associated with the life of teachers. Similarly, the link between personal and professional relationships is also relevant here because the teachers' collegiality contributes to the culture of schools and vice versa.

Change and reform in education impacts significantly on teachers as they are the ones at the chalk face adopting and implementing the change (Alison, 2005). The delivery of high quality external assessments and effective external moderation systems has also been problematic in Nepal. The organization of the work place has been shown to have impact on the maintenance and development of collegial relationships. Jarzabkowski (2001) said that accepted school based management and collaborative work has improved collegial nature of teaching in recent times to develop educational goals. Teaching in isolation may be the case with time spent in the classroom but collegial exchange has been shown to occur with those working at the same grade level or curriculum department, with proximity and availability contributing in smaller proportions (Hipkins, Conner, & Neill, 2005). The joint implementation, the deepest form of collaboration was found to be irregular in the study. Small groups of teachers in the schools work at the joint implementation level largely due to time constraints, minimizing the deeper collaboration activities. There seems the influence of time on workload and teacher relationships with colleagues although in the beginning of the policy change, it can be a new perception and acceptance of joint implementation activities.

A school culture that is supportive of innovation and sound interpersonal values will encourage growth in trust and collegiality. True collegial interaction is said to be natural. As teachers are not used to working together especially with deep change activities (Ingvarson et al., 2005), the development of shared norms are important. It is reasonable to argue that teacher collegiality has an important place in their professional lives, whether it is their contribution to the school wide culture or interaction with colleagues. Fostering teacher collegiality in schools is an issue that school leaders must consider. Success of collaborative reform is based on teacher relationships. Little (1982) comments that communication that is teacher / student / learning focused rather than social is required for professional learning and development. When there is less time spent developing social relationships, minimizing opportunities to develop personal trust, social relationships become more formalized, possibly and unnatural. Many positive features may be seen when there are good relationships in the teacher collegiality. In such a case, teachers feel that management wants teachers to work as a team and teachers will be involved in the decision-making process as well.

Present Situation of Collegiality Practice

To examine the collective performance of team in schools questionnaire, interview, guidelines, group discussion, guidelines and diary notes were used with the coverage of the same contents on collegiality. The sampled schools from community and institutional schools, head teachers

and teachers of Pokhara where 16 Head Teachers responses are interpreted which is given below:

Table: 2: Head Teacher's View about Collegial Management

View	Respondents	Per cent
Collective Responsibility	9	56.25
Supportive Participation of all stakeholders	7	43.75
Total	16	100.00

According to Table 2, head teachers viewed that collegial management means a collective responsibility shared by each teaching staff. It is a collective responsibility of the whole staff for the development of the school academically as well as morally. Out of 16 head teachers, 9 head teachers, i.e. 56.25 per cent have given their approval on collective responsibility, whereas 43.75 per cent teachers have given their consent on supportive participation.

When we consider the growing presence of collegiality in the discourse of school management, we can see traces of previous typologies of management directed towards managerialism, rather than towards approaches that are more democratic. Collegiality can be considered as both a discourse and a technology through which language and practices could transform the role of teachers, their perception of themselves and the management context within which they work.). Discourses are certain ways of speaking and writing which are developed in different places and spaces.

In effective schools, teachers are highly committed and share knowledge in the development of learning and school developmental process. Similarly, seven head teachers viewed in the study that supportive participation of teachers of all stakeholders has been improving the accountability of management in delivery of services and school outcomes. The Head Teachers opined that they had been playing the active role in developing collegial practice in the school. They said that they worked in a group rather than individually which resulted in better output in the field of teaching. Mostly such practices are found more effective and helpful for themselves. One of the head teachers viewed that in some cases the imbalance of collegiality is also found such as being united for the negative purpose.

Concerns on Collegiality Practice

Collegiality can be seen as a device by which control is exerted, and to this extent can be uncovered as a technology of bio power. It is not uncommon for teachers to be heard talking of inputs and outputs, performance indicators, audit trails, cost and effect etc. This is not simply a matter of language, however. As the language is spoken, the practice develops and changes. Pring (2007) argues that by gradually enlisting the language of the business world—the language of audits and performance indicators, of efficiency gains and investment, of inputs related to outputs, of effectiveness and productivity, of curriculum delivery and of consumers of that which is to be delivered—so our understanding of education is changed.

Challenges of Collegiality Practice

Organizations perform well through the utilization of human resources; therefore, their effectiveness depends upon the availability and utilization of human resources. The objective of the study is also to describe about the managing team or human resources. It is not an easy job for the Head Teacher or the chief to maintain mutual relationships among the stakeholders or colleagues. In general, discourses shape practices and behaviours and they emerge because of change. It may be understood what it does, from what it is and what it might claim to be. Thus, collegiality is now on the lips of practitioners rather than in the writings of theorists.

Conclusion and Implications

The practice of collegiality is not universally found in our country. Some senior staffs have helped to create and maintain the philosophy in the modern age, as they want to develop the spirit of collegiate working, in that it is their duty to manage collegiality. They talk of the importance of effective links between departments and managers and of the role of the local authority as well. Collegiate approaches are those, which have the capacity to help teachers improve children, are learning, help teachers learn, and develop and improve and sustain levels of high professional confidence and spirits. In collegiality, learning and development is at the heart of what everyone does. Thus, collegiality has a very real potential to be something, which will improve learning, teaching and education. It is also a technology for managing niceness and conflict and more as a force for good in a professional educational space. However, learning together is such a thing, which deals with matters of introduction and context. Learning together also holds the spirit of collegiality more satisfactorily.

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