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University of Cape Town
School of Education

**Collaboration and Collegiality
amongst
educators in high performing schools
in the
Western Cape**

A minor dissertation submitted in partial fulfilment of the requirements
for the award of the degree of Master in Education

by

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February 2005

Declaration

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this dissertation from the work, or works, of other people has been attributed, and has been cited and referenced.



Susanna Maria Laubscher

February 2005

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Abstract

This study investigated the nature and extent of collaboration and collegiality amongst 195 high school educators in six high performing schools in the Cape Metropole, Western Cape, South Africa.

A case study approach was used and questionnaires and interviews were used as research instruments.

This study found that the schools in this sample display high and widespread levels of collaboration and collegiality amongst educators. The collegial activities are fostered in a collaborative domain during regular on-site formal activities. These carefully structured formal collaborative activities provide training forums for inexperienced educators. Subject meetings are the most frequent formal collaborative opportunities in high schools. Formal collaborative activities are driven by a common goal, learner achievement.

Dedicated educators, hard-working learners and supportive parents directly enhance learner achievement. Collaboration and collegial activities indirectly enhance learner achievement through providing a unity of purpose amongst educators which counteracts the disadvantages of subject specialization and departmentalisation in high schools.

Certain personal attributes, for example, age, a rich teaching experience and many years at the same school enhance nature and extent of collegiality and collaboration. School organisational factors, for example, a high number of grades taught by educators, frequent on-site professional development and available time for formal and informal collaboration enhance the nature and extent of collegiality and collaboration.

Factors which impair collaboration and collegiality are: email communication, individual personal differences and aspirations and a high educator workload.

In conclusion, the development and sustenance of collegial attributes through regular on-site structured collaborative opportunities are recommended to ensure that South African high schools educators expand their professional skills. Such cycles of

professional growth can facilitate the academic achievement of all learners in the inclusive education and knowledge society eras and beyond.

Key words: Collegiality, collaboration, school performance, teachers, South Africa.

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List of acronyms

DAT:	Didactic Aid and Assistance Teams
EMDC:	Educational Management Development Centre
ELSEN:	Education for learners with special educational needs
ESRC:	Economic and Social Research Council
ESTs:	Educational Support Teams
FET:	Further Education and Training
GET:	General Education and Training
HOD:	Head of Department
LSEN:	Learners with Special Educational Needs
MTT:	Multi-functional Task Team
NEPI:	National Environmental Policy Institute
NUE:	National Union of Educators
OBE:	Outcomes Based Education
OOH:	“Ondersteuning Onderwys Hulpspan”
PROGRO:	Professional Growth Organisation
SEN:	Special Educational Needs
SMT:	Senior Management Teams. Heads of Department, Deputies and Principals belong to this team.
SSE:	“Senior Sertifikaat Endossement” (Senior Certificate Endorsement)
TAT:	Teacher Assistance Teams
TST:	Teacher Support Team
UCT:	University of Cape Town
WCED:	Western Cape Education Department
IQMS:	Integrated Quality Management System (This system provided the opportunity for educators to receive a salary increment. Educators evaluate each other. Training occurred in 2004 and implementation in 2005).

Terminology

EDUCATOR:

The term “educator” is used instead of “teacher.” The term “teacher” was left unchanged when used in quotes.

LEARNING AREAS:

Since the implementation of OBE, Grade 7, 8 & 9 subjects are known as learning areas.

SUBJECTS:

The grade 10 – 12 subjects. This term will change when the Further Education and Training band (FET phase) is implemented in 2006/7.

MATRIC:

The Grade 12 Certificate written by Government and some private school candidates. It is the final school grade in the FET (Further Education and Training phase). Candidates can pass matric with or without exemption.

INCLUSIVE EDUCATION (mainstreaming):

WCED policy to accommodate learners with barriers to learning in mainstream schools instead of placing them in LSEN schools.

Table of Contents

Declaration.....	i
Acknowledgements.....	ii
Abstract.....	iii
List of acronyms.....	iv
Terminology.....	v
Chapter1	Introduction..... 1-3
Chapter 2	The rationale for investigating the nature and extent of collaboration and collegiality..... 4
2.1	The knowledge society imperative 4
2.1.1	Changes in teaching methods..... 6
2.1.2	An emphasis on inclusive education and differentiation..... 7
2.2	Teacher Assistance Teams in the United States..... 9
2.3	Teacher Support Teams (TSTs) in England 10
2.4	Teacher Support Team (TST) initiatives in the Western Cape, South Africa 10
2.4.1	Ondersteuning Onderwys Hulpspan (OOH)..... 10
2.4.2	Teacher Support Teams (TSTs)..... 11
2.4.3	Multi-functional Task Teams..... 12
2.4.4	Educational Teacher Support Teams (ETSTs)..... 12
2.5	Summary 12
Chapter 3	Collaboration and collegiality defined..... 15
3.1	Clarification of the concepts of collaboration and collegiality 15
3.1.1	Definition of collegiality..... 15
3.1.2	Collegial attributes as pre-requisites of collaboration..... 17
3.1.3	Definition of collaboration..... 18
3.1.4	Relationships between collaboration and collegiality..... 21
3.2	The ecosystemic perspective 21

3.3	Research conclusions regarding interactions between role-players within the school organisational context	22
3.3.1	The effect of school culture on collaboration and collegiality.....	23
3.3.2	Teacher autonomy and school organisation.....	23
3.3.3	The micro-political perspective.....	24
3.4	Factors that could enhance or impair collaboration and collegiality	25
3.4.1	Factors that enhance collaboration and collegiality.....	25
3.4.2	Factors that could impair collaboration and collegiality.....	26
3.5	Learner development	27
3.6	Summary and conclusion	28
Chapter 4	Research Design and Methodology	30
4.1	A case study approach	30
4.2	Research instruments	31
4.2.1	Educator questionnaires.....	31
4.2.1.1	The rationale for using questionnaires.....	32
4.2.1.2	Questionnaire design.....	32
4.2.1.3	Piloting the educator questionnaire.....	33
4.2.2	Structured interviews.....	33
4.2.2.1	The rationale for using interviews.....	33
4.2.2.2	Interview structure.....	33
4.2.2.3	Selection of interviewees.....	34
4.2.2.4	Question types used in the structured interviews.....	34
4.2.2.5	The sequence and grouping of questions in the interview.....	34
4.3	School sampling	35
4.3.1	The full sample.....	36
4.3.2	The preliminary sample.....	36
4.3.3	The final sample.....	38
4.3.4	WCED and school application.....	40
4.4	Data collection and capturing methods	40
4.4.1	Questionnaire distribution.....	40
4.4.2	Data capturing methods.....	41
4.5	Limitations	41
4.5.1	Limitations intrinsic to research instruments.....	41
4.5.2	Limitations of the fieldwork.....	42
Chapter 5	Overview of data	43
5.1	The educators	44
5.1.1	Gender and age.....	44
5.1.2	Qualifications of educators and institutions of educator training....	46
5.1.2.1	The academic qualifications.....	46

5.1.2.2	Professional qualifications.....	47
5.1.3	Years experience and positions at present schools.....	48
5.1.3.1	Years experience in teaching.....	48
5.1.3.2	Years experience at their present schools.....	48
5.1.3.3	Position at the present school.....	50
5.1.4	Number of phases and grades taught at the present school.....	50
5.1.5	Learning areas and subjects taught at the present school.....	51
5.1.6	Summary and Conclusion.....	52
5.2	Collegiality	52
5.2.1	Understandings of collegiality.....	56
5.2.2	Rating of collegiality in schools.....	61
5.2.2.1	High collegiality ratings.....	61
5.2.2.2	A need for more collegiality.....	65
5.2.2.3	Average and low collegiality ratings.....	68
5.2.3	Obstacles to collegiality.....	69
5.2.4	Collegiality ratings between colleagues.....	71
5.2.5	Rating the collegial qualities of educators in positions of authority.....	73
5.2.6	Activities that demonstrate collegiality.....	75
5.2.7	Summary and conclusion.....	77
5.3	Collaboration	79
5.3.1	Collaboration ratings.....	82
5.3.1.1	Rating collaboration in schools.....	82
5.3.1.2	Self-evaluation of collaboration.....	87
5.3.2	The most useful collaborative opportunities.....	89
5.3.3	Formal collaboration.....	91
5.3.3.1	Opportunities for formal collaboration.....	91
5.3.3.2	Opportunities to contribute to formal meeting agendas.....	92
5.3.3.3	Topics discussed during formal collaboration.....	92
5.3.4	Informal collaboration.....	93
5.3.4.1	Opportunities for informal collaboration.....	93
5.3.4.2	With whom do educators collaborate informally?.....	93
5.3.4.3	Topics discussed during informal collaboration.....	94
5.3.5	Application of teaching ideas in the classroom.....	95
5.3.6	Summary and conclusion.....	96
5.3.6.1	A collaborative teamwork focus.....	96
5.3.6.2	Balkanization vs. "structural collaboration".....	97
5.3.6.3	Formal and informal collaborative opportunities.....	98
5.3.6.4	Organizational factors that enhance and inhibit collaboration.....	99
5.4	Learner performances	100
5.4.1	Does collegiality affect learner performance?.....	100
5.4.2	Collaborative activities beneficial to learner performance.....	101
5.4.3	The aspects that receive the most attention at schools.....	103
5.4.4	The aspects that influence learner performance most.....	104
5.4.5	Summary and conclusion.....	109

5.5	Summary and conclusion	109
Chapter 6	Summary and conclusion	110
6.1	Collaboration and collegiality ensure that schools achieve common goals and ideas	110
6.2	Collaboration and collegiality develop over time through multiple structured opportunities	110
6.3	Certain personal attributes and school organisational factors affect collaboration and collegiality in high schools	111
6.4	Summary and conclusion	113
References	114
Appendices		
Appendix A	Educator questionnaire	
Appendix B	Interview schedule	
Appendix C	Individual school interview questions	

List of Tables and Figures

Table number and title	Page
Table 4.1 <i>The full sample: WCED Grade 12 pass rates for English and Afrikaans Medium, Government and individual schools (2001-2003)</i>	36
Table 4.2 <i>The numbers and average % pass rates (above and below 90%) of the Cape Metropole English Schools (2001-2003).</i>	38
Table 4.3 <i>The SSE % pass rate in Cape Metropole English medium Government Schools with an average pass rate of 90% and above over 3 years (2001-2003)</i>	39
Table 4.4 <i>Educator questionnaires issued and returned</i>	40
Chapter 5	
Table 5.1 <i>Male:female ratio of sample</i>	45
Table 5.2 <i>Educator ages</i>	45
Table 5.3 <i>Academic qualifications of sample</i>	46
Table 5.4 <i>Age:post-graduate ratio</i>	47
Table 5.5 <i>Professional qualifications</i>	47
Table 5.6 <i>Years experience in teaching</i>	48
Table 5.7 <i>Teaching experience at present school</i>	49
Table 5.8 <i>Years experience:years at present school</i>	49
Table 5.9 <i>Phases taught and positions of educators</i>	50
Table 5.10 <i>Grades taught at present school</i>	51
Table 5.11 <i>% of Subject stream groupings</i>	52
Table 5.12 <i>Educator attributes of collegiality: The literature review and the questionnaire wording</i>	57
Table 5.13 <i>Ranking of collegial attributes according to the literature and high school educators</i>	58
Table 5.14 <i>Educator reasons for high and very high collegiality at schools</i>	62

<i>Table 5.15 The age groups that rated collegiality as high and very high.....</i>	<i>63</i>
<i>Table 5.16 High collegiality ratings of educators that teach more and less than four grades at their present school.....</i>	<i>65</i>
<i>Table 5.17 Male:female collegiality ratings; reasons of males for more collegiality..</i>	<i>67</i>
<i>Table 5.18 Collegial attributes lacking in schools.....</i>	<i>68</i>
<i>Table 5.19 Resistance to new ideas vs. high and very high collegiality ratings.....</i>	<i>70</i>
<i>Table 5.20 Rating of qualities of collegiality between colleagues.....</i>	<i>71</i>
<i>Table 5.21 Collegiality ratings of educators in positions of authority.....</i>	<i>73</i>
<i>Table 5.22 Examples of teamwork that happens at schools.....</i>	<i>76</i>
<i>Table 5.23 Collaboration ratings of educators.....</i>	<i>82</i>
<i>Table 5.24 The reciprocal relationship between collaboration and collegiality in the 50+ age group.....</i>	<i>85</i>
<i>Table 5.25 Collaboration ratings and professional development meetings.....</i>	<i>86</i>
<i>Table 5.26 Topics discussed often during formal collaboration.....</i>	<i>92</i>
<i>Table 5.27 Topics discussed often during informal collaboration.....</i>	<i>94</i>
<i>Table 5.28 Resolving issues around “challenging or difficult learners.....</i>	<i>95</i>
<i>Table 5.29 Activities academically beneficial to learners.....</i>	<i>102</i>
<i>Table 5.30 The aspects that receive most attention at schools.....</i>	<i>103</i>
<i>Table 5.31 Aspects that influence learner performance most.....</i>	<i>104</i>

Figure number	Page number
----------------------	--------------------

Chapter 4

<i>Figure 1 The Ecosystemic Perspective.....</i>	<i>21a</i>
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CHAPTER 1 INTRODUCTION

This study investigates the nature and extent of collaboration and collegiality amongst 195 high school educators in six high performing schools in the Cape Metropole (Western Cape).

Research on collaboration and collegiality emphasizes their importance to the professional development of educators. There is seeming consensus amongst authors that the professional development of educators is crucial for learner development and achievement (Fullan, 1992; cf. Hargreaves, 1994: 17, 186-7; 2003:129; Hopkins et al., 1997; Little, 1982; Nias et al., 1989, in Biott & Easen, 1994). If collaboration and collegiality are vehicles of educators' professional development, these two concepts can be seen as important vehicles for the development of learners too.

This study examines the nature and extent of collaboration and collegiality in high performing academic schools because, if it was demonstrable that successful schools have high levels of collaboration and collegiality, these concepts could be recommended as educator tools for two purposes, explained below.

Firstly, collaboration and collegiality can be implemented by less successful schools to assist them in improving the academic standards of their learners.

Secondly, collaboration and collegiality can be used to assist educators with challenges like mainstreaming (Inclusive Education) and dealing with learners with barriers to learning. These issues have become priorities in Education Departments because the majority of schools across South Africa struggle to meet the required academic standards (Western Cape Education Department [WCED], 2000:6).

In response to inadequate academic performances by learners, the WCED planned to introduce Educational Teacher Support Teams (ETSTs) in both primary and high schools, from January 2004 (WCED; White Paper 6, 2003; Theron, pers. comm., April 2003). The introduction of educator support teams in high schools, for the first time ever, demonstrates that structured collaboration is seen by the WCED as a professional development vehicle to

assist high school educators to share, develop and master ways of addressing the needs of all learners.

The research design for this study is explained next.

A case study approach was chosen in order to make generalizations (after intensive analyses) about collaborative and collegial characteristics and interactions in six high performing schools. Educator questionnaires and structured interviews were used as research instruments (Appendices A & B). The interview schedules were revised after analysing the questionnaire data (Appendix C). This enabled the researcher to pursue issues that surfaced after analysing the questionnaire data.

The final sample consists of English medium secondary government schools in the Cape Metropole that achieved an average pass rate of 90% and above and an average SSE rate of 50% and above during 2001-2003.

The lay-out of the thesis is as follows:

Chapter 2: The rationale for investigating the nature and extent of collaboration and collegiality.

The rationale for investigating the nature and extent of collaboration and collegiality with reference to the Knowledge Society (Hargreaves, 2003:6), as well as changes in teaching methods are explained in this chapter. It also deals with the movement towards formal collaborative educator support structures in the WCED and WCED policy changes.

Chapter 3: Collegiality and collaboration defined.

This chapter explores the definitions of collegiality and collaboration, as well as the balance and interplay between the individual and social factors within the ecosystemic perspective. Factors that enhance and inhibit collegiality and collaboration are also discussed. An explanation on the view that collegiality and collaboration are actually intended for the benefit of learners' development and achievement is included.

Chapter 4: Research Design and Methodology

This chapter explains the rationale for choosing a case study approach, as well as questionnaires and interviews as research instruments. The three stages of school sampling, data collection and capturing methods, as well as the limitations of this study, are also discussed.

Chapter 5: Overview of data

This chapter provides an overview of the questionnaire and interview data from six schools and 195 educators. It comprises four main sections, that is, Educators, Collegiality, Collaboration and Learner Performance. Individual school analyses enabled the researcher to identify and explain the relationships between personal and school factors and collegiality and collaboration data.

Chapter 6: Summary and Conclusion

The main conclusions of this study are summarized in this chapter.

The rationale for the research regarding the collaboration and collegiality amongst educators is explained in detail in Chapter 2.

CHAPTER 2 THE RATIONALE FOR INVESTIGATING THE NATURE AND EXTENT OF COLLABORATION AND COLLEGIALITY

This chapter advocates the need for collaboration and collegiality in school communities to overcome challenges and ensure survival in the “knowledge society” of the twenty-first century (Hargreaves, 2003). It also deals with movement towards formal collaborative educator support structures in the WCED since 1985 and Education Department policy changes since 1995.

2.1 The knowledge society imperative

Hargreaves argues that collaboration and collegiality are crucial components of the professional development of educators in the knowledge age (2003:6). Hargreaves’ views regarding the importance of collaboration and collegiality in the knowledge society, as well as the international and local collaborative initiatives, form the backbone of the rationale for this research.

This section highlights the interactions between the knowledge society and educators’ professional development. It also demonstrates why the knowledge society can be regarded as one of the key factors that necessitates a shift from an isolated to a collaborative and collegial approach to teacher development (Hargreaves, 2003:6-19).

Over the years concepts and methods to enhance learner achievement via educator development have changed. Books written during 1970 to 1980 reflect an educator culture of individualism, isolation and privatism (Rosenholtz et al., in Hargreaves, 2000:13). Hargreaves calls this era the “age of professional autonomy” (2000:11). Since the beginning of 1990 keywords like collegialism, collaborative approaches, cooperation, collective vision and life-long learning have emerged from the literature. This shift was partly caused by economic changes, as is explained in the next two paragraphs.

Daniel Bell forecast in 1976 that there would be a shift from the industrial era to a post-industrial era, i.e. a shift from a workforce that produces goods to a focus on providing

information services (Hargreaves, 2003:6). Peter Drucker similarly asserts that “the basic economic resource of society is no longer labour or capital, but knowledge” (Ibid., 2003:7). The economic challenge is therefore the productivity of knowledge work and the knowledge worker. Manuel Castells suggests that this knowledge is driven by the development and circulation of globalized electronic information (Ibid., 2003:7).

Castells’ use of the term “development” indicates the inherent nature of this knowledge era, i.e. knowledge as a “renewable, flexible, ever-expanding and ever-shifting resource” (Ibid., 2003:7.). The term “circulation” indicates the interactive capacity of the knowledge era – in contrast to an individualistic, isolated approach.

Knowledge, in this view, is directly associated with learning. Hargreaves observed that the most effective corporations in the knowledge society operate as learning organizations where employees communicate with each other to generate and apply new ideas (2003:6). Communication with the purpose to generate new ideas for application means that assimilated knowledge is transformed to generate new knowledge for new situations, i.e. learning takes place amongst colleagues because “information (given by colleagues) is turned into knowledge (when the individual internalizes the information).” The concept of turning information into knowledge is based on the principle that: “new ideas, knowledge creation, inquiry and sharing are essential to solving learning problems in a rapidly changing society” (Fullan, in Hargreaves, 2003:134).

The challenge of organisations today is to create groups and cultures in which mutual (interactive) or collaborative learning can thrive. We can thus regard a knowledge society as a learning society. A learning society embraces collegial and collaborative interactions. In order to survive in the knowledge society workers have to learn how to work effectively together in order to gain and exchange information.

We therefore look at schools as learning societies in the knowledge society era of today. What then, is the role of the educator in a learning society? Fullan (1992:108) contends that the “educator as learner” is central to classroom and school improvement and West & Hopkins state: “there is no school development without educator development” (1996:14). If we continue with Hargreaves’ concept of a knowledge society, we can regard the school as an “ever-changing learning organisation” and educators as “knowledge workers who have to

develop the capabilities necessary to ensure the development of learners” (2003:1-22). Schools, as ever-changing learning communities, however, are complex places.

Educators, as knowledge workers in “complex, ever-changing learning communities” face multiple demands. Two of the demands are:

- Educators are challenged to teach in ways they themselves have not been taught.
- A national emphasis on classroom differentiation and inclusive education.

This thesis argues that a culture of collaboration and collegiality is imperative to empower educators with the necessary skills to successfully rise to these challenges, which are discussed below in sections 2.1.1 and 2.1.2.

2.1.1 Changes in teaching methods

Hargreaves states that until about 20 years ago the most commonly used teaching methods were lecturing, question-and-answer, and seatwork (2000:5). The English futurist, Charles Leadbeater noted that the point of education should not be to inculcate but to develop capabilities (in Hargreaves, 2003:14). Information and knowledge is available from a variety of sources and the role of an educator has changed from merely transmitting knowledge to facilitating the acquisition of higher order thinking skills, for example evaluating and summarizing information on the Internet. Due to the ever-expanding nature of knowledge in the learning society, methods of teaching and assessing have to be modified constantly.

In this light, Parker suggests that when educators work together (interpreted here as collaboration and collegiality), they become “more flexible” and can therefore select and/or reject instructional alternatives more effectively (in Jalongo, 1991:70).

2.1.2 A national emphasis on inclusive education and differentiation

The second challenge faced by educators as learners in the learning society is the South African Department of Education's policy on differentiation and inclusive education.

For the purpose of this research, the key aspects of differentiation are:

- using a range of teaching, learning, and assessment styles and strategies which can build on the interests, experiences and abilities of all learners in the class.
- recognizing individual entitlement and access to the curriculum by ALL learners (Forrester, 2000:2).

The above aspects are crucial facets to the successful implementation of the policy of inclusive education. Farrell argues that "learners with special needs have access to a broader curriculum and increased resources in mainstream schools than in special needs' schools" (2000:5). Special schools are also on average six times more expensive than mainstream schools (WCED, 2000:4). WCED therefore favours the placement of learners in mainstream rather than special needs schools. Educators in mainstream schools are thus expected to assist learners with barriers to learning by differentiating by task, support, outcome and organization (Forrester, 2000:2-3).

Hargreaves links the demands of the knowledge society to the above principles of differentiation and inclusive education: "the demands of a modern inclusive society compel our schooling systems to develop the special talents of every child" (Hargreaves, 2003:xi).

Inclusive education has been an unwritten policy in many mainstream schools. Closer investigation revealed that various events and factors have added an impetus for the Education Department's commitment to differentiation and inclusive education, as stated below:

- In 1995, the Education White Paper on Education and Training expressed concerns regarding "unsatisfactory educational experiences of learners with special educational needs (LSEN) within the mainstream" (Department of Education, July 2001:12).

- Act 108 of the Constitution of South Africa (1996) states: "South Africans need to ensure that all learners, with and without disabilities, pursue their learning potential to the fullest" (WCED, 2000:3; Department of Education, July 2001:11).
- In response to the above Act the Ministry appointed a National Committee on Education Support Services in 1996. This Committee released the Consultative Paper No. 1 on Special Education: "Building an Inclusive Education and Training System in 1999." This Paper made recommendations on all aspects of 'special needs and support services' in education and training in South Africa (Department of Education, 2001:12).
- Edcent Williams, Chief director, General Education and Training (South African Department of Education), stated in 2000: "Inclusive education flows naturally from the South African Constitution. Various White papers, Legislation, Policies and Regulations by the Education Departments signal an unambiguous commitment to an inclusive society and an inclusive system of education and training" (2000:1-2; WCED, 2000:3).
- Outcomes Based Education (OBE) was introduced in 2000. In 1999, the Senior Phase Policy Document stated that educators have to differentiate with regards to assessment and teaching methods (Dept. of Education, 1997:9, 28-29; 1998:6-7;11-12). This document also stated that that each and every learner has the right to receive a Learning Programme adapted to suit his/her specific needs. (Department of Education, 1997:28-29).
- The Education White Paper 6, published in 2001, provided a framework and key steps for establishing an inclusive education system for South Africa (Department of Education, July 2001:24-35).

The above statements and policy changes demonstrate the commitment of the South African Education Department to the policies of differentiation and inclusive education. This places great demands on educators to adopt a variety of alternative teaching and assessment strategies in order to cope with a variety of barriers to learning (Department of Education, 2001:6,19,55). These alternative knowledge bases should form a crucial part of the South African educator's repertoire if we take into account that, according to the National Environmental Policy Institute (NEPI), and the World Bank research statistics, 40 to 50% of the learners in South Africa might experience barriers to learning (WCED, 2000:6).

Bearing in mind the demands of the knowledge society and policy changes on educators, the following question can be asked:

Have education departments and schools bought into the concept of collaborative problem solving, that is, have these institutions departments initiated or established any collaborative and collegial structures?

The next section provides answers to this question in dealing with the movement towards formal collaborative educator support structures in the WCED since 1997. South African collaborative structures are based on the United States model of collaborative problem solving (Bailey, pers. comm., July 2003)¹ and therefore global theories and formal collaborative structures abroad are discussed first.

2.2 Teacher Assistance Teams in the United States

Thousand & Villa (in Kruger et al., 1995:203) found that school personnel in the United States view collaborative problem solving as a cornerstone to school-level change. One type of collaborative problem-solving structure that has enjoyed widespread use in the United States between 1979 and 1989, is the Teacher Assistance Team (TAT) (Chalfant, 1984; Hayek, 1987 [in Chalfant, J.C. & van Dusen Pysh, 1989:49]; Kruger et al., 1995:49).

The establishment of TAT's, that is, teacher support systems, were recommended by a national U.S. Education Task Force after it became known that 10%-25% of students in American classrooms experience difficulty in school and failed to reach their potential (Will, [1986], in Chalfant, J.C. & van Dusen Pysh, M., 1989:49). The TAT team is a state determined model that provides a school-based forum where classroom educators can meet and engage in a "...positive, productive, collaborative, and problem-solving process to help learners indirectly, i.e., through teacher consultation." (Chalfant & Pysh, 1981; Chalfant, Pysh, & Moultrie, 1979; Kirk & Chalfant, 1984, [in Chalfant & Pysh, 1989:50]).

Evidence suggests that such a team model also "...increases the capacity of educators to solve and cope with classroom difficulties, particularly, but not exclusively, those challenges related to Learners with Special Educational Needs" (Chalfant & van Dusen Pysh, 1989:50).

¹ Psychologist at Cape Metropole EMDC.

2.3 Teacher Support Teams (TSTs) in England

During 1990, the British Economic and Social Research Council (ESRC) started funding the first known research programme to introduce Teacher Support Teams (TSTs) in eight primary schools in England (Daniels, pers. comm., August 2003)². The aim was to assess the short term effects and educator perceptions regarding the usefulness of TSTs until 1994.

The research findings indicated that:

- Teachers gained confidence and new teaching strategies were learnt from the TSTs (ESRC, 1994:1).
- “Individual educators requested support on a voluntary basis from a team which includes the SEN coordinator, a senior teacher and another class teacher” (ESRC Final Report, 1994).

TSTs in Britain are defined as a “system of support from a team of peers (colleagues) for class educators experiencing teaching difficulties in relation to special educational needs” (Daniels, pers. comm., August 2003)².

2.4 Teacher Support Team (TST) initiatives in the Western Cape, South Africa

There have been four major initiatives to establish and stimulate collaboration and collegiality in schools. These are the “Ondersteuning Onderwys Hulpspan”, Teacher Support Teams, Multi-functional Task Teams and Educational Teacher Support Teams. These initiatives are discussed below.

2.4.1 Ondersteuning Onderwys Hulpspan (OOH)

The first South African initiative came from the ex-House of Representatives³ schools prior to the establishment of the Western Cape Education Department in 1994 (Bailey, 1999a:23).

² Psychologist at Cape Metropole EMDC.

³ Under the apartheid system the House of Representatives controlled education for people designated by the state as Coloured.

From 1985 until their termination in 1989, the OOH teams worked in collaboration with the Didactic Aid and Assistance Teams (DAT). The OOH was used as a forum during which DATs transferred information regarding learners and provided training in alternative classroom strategies. It was replaced by another system, the Teacher Support Teams, in 1989 (De Waal, pers. comm., November 2003)⁴.

2.4.2 Teacher Support Teams (TSTs)

The second initiative came from the Newlands Clinic⁵. This Clinic conducted an analysis of primary school learner and educators' needs during 1996 and introduced a TAT equivalent, the TST, to Primary and LSEN High Schools from 1997 until 1999.

Bailey³ (1999a:24) states that "an important difference between the DAT and TST is that the former is a "learner-support system" whereas the latter is a "teacher-support system." TSTs have been posited in the literature as the means to support educators, and indirectly, support the learners" (Bailey, 1999a:ii).

When TSTs were initiated by Newlands Clinic, "there was no departmental imperative for TSTs and neither was there any concrete support from circuit managers or subject advisors" (Bailey, 1999a:2). The primary focus of TSTs in WCED schools was to "spread limited professional expertise and to build the capacity of educators and schools to deal independently with LSEN and related problems." (Bailey, 1999:1). Inclusive education became a focus in South Africa during 1998-1999 and as a result of the latter policy many learners with barriers to learning had to be accommodated in mainstream schools. Due to the influx of learners with multiple needs, and the limited availability of support personnel, schools had to take more responsibility for learners with special educational needs. Educators, therefore, had to learn how to deal with their own particular on-site needs. (Bailey, 1999a:ii).

TSTs are presently accepted as a collaborative educator support system in primary schools in the Western Cape (Bailey, pers. comm., July 2003). Bailey, however, also indicated that TSTs are not equally effective in all Western Cape primary schools, and that TSTs have even "disappeared" in some schools.

⁴Psychologist at Cape Metropole EMDC.

⁵ Newlands Clinic is a WCED Support Unit which provide educator support in designated areas of Cape Town .

2.4.3 Multi-Functional Task Teams

A third local collaborative structure is the Multi-functional Task Teams (MTT). Whereas TSTs are school-based teams, MTTs are district support teams that schools can call on when they need specialized advice from psychologists, therapists and remedial educators. These task teams work with primary and high schools when the learner results have been consistently below standard. In such schools, government officials and staff members work collaboratively within TSTs to devise intervention strategies.

The most recent WCED initiative is discussed next.

2.4.4 Educational Teacher Support Teams (ETSTs)

The ETSTs were introduced in the White Paper of June 2003 by the Specialized Teacher Support Services branch (WCED; White Paper 6, 2003). The ELSEN director states that ETST structures were to replace TSTs in all schools from January 2004 (Theron, pers.comm., April 2003). The TST and ETST support structures are similar in structure and function. (Bouma, pers. comm., August, 2003).

ETSTs, as the first formally introduced school-based educator support structure of the WCED, will identify learning barriers and brainstorm intervention strategies by providing a collaborative forum for educators. The WCED strives to establish ETSTs in all high schools and primary schools from 2004 (Bouma, pers. comm., August, 2003).

2.5 Summary

The demands on educators are framed by the knowledge society and might be consequences of it. The challenges, i.e. the need for educators to teach in ways they have not been taught and the emphasis on differentiation and inclusive education, prompt a re-look at professional on-site learning of educators.

Another reason for a re-look at on-site learning between educators is the seeming consensus in the literature that educators generally do not have sufficient on-site opportunities to learn from colleagues (Feir in Jalongo, 1991:68; cf. Flores, 2001:143-4; Goodlad et al. in Jalongo,

1991:72; Hargreaves in Fullan, 1992:112; Hargreaves, 2003:104; McLaughlin et al. in Jalongo, 1991:5; Nias et al. in Fullan, 1992:111). Hargreaves concludes that collaboration is especially hard to achieve at secondary school level due to a historical legacy of departmentalization (2003:99). Similarly, Goodlad et al. found that most educators do not feel that they receive genuine support from their fellow educators (in Jalongo, 1991:72). This finding led to a recommendation by the latter authors that schools should become more collegial.

Research findings also demonstrate that some educators realize they could benefit from their colleagues, a fact emphasized by Hargreaves' quote: "no one teacher knows enough to cope or improve by themselves." (2003:17). "Teacher as learner" in the collaborative context are keywords that emerge not only from the literature by Fullan (1992:108), but are also mentioned by Hargreaves who stresses that teachers, more than anyone, are essential to the creation of a new learning society (1997:116). They can scarcely help to create such a society if "they are not good learners themselves." Knowles researched adults' learning and found that "educators learn primarily by tapping into their experiences and reflecting upon them" (in Jalongo, 1991:52-3).

The question arose whether education departments, in view of the knowledge society and policy demands, have initiated any collaborative problem solving structures to assist educators?

A look at collaborative structures abroad showed that the United States and England's educator support structures provided the basis for the Western Cape Education Department's initiatives.

WCED educator support structures became more collaborative and more educator-centered between 1985 and 2004. In the present TSTs (1997) teaching strategies are exchanged to reach a variety of learners. At the same time the expertise and experience of educators are recognized. The change from transmission mode (OOH and DAT) to collaborative mode (TSTs) was necessitated by the WCED's commitment to the implementation of the inclusive education policy.

The WCED has given its support to the Inclusive Education Policy by recommending the establishment of ESTs in Primary and High Schools from 2004. The inclusion of high schools in this initiative indicates that the WCED acknowledges the need for high school educators to use structured collaboration for expanding their teaching repertoire.

In order to investigate the nature of collaboration between educators, it is necessary to clarify this concept, as well as the concept of collegiality, seen in this study as a pre-requisite of effective collaboration. Clarification of these two concepts is done in the next chapter, the literature review.

CHAPTER 3 COLLABORATION AND COLLEGIALITY DEFINED

This chapter clarifies the concepts of collegiality and collaboration and explains the reciprocal nature of these concepts. The individual attributes of collegiality are viewed as pre-requisites of collaboration and these attributes are displayed within a social context in schools. The ecosystemic perspective (Fig. 1, p.21a) provides a framework for the interactions between the role-players in a social context. These interactions are well researched and the research findings are explained below. This chapter also discusses the development of learners, seen by authors as the ultimate reason for collegiality and collaboration (see Fullan, 1992:99-11, 108; Ryan [in Jalongo, 1991:67] Hargreaves, 2003:102; Biott & Nias [in Biott & Easen, 1994:113]).

3.1 Clarification of the concepts of collegiality and collaboration

Collaboration and collegiality are much-used complex concepts, often used in both general and specific contexts in the literature regarding the professional development of educators. These two terms are also often misunderstood (Jalongo, 1991:182). It was therefore necessary to create operational definitions of these concepts that could be used concretely in the educator questionnaire. These operational definitions are explained in 3.1.1 and 3.1.2.

3.1.1 Definition of collegiality

**“Collegiality is difficult to spell, hard to pronounce, harder to
define” (Barth in Stoll & Fink, 1996:93).**

According to Jalongo collegiality is “being responsible for ourselves but committed to one another. Assuming responsibility for our own actions rather than blaming others is an important step towards growth” (1991:39). Similarly, but extending these ideas to a common outcome, Krause understands colleagues as “a group of individuals who have a common goal with a vested interest in the outcome; they are responsible for themselves, but are committed to each other “ (in Jalongo, 1991:72).

Expanding Jalongo and Krause’s idea of responsibility, Stoll & Fink perceive collegiality as “mutual sharing and assistance; a work-related interdependence between teachers” (1996:93). Biott and Easen mention mutual responsibility; a willingness to cooperate and mutual respect for each other’s experience as important to learning partnerships amongst educators (1994:161). Hargreaves stresses “trust in people, and an ability to value colleagues” as individual attributes that could enhance collegiality (1994:58; 2003:20).

For the purpose of this investigation, collegiality between educators is said to happen when educators:

- **Display a willingness to co-operate and share knowledge, experience, or opinions regarding classroom practice.**
- **Display interdependency with colleagues.**
- **Show signs of commitment to colleagues.**
- **Work towards a common goal, mutual purpose or collective vision. The collective vision for the purpose of this investigation is learner development.**
- **Are responsible for themselves.**
- **Display mutual respect towards colleagues.**
- **Display trust in colleagues.**
- **Effectively manage conflict with colleagues.**

The above elements are seen as defining collegiality and can be placed in rank order according to their frequency of occurrence in the literature. Table 5.12 (page 57) shows the elements of the above definition in rank order (Column A; 1 to 8) and the user-friendly wording that was used in the educator questionnaire (Column B; 1 to 8). The wording in

Column B was used as a baseline to probe the nature and extent of collegiality in the questionnaires (P.2, 3 & 5, Appendix A) and the interviews (Appendices B & C). It should be noted that it was decided to use a random order instead of the rank order in the questionnaire in order to obviate bias in the responses.

The elements in the above definition are viewed as collegial attributes of educators that can ensure effective collaboration. These educator attributes can therefore be seen as pre-requisites of effective collaboration (Hargreaves, 1994:58). This view is explained in the next sub-section and in 3.1.4 (the relationship between collaboration and collegiality).

3.1.2 Collegial attributes as pre-requisites of collaboration

Various authors support the view that collegial attributes are pre-requisites of collaboration. It appears that there are three key attributes: trust, mutual respect and conflict-management.

- Trust and mutual respect

Authors draw significance to the importance of feelings of “trust and being valued” amongst educators as attributes that are necessary for effective collaboration and collegiality (Hargreaves, 2003:19-20; Fullan, 1999:26).

- Conflict-management Skills

Biott and Easen state that “conflict is an integral component of effective collaborative and collegial relationships and conflict management skills are therefore crucial for effective collaboration and collegiality” (1994:202). Hargreaves adds that educators avoid situations that might expose differences or provoke disagreement between them. Collaborative opportunities can be avoided because educators dislike potential conflict situations (2003:19).

Another educator attribute that appears in the recent literature is the importance of emotional intelligence for effective collaboration and collegiality (Hargreaves, 2003:17-18). Examples of emotional intelligence traits are empathy and the ability to monitor, regulate, and express one’s own emotions. These qualities are necessary for the development and maintenance of all the educator attributes stated in the definition on collegiality.

The concept of collaboration is clarified next.

3.1.3 Definition of collaboration

“Collaboration is a process of shared creation; two or more individuals with complementary skills interacting to create a shared understanding that none had previously possessed or could have come to on their own.”
(Schrage in Hargreaves & Fullan, 1998:68).

Expanding Schrage’s idea, Gadamer views collaboration as occurring when people come “together for conversations to create a new transcendent unity – a fusing of horizons, a movement toward consensus” (in Davis & Sumara, 1997: 6). Biott & Easen coined the term “learning partnerships” for collaborative experiences (1994:160). These authors also stressed that, although collaboration and apprenticeship have the common ground of knowledge transfer, an apprenticeship is mostly a one-way learning experience, whereas effective collaborative interaction is a two-way learning experience (Ibid;193).

Adding another dimension to the terms “unity, fusing and consensus”, Campbell (1992) suggests that “difference may be as important to the process of collaboration as similarity.” For example, she describes her partnership with the headmaster as a partnership “characterized by both similarity and difference” and concludes that both are necessary for effective collaboration (in Biott & Easen, 1994:199).

Similarly, but expanding Campbell’s view of exchanging different viewpoints, Biott & Easen (1994:202) and Stoll & Fink confirm that “conflict needs to be recognized as a positive and integral component of collaborative relationships” (1996:97).

There is seeming consensus among writers that collaboration can take many forms, for example, staff room talk, conversations outside the classroom, help and advice regarding resources (Hargreaves, 1994:188; 192-195; cf. Biott & Easen, 1994:84; Fullan, 1992:108,

120;). The latter opportunities are called informal, spontaneous or unstructured collaborative practices.

Collaboration also happens during formal meetings with specified agendas, e.g. TST's or subject meetings. These formal collaboration activities are known as scheduled or structured collaborative activities. Each educator could be involved in many different kinds of collaborations during one day.

This study focuses on collaboration in relation to classroom practice because the development of the learner is seen as the ultimate goal of learning organisations (Fig.1, p. 21a). The collaborative activities stated below therefore concern teaching practices and the academic progress of learners.

This study defines collaboration as occurring when educators:

- **Share and exchange knowledge, opinions and experiences regarding classroom practices during an interactive communicative (oral and/or written) process.**
- **Show evidence of internalization (new insights). Signs of internalization could be in the form of probing questions, affirmation comments, counter-arguments or when educators try new methods in the classroom.**
- **Plan and/or teach together.**
- **Reflect jointly on classroom practices.**
- **Ask each other questions or state problems regarding teaching.**
- **Narrate views regarding teaching.**
- **Investigate solutions with colleagues regarding challenges related to teaching.**
- **Make comments in agreement and/or state different opinions or counter-arguments.**

The above activities or actions can happen during formal and/or informal opportunities.

Although the reaching of consensus is not crucial for the collaborative process, a movement towards consensus and/or new understandings or insights could enhance effective collaboration.

The above definition determined the questions asked in the questionnaire (P. 6-10, Appendix A) and the interviews (Appendices B & C).

The definitions in 3.1.1 and 3.3.2 clearly show that collegiality is about the educator's attitude and commitment towards a shared purpose whereas collaboration is about interaction and communication between colleagues. Collegial attributes are therefore practised during collaborative activities.

Collegiality and collaboration are used together in much of the literature regarding professional development, but not interchangeably or synonymously (Hargreaves, 1994:164,186-209). Reasons for using the terms together can be found in their close relationship, as explained below.

3.1.4 Relationships between collaboration and collegiality

The three relationships between collaboration and collegiality discussed below are:

- The reciprocal nature of collegiality and collaboration.
- Similarities in the definitions of collegiality and collaboration.
- The personal and social components of collegiality and collaboration.

Firstly, there is consensus among writers that greater collaboration will cause greater collegiality and that collegiality can be seen as a pre-requisite for better collaboration (Hargreaves, 1994:58). Collaborative activities could enhance collegiality between colleagues and collegial qualities are necessary for collaborative activities to be effective – these two concepts are thus reciprocal. For example, effective collaboration could strengthen trust and mutual respect between educators and the latter qualities could result in more effective and more frequent collaboration. Sebring & Bryk describe how principals, who worked hard at “connectedness” (interpreted as a collegial attribute) between colleagues in their schools, noticed that interactions started to occur because educators feel more comfortable exchanging ideas (in Fullan, 1999:35).

The second relationship is seen in their similar working definitions. Both definitions of collaboration and collegiality contain terms like sharing, mutual, common goal, interaction and dependence.

A third relationship is the similar aspects that collaboration and collegiality are composed of. Both have a personal and a social aspect, as stated by the following authors:

- Krause: "colleagues are responsible for themselves (personal aspect), but committed to each other (social aspect) (Jalongo, 1991:72).
- Biott and Easen: "collaborative learning is essentially about the development of the self in a social context" (1994:203).

Although different in nature, these concepts have common ground and for the purpose of this project, they will be used together, but not interchangeably.

As stated before, both collaboration and collegiality are composed of individual and social aspects. The collegial attributes are displayed during informal and formal collaborative opportunities that happen in an organizational or social context in schools. To illustrate and clarify such interactions, the ecosystemic perspective (Donald, et al., 1997:4-39) has been adapted for this project (Figure 1, p. 21a). This perspective is explained below.

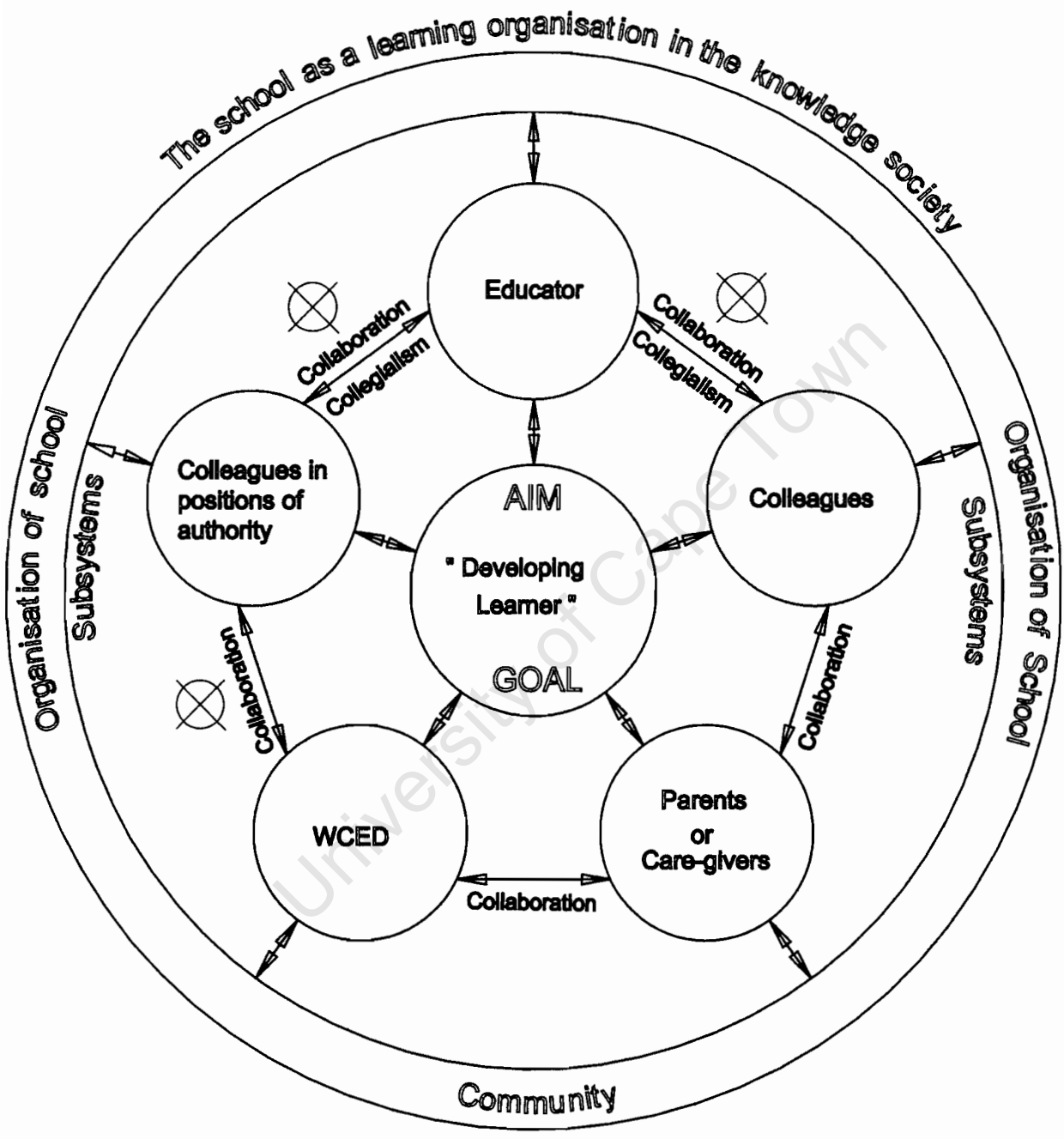
3.2 The ecosystemic perspective

Fig. 1 (p. 21a), illustrates how individuals and groups in different social contexts are linked in dynamic, continuous and interdependent relationships (Donald, et al., 1997:34-35).

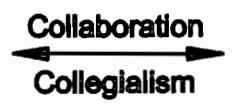
The ecosystemic perspective has evolved out of ecological theory which is based on the inter-dependent relationships between different role-players and their physical environment. A reciprocal relationship exists between the school organization (for example collaborative structures) and the role players (educators, colleagues, parents). The nature and extent of collaboration and collegiality between one set of role players influences another set so that all role players affect each other, like a fly in a spider's web affects all the threads in the web. The school organization and role players are seen as cycles of a whole, making up the school as a learning organisation.

The Ecosystemic Perspective (Adapted from Donald,et al., 1997:4-39)

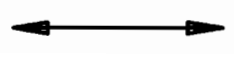
Figure 1



Foci of this research Investigation



Collaborative and Collegial Interaction



Interaction (Reciprocal)

The aim of collaboration and collegiality between the role-players is the developing learner, the inner circle. Due to the inter-dependence and interrelatedness of this model, collaboration and collegiality between role-players and between role-players and the school organization influence the learner directly and/or indirectly.

To understand the school as a learning organization that can benefit from collaboration and collegiality, we shall study the nature and extent of collegial and collaborative relationships between:

- the educators and colleagues,
- educators and colleagues in positions of authority and
- educators and the school organization.

The above relationships are indicated by arrows on Figure 1 (page 21a).

These relationships are well researched and some of the research conclusions are explained in the next section. These findings are investigated in this project.

3.3 Research on interactions between role-players within the school organisational context

The organizational or social context, as an inseparable part of collaboration and collegiality, makes it possible for colleagues to learn from each other in collaborative and collegial partnerships (Biott & Easen, 1994:205). This section discusses the following research findings regarding interactions between role-players in schools.

- 3.3.1 The values and beliefs of educators are seen as the “building blocks of school culture.” These values and beliefs can influence the nature and extent of collaborative and collegial interactions.
- 3.3.2 School organization can influence an educator’s autonomy. This leads to the conclusion that schools have to pay careful attention to their organization with regard to collaborative opportunities.

3.3.2 Managers and departments are seen as the initiators of collaborative opportunities.
These educators and organizations can impair collaboration by dictating collaborative structures.

These research findings are discussed below and were tested in this project.

3.3.1 The effect of school culture on collaboration and collegiality

Schools are complex learning communities, that is, learning cultures with certain values, beliefs and struggles over authority. Prosser perceives school culture as “an unseen and observable force behind school activities, a unifying theme that provides meaning, direction and mobilization for members of the school” (1999:4).

Similarly, but extending the definitions of Prosser, Biott and Easen state that every learning organisation has underlying structures of meaning, belief, assumptions and expectations regarding the worth whileness of collaboration and collegiality (1994:205). These structures could influence the nature and extent to which collaboration and collegiality happen. For example, one colleague might perceive an educator’s quest for assistance as ‘insecurity or incompetency’, whereas a colleague in another school might perceive such questions as signs of commitment to professional growth.

3.3.2 Teacher autonomy and school organization

The definition of individuality states that individuals are different and we could argue that some educators might prefer to work and plan mostly in isolation while others might prefer to collaborate more often (Hornby, 1974:434). For the purpose of this investigation, educator individuality is interpreted as having specific traits that “belong to an individual that mark him/her out from the others” (Ibid.) Educator autonomy is seen as the right of an individual to be “self-governing” (Ibid., 1974:52). Self-governing in the context of collaboration and collegiality is viewed as the right to decide whether he/she performs certain professional tasks best in isolation or in collaboration.

Some authors advocate the need for autonomy as well as collaborative qualities in the workplace. Biott and Easen asserts that to be autonomous and to be collaborative are two

separate qualities and they conclude that it is possible to be a highly autonomous AND a highly collaborative educator (1994:205).

Schlechty adds the importance of context to the above views and states that “different tasks might require different forms or structures.” He stresses that educators’ individual planning time is important and he links it to the organization of the school (in Hargreaves, 1994:51). Hargreaves states that “effective schools pay careful attention to their workplace conditions” (2003:19). This highlights the potential influence of the organization of the school on collaboration and collegiality.

The third and last finding highlights the importance of managers as initiators of collaborative opportunities.

3.3.3 The micro-political perspective

According to Biott & Easen, the contextual aspects of collaboration are influenced by the structure through which collaboration is initiated (1994:205). In this study, the source or initiator of the collaboration is seen as an important aspect of the structure of collaboration. The initiator could be an educator or formal body (School Management Teams [SMTs]) that determines collaboration and collegiality in the learning organization – educators themselves or educators in positions of authority. Another aspect of the structure of collaboration is the purpose or reason for initiating the collaboration.

The initiator of and the purpose for collaboration form the basis of Hargreaves’ micro-political argument. He asserts that colleagues in positions of authority can “manipulate collaborative cultures in a skilled manner” (1994:189 -192). The latter statement implies that educators in positions of authority could use their positions to control collaborative structures for their own purposes by impairing or enhancing collaboration and collegiality. Hargreaves states that “there are no real or true collaboration and collegiality, only different forms that have different consequences and serve different purposes” (1994:189).

If we pursue Hargreaves’ micropolitical argument, we can argue that collaboration and collegiality opportunities are “interwoven” with the values, norms, perceptions, agendas and purposes of all role-players of learning organisations. Due to their organisational and administrative functions, educators in positions of authority could be in a more favourable

position to influence the nature and extent collaboration and collegiality than educators who are not in positions of authority.

Extending Hargreaves' micropolitical argument to the ultimate reason why educators teach, that is, learner development, we can argue that certain forms or structures of collaboration and collegiality are more beneficial for educators' development, and therefore more beneficial for learner achievement. Some forms of collaboration and collegiality could ultimately impair educator development, and stunt the progress of learners.

In line with the above views, one could assume that effective collaborative cultures could have certain characteristics or descriptive sets. These general characteristics capture many others, for example individuality and leadership (see Gronn, 2000; Goleman, 2002; Leithwood & Jantz, 2002 and Silns & Mulford, 2002).

3.4 Factors that could enhance or impair collaboration and Collegiality

3.4.1 Factors that could enhance collaboration and collegiality

- Life-long learning.
Long-term learning could be achieved during regular collaboration and can be seen as an important pre-requisite for effective collaboration and collegiality. The professional development of educators is a continuous process, i.e. a life-long learning curve (Fullan, 1992:111; Hargreaves, 2003:135). Professional development is not effective as a once-off course or a once a month opportunity.
- A focus on local solutions.
Hargreaves states that collegiality becomes stronger when educators have the authority to think creatively about challenges and change their own situations (1994:53). Educators know the context at their school best and they can be the best judges on which structures of collaboration and collegiality will be in the best interest of their learners, that is, externally imposed ideas may be problematic.

If effective collaborative cultures have certain descriptive sets, ineffective collaborative cultures could have certain characteristics too. Hargreaves' (p.24) explains that colleagues in

positions of authority can “manipulate collaborative cultures in a skilled manner.” Such structures of collaboration and collegiality could impair effective collaboration and collegiality. (1994:247-248). These are discussed below.

3.4.2 Factors that could impair collaboration and collegiality

- Balkanized cultures

When educators always collaborate with colleagues who think in the same ways, they might become comfortable and complacent and effective collaboration might not happen. Hargreaves calls such educator cultures “balkanized” (1994:213 –239). Balkanization might happen in high schools where, due to subject specialization, educators tend to collaborate closely in small groups.

- Conforming cultures

An attitude of “conforming” could impair effective collaboration and collegiality. This could happen when colleagues constantly suppress their individuality due to the behaviour of others who are in positions of authority (Hargreaves, 1994:247-248).

- Contrived collegiality

Collaboration and collegiality could be impaired when people in positions of authority organize compulsory meetings and dictate the topics to be discussed. Hargreaves calls this “contrived collegiality” because collaboration could become an “administrative devise” (Hargreaves, 1994:192-195; 2003:9). This situation might suppress the spontaneous and voluntary nature of collaboration, cause ineffective collaboration and low levels of educator development, which in turn can result in poor learner achievement.

Locally, the WCED could be an initiator of contrived collegiality because its initiatives could be perceived as “imposed structures.” Authors have similar as well as contradicting views on the issue of contrived collegiality, as shown below.

Although Hargreaves states that compulsory collaborative meetings might impair collaboration, he admits that organized collaboration could be necessary in situations when educators have limited knowledge or experience (1994:247-248). Williams et al. do not view compulsory collaboration in a negative light and use the term “structural

collaboration” for such opportunities (2001:260). These views are relevant to this investigation because the educators’ experience or lack thereof could determine the nature and extent of collaboration at schools.

Hargreaves states that collaboration is difficult when educators do not have the minimum information to interact with colleagues (2003:139). It is thus necessary that the SMTs and/or education departments facilitate structural collaborative activities to “fast-track” growth. In Hargreaves’ notion of “performance training sects” educators are trained in a limited number of priorities to deliver rapid and significant improvements in teacher and learner achievement (2003:139-140). The above ideas regarding the nature of collaboration resonate with the view of Rosenholtz that “cultures of collaboration do not just occur. They have to be carefully structured” (in Hargreaves & Hopkins, 1994:134).

This study advocates that the “carefully structured collaborative cultures” mentioned by Rosenholtz should aim to benefit the learner. The last section of this chapter focuses on learner development as the ultimate aim of collaboration and collegiality.

3.5 Learner Development: The ultimate aim of collaboration and collegiality

Learner development, as mentioned in the introduction to this chapter, could be enhanced by the professional development of educators. A number of writers draw significance to the connection between educator development and the development of teaching practice, resulting in learner achievement. (West & Hopkins, 1996:14; cf. Little, 1982; Nias et al., in Biott & Easen, 1994:113).

There is seeming consensus that because a culture of collaboration and collegiality enhances the professional development of educators in schools, it will ultimately improve learner development too. (Fullan, 1992; cf. Hargreaves, 1994:186-7; 2003:102, 112, 129; Hopkins, et al., 1997; Little, 1982; Nias et al., 1989, in Biott & Easen, 1994; Ryan, in Jalongo, 1991:37).

This study embraces the view that collaboration and collegiality is actually intended for the benefit of learners' development and achievement. This view is supported by the research discussed below.

Hargreaves asserts that when collaborative efforts focus on topics of learner discipline, staff socializing or task coordination, rather than on educators making improvements together that could benefit learners' learning, "superficial" collaboration efforts happen which could result in ineffective classroom practices (2003:129).

Hargreaves's (Ibid.) quote tells us which topics do not benefit learners. His notion of schools as "ever-changing learning organizations in the knowledge society" conveys that educators have to prepare learners for the challenges faced by the knowledge society. Fullan expands on the content necessary for learner development by stating that the assimilated knowledge of learners should be transformed to generate knowledge for new situations. Such skills could enable learners to solve problems in a rapidly changing society (Fullan, in Hargreaves, 2003:134). Therefore, in a knowledge society, collaboration and collegiality should provide a forum for educators to help each other acquire the necessary teaching skills and strategies to assist learners with the techniques and skills demanded by the ever-expanding knowledge society.

3.6 Summary and conclusion

In this study, collegial attributes are seen to encompass attitudes, whereas collaboration involves activities that can display collegial attributes. The definitions of these two concepts were used concretely in the questionnaires and interviews to assess the nature and extent of collaboration and collegiality in schools. The reciprocal nature of collegiality and collaboration, the similar terms used in their definitions and the individual and social aspects found in both highlight the interconnectedness of these concepts. The collegial attributes are viewed as pre-requisites of effective collaboration. These attributes can also be developed and practiced during collaborative opportunities.

Collaboration and collegiality in operation rely on the interplay and balance between the individual and social factors. These were tested in the research. The ecosystemic perspective (Fig.1, p. 21a) provides a social and organizational framework for the

interactions between the role-players in schools. Research regarding these interactions has shown that school culture, the interplay between the educators' autonomy and school organization and the role of managers can influence the nature and extent of collaboration and collegiality.

Life-long learning and a focus on local solutions can enhance collaboration and collegiality whereas subject specialization in high schools, conforming cultures and contrived collegiality have the potential to impede cultures of collaboration and collegiality. These general factors capture many others that could enhance or impede collaboration and collegiality, for example individuality and leadership (see Gronn, 2000; Goleman, 2002; Leithwood & Jantz, 2002 and Silns & Mulford, 2002).

At the heart of this research is the idea that learner performance is the ultimate aim of collaboration and collegiality and that these concepts in practice are crucial for the development of learners. Hargreaves views collaborative efforts that do not focus on the learner as the ultimate aim as "superficial." He claims that such efforts would not contribute to the development of learners (2003:129). These views will be tested in this project.

Chapter 4 deals with the research design and methodology used in this study.

CHAPTER 4 RESEARCH DESIGN AND METHODOLOGY

As noted in chapter 3, collaboration and collegiality amongst educators has the potential to enhance the development of learners. It can be hypothesized that, if high levels of collaboration and collegiality between educators improve the development of learners, we would expect schools with high academic results to have high levels of collaboration and collegiality. None of this denies the significance of other factors, like socio-economic factors, educational leadership and management, as well as parental involvement. Thus the schools chosen for this investigation demonstrate high academic results. This hypothesis determined the choice of investigating only schools with high academic results as well as the choice of a case study design and methodology for this project.

Section 4.1 explains the rationale for a case study approach and section 4.2 indicates the rationale for specific research instruments. Section 4.2 also discusses the research instruments implemented and their design features. Section 4.3 provides details regarding school sampling and discusses WCED and school application procedures. Section 4.4 provides details regarding data collection and data capturing procedures. The last section, section 4.5, discusses the limitations of this project.

4.1 A case study approach

The case study design was chosen for two main reasons.

- The case study approach “rests on the assumption that the cases being studied is typical of cases of a certain type so that, through intensive analysis, generalizations may be made that will be applicable to cases of the same type” (Kumar, 1999:99; see also Cohen and Manion, 1994:106-7). In this study, the schools selected enabled the researcher to establish generalizations about collaborative and collegial characteristics and interactions of educators in high performing schools.
- Mouton defines case studies as “studies that are usually qualitative in nature and that aim to provide an in-depth description of a small number (less than 50) of cases” (2001:149). However, a largely pre-coded questionnaire was used to reach as many of the 309 educators in the sample schools as possible. This required quantitative

processing methods that inevitably reduced some of the finer nuances that interviewing would have created.

4.2 Research instruments

This study uses two research instruments, educator questionnaires (Appendix A) and structured interviews (Appendix B).

4.2.1 Educator questionnaires

4.2.1.1 Explains the rationale for using educator questionnaires. Questionnaire design features are explained in sections 4.2.1.2 – 4.2.1.4.

4.2.1.1 The rationale for using questionnaires

- The nature of this investigation dictated that in-depth information about the collegial and collaborative interactions of individual educators in six schools had to be collected. It was therefore important to reach a large number of educators. Cohen and Manion state that an advantage of a questionnaire is that “it is more economical than the interview in terms of time and money” (1994:283), also, a large number of educators could be reached in a short time.
- Questionnaires provide participants with an opportunity to give honest and undisturbed feedback. Kumar states that, “as there is no face-to-face interaction between respondents and interviewer, this method provides greater anonymity” (1999:114). Because sensitive questions were included, an anonymous questionnaire could help in obtaining accurate information.
- The analysis of questionnaires can be fairly rapid using computer assisted methods (Condy, 2003:14).

4.2.1.2 Questionnaire design

Kumar states: “the order of questions in a questionnaire is important as it affects the quality of information, the interest and even willingness of a respondent to participate in a study” (1999:123; see also Cohen and Manion, 1994:97). For this reason non-threatening and objective questions were given first, (for example, “what topics are most often discussed?”) and more subjective questions were given later in the questionnaire (for example: “do you share your teaching ideas with others?”). Questions on collegiality and collaboration were dealt with separately so as to prevent confusion between these two concepts.

The response format was designed to enhance questionnaire completion (Fox, D., 1969, 548). Cohen and Manion found that “putting ticks in boxes by way of answering a questionnaire is familiar to most respondents” (1994:97). In the questionnaire, 24 out of 27 questions required that crosses were placed in boxes. This also reduced the response time of participants.

Finally, David Fox states that the “introductory material in questionnaires should be written eloquently and frankly so that the respondents know the purpose of the research” (1969:548). To do this the front cover of the educator’s questionnaire stated the purpose of the questionnaire and provided concise definitions of collaboration and collegiality.

Beyond these “technical” design issues, it should be noted that the questions asked were derived from the ideas and concepts developed in Chapter 3.

4.2.1.3 Piloting the educator questionnaire

The respondents in this study did not have the opportunity to clarify issues during questionnaire completion. Therefore, questionnaires were piloted amongst six educators from three schools. These educators were asked to answer questions based on Selltiz et.al.’s “A guide for questionnaire construction” These included language, completion time, tone and clarity guidelines (in Cohen and Manion,1994:95). Following this, some adjustments were made to questions. The average completion time was about 30 minutes which was regarded as satisfactory.

Interviews were used to verify questionnaire data. Details regarding interviews are given next.

4.2.2 Structured interviews

4.2.2.1 The rationale for using interviews

Cohen and Manion state that: “an advantage of the interview is that it allows for greater depth than is the case with other methods of data collection” (1994:272; see also Kumar, 1999:115). In this project, patterns noticed during questionnaire analyses were verified and explained by the interviewees. The interview allowed for questions to be asked that could not be included in the questionnaire due to either time constraints or the repetitive nature of the answers. It therefore minimized the completion time of the questionnaires.

The interviews strengthened the reliability of this study because of the comparisons which could be made between the questionnaires and the interviews themselves.

4.2.2.2 Interview structure

A structured interview type was implemented after the original review of questionnaire responses. During these interviews, questions were framed and re-framed to enable all respondents to fully comprehend the issues (Scott and Usher, 1999:109; Fox, 1969:547). This enabled the researcher to further investigate issues that came up in the individual questionnaire analyses.

4.2.2.3 Selection of interviewees

Each principal selected the interviewees. The following criteria for interviewee selection were used for these focus groups:

- A minimum of two and a maximum of three educators were to be included in a one-hour group interview per school. In total 12 educators were interviewed.

- At least one participant had to have at least two years' experience at the school. Such an educator would have experienced educator collaboration and collegiality over a period of time and would be in a position to answer questions regarding the culture of a particular school.

Interview content and question sequence can impact on the successful execution of the interview as a research instrument. These features are discussed in 4.2.2.4 - 4.2.2.5.

4.2.2.4 Question types used in the structured interviews

While the interviews schedule contained generic questions, it was modified by the different organizational structures in schools. Therefore additional questions were added and existing questions adapted (Appendix C).

4.2.2.5 The sequence and grouping of questions in the interview

As stated in 4.2.1.2, Kumar views the order of questions in an interview schedule important as it affects the quality of information, the interest and even willingness of a respondent to participate in a study" (1999:123). In this case, the purpose and broad aims of the interview and the research project were explained to the respondents at the beginning of the interview. Non-threatening questions were asked first, whereas probing and subjective questions were asked towards the end of the interview.

The interviews were recorded with the consent of the interviewees. In three schools willing educators were contacted via email for more clarity and information after the interviews.

Section 4.2 focused on the features of the research instruments used in this project. Before these instruments were finalized, the researcher had to choose a school sample where the instruments could be administered. Details regarding the criteria for school selection, as well as the WCED and school application procedures are explained in section 4.3.

4.3 School sampling

Sub-sections 4.3.1 to 4.3.2 explain how a school sample representative of high achieving English medium secondary schools in the Cape Metropole was chosen; 4.3.4 explains the WCED and school application procedures.

Due to the availability and reliability of the annual % pass rates per school for the National external Grade 12 October/November examinations (WCED, 2004/02/09), a method of systematic sampling could be chosen. Systematic sampling involves selecting subjects from a population list in a systematic rather than a random fashion (Cohen and Manion, 1994: 87).

Four selection criteria were used (Section 4.3.2):

- Grade 12 pass rates between 2001-2003 and a minimum of 90% pass rate.
- Government schools only.
- Cape Metropole schools only.
- English medium schools only.

The sampling design for this project involved three stages:

4.3.1 The full sample was determined.

4.3.2 The preliminary sample was determined after certain schools were eliminated from the full sample.

4.3.3 The final sample was determined by using an indicator for high academic performance, in this case the % endorsement passes per school.

These stages are explained below.

4.3.1 The full sample

The full sample was all schools that wrote the Grade 12 external examinations during 2001-2003. Table 4.1 shows the number of schools that achieved 90-100% pass percentages during these three years. 4.3.2 explains the elimination process followed to arrive at the preliminary sample.

Table 4.1 The full sample: WCED Grade 12 pass rates for English and Afrikaans medium, government and independent schools (2001-2003).

Grade 12 pass rates (%)	2001		2002		2003	
	Numbers of schools	(%)	Numbers of schools	(%)	Numbers of schools	(%)
90-100	170	46	197	53	213	56
80-89	61	17	66	18	79	21
70-79	51	14	50	13	36	9
60-69	30	8	31	8	16	4
50-59	26	7	10	3	23	6
40-49	14	4	14	4	6	2
Below 39	15	4	3	8	9	2
Total	367	100	371	100	382	100

Note: The pass percentages per school were calculated on the number of candidates that wrote and the candidates that passed (WCED, 2004/02/09).

4.3.2 The preliminary sample

The preliminary sample consisted of English medium government secondary schools in the Cape Metropole with pass rates of 90% and above. These selection criteria are explained below:

- Government Schools

Independent schools are not representative of WCED schools and were not included in preliminary sample. Only 30 independent schools (0.8% of schools) wrote the Grade 12 examinations in 2003, compared with 352 (99,2%) government schools in the Province (WCED, 2004/02/09).

- Schools within the Cape Metropole

The traveling cost to schools in areas outside the Cape Metropole would have been too high because each school had to be visited at least four times during the fieldwork period. However, Cape Metropole schools represented 52% of the WCED schools in 2003.

- English medium schools:

The sample focused only on English medium schools because the educator questionnaires were done in English and due to time and language constraints translations could not be done. For example, there is no direct translation in Afrikaans for collaboration. In addition, only two Afrikaans medium schools were in the top 15 (rank 9 & 12). Therefore it was not felt that the general results would be compromised. The English medium schools represent 61% (121 of 196) of the Cape Metropole schools (Table 4.2).

- Schools with average pass rates above 90% (2001-2003):

Only schools with a 90% and above pass rate between 2001-2003 were chosen for the preliminary sample. 56% (213 of 382) of schools in 2003 (Table 4.1) had a 90-100% pass rate. The intention here was to “capture” consistently high performing schools.

Following these exclusions, the results in the Educational Management District Council (EMDC) were analysed in more detail and these are represented in table 4.2.

The Cape Metropole is divided in the EMDC Central, North, East and South areas. Because of the focus on schools that produce **consistent** high academic results, the number of the EMDC schools that produced an average pass rate of 90% and above over a period of three years, were determined. The numbers of these schools in each EMDC are indicated in table 4.2. This table indicates that 44 schools achieved an average pass rate of 90% and more over a period of 3 years (shaded). These 44 schools represented the preliminary sample. They represent 22% (44 of 196) of the Cape Metropole schools and 12% of the total number of WCED schools (2003 examinations).

The 44 schools in the preliminary sample represented schools with consistent high academic results and the education process in these schools maintained high academic standards over a period of three years.

Table 4.2 Numbers and average % pass rates (above and below 90%) of the Cape Metropole English Schools (2001-2003).

Cape Metropole regions	Above 90% pass rate		Below 90% pass rate		Total schools in the Cape Metropole	
	n	%	n	%	n	%
South	14	32	31	40	45	37
North	7	15	7	9	14	11
East	2	5	18	23	20	17
Central	21	48	21	28	42	35
Total	44	100	77	100	121	100

Note: The shaded figures represent the preliminary sample of schools.

4.3.3 The final sample

Because 44 of 121 (36%) of English medium schools in the Cape Metropole achieved an average pass rate of 90% and above, the pass rate was not seen as a reliable indicator of high academic performance. The SSE rate was therefore used as the last criterium.

The SSE ("Senior Sertifikaat Endossement" [Senior Certificate Endorsement]) is a better indication of the quality of academic performance than a pass. A grade 12 certificate with endorsements enables a learner to enroll for tertiary education at an university or technikon.

Table 4.3 below shows that only 34% (15 of 44) of the schools with above 90% pass rate achieved an average of above 50% SSE rate over three years (shaded). The 50% cut off point provided a good indicator of the quality of academic performance because only 15 schools achieved it.

Thus, the final sample of 15 schools consisted of English medium secondary government schools in the Cape Metropole that achieved an average pass rate of 90% and above and an average SSE rate of 50% and above during 2001-2003. These schools demonstrated academic excellence on two levels (pass rate and SSE pass rate) as well as a consistent performance over three years. These 15 schools were approached, starting with the highest SSE pass rate and moving down the list when permission was declined until six schools had granted permission.

Table 4.3 The SSE % rates in Cape Metropole English medium government schools with an average pass rate of 90% and above over 3 years (2001-2003).

School code	2001		2002		2003		Average pass rate over 3 years	Average % SSE over 3 years
	Pass Rate (%)	SSE pass rate (%)	Pass Rate (%)	SSE pass rate (%)	Pass Rate (%)	SSE pass rate (%)		
1	100.0	93.0	100.0	98.0	99.2	94.0	99.7	95.0
2	100.0	89.0	100.0	94.0	100.0	96.0	100.0	93.0
3	100.0	91.0	99.3	90.0	95.2	91.0	98.2	91.0
4	100.0	76.0	100.0	89.0	99.4	87.0	99.8	84.0
5	100.0	79.0	100.0	85.0	100.0	87.0	100.0	84.0
6	99.3	78.0	98.6	86.0	99.3	77.0	99.0	80.0
7	100.0	79.0	99.3	86.0	94.9	73.0	97.7	79.0
8	100.0	75.0	100.0	75.0	100.0	77.0	100.0	76.0
9	98.5	75.0	99.6	75.0	95.2	74.0	97.3	75.0
10	100.0	61.0	100.0	67.0	99.5	79.0	99.8	69.0
11	100.0	57.0	99.4	72.0	100.0	69.0	99.8	66.0
12	100.0	58.0	100.0	65.0	98.8	60.0	99.6	61.0
13	99.2	63.0	100.0	58.0	97.7	42.0	97.8	54.0
14	100.0	56.0	99.5	52.0	98.5	53.0	99.3	54.0
15	96.9	45.0	98.7	56.0	99.4	55.0	98.3	52.0
16	100.0	52.0	100.0	50.0	100.0	44.0	100.0	49.0
17	90.0	46.0	95.8	50.0	95.5	50.0	93.7	48.8
18	98.4	43.8	98.1	51.5	97.5	37.8	98.0	44.3
19	98.7	48.0	100.0	37.4	99.4	42.1	99.3	43.0
20	98.9	36.0	100.0	52.4	98.0	41.0	98.9	43.0
21	97.1	42.0	97.3	50.0	96.5	31.0	96.9	41.0
22	97.1	36.0	97.3	50.3	96.5	30.7	96.9	39.0
23	95.6	37.3	96.5	38.0	94.4	40.0	95.5	38.0
24	100.0	34.0	100.0	41.0	100.0	36.0	100.0	37.0
25	91.3	28.5	97.5	36.7	94.5	40.5	94.4	35.2
26	96.1	26.1	92.6	32.5	95.6	47.2	94.7	35.2
27	100.0	28.0	100.0	43.0	98.6	30.0	99.5	34.0
28	98.9	32.0	100.0	27.0	100.0	41.0	99.6	33.0
29	98.9	32.0	98.6	39.0	99.3	28.0	98.9	33.0
30	99.5	34.0	97.7	34.0	99.5	27.0	98.9	31.0
31	93.6	31.4	93.0	23.5	93.2	27.8	93.2	27.5
32	96.8	21.3	95.6	26.0	94.5	32.0	95.8	27.0
33	97.0	21.0	97.6	32.0	97.9	25.0	97.5	26.0
34	96.9	25.0	100.0	18.4	100.0	28.5	98.9	23.9
35	92.1	17.0	92.3	18.7	94.5	20.0	92.9	18.5
36	98.9	14.0	99.9	16.0	95.2	24.0	98.0	18.0
37	100.0	16.0	92.8	9.0	100.0	26.0	97.6	17.0
38	85.4	11.0	96.9	24.6	99.0	14.5	93.7	16.7
39	87.5	*	100.0	18.7	100.0	10.0	95.8	14.3
40	94.3	12.8	91.7	12.0	90.8	17.2	92.2	14.0
41	97.3	8.1	93.2	14.4	82.1	14.1	90.8	12.2
42	91.0	2.8	87.6	5.2	95.3	*	91.3	4.0
43	92.0	15.0	95.0	6.0	98.5	2.9	95.2	8.0
44	89.8	2.4	79.5	1.5	90.7	1.6	90.0	1.8

NOTE: 1. The final sample is shaded. 2. The schools are given number codes in descending order of the SSE rates over three years. *These schools had no SSE candidates in 2001 and 2003.

4.3.4 WCED and school application

The WCED granted permission for the top 15 schools to be investigated on condition that the principal gave his/her consent. The research purpose, the process and benefits to the school were explained to principals during a telephonic conversation or an interview.

When permission was granted, the WCED and UCT letters of consent, as well as copies of the educator questionnaires and interview schedules, were given to the principal for perusal.

Schools 3,4,6 and 8 declined. The final six schools were: Codes 1,2,5,7,9 and 10 (Table 4.4).

The next section provides detail regarding data collection and capturing methods.

4.4 Data collection and capturing Methods

This section covers questionnaire distribution and data capturing.

4.4.1 Questionnaire distribution

All principals agreed to hand questionnaires to educators, request completion within four days and collect the questionnaires during school hours. The number and % questionnaires returned per school and the total questionnaires returned for this investigation are indicated in table 4.4.

Table 4.4 Educator questionnaires issued and returned.

School code (according to table 4.3)	School code (new codes given to final six schools)	Total staff numbers	Total number of questionnaires returned	%Questionnaires returned
1	1	58	38	66
2	2	50	32	64
5	3	63	33	52
7	4	46	20	44
9	5	40	38	95
10	6	52	34	65
	Total	309	195	63

4.4.2 Data capturing methods

Careful consideration during questionnaire construction, as well as pre-coding, speeded up and simplified data capturing. Quantitative data was entered in a Microsoft Excel programme and analysed for patterns of frequency. Qualitative data was post-coded where necessary.

The interview was transcribed and the following guidelines (suggested by Hycner) were used to capture the data:

- The interview tapes were listened to for a sense of the whole as to understand the context for the emergence of units of meaning and themes.
- The general and unique themes for all the interviews were identified.
- The essence of all the interviews was captured in a composite summary (in Cohen and Manion, 1994:293-296).

The last section in this chapter highlights the limitations of this study.

4.5 Limitations

There are several types of limitations discussed here. Firstly, the limitations intrinsic to the research instruments and secondly the fieldwork limitations.

4.5.1 Limitations intrinsic to research instruments

- Questionnaire completion was voluntary and this could have influenced questionnaire returns. Although the researcher did not control questionnaire completion and collection, principals were motivated to take part in the research by promising feedback. The school in which the principal was not directly involved with questionnaire distribution had the lowest return.
- Translation errors could have occurred during the conversion of conceptual ideas regarding collaboration and collegiality into measurable, quantifiable terms to use in the questionnaires. The researcher tried to offset this limitation with interviews which confirmed the working definitions of collaboration and collegiality. The researcher is

confident that the definitions of collaboration and collegiality are accurate and that the research instruments are indeed barometers of collaboration and collegiality in schools.

4.5.2 Limitations of the fieldwork

- School selection:

Three principals declined the research applications due to the educator workload. These three schools were amongst the top academic achieving schools with a three-year average matric exception pass rate of above 75%. However, this had a minor effect on the outcome of this project due to the low discrepancy between the academic results of the top 10 schools from which the final sample was taken (Table 4.3).

- The lack of control over questionnaire distribution and returns:

Kumar states that one of the best ways of administering a questionnaire is “to obtain a captive audience such as students in a classroom, people attending a function, participants of a programme or people assembled.” (1999,113). While it might have been the ideal to use a captive audience, it was not possible due to management and organisational factors. The questionnaire distribution was 63% despite this limitation (Table 4.4).

- Sample selection:

The absence of Afrikaans speaking and rural schools, that is, outside the Cape Metropole, skew the outcome because language/culture and location may have impacts on collegiality and collaboration.

- Lack of researcher control over interviewee selection:

An interviewee who struggled to answer in-depth questions would have indicated that the selection criteria have not been met. In such an event, an interview with a more suitable educator would have been held. In the event all interviewees met the requirements.

After questionnaire collection the data was analysed. Chapter five provides an overview of the data.

CHAPTER 5 OVERVIEW OF DATA

As mentioned before, collegiality and collaboration can equip educators with the skills to cope with the challenges of the knowledge society and inclusive education. This chapter probes the nature and extent of collegial attributes amongst high school educators during collaborative opportunities against the abovementioned background.

The research findings showed that collaboration and collegiality are vehicles of professional development and crucial elements of learner achievements. This chapter investigates these findings through analyses of the data regarding learner performance.

As discussed in Chapter 4, the data analysed in this study were derived from 195 educator questionnaires and structured interviews in six schools. The educator questionnaire consists of three sections (Appendix A):

- 1 Personal information (Section 1).
- 2 Questions regarding collegiality (Section 2).
- 3 Questions regarding collaboration (Section 3).

In order to reach an outcome, an overview, as well as individual school analyses of the inter-relationships of the data was done.

The sections on collegiality and collaboration include questions on learner development and performance. Learner development is seen as the main goal of collaboration and collegiality and will therefore be discussed separately in section 5.4.

This overview consists of four main sections:

- 5.1 The educators
- 5.2 Collegiality
- 5.3 Collaboration
- 5.4 Learner performances

5.1 The educators

This section provides an overview of the educator's personal attributes. (Section 1, Appendix A). Personal attributes like age, experience and qualifications may influence the nature and extent of collegiality, collaboration and learner performances in schools.

The literature does not provide insights regarding these personal attributes in relation to the nature and extent of collegiality and collaboration in schools. This study attempts to enrich the body of literature with insights regarding the relationship between the personal characteristics and the extent and quality of collegiality and collaboration at high schools.

The questions regarding personal attributes include the following:

- 5.1.1 Gender and age
- 5.1.2 Qualifications of educators and institutions of educator training
- 5.1.3 Years experience and position at present school
- 5.1.4 Number of phases and grades taught at the present school
- 5.1.5 Subjects and/or learning areas taught at the present school

5.1.1 Gender and Age

Table 5.1 shows that 36% of the sample is male and 64% female (see shading). This majority can be explained because two Girls' Schools and only one Boys' School were included in the sample. Women mostly teach at Girls' Schools and men at Boys' Schools.

Table 5.1 Male:Female ratio of the sample

School code	School classifications according to gender	Male educators		Female educators		Total
		n	%	n	%	
1	Girls' School	5	13	33	87	38
2	Co-ed School	13	41	19	59	32
3	Girls' School	6	18	27	82	33
4	Boys' School	16	80	4	20	20
5	Co-ed School	20	54	17	46	37
6	Co-ed School	10	29	24	71	34
Total		70	36	124	64	194

As shown in Table 5.2, educator ages ranged from under 25 years (5.7%) to above 50 years of age (29%).

25% of the educators are below 31 years of age, and 29% of the sample is above 50 years old. This sample therefore consists of older educators. These educators could indicate many years' experience and as such would have a positive impact on the professional growth of educators if they share their expertise with less experienced educators.

Table 5.2 Educator ages

Age	n	%
Under 25 years	11	5.7
25-30 years	38	19.7
31-40 years	43	22.2
41-50 years	45	23.3
Above 50 years	56	29.0
Total	193	100.0

5.1.2 Qualifications of educators and institutions of educator training

5.1.2.1 The academic qualifications

The academic qualifications refer to training in a specific subject field, for example, a Bachelor Degree majoring in History and English, or an honour or masters' degree in a specific subject. To obtain a degree at least two subjects must have been taken on third year Technikon or university level.

Table 5.3 shows the academic qualifications of the sample. 91% (170 educators) of the sample have degrees and 33.1% of these educators have further degrees in their subjects, indicating a high level of advanced subject expertise.

Table 5.3 Academic qualifications of the sample

Academic Qualifications	n	%
Matric	17	9.0
B Degree	108	57.8
Honours	47	25.1
Masters	13	6.9
PhD	2	1.1
Total	187	100.0

Table 5.4 shows the age:post-graduate ratio of the 33.1% (62) educators with post-graduate qualifications. The educators beyond 50 years of age have the most post-graduate qualifications. These educators have a rich repertoire of subject expertise and, if they are willing to share their knowledge and are given opportunities, they could enrich the subject knowledge of less qualified educators.

Professional qualifications, that is, specialized educational qualifications of the educators in this sample are discussed next.

Table 5.4 Age: post-graduate ratio

Age	Educators with post-graduate academic qualifications	
	n	%
Under 25 years	0	0.0
25 – 30 years	12	19.3
31-40 years	11	17.4
41-50 years	16	25.8
Above 50 years	23	37.1
Total	62	100.0

5.1.2.2 Professional qualifications

91% of the sample completed their studies in South Africa. 98.3% of the educators have formal educational qualifications and only 3 have no formal educational qualifications. Table 5.5 shows that only 15.3% of educators have professional qualifications beyond a teaching diploma, significantly less than the 33% of educators who achieved academic qualifications beyond a B Degree (Table 5.3). Post-graduate educational diplomas and degrees often expose educators to a variety of alternative teaching methods that could improve an educator's ability to transfer knowledge effectively to learners. Although few of the educators in these high performing schools have post-graduate educational qualifications, it does not seem affect learner performance adversely.

Table 5.5 Professional qualifications

Professional qualification	n	%
None	3	1.7
Teaching Diploma	147	83.0
B Ed.	17	9.6
M Ed.	8	4.5
PhD.	1	0.6
Other	1	0.6
Total	177	100.0

5.1.3 Years experience and positions at present schools

5.1.3.1 Years experience in teaching

This sample consists of very experienced educators. As shown in Table 5.6, 63% (121) have more than 10 years' experience and 32% (61) more than 20 years' experience. These latter educators can boast a minimum of 1220 years' experience amongst them! This confirms as suggested in 5.1.2.1, that this sample consists of educators with a rich repertoire of subject expertise that could be shared with others during collaborative opportunities.

Table 5.6 Years experience in teaching

Years	n	%
Less than 2 years	21	10.8
2-10 years	51	26.4
11-20 years	60	31.1
More than 20 years	61	31.7
Total	193	100.0

5.1.3.2. Years experience at their present schools

Table 5.7 indicates that 66% (127) of educators have been at their present schools for longer than 2 years. These educators could have had time to get to know their colleagues, a factor that could enhance collaboration and collegiality. Section 5.2 and 5.3 investigate the effect of many years at a school on collegiality and collaboration.

34.5% of educators in this sample have been at their present schools for less than 2 years and this could indicate that some schools have a moderate or high educator turnover. Educators at School 2 indicated during the interview that the high staff turnover at their school adversely affects collegiality and collaboration (Interview with School 2 educators, May 2004).

Table 5.7 Teaching experience at present school

Years	n	%
Less than 2 years	66	34.5
2-10 years	79	40.7
11-20 years	32	16.5
More than 20 years	16	8.3
Total	193	100.0

The question arises whether the educators that have been at their respective schools for a long period of time may have any experience at other schools as well. A variety of schools can broaden an educator's repertoire and equip such an educator with expertise worth sharing with colleagues. This could lead to more effective collaboration and collegiality in a school. This question was investigated by comparing the teaching experience of educators to the teaching experience at their present schools. Table 5.8 shows this comparison.

Table 5.8 Years experience: years at present school

Years' experience in teaching	Years at the present school									
	Less than 2 years		2-10years		11-20 years		More than 20 years		Total	%
	n	%	n	%	n	%	n	%		
Less than 2 years	20	95.2	1	4.8	0	0	0	0	21	100.0
2-10 years	17	33.3	34	66.7	0	0	0	0	51	100.0
11-20 years	20	33.3	23	38.4	17	28.3	0	0	60	100.0
More than 20 years	10	16.4	20	32.8	15	24.6	16	26.2	61	100.0
Totals	67	---	78	---	32	---	16	---	193	---

Table 5.8 shows that 54% (105) of educators have acquired experience at other learning organisations apart from their present school (indicated by the shading). These educators have therefore been exposed to a variety of educational, collegial and collaborative experiences as well. These experiences could enhance collegiality and collaboration in schools.

5.1.3.3 Position at the present school

62% (119) of the sample consists of post level 1 educators. These educators are on the baseline post level and usually have fewer administrative periods and more teaching responsibilities than the higher post levels. Heads of department are on post level 2 and deputy-principals and principals are respectively on post levels 3 and 4. Post levels 2, 3 & 4 educators are usually seen as part of the Staff Management Team (SMT).

5.1.4 Number of phases and grades taught at the present school

Table 5.9 shows that 83% (159) of educators teach in two phases, the General Education and Training phase (GET) and the Further Education and Training phase (FET) in the high school (see the shaded column). The GET phase includes grades 8 and 9 and the FET phase includes grades 10, 11 and 12. GET and FET educators are expected to attend regular compulsory subject meetings at their schools, as well as WCED cluster meetings after school hours with subject advisors and educators from other schools.

Table 5.9 Phases taught and positions of educators

Position at present school	Number of phases taught at present school							
	GET phase (grades 8 + 9)		FET phase (grades 10 – 12)		GET + FET phase		Total	%
	n	%	n	%	n	%	n	%
Educators	7	63.6	10	47.7	102	64.1	119	62.3
Subject-head	0	0	4	19.0	28	17.6	32	16.8
Head of Department	2	18.2	5	23.8	21	13.2	28	14.6
Deputy-Principal	0	0	2	9.5	6	3.8	8	4.2
Principal	2	18.2	0	0	2	1.3	4	2.1
Total	11	100.0	21	100.0	159	100.0	191	100.0

If educators teach both the GET and FET phases, they would teach a minimum of two grades. The next table shows, though, that nearly 50% of the 102 educators on post level one teach five grades (grade 8 to 12).

Table 5.10 shows that 95 out of 192 educators (49%) teach four to five grades (indicated by the shading). These educators would have a very full timetable as well as a great variety of lesson and assessment responsibilities. Such educators might therefore be “forced” to

collaborate with colleagues to enable them to fulfil all their responsibilities effectively. For example, the School 2 educators emphasized team teaching and planning as part of their regular collaboration activities (Interview with School 2 educators, May 2004). The educators at School 6 agreed with the view that more responsibilities can lead to high levels of collaboration. They also stated that the high level of collaboration amongst their staff could be contributed to the fact that all staff are involved in teaching many grades in both phases. According to the deputy-head at School 6, the educators at this school display collegial attributes to colleague because they feel that every-one is sharing in the workload (Interview with School 6 educators, June 2004).

Table 5.10: Grades taught at present school

Position at present school	One grade	Two grades	Three grades	Four grades	Five grades	Total	
	n	n	n	n	n	n	%
Educators (including senior educators)	1	11	12	29	66	119	62
Subject-head	0	1	6	6	19	32	16.7
Head of Department	2	2	4	4	16	28	14.6
Deputy-principal	1	2	1	4	1	9	4.7
Principal	2	2	0	0	0	4	2.0
Total	6	18	23	43	102	192	100

The next section gives the subject stream grouping and the % educators in the different subject streams in this sample.

5.1.5 Learning areas and subjects taught at the present school

The Grade 8 and 9 subjects are called learning areas since the implementation of OBE in 2000. The grade 10 to 12 subjects and the learning areas were grouped together in subject streams. Table 5.11 shows these subject stream groupings.

Table 5.11 Subject stream groupings

Subject stream	Subjects and learning areas	%
Maths and Life Sciences	Maths, Natural Science, Physical Science, Biology, Geography	33
Languages	English, Afrikaans, Xhosa, French, Latin	18
Life skills and Humanities	Social Science, History, Life Orientation, Guidance	17
Commercial subjects	Economic Management systems, Economics, Business Economics, Accountancy	13
Practical subjects	Technology, Woodwork, Metalwork, Home Economics	3
Computer studies	Information technology, Media studies, Computer studies	4

The Maths and Life Sciences educators are in the majority (33% or 100 educators) and it is to be expected that academic schools would have a minority of practical subject educators (3.3% or 10 educators). The learners at these schools usually continue their studies at universities or Technikons and because these institutions stipulate matriculation exemption as well as higher grade levels in Life Sciences and Maths as admission requirements, these subjects take priority at academic schools. Maths is a compulsory subject after grade 9 in Schools 2 and 3 and although the other schools allow learners to choose alternatives instead of Maths, all learners are encouraged learners to take Maths in the FET phase.

5.1.6 Summary and Conclusion

The introduction to 5.1 stated that personal attributes like age, experience and qualifications may influence the nature and extent of collegiality and collaboration. The personal attributes discussed in this section indicate that their effects on collegiality and collaboration are worth further investigation (sections 5.2 and 5.3). Following are speculations and reasons for such further investigations.

33% of the sample has post-graduate qualifications and therefore possess a rich repertoire of subject expertise that could be shared with less experienced educators. The largest group, the 50+ age group, has the most post-graduate qualifications. This indicates that, if such a large group of educators demonstrate collegial attributes and are given collaborative opportunities, they may empower colleagues with their expert subject knowledge.

We know that qualifications and experience both enable educators to transfer knowledge effectively. The next paragraph focuses on the teaching experience of this sample.

This sample has many years teaching experience amongst them - 23% educators in the sample has more than 20 years experience and 54% of educators in the sample has gained experience at other schools as well. These data indicate that the educators in this sample have acquired many techniques and skills which less experienced educators can benefit from.

The focus now shifts to another personal attribute, that is, the number of years that educators have been at their present school.

66% of educators have been at their present school for more than two years and high collegiality amongst them may indicate that collegiality takes time to develop. 35% of educators, though, have been at the school for less than two years and this could indicate a high turnover rate. Although a high turnover rate could affect collegiality adversely because educators have little time to develop collegial attributes, it could force managers to offer more structured collaborative opportunities for interaction between the younger staff members more experienced colleagues. The individual school analyses would reveal whether high turnover rates are limited to some schools only. The next paragraph discusses the possible effect of post levels on educators.

Over 60% of this sample consists of post level 1 educators. These educators are not part of the Senior Management Team (SMT) at schools and would therefore not contribute to decisions made on management level. Well qualified, dedicated educators with many years experience could become demotivated. This may affect collegiality and collaboration adversely. SMT educators, on the other hand, could be forced to acquire collegial attributes

and collaborate more due to the organisational and motivational nature of their positions. The last personal attribute, the subjects being taught, is discussed next.

33% of the educators in the sample teach Maths and Life Science subjects and learning areas. This % indicates the academic focus on these schools. Educators in certain subjects, for example English and Maths, indicated that they team teach certain topics. Team teaching creates opportunities for the development of collegial attributes.

Apart from the personal attributes, organisational factors, for example the number of grades taught by educators, can also affect collegiality and collaboration levels. 49% of educators in this sample teach more than 4 grades. Educators who teach more than 4 grades could be “forced” to collaborate more often to keep up with preparation. A male educator at School 3 commented:

“We are a bunch of collaborators, survival would be near impossible without this.”

Section 5.1 provided an overview of the educators’ personal attributes, as well as organisational factors. The effect of these personal and organisational factors on collegiality and collaboration are investigated in sections 5.2 and 5.3.

5.2 Collegiality

The literature review has shown that collegiality is a complex multi-faceted concept and this section explores this in relation to the data from the sample. This section has three objectives:

- 1 To paint a picture of how educators see collegiality, how they rate each other, to see when they exercise collegial qualities and explore the obstacles they encounter.
- 2 To identify relationships between the educators' personal factors (see 5.1), school factors and collegiality ratings. The ecosystemic perspective explains the various relationships investigated in this project (pages 21-22).
- 3 To further investigate whether trends identified in the overview also occur in the individual schools.

The following sub-sections are discussed:

- 5.2.1 Understandings of collegiality
- 5.2.2 Rating of collegiality in schools
- 5.2.3 Obstacles to collegiality
- 5.2.4 Collegiality ratings between colleagues
- 5.2.5 Collegiality ratings of managers
- 5.2.6 Activities that demonstrate collegiality
- 5.2.7 Summary and conclusion

Educator perceptions of collegiality will influence their collegiality ratings. For example, if they view collegiality as the willingness to help others, they will judge colleagues according to this attribute. Therefore, to enable the researcher to fully interpret the data on collegiality ratings, educator understandings of collegiality (5.2.1) are explained prior to the collegiality ratings (5.2.2).

5.2.1 Understandings of collegiality

“ Educators have a positive attitude to each other”
(Female educator, School 3)

“Educators are role models of trust and support”
(Male educator, School 5)

The above quotes demonstrate that these educators see high collegiality as an attitude of goodwill, trust and commitment to colleagues. The understandings or definitions of collegiality (Table 5.12), derived from the literature review, demonstrate that collegiality is indeed about an educator’s attitude and commitment towards a shared purpose. These understandings echoes Jalongo’s when he says: “Collegiality is being responsible for ourselves but committed to one another” (Jalongo, 1991:161).

The definitions in Table 5.12 (column A), are numbered according to their frequency of occurrence in the literature. Column B provides the wording used in the questionnaire.

Table 5.12 Educator attributes of collegiality: The literature review and the questionnaire wording

Number according to the frequency of occurrence in the literature	Column A The literature review wording	Column B The questionnaire wording
1	Display a willingness to co-operate and share knowledge, experience, or opinions regarding classroom practice	Willingness to share knowledge and experiences
2	Display interdependency with colleagues	Willingness to accept help from colleagues
3	Show signs of commitment to colleagues	Willingness to help colleagues
4	Work towards a common goal, mutual purpose or collective vision	Working in a team towards a common goal
5	Take responsibility for themselves	Assume responsibility for one's actions
6	Display mutual respect towards colleagues	Show respect for others; value the ideas of others
7	Display trust in colleagues	Display trust in colleagues
8	Manage conflict	Manage conflict effectively

Although Jalongo's summary was stated in the questionnaire (Page 2, Appendix A), one cannot assume that all educators see collegiality in the same light. Thus the questionnaire asked educators firstly to rate their colleagues according to the attributes and then having considered what collegiality means for them, to rank the collegial attributes by choosing the three most important attributes from the list (Table 5.12, Column B). The attributes appeared

in a different order in the questionnaire (Question 2, p. 3, Appendix A). The ranking of the collegial attributes represents the educator understandings of collegiality and Table 5.13 compares the understandings of collegiality of the educators in this sample with the literature.

Table 5.13 Ranking of collegial attributes according to the literature and high school educators

Collegial attribute (questionnaire wording)	Column A	Column B	Educators n	Educators %
	Ranking according to the literature (1= most frequent occurrence; 8= least frequent occurrence)	Ranking according to educators (1= most important; 8= least important)		
Willingness to share knowledge and experiences	1	4	86	14.8
Willingness to accept help from colleagues	2	8	16	2.8
Willingness to help colleagues	3	3	89	15.3
Working in a team towards a common goal	4	1	129	22.2
Assume responsibility for one's actions	5	5	65	11.2
Show respect for others; value the ideas of others	6	2	110	18.9
Display trust in colleagues	7	6	54	9.3
Manage conflict effectively	8	7	31	5.3
Total			581	100.0

As can be seen from Column B in Table 5.13, the following attributes were ranked as most important by 71,2% of respondents:

- **Working in a team towards a common goal (1)**
- **Showing respect for others and value ideas of others (2)**
- **Willingness to help colleagues(3) and**
- **Willingness to share knowledge and experiences (4)**

It seems that the most striking difference is the perceived worth of teamwork (Table 5.13, number 1, column B) compared with the focus on individual attributes (numbers 1 – 3, column A) in the literature. An explanation for this might lie in the school type.

The literature reveals that most of the research regarding collaboration and collegiality has been done in Primary Schools. We can therefore assume that different school types, or contexts, produce different understandings of collegiality. Table 5.11 illustrated the large number of diverse subject groups that are offered at schools. Hargreaves highlights subject specialization as a major difference between primary and secondary schools when he explained the challenges faced by secondary school educators. He states that “balkanisation” occurs when, due to subject specialization at secondary schools, educators collaborate closely in small groups (1994:247-248). Managers can counteract isolation by focusing on common goals to ensure that these diverse educator specialists work together as a team. Section 5.3 will highlight the important role that collaborative opportunities play in this quest for teamwork.

The following quotes demonstrate how highly educators regard the need for teamwork in working towards common goals and ideals in schools. The quotes also highlight the importance of managers in shaping the goals of the school

- A male and female educator from School 3 commented: “Collegiality promotes all of our goals” and “a member of my department is not a team player.”
- Two female educators from School 4 stated: “we need to be committed towards the same goal” and “collegiality helps us to achieve the goals and ideals of the school.”
- The deputy-head of School 6 conveyed: “the SMT decides on a school slogan every year which encompasses the school’s common goal.” (Interview with School 6

educators, 15 June, 2004). Six educators view the following slogan as the reason for the high collegiality amongst staff: "Simunye – we are one."

- A female educator at School 1 stated; "If staff do not work together towards a common goal and show respect for each other, learners will notice and perhaps show less respect for the staff and be unsure of their boundaries and of what is expected of them." Like this educator, six other educators linked teamwork with discipline and the concept of educators forming a "united front." A male educator at School 5 stated: "a united front improves academic performance." Five educators specifically mentioned unity in their quotes and a male educator at School 2 wrote: "If learners witness unity they work with purpose and hope."

Another difference of opinion between the literature and the educators in this sample is the importance of the attribute to "accept help from others." The literature views this attribute as the second most important whereas educators view it as the least important. This aspect is explained in 5.2.4: Collegiality ratings between colleagues.

An analysis of the individual schools showed that educators at Schools 1, 2, and 3 regard "sharing knowledge" and "show respect" as more important than "working towards a common goal." It is significant that Schools 1, 2 and 3 also received the highest collegiality and collaboration ratings (Tables 5.19 & 5.25). These three schools also ranked attributes like sharing knowledge and showing respect higher than the other three schools.

The paragraphs below could explain the focus on sharing knowledge and showing respect of the above three schools:

- Educators said that the SMT promotes the sharing of knowledge. School 2 educators said: "New educators are appointed when they demonstrate the ability to share knowledge with others and work in a team." SMT members attend all subject meetings and can use such opportunities to demonstrate the sharing of knowledge.
 - "Our SMT appoints educators that are 'outgoing and would be collegial'." (Interview with School 2 educators, May 28th, 2004).
 - School 2 has the youngest staff of all six schools as well as a high staff turnover (47% has less than 2 years experience at the school). This could

explain the emphasis on frequent sharing of knowledge, for example mentor systems, to ensure that new members of staff receive constant support.

- School 1 has the most stable staff (58% has between 2 and 10 years experience at the school) and oldest (42% above 59 years) staff. Collegial attributes like sharing, develops over time. The educators at School 1 conveyed: "We learn much about OBE from younger educators." Reciprocal sharing fosters respect from both older and younger educators. A second year female educator at School 3 conveyed that she receive ample support during her first year of teaching (Interview with School 3 educators, June 14th, 2004). A female educator at School 2 stated: "There is a lot of support in your subject here and also in general from the staff – in the staff room etc., there is never a feeling that you are shy to ask". Such an atmosphere enhances sharing and respect in schools.

The next section relates educator understandings of collegiality to the collegiality ratings.

5.2.2 Rating of collegiality in schools

Educators were firstly asked to rate collegiality in their schools from high to average, and secondly to explain the reasons for these ratings. Individual school trends regarding personal factors like age, gender, and the position at the school are also explained. The effect of the number of grades taught (a school organisational factor) on collegiality ratings is also explained.

5.2.2.1 High collegiality ratings

79% (154) of educators rated collegiality at their schools as high and very high, 19% (37) rated it as average and only 2% (4) rated collegiality at their schools as low and very low. Educators were asked to provide reasons for their ratings. The following two quotes were stated as reasons for high collegiality:

“Our staff place school goals above the self.”
 (Male educator at School 6)

“The staff take ownership of the school aims”
 (Female educator at School 6)

The reasons for high collegiality at schools are shown in table 5.14 below. 46% of the sample linked high collegiality to working towards a common goal. Attributes like working towards a common goal and commitment to others are closely interrelated and, if clustered together, make up 70% of the 119 reasons educators gave for high collegiality

Table 5.14 Educator reasons for high and very high collegiality at schools

Reasons	n	%
Educators work towards a common goal	55	46.2
Educators are committed to the well being of others	28	23.6
Educators take responsibility	13	11.0
Educators are helpful and assist within departments	8	6.7
Educators trust each other	6	5.0
Educators respect each other	6	5.0
Educators are helpful and assist across departments	3	2.5
Total	119	100.0

Tables 5.13 and Table 5.14 show a consistency of the understanding that teamwork is associated with collegiality amongst colleagues. Table 5.14 shows that 46.2% of educators perceive teamwork (working towards a common goal) to be the reason for high and very high collegiality ratings.

High and very high collegiality ratings differed with regard to age and the number of grades taught at the present school. These two personal factors were analysed in individual schools and are discussed next. The influence of age on collegiality ratings is discussed first.

All age groups perceive collegiality as high and very high. Most striking is the above 50 age group where 93% rate collegiality as high and very high (Table 5.15).

Table 5.15 The age groups that rated collegiality as high and very high

Age group	n	%
Under 25	9	82
25 - 30	27	71
31 - 40	33	77
41 - 50	33	73
Above 50	50	93
Total	152

Individual school analysis showed that the above 50 years age group rated collegiality between 9 and 40% higher than the other age groups. This group of educators has a significant effect on the overall high collegiality rating due to their large numbers in this sample (29% or 56 of 193).

The reasons for this high rating may be that colleagues who have been working close together for many years can develop cliques with high collegial attributes between them. It can be hypothesized then that the above 50 age groups have been working with the same colleagues for a number of years and have developed collegial attributes during regular collaborative opportunities. These stable groups of educators in Schools 1,2,4 & 5 are therefore giving each other high collegiality ratings. The data below strengthen this hypothesis.

- 70% (39 of 56) of the latter age group has above 20 years' teaching experience. An analysis of the teaching experience of the above 50 age group revealed that this group has the most experience in Schools 1 to 5 and one year less experience than the 41 – 50 age group in School 6.
- 63% (35 of 56) of these educators have been at their present school for more than six years. This group has also been the longest at their present school in Schools 1,2,4

and 5 or has been the same number of years as the 41 – 50 age group (Schools 3 and 6).

The collegiality ratings of the above 50 age group in School 2 was lower than the other age groups. The following attributes of the above 50 years age group in School 2 could impact on their low collegiality rating:

- 43% of the above 50 age group teach more than 4 grades and are still on post level 1.
- 43% of the above 50 age group has post-graduate qualifications.
- 71% of the above 50 year age group has longer than 11 years at School 2.
- 43% of the above 50 age group is on post level 1.

Educators above 50 years of age on post level 1 that work hard, are well qualified and carry many responsibilities over time can become demotivated. This can inhibit collegiality, as indicated by the low collegiality ratings by this age group in School 2.

Apart from the relationship between age and high collegiality ratings, a relationship between the number of grades allocated to educators and high collegiality was noticed. It seems that the more grades an educator teaches, the higher the collegiality. This hypothesis is explained below.

61% GET and FET educators rated collegiality as high whereas only 50% of educators in the FET phase rated collegiality as high. Likewise, 63% of educators who teach 5 grades rated collegiality as high, whereas 50% of the educators who teach only 2 grades rated collegiality as high.

Table 5.16 shows that educators in Schools 1,2 and 6 who teach more than 4 grades rated collegiality between 9 to 21% higher than educators teaching less than 4 grades. No individual explanations could be found for this. On balance it appears that the majority of educators with a higher workload (in terms of more grades to teach) collaborate more than those that teach fewer grades. Table 5.16 shows that few educators in Schools 4, 5 teach less than four grades and these percentages could skew the total overview of the sample. The deputy-head at School 6 stated: "Educators at our school are collegial because they all

have heavy workloads and need each other to survive” and “We are collegial because we all share in the workload. This way no one can point a finger at others and say they do not pull their weight.” (Interview with School 6, June 2004).

Table 5.16 High collegiality ratings of educators that teach more and less than four grades at their present school

School	Collegiality rating (Good & outstanding)					
	Teach less than 4 grades (%)			Teach more than 4 grades (%)		
	n	Total	%	n	Total	%
1	8	12	67	15	18	83
2	5	6	83	24	26	92
3	11	12	92	19	21	91
4	3	9	33	3	11	28
5	2	2	100	27	35	77
6	4	6	67	22	28	79

Although 79% of educators rated collegiality as high and very high, a large number of educators indicated a need for even more collegiality! 5.2.2.2 explains this trend.

5.2.2.2 A need for more collegiality

52% (95 of 184) of the educators felt that there is a need for even more collegiality at their schools. Only 22% (40 of 184) felt they have sufficient collegiality at their schools. The remaining educators (26%; 47) were unsure. 71 of the 95 educators gave reasons why they need more and their comments are summarized below.

- Collegiality between educators helps to make the workload less and spread the load – a “time-saver” (21 or 30%). A male educator from School 4 states: “As teachers we need to help one another more for a support base to fall back on.” Two female educators, respectively at Schools 1 and 3, stated that “people realize we get more

done by working together” and “collegiality is essential because we are overworked and need as much help as we can get.” The latter educators realize that collegial attributes are used **during** activities and not as a “separate entity.” This indicates that the majority of educators realize that collegiality is an integral part of collaborative activities.

- Collegiality ensures that educators work as a team towards a common goal (21 or 30% educators). A female educator from School 5 states: “collegiality helps us to achieve the goals and ideals of the school.” Collegiality is therefore seen as a vehicle or tool to achieve a school’s goals.
- Collegiality can improve teaching and therefore (indirectly) help learners (16 or 22% educators). A female educator at School 6 commented: “educators and learners are most effective when working in a collegial environment.” A male educator at School 2 stated that “Collegiality = happier teachers = happier school = learners benefit.”
- Collegiality ensures that cliques do not develop (8 or 11% of educators). and 8 more educators stated that more collegiality is necessary because a lack of trust between educators exists.
- Social activities are forums for developing collegiality (5 or 7% of educators). This is discussed in 5.2.6.

The above advantages of collegiality are summarized in the next paragraph.

Two female educators from School 6 asked: “Can you ever have too much collegiality?” and “You can never have enough collegiality?” These quotes seem to capture the rationale for more collegiality. It seems to be in “great demand”, whether for achieving goals, lessening workloads, supporting each other, preventing cliques, or just for making others feel “happier!!”

Two observations were made when the relationship between personal factors and the need for collegiality was investigated:

Firstly, 24% (45) of educators answered “maybe” to the “need for more collegiality” question, their reasons being that they cannot judge because they have been their schools for a short time and that collegiality fluctuates from year to year. These comments indicate that these educators perceive collegiality as a process. Collegial attributes (for example trust) need time to develop before colleagues trust others enough to expose their weaknesses by asking assistance.

Secondly, the data overview showed that 60% (42) of male educators, but only 43% (53) of females want more collegiality in their schools. The individual school analysis revealed that this is the case in only three schools (Table 5.17).

Table 5.17 Male: female collegiality ratings; reasons of males for more collegiality

School code	% Females	% Males	% Females that want more collegiality	% Males that want more collegiality	Reasons of male educators for wanting more collegiality			
					Happier work environment; no disunity	Collegiality helps to build common goals	Better organization of school	Non-committal answer*
1**	87	13	39	20	1	-	-	4
2	59	41	37	62	4	2	-	6
3**	82	18	30	50	3	-	-	1
4***	20	80	100	75	2	2	3	-
5	46	54	53	50	3	3	1	5
6	71	29	24	70	-	3	-	6
Total					13	10	4	22

*Non-committal answers included: “cannot really judge”; “it fluctuates”; “things can improve.”

**Girls Schools

***A Boys’ School

Two observations are made with regard to gender and the need for more collegiality:

Firstly, the males in the schools that want the most collegiality gave the most non-committal answers (Schools 2, 5 & 6). The males are in the minority at Schools 2 and 6. This could indicate apathy on the part of the males. Due to limited information, the reasons for this cannot be pursued in this study.

Secondly, the gender that is least represented at a school perceives the greater need for more collegiality. This trend was noticed in all schools except School 1. An analysis of the reasons for more collegiality amongst both genders showed that in School 2 (33% males), in School 3 (62% males) and School 4 (50% females), the minority gender wants more collegiality because it will create a happier place with high staff morale and a sense of belonging.

The conclusion can be made that the differences is not about gender per se, but about the gender that is least represented in a school. The minority gender in this sample perceives the greatest need for higher collegiality levels amongst colleagues.

Although 79% of educators rated collegiality as high and very high it is necessary to also look at the reasons which the remaining 21% gave for their low collegiality ratings. These are discussed in the next sub-section.

5.2.2.3 Average and low collegial ratings

37 educators rated collegiality as average. These educators are 50:50 male and female and well qualified. The majority are on post level 1 and they have been at their present schools long enough to be reliable judges of collegiality levels. Their reasons, stated by 22 educators, are shown in table 5.18.

Table 5.18 Collegial attributes lacking in schools

Reasons	n	%
Collegiality found within departments but school lacks togetherness	8	36.4
Educators do not work towards a common goal	4	18.2
There is a lack of trust amongst staff	4	18.2
There is a lack of sharing amongst staff	4	18.2
Educators are not accountable, too busy	2	9.0
Total	22	100.0

8 educators confirm Hargreaves' theory of "balkanisation" (1994:247-248), discussed in Chapter 3 (p. 26). These educators feel that, although there is collegiality within departments, the school as a whole lacks togetherness. However, if we take into consideration that the average staff size in the six schools is as high as 52, this low number (about one/school)

emphasizes the ability of the educators to work towards a common goal. 3 out of 4 educators (from school 4, a Boys' School) feel that a lack of trust exists. Trust is a crucial prerequisite of collegiality and collaboration and an atmosphere of mistrust can discourage educators to ask help. An environment of distrust can impair collegiality and collaboration.

Only four (2.1%) educators rated collegiality as low and very low. These educators include 3 males from School 4 (a Boys' school) and one female from School 6 (a co-ed school).

Table 5.18 shows the collegial attributes that are lacking in schools according to 22 educators. To enable the researcher to form a complete picture of the nature and extent of collegiality in schools, it is necessary to pay attention to the personal and/or school factors that prevent educators from being "collegial colleagues." We therefore look at the most common obstacles to collegiality next.

5.2.3 Obstacles to collegiality

This section is based on the qualitative responses given to Question 10 (Appendix A).

- Individual personality differences and aspirations. (45% or 52 educators). Individual school analysis revealed that the schools with the highest % for high and very high collegiality show the least resistance to new ideas (Shaded in Table 5.19). Collegial attributes like "showing respect for others and "value ideas of others" promote a greater tolerance amongst educators. Schools with high resistance to new ideas have lower collegiality ratings. More females (14% or 16) than males (3% or 4) perceive that personality differences pose an obstacle to collegiality. This could indicate a greater tolerance for individual differences on the part of male educators.

Table 5.19 Resistance to new ideas vs. high and very high collegiality ratings

School code	High and very high collegiality ratings			Resistance to new ideas %
	n	%	Total educators	
1	34	92	38	7
2	29	90	32	4
3	30	91	33	5
4	6	30	20	16
5	29	76	38	21
6	26	87	34	35
Total	154	79	195	88

- The workload of educators cause a lack of time and opportunities for collegial activities (34% or 41). All age groups except the under 25 year group agree that deadlines and work pressures leave little time for collegiality. It was observed that 22% (31) of the educators in the 6-20 years experienced group complained about the heavy workload, whereas only 16% (8) of the educators in 0-5 years' experience group mentioned this. A possible explanation could be that only 1% of the 0-5 years' experience group are in HOD and higher positions, whereas 28% (40) educators in the 6 to above 20 years' experience group occupy positions of authority in their schools. We know that educators in positions of authority have extra administrative responsibilities. We therefore hypothesize that educators in the 6 to above 20 years' experience groups complain of a heavy workload because as managers they have extra responsibilities over and above their teaching load.
- Lack of educator commitment and accountability (19% or 22). All age groups mentioned this obstacle. A female educator in School 6 stated: "Some educators show an indifference to education" and the deputy-head (female) at the same school said that "the younger members of staff do not demonstrate the commitment shown by more experienced educators" (Interview with School 6 educators). More females (16% or 18) than males (3% or 4) regard this attribute as lacking in their schools.

The next two sub-sections relate specifically to the collegiality ratings between colleagues and managers. Collegiality between colleagues and managers are important in the light of Hargreaves' micro-political argument, explained in Chapter 3 (p. 24).

5.2.4 Collegiality ratings between colleagues

Educators were asked to rate collegiality between colleagues according to the eight attributes of collegiality (Question 1, p. 2, Appendix A). The first three qualities in Table 5.20 mirror the understandings of educators of collegiality (see Table 5.13) and between 84 and 91% of the overall sample rated their colleagues as very strong. What comes as a surprise is that "accepting help" is rated fourth important in Table 5.20 while in Table 5.13 it was rated the lowest. It is possible that the educators rated the colleagues they have known and have been working with for a long time, keeping in mind that 65.5% % of the sample has been at their present schools for more than 2 years.

Table 5.20 Rating of qualities of collegiality between colleagues

Strong and very strong ratings			
Qualities of collegiality	n	Total educators	%
Willingness to help colleagues	178	195	91.3
Show respect for others; value ideas of others	165	195	85.0
Display willingness to share knowledge	164	195	84.0
Willingness to accept help from colleagues	154	195	79.0
Working in a team towards a common goal	147	194	75.8
Assume responsibility for one's actions	145	195	74.3
Display trust in colleagues	140	191	71.8
Manage conflict effectively	99	194	51.8

Conflict management is rated as the weakest quality by 52% of educators. When questioned about this, educators at School 1 were quite surprised, but on reflection they mentioned that there is seldom time to resolve disagreements during staff meetings. Some educators could view such situations as "poor conflict management" (Interview with School 1 educators; 17 June, 2004). Individual school investigation showed that, although all schools gave this attribute and "accepting help" the lowest ratings (see Table 5.13), educators still rated these attributes as strong and very strong. The conflict management rating of the SMT is explained in sub-section 5.2.5.

Personal factors, for example age and experience, influence collegiality rating of colleagues. The educators that perceived the highest collegial attributes amongst their colleagues are found in the 50+ age group. This group gave the highest scores of all the age groups for the following attributes: Willingness to help and accept help from colleagues; willingness to share knowledge; the display of trust in colleagues; managing conflict effectively and working in a team.

63% of the 50+ age group (as discussed in 5.2.2.1, p. 63) have been at their respective schools for longer than six years. This could explain the high collegiality ratings amongst this age group.

To end this sub-section, the reciprocal relationships between older and younger educators are discussed. Such reciprocal relationships strengthen collegiality amongst staff, for example the three schools with structured mentor programmes (Schools 1, 2, 3) have the highest collegiality ratings which indicate the value of collegiality between all age and experience groups.

A clear illustration comes from School 1. Educators at this school said:

“The junior teachers certainly get a lot of guidance from the senior staff but with all the new systems (OBE) having a few younger members who are more in tune with OBE helps, thus it is the combination of older staff (experience) and younger staff (latest techniques) that can help to produce excellent results.”

(Interview with School 1 educators, June 2004).

A female educator at School 3 agrees with the above perception and states: “It is great when a younger teacher gives me new ideas – something fresh” (Interview with School 3 educators, 14 June, 2004).

Three of the six schools have structured programmes (introductory and mentor) for first-year and newly appointed educators. Mentor programmes are important because inexperienced educators would be more likely to talk about problems on an one to one basis than to a large group.

Educators also rated the collegial attributes displayed by managers. Collegial attributes displayed by managers can enhance collegiality amongst colleagues.

5.2.5 Rating the collegial qualities of educators in positions of authority

Educators could choose between rating principals, deputies or the Head of Department (Question 8, Appendix A). 74% (145) of educators chose to rate principals and deputy principals as opposed to Heads of Department (HOD's). This indicates that the educators have regular interaction with educators in the two top positions in the school.

Table 5.21 shows that the managers received the highest ratings for their ability to help, take responsibility and share knowledge with colleagues in lower positions. These qualities are usually associated with educators in positions of authority. Because of their leadership positions, these educators can set a powerful example to younger or less experienced educators and will influence the collegial attributes of post level 1 educators.

Table 5.21 Collegiality ratings of educators in positions of authority

Collegial attribute	Weak and very weak	Average	Strong and very strong	Total
	%	%	%	
Willingness to help colleagues	0.5	6.3	93.2	191
Assumes responsibility for one's actions	2.1	5.8	92.1	189
Displays willingness to share knowledge and experiences	0.5	7.3	92.1	191
Displays trust in colleagues	3.2	7.4	89.4	189
Shows respect for others; value ideas of others	4.2	7.9	88.0	191
Works in a team towards a common goal	3.2	9.5	87.3	189
Manages conflict effectively	6.4	16.6	77.0	187
Willingness to accept help from colleagues	2.6	21.1	76.3	190

In general there is a very positive relationship between educators and their managers. However, two areas of concern were observed in the educator ratings of managers (shaded).

The first area of concern is the low ratings given to the ability of managers to accept help from others. 21% (40) of educators perceive the ability of managers to accept help as "average", 3% perceive it as weak and very weak. Managers might perceive asking help as a weakness, especially from colleagues in a lower post level. A female educator at School 2 stated: "some educators are too proud to ask for help."

A female educator at school 3 said that "asking advice comes with maturity" (Interview with School 3 educators, 14 June, 2004). Asking for assistance is also linked to trust, an important collegial attribute (Chapter 3, p.17). Trust develop over time amongst colleagues that work closely together, for example, educators that teach the same learning areas or subjects.

A second area of concern is that managers received the most "weak" ratings for conflict management (6% or 12), as well as 17% (31) average ratings. Conflict management is an important pre-requisite for collegiality (Chapter 3, p.17). A female educator in School 6 stated; "Rather than giving blanket criticism, individuals should be counselled." For example, it seems that if managers do not know how to manage conflict effectively, they would rather talk to a large group than confronting the individuals concerned.

School 2 educators gave their managers the highest average and the lowest strong ratings for "accepting help" and "conflict management." School 2 has the youngest staff (31% or 10 of 32 educators are between 25 to 30 years of age) and these educators could be more critical of the managers than colleagues that have developed collegial attributes with these managers over a period.

In general, despite these concerns, the ratings of managers are positive. However, should schools want to improve their collegiality, one way of doing it is to improve it across a variety of school interactions. In the next activity educators were asked to choose activities that demonstrate collegiality. Collegial activities provide opportunities for developing and maintaining collegial attributes. These activities echo the teamwork theme, as explained below.

5.2.6 Activities that demonstrate collegiality

The collegial activities that educators talk about confirm the teamwork and common goal emphasis. Question 5 asked educators to indicate the activities that demonstrate collegiality (p.4, Appendix A). Their answers are summarized below.

Subject meetings are often and mostly used to demonstrate collegiality by 43% (82) of 191 educators. Subject meetings are the most common scheduled activity in high schools and educators of all six schools indicated that they meet regularly for subject meetings. These meetings have clear goals and minutes are kept in four schools, Learner progress is discussed during subject meetings and general academic meetings (Interviews with educators from Schools 1 to 6, May – June, 2004).

Other activities mentioned by educators include academic performance meetings, professional development sessions, team teaching, committee meetings and social events. These are discussed below.

- 40% of educators selected meetings regarding academic performance, as well as social events, as collegial activities. Seeing that the sample consists of six high achieving academic schools, it is not surprising that meetings regarding academic performance are prevalent (Interviews with educators from Schools 2,3, and 5, May 2004). 40% of educators experience academic meetings as a forum for collegial attributes. This perception indicates that interaction between educators happens during these meetings and that they are not just transmission mode lectures by senior educators.
- 36% to 39% of educators demonstrate collegiality during extra-mural activities, educator support meetings, general staff meetings and professional development sessions. There is seeming consensus in the literature that collegial activities involve mutual sharing and assistance, team teaching, mentoring and team planning. All these activities, except team teaching, happen during subject meetings in this sample.

- Team teaching happens at only three schools: School 2, 4 and 5 (Interviews with Schools 2,4 & 5, May 2004).
- 54% of educators serve on committees and 55 state that the committees are very effective. 69% (38 of 55) give common, purposeful and realistic goals credit for the effectiveness of the committees. 19% of educators belong to committees dealing with academic progress, the other educators belong to 35 different committee types, for example, learner related (discipline, culture, sport), staff related and school building. The high % of educators serving on committees that have such a high focus on common goals explain this sample's emphasis on common goals.
- Schools 2,3 and 5 indicated that they have regular social events. 16 educators feel that collegiality will improve if educators are involved in regular social activities. Half of these educators felt very strongly that social activities are essential for high collegiality. Two quotes convey their feelings: A female educator at School 3 stated: "Social activities are very, very important; it is almost essential because you see each other in a different light when you have a meal together and that makes it easier to work well together." (Interview with School 3 educators, 14 June, 2004). A female educator at School 1 stated: "We should have more social activities and believe that an educator portfolio should be created for organising such important events." (Interview with School 1 educators, 17 June, 2004).

Educators were also asked to indicate when "teamwork" takes place because that is usually when collegial attributes surface (Question 6, p. 4, Appendix A). Table 5.22 shows that teamwork mostly takes place during subject meetings. This means that educators support each other in their respective subject fields to enable them to support learners more effectively.

Table 5.22 Examples of teamwork that happens at schools

Activity	n	%
Subject-related	49	34
Fundraising	34	23
Staff development	26	18
Extra-mural	22	15
Other (learner performance, social events)	15	10
Total	146	100

Collegial activities, for example, subject meetings, committees and team teaching emphasize the importance of teamwork and a common goal approach in these high schools. The majority of collegial activities have an academic focus.

The summary and conclusion completes the overview of collegiality.

5.2.7 Summary and conclusion

79% of educators in this sample rated collegiality in their schools as high and very high. Despite this rating educators want more collegiality to spread the workload and to achieve the goals of the school. The minority genders in schools perceive a greater need for more collegiality to ensure a happier environment where they feel a sense of belonging. Resistance to new ideas, high educator workload and the lack of educator commitment and accountability inhibit collegiality in schools.

Collegiality ratings are linked to educator understandings of collegiality. More than 70% of educators perceive collegiality as working towards a common goal. If we pursue the argument that educators' understandings of collegiality determine their ratings, it can be stated that 79% of this sample perceive teamwork as high and very high in their schools. A focus on teamwork and common goals can be necessary to counteract the occurrence of balkanisation that occurs in high schools due to subject specialization. Collegiality is therefore used as a vehicle to ensure that high school colleagues work towards common goals and ideals.

This teamwork focus is different from the literature, largely derived from primary schools that focused on individual attributes, for example, willingness to share knowledge and assist others, as a major aspect of collegiality. High schools where managers model and appoint educators with these collegial attributes perceive the sharing of knowledge and the display of respect as more important than teamwork. This indicates that the educator perceptions can be influenced by the foci of the SMT or other influential colleagues.

Apart from a focus on common goals, two other collegial attributes are characteristic of the schools that display the highest collegiality ratings (Schools 1, 2, & 3). These three schools

ranked “sharing knowledge” and “showing respect for others” higher than the other three schools.

Collegial activities provide an opportunity for collegial attributes to develop. The above 50 age group with many years teaching and present school experience, rated collegiality the highest. This proves that collegial attributes need time to develop. This supports the occurrence of balkanization in high schools because similar views amongst educators that have been working closely together for a long time can result in complacency (p. 26). Such a climate can be mistaken for collegiality because no one “rocks the boat!”

Colleagues and managers received high ratings for their ability to help others. Managers, however, received lower ratings for their ability to manage conflict effectively and their willingness to accept help from colleagues. This may be due to the fact that these latter two attributes are also regarded in general as being the least important. High school educators are also subject specialists and it is possible that they see acceptance of help as a sign that they are not on par with their subject.

Educators asked for more collegiality in schools, that is, they perceive it as an on-going cycle of growth. As was discussed in Chapter 3, collaboration is reciprocally related to collegiality in the sense that collaborative opportunities provide forums for “collegial cycles of growth”. The data on collaboration is discussed next.

5.3 Collaboration

Collaborative interactions in schools can happen informally and formally (Ch. 3, p. 18-19).

This study defines collaboration as occurring when educators:

- **Share and exchange knowledge, opinions and experiences regarding classroom practices during an interactive communicative (oral and/or written) process,**
- **show evidence of internalization (new insights). Signs of internalization could be in the form of probing questions, affirmation comments, counter-arguments or when educators try new methods in the classroom,**
- **plan and/or teach together,**
- **reflect jointly on classroom practices,**
- **ask each other questions or state problems regarding teaching,**
- **narrate views regarding teaching,**
- **investigate solutions with colleagues regarding challenges related to teaching.**

A female educator used the quote below to explain her high collaboration rating:

“Colleagues are concerned for others, share stories of experiences with learners, discuss problems and adapt ideas after discussions”

(Female educator at School 2)

The above quote encompass the following three aspects of collegiality and collaboration:

- Firstly, it highlights the difference between these two concepts, as well as their reciprocal nature. Collegiality is an attitude (“concerned for others”) and collaboration is the practical component, the “doing” part which happens when the positive attitude

is exercised to ensure effective interaction and growth (“share stories, discuss problems”). Collegial attributes are necessary for effective collaboration (Ch. 3, p. 17).

- Secondly, it highlights the growth process that can happen in individuals during collaborative opportunities; from sharing ideas to ultimately, the internalization of ideas when the individual’s thinking processes are changed and ideas are adapted, accepted, or rejected (“adapting ideas after discussions”).
- Thirdly, it supports the definition of collaboration, as conveyed by Schrage: “Collaboration is a process of shared creation; two or more individuals with complementary skills interacting to create a shared understanding that none had previously possessed or could have come to on their own.” (in Hargreaves & Fullan, 1998:68).

This section aims to:

- 1) Provide an overview of collaboration which includes the following; overall school rating; self-evaluation; collaboration opportunities; who educators collaborate with and when; topics discussed during collaboration and whether educators use each others’ teaching ideas during class.
- 2) Identify relationships between the educators’ personal factors, school factors and collaboration ratings.

The abovementioned aims are broken down into the following topics:

5.3.1 Collaboration ratings

Overall collaboration ratings; self-evaluation and relationships between the collaboration ratings and personal factors are explained.

5.3.2 The most useful collaborative activities.

Educators compare formal and informal collaborative opportunities.

5.3.3 Formal collaboration.

In this sub-section the different opportunities for formal collaboration are discussed; the topics addressed at these opportunities and the contributions made by educators.

5.3.4 Informal collaboration.

In this sub-section the different opportunities for informal collaboration are discussed, the topics addressed at these opportunities and the contributions made by educators.

5.3.5 Application of teaching ideas in the classroom.

Learner development is seen as the ultimate aim of collaboration and collegiality (Fig. 1, p. 21a). As the classroom is the main forum of educator:learner interaction, it is important to know whether educators apply the ideas of others in their classrooms.

5.3.1 Collaboration ratings

This section deals with the overall ratings of school collaboration and the educators' self-evaluation of collaboration.

5.3.1.1 Rating collaboration in schools

Educators were asked to rate collaboration in schools and give a reason for their rating (Question 23 & 23a, Appendix A).

Table 5.23 Collaboration ratings of educators

Rating	n	%
Outstanding	18	9.4
Good	130	68.1
Average	40	20.9
Weak	3	1.6
Total	191	100.0

77.5% of the educators rated collaboration at their schools as good and outstanding (Table 5.23). 40% of males (21 of 53) and 60% of females (32 of 54) stated that they are committed to working closely together. A female educator at School 6 stated: "We share, we care and we work closely together." Both genders, all age, academic and experience groups agree that:

- Educators are committed to working and cooperating together (55%)
- The subject groups/learning area groups work well together (13%)

The above explanations for good and outstanding collaboration ratings support two observations discussed in 6.2: Firstly, the teamwork theme ("commitment and cooperation") and secondly the occurrence of balkanisation in high schools ("subject groups work well together").

Only 11% (11 of 97) of educators explained their average and weak collaboration ratings by stating that there is room for improvement. A female educator at School 1 stated: "Some

departments meet regularly, others hardly ever.” (Interview with School 2 educators, 28 May, 2004). This small percentage shows that the majority of educators are satisfied with interactions within departments.

Personal factors such as age, years’ experience, positions at the present school and number of grades taught can influence collaboration ratings. These are discussed below, starting with the influence of age on collaboration ratings.

The 50+ age group has a profound effect on this sample due to their large numbers (29% or 56 of 193). The data of this age group support the following hypotheses:

- Teamwork is important for successful collaboration. Teamwork is also stated as an important facet of collegiality.
- The occurrence of balkanisation. Subject groups are forums for collaboration and this indicates that educators collaborate closely in small groups.
- Email communication systems inhibit the quantity and quality of collaboration.
- A reciprocal relationship exists between collegiality and collaboration.
- Prolonged working relationships can enhance collaboration.

The data that supports the above hypotheses are explained below, starting with the data that supports the hypothesis of teamwork and balkanisation.

75% (42 of 56) of the 50+ age group rated collaboration as good in comparison with only 17-24% of the other age groups. 16% of this oldest group also rated collaboration as outstanding whereas less than 10% of the other age groups gave this rating. The 50+ age groups at the schools with the highest collaboration reasons (Table 5.24, p. 85) stated:

- “We are committed to working closely together and share ideas” (Female educator at School 6). All the 50+ educators (School 2) and 50% of these educators at School 1 and 3 stated this.
- “Subject groups work well together”. A third of the School 2 educators in this age group stated this reason.

The above reasons support the teamwork theme (commitment) and occurrence of balkanisation (educators working mostly in subject groups) noted in 5.2. It is worth noting that the individual school analysis revealed that only 43% of School 4's 50+ age group rated collaboration as high and outstanding.

School 4 is the only school in the sample that uses email systems and has a policy that email is used to limit the frequency and length of structured meetings. School 4 interviewee stated: "Some staff complain that we do not have enough meetings to discuss teaching issues." Although only 7 of the 50+ educators in School 4 completed the questionnaire, it appears that the abovementioned organizational factor inhibits collaboration. The following remarks by School 4 interviewees supports this hypothesis:

- "Emails saves time but is a one-way communication system, not a dialogue. Educators do not respond, they only read the notices."
- "The email message should actually state 'please respond' to ensure two-way communication to happen."

(Interview with School 4 educators, May 2004)

In the light of this data we can conclude that email communication inhibits the interactive nature of collaboration between colleagues. Due to the reciprocal nature of collaboration and collegiality (p. 20), this can impair the development of collegial attributes in educators.

The following data relates to the nature of the relationship between collaboration and collegiality (Chapter 3, p. 20). As mentioned on page 83, the 50+ age group is the largest age group in this sample. The high ratings of both collaboration and collegiality, as shown in 5.24, illustrate that collegial attributes have the potential to enhance collaborative opportunities. This data confirm the reciprocal relationship between collaboration and collegiality amongst the largest group in this sample.

Table 5.24 The reciprocal relationship between collaboration and collegiality in the 50+ age group

Age group	Good and Outstanding collaboration ratings		High and very high collegiality ratings	
	n	%	n	%
Below 25 years	9	82	8	73
25 – 30 years	27	71	25	66
31 – 40 years	33	77	30	70
41 – 50 years	33	73	34	76
50+ years	50	93	51	91
Total	152	---	148	---

This reciprocal relationship is also evident in the data that supports the last hypothesis, that is, that prolonged interactions can enhance collaboration, as discussed below.

21% of the 50+ age group has been at the same school for longer than 20 years compared to only 8% of the 41-50 age group and 0% of the other age groups. 71% of educators, who have been at their present schools between 11 and 20 years, rated collaboration as good, as opposed to 66% of educators who have been at their schools for less than 10 years. Keeping in mind that 66% of this sample (with a good and outstanding collaboration rating of 77.5%) has been at their present schools more than 2 years, this data shows that the longer educators have worked together, the more effective collaboration can be. Explanations for this relationship are stated below:

- Collegial attributes can develop and improve over time, for example, trust and mutual respect for colleagues. Higher collegiality will ensure better collaboration and therefore longer time at a school could enhance collaboration. This echoes the reciprocal relationship between collaboration and collegiality.
- Professional development is a continuous process and life-long learning is important for professional growth (Fullan, 1992:111; Hargreaves, 2003:135). Professional development was rated as good and outstanding by 60% educators (113 of 189).

Educators that have been at schools for longer than 10 years have experienced continuous professional development that can enhance their professional growth and their ability to collaborate effectively with peers. Continuous life-long learning experiences in schools therefore has the potential to enhance collaboration. This hypothesis is supported by the data regarding regular on-site professional development in Schools 1 to 6. The schools (1, 2, 3, & 6) that offer regular on-site professional development have the highest collaboration ratings (Table 5.25).

Table 5.25 Collaboration ratings and professional development meetings

School code	Rating collaboration				Total Educators	Professional development meetings
	Good and outstanding		Weak			
	n	%	n	%		
1	30	79	0	0	38	Regular on-site meetings
2	30	94	0	0	32	Once a term for 4 hours; on-site meetings
3	28	90	0	0	31	Regular on-site meetings
4	6	32	2	11	19	Use outside companies
5	25	68	0	0	37	Use outside companies, e.g. NUE
6	28	85	1	3	33	Once a term on-site meetings, very structured
Total	147		3		190	

Looking at ratings of positions and collaboration ratings, it was found that 74% (133 of 179) of post level 1 and 2 educators rate collaboration as good and outstanding as opposed to 100% (14 of 14) of deputies and principals. This trend was investigated in individual schools. 12 Deputies and principals (Post levels 3 & 4) completed the questionnaires and all of them (100%) rated collaboration as high or outstanding compared to ratings between 55 and 95% in the lower post levels. Two possible reasons could explain this:

- Only 3% of the post levels 3 & 4 educators teach more than two grades and they have less teaching periods per week. These educators could therefore have more time for collaboration.

- It is possible that the job description require more opportunities for collaboration than the post level 1 and 2 educators. More opportunities could mean more practice which in turn could lead to more effective collaboration.

The last personal factor discussed is the effect of the number of grades taught on collaboration ratings.

Table 5.16 (p. 65) showed that educators at some schools who teach more than 4 grades rated collegiality higher than those that teach less than 4 grades. Although the overview found that 76% (88 of 130) of educators that teach more than three grades rated collaboration as good as opposed to only 23.8% (9 of 17) of educators who teach less than four grades, the individual school analysis indicated that this is the trend only in Schools 1 and 3. This trend could not be explained due to lack of data.

Subjects taught have no significant impact on collaboration ratings. 69% (72 of 105) of educators rated collaboration as good across 23 subjects.

The next section adds to the body of knowledge regarding the nature and extent of collaboration ratings in this sample by explaining what educators collaborate about and with whom.

5.3.1.2 Self-evaluation of collaboration

The educators were asked whether they share their teaching ideas with their colleagues (Question 16, Appendix A) and whether they ever collaborate with colleagues who have different teaching views to their own (Question 25, Appendix A).

Firstly, a discussion of the findings regarding the sharing of teaching ideas with colleagues.

- 69% (33 of 48) of the 11 – 20+ years' present school experience groups collaborate more as opposed to the other school experience groups (56% or 82 of 146). 78% of the 11 – 20+ years experience group are in positions of authority and have more flexibility. Although these educators have more administrative responsibilities, less time spend on preparation and marking could free them for more opportunities for

formal and informal collaboration. Educators in positions of authority also collaborate more (68%) than educators on post level 1 (61%). These facts lead to the hypothesis that available time could determine opportunities for collaboration.

- English (55%) and Mathematics (57%) educators collaborate most. These are also the subjects involved in team-teaching and interactive teaching (Interviews School 1-6; May-June 2004).

Secondly, an explanation is given of the findings regarding collaborating with colleagues who have different teaching views to their own. If educators only talk to colleagues who think the same, a balkanised culture could develop.

55.9% (105 of 188) of educators answered in the affirmative, 33.5% (63 of 188) answered "sometimes" and 10.6% (20 of 188) answered "no." Some of the educators who answered "yes" are quoted:

- A female educator from School 3 states: "I collaborate to get the best possible result. This means having to change your views at times and keeping an open mind" and two female educators from Schools 1 and 3 respectively state: "This is how we grow" and "different views help people to change."
- A female educator from School 1 states: "we often learn from each other how to handle 'difficult' children."
- A male educator from School 6 states: "There is no blueprint or template to teaching approaches."

Some quotes from the educators who do not collaborate with educators with different views:

- Two females from School 1 states: "When we have different goals it is difficult to appreciate what others are saying" and "we all think alike." The latter quote signal a "danger sign" for school cultures. Alternatives to teaching challenges are crucial for effective collaboration.
- A male educator from School 3 states; "we tend to do it in our own ways and agree to differ."

A discrepancy was found amongst views of educators in positions of authority. 51% of post level 1 educators (54 of 106), as opposed to 66% (49 of 74) of post level 2 - 4 educators collaborate readily with educators with different teaching views to their own. A possible explanation could be that managers must be more flexible because their jobs require that they work with a variety of people.

Collaboration ratings are often determined by the opportunities made available for interaction. These opportunities are discussed next.

5.3.2 The most useful collaborative opportunities

Educators were asked to choose the collaborative activities that are most useful in solving teaching issues. The majority of educators (80% of 127) answered that they prefer both formal and informal meetings because the type of challenge and issue will determine whether a formal or informal meeting is most suitable. The reasons for their choices are stated below.

Reasons for both formal and informal meetings:

- Informal and formal meetings compliment each other because educators have different preferences - 71% (54 of 76). Some educators respond better to an informal setting whereas other prefer a formal meeting with an agenda and minutes.
- Both are necessary because “the more opportunities the better” – 29% (22 of 76).
- A male educator in School 3 commented: “Different problems determine different meetings, some issues can be raised in formal meetings, other issues cannot wait for a formal meeting and have to be raised immediately in an informal setting.”

12.6% (23 of 183) believe that informal meetings are most useful because:

- Informal meetings are less intimidating and more open; so more sharing happens. A female educator at School 3 commented: “Informal meetings allow non-pressurized discussions of “how to” and “I’m having difficulty, please help!”
- “Sometimes formal meetings miss the mark entirely!” (Female educator at School 3).

7% (12 of 183) educators believe that formal meetings are most useful because:

- Solving teaching issues are serious issues and formal meetings with agendas are necessary.
- Formal meetings are useful because all staff is “forced to contribute” (Male educator at School 2).

It is clear from the above quotes that the educators value both types of meetings. The individual school data reveals that the highest % of School 4 & 5 educators wants more of both formal and informal collaborative opportunities. Table 5.25 shows that these schools do not offer on-site professional development and it was conveyed earlier that School 4 uses email communication. This demonstrates that the format of formal collaborative opportunities influence the ratings of educators. Some research, discussed in the next paragraph, found that the format and purpose of collaborative opportunities in schools should be carefully considered.

Hargreaves states that compulsory collaborative meetings can impair collaboration but also believes that organized collaboration could be necessary when some colleagues have limited knowledge or experience, for example, first year educators (1994:247-248). Rozenholtz asserts: “cultures of collaboration do not just occur. It has to be carefully structured” (in Hargreaves & Hopkins, 1994:134). Schools 1, 2, 3, and 6 offer structured mentor programmes for first year educators and these schools have the highest collaboration ratings. Although the frequency and details regarding agendas and participation differ, all six schools in the sample have regular times for structured meetings (Interviews with Schools 1 – 6, May – June 2005). School 2 educators convey that subject meetings are time tabled and that they therefore have more time for informal discussions and preparation after school hours (Interview with School 2 educators, May 2004).

Structured collaboration opportunities are discussed next.

5.3.3 Formal collaboration

5.3.3.1 Opportunities for formal collaboration

The following information regarding formal meetings was collected during interviews. Formal meetings are compulsory to all the educators.

- General staff meetings: School 6 meets every morning, other schools once a week during the afternoon. Topics range from general organization issues and WCED notices to specific learner issues. School 1 allows smaller subject or grade groups to meet separately during this time. School 4 uses email to ensure that only the most important information is shared during general meetings.
- Grade head meetings: All schools meet once a week regarding academic and learner progress.
- Subject/Learning area meetings: Three schools have weekly meetings, time-tabled in two schools. The other schools have fortnightly afternoon meetings. None of the six schools have implemented Educator Support Teams (ESTs) and only one school has heard of such a system.

It was found that subject meetings fulfill the same role as ESTs. The following three commonalities between these two structures were observed:

- Learner progress and barriers to learning are discussed.
 - Educators share teaching strategies.
 - It is a small group formal collaborative opportunity and educators determine the topics discussed.
-
- Professional development meetings: Three schools offer compulsory on-site structured opportunities and three schools use companies (NUE and ProGro) to offer opportunities to interested educators. Schools 2 and 6 offer workshops once a term and School 3 twice a year. Topics offered by schools include Computer competencies (Schools 1 and 3) and classroom strategies (School 2).

- Team teaching: Language educators at schools 2, 3 and 5 indicated that they team-teach and meet informally and formally to prepare these sessions. School 2 educators are also involved in inter-active Mathematics sessions.

5.3.3.2 and 5.3.3.3 explain educator contributions to agendas and the topics discussed during formal collaboration. Contributions to agendas indicate that educators are involved in topics and that formal collaboration opportunities are not “hi-jacked” by managers or the WCED.

5.3.3.2 Opportunities to contribute to formal meeting agendas

53% (102 of 192) of educators contribute to agendas and 72.7% (64 of 88) contribute only when they have ideas. Only 38.5% (10 of 26) are not invited to contribute. This data indicate that educators can contribute. 80% of educators, though, are positive about formal meetings. This indicates that the meetings are managed well and not “hi-jacked” in favour of personal agendas by SMTs.

5.3.3.3 Topics discussed during formal collaboration

Hargreaves asserts that when collaborative efforts focus on learner discipline and staff socializing instead of topics that would benefit learners’ learning, “superficial” collaboration happen which could result in ineffective classroom practices (2003:129). Table 5.26 shows the topics discussed during formal collaboration.

Table 5.26 Topics discussed often during formal collaboration

Topics	n	Total	%
Academic progress of learners	106	191	55.5
WCED regulations	65	191	34.0
Teaching techniques and strategies	62	192	32.3
Barriers to learning	45	190	23.7
School organisation	45	192	23.4
Classroom management	40	190	21.1
Work relations with colleagues	29	189	15.3

One would expect high performing schools to regularly discuss the academic progress of learners, as confirmed in Table 5.26. Table 5.22 (p.76) confirms the academic focus and shows that 34% (49 of 146) of educators’ teamwork is subject-related.

A large number of educators, 65 of 191 (34%) note that WCED regulations are discussed during formal collaboration. 21% (37 of 175) educators also conveyed dissatisfaction with the demands of the WCED, for example, compulsory afternoon meetings that “do not teach us anything” (Interview with School 3). Formal collaboration topics can be “imposed” by regulations with a negative effect on collaboration and Hargreaves coined the term “contrived collegiality” for situations when people in positions of authority organize compulsory meetings and dictate topics to be discussed. He warns that such a situation might “suppress the voluntary nature of collaboration, cause ineffective collaboration and result in low levels of educator development and learner development” (Hargreaves, 1994:247-248; 192-195; 2003:9).

13% of educators perceive that more sharing can happen during informal collaboration because it is less intimidating. This form of collaboration is discussed next.

5.3.4 Informal collaboration

5.3.4.1 Opportunities for informal collaboration

Informal collaboration happens during breaks, before and after school, during social and sport occasions and even between classes in the corridor (Interviews with Schools 1-6, May-June, 2004). Authors see these opportunities as “informal, spontaneous or unstructured collaborative practices” (Hargreaves, 1994:188,192-195; Fullan, 1992:108,120).

5.3.4.2 With whom do educators collaborate informally?

Educators were asked whom they speak to when they have a teaching-related problem (Appendix A; number 14). 79.5% (151 of 190) of educators often talk to educators who teach the same learning areas/subject and learners and only 47.3% and 30.2% of educators respectively often talk to friends on the staff and HOD's. It is clear that the educators in this sample mostly collaborate formally AND informally amongst their subject area colleagues. Hargreaves warns against a “balkanized” teacher culture that develops when educators always collaborate with colleagues who think in the same ways about classroom practice. He

stated that it might happen in high schools where subject specialization is found (1994:213-239).

70% (72 of 103) of the educators who teach more than 4 grades collaborate with colleagues that teach the same subjects as opposed to only 45% (21 of 47) of educators who teach less than 4 grades. This correlates with the previous findings in some schools that educators who teach more grades collaborate more (5.3.1.1).

A higher % of deputy and principals, 64% (9 of 14), collaborate with colleagues that teach the same subjects than educators on post level 1, 52% (62 of 117). Deputies and principals teach fewer grades and are consequently less “classroom-bound” during working hours. This could enhance collaboration.

5.3.4.3 Topics discussed during informal collaboration

Table 5.27 Topics discussed often during informal collaboration

Topic	n	Total	%
Academic progress of learners	66	189	34.9
Barriers to learning	45	191	23.6
Classroom management	43	191	22.5
Work relations with colleagues	30	191	15.7
Teaching techniques and strategies	26	190	13.7
WCED regulations	26	191	13.6
School organisation	20	191	10.5

Table 5.27 shows that the academic progress of learners and barriers to learning are discussed most often during informal collaboration (29% or 111 of 380). Further investigation reveals that 60% (115 of 192) educators regularly share their teaching ideas and techniques with colleagues and 38% (73 of 192) sometimes share ideas. 26% (34 of 129) stated that they “welcome good strategies and like to develop programmes with colleagues”. 16% (21 of 129) colleagues indicated that “we do team and interactive teaching, it ensures a set standard.”

If formal and informal collaborative opportunities amongst educators have the potential to improve learner development, the advantages of these opportunities, for example new knowledge or insights, must be transferred into the classroom. This topic is discussed next.

5.3.5 Application of teaching ideas in the classroom

Two questions probed the educators' willingness to put to the teaching ideas of colleagues to practice. Question 15, dealt with first, asked whether educators use the teaching ideas of colleagues in their classes (Appendix A).

48% (93 of 192) educators answered that they sometimes use teaching ideas of others, 47% (90) replied yes and only 4.7%(9) reply in the negative. Educators use ideas when:

- colleagues are enthusiastic about their subjects (37% or 45 of 121)
- the ideas of colleagues are better than their own (30% or 45 of 121)
- ideas about discipline are given (3% or 4 of 121)

It was observed that 50 % (44 of 88) of educators that teach more than 4 grades answered "yes" to using the teaching ideas of others whereas only 27.3% (24 of 88) of educators that teach less than 4 grades answered in the affirmative. These results relate to the findings in some schools that educators with more grades need to collaborate for "survival."

Secondly, question 19 asked how educators resolve issues around challenging learners (Page 9, Appendix A). Table 5.28 shows the results.

Table 5.28 Resolving issues around "challenging or difficult" learners

Actions	n	%
Deal with it personally, checking the background, changing my approach	83	33.9
Speak to my SMT educator and use the school structures	52	21.2
Get help from the parents and keep them informed	38	15.5
Discuss it with my colleagues who know the learner	35	14.3
Discuss it with the counsellor or learning support educator	18	7.3
Discuss it in a meeting and work as a team to resolve it	13	5.3
Use a combination of colleagues, parents, counsellors and the learner	6	2.4
Total	245	100.0

It is surprising that, despite the high educator ratings of collaboration (Table 5.25, p. 86), 34% of educators still choose to handle problems by themselves and only 14% (35 of 245) choose to ask the advice of colleagues. Possible explanations could be:

- Willingness to accept help is seen as the least important collegial attribute (Table 5.13, p.58).

- Time constraints were often mentioned in quotes and 35% (61 of 175) of educators complained of WCED demands and too many commitments in teaching. These factors have a negative influence on formal and informal collaboration opportunities.

68% (17 of 25) educators who teach more than 4 grades, as opposed to only 32% (8 of 25) educators who teach less than 4 grades, indicated that they would talk to colleagues about challenging learners. This data corresponds with the some educators that teach more than 4 grades collaborate than those that teach less than 4 grades.

5.3.6 Summary and conclusion

78% of the educators in this sample rated collaboration in their schools as high and outstanding. 91% of the 50+ age group rated collaboration as high and as the largest age group these educators have a profound effect on the conclusions discussed in this summary.

The following topics are discussed:

- 5.3.6.1 A collaborative teamwork focus.
- 5.3.6.2 Balkanization vs. "structural collaboration"
- 5.3.6.3 Formal and informal collaborative opportunities.
- 5.3.6.4 The reciprocal nature of collaboration and collegiality
- 5.3.6.5 Organizational factors that enhance and inhibit collaboration

5.3.6.1 A collaborative teamwork focus

The teamwork (working towards a common goal) focus during collegiality is also found amongst collaborative activities. 55% of educators name "commitment and cooperation" as reasons for their high ratings and all the 50+ age group at one school and nearly 50% of this age group at two other school stated "commitment to working closely together" as a reason for their high and outstanding collaborative ratings. A common goal is easier to maintain in small groups with common interests, for example, subject groups. Due to subject specialization in high schools, subject groups have to meet regularly, a situation that can cause balkanization. This is discussed next.

5.3.6.2 Balkanization vs. “structural collaboration”

Balkanization develops when the same colleagues often collaborate and become comfortable and complacent (Hargreaves, 1994:213-239). This inhibits effective collaboration because such educators might stop asking probing questions or refrain from counter-arguments, activities conducive to effective collaboration (Chapter 3, p.26).

Although many signs of balkanization were observed in this sample, the researcher observed organizational signs that can counteract the negative effects of balkanization. Such organizational signs fit the description of “structured collaboration” (Williams, et. al., 2001:260).

The following data supports the hypothesis that signs of balkanization are visible in this sample:

- Subject meetings are the most regular formal meetings held in all six schools. These meetings are held amongst the educators in a subject or learning area and fulfill the same purpose as an ETST (Chapter 2, p. 12). Two schools time tabled these meetings and attendance is compulsory.
- 80% (151 of 190) of educators informally talk to educators who teach the same learning areas/subjects on the staff.
- Four schools have mentor structures in place for first-year educators. The mentors are usually from the same subject area as the novice.
- Team teaching happens at three schools amongst educators in the same subject.

It is clear that, due to the focus on subject specialization in high schools, subject groups receive a high priority in high schools. Educators in these groups rated each other highly with regard to collaboration because they work so closely together. One would therefore expect that the educators would state that only subject groups collaborate well together and that the school, as a whole, lacks teamwork. This was not the case in this sample. Only 6% of educators (12 of 195) stated that their good and outstanding collaboration rating apply to their subject groups only. The reason for this could be found in a highly structured formal collaborative systems and policies that can be used to reinforce common goals and ideals.

Such systems can be organised by the managers of schools. Examples of such structured collaboration opportunities can be used to discuss and reinforce goals. These are stated below:

- Regular general staff meetings. All staff have to attend these meetings and general goals can be discussed and reinforced. Only one school does not have regular staff meetings and this school has the lowest collaboration rating.
- Regular on-site professional development meetings happen at four schools.
- Social activities amongst educators (in 5.2.6, p. 76) develop or maintain the collegial attributes important for effective collaboration.
- School 2 and 6 managers model teamwork, plan annual motto's and appoint educators that would work well in a team.

Although these structured collaborative opportunities are necessary to counteract the effect of balkanisation, informal opportunities are also important, as explained below.

5.3.6.3 Formal and informal collaborative opportunities.

80% of educators prefer both formal and informal opportunities. These opportunities complement each other and educators perceive that the type of challenge and the immediacy of a challenge will determine the type of opportunity. An urgent challenge can be addressed with an informal chat whereas policy decisions warrant a formal meeting with an agenda.

5.3.6.4 Organizational factors that enhance and inhibit collaboration

It was found that the following organizational factors enhance collaboration in this sample:

- Life-long on-site professional development.
- Formal and informal collaborative opportunities.
- Available time for informal collaborative opportunities.
- Some educators that teach more than four grades.
- Prolonged interaction with colleagues at the same school.

The following organizational factor inhibits collaboration in this sample:

- Email communication systems used to limit the amount and length of general staff meetings.

Despite 78% of educators rating collaboration as high and outstanding, 34% educators still prefer to handle challenging learners personally. This highlights an important facet of high schools – the responsibility of the educator in the classroom (as subject specialist) to help the learner to produce high academic results in grade 12. The data regarding learner performance is discussed next.

5.4 Learner performances

As the literature survey demonstrates, there is consensus amongst authors that professional development, defined in terms of collaboration and collegiality, is crucial for learner development in learning organizations. This section discusses the data that relates to the relationship between these concepts and learner performance.

The questions regarding learner performance are found amongst the collegiality and collaboration questions in sections 2 and 3 (Appendix A). The data is explained in four sections:

5.4.1 Is learner performance affected by collegiality?

5.4.2 Which collaborative activities are academically beneficial to learner performance?

5.4.3 Which aspects receive the most attention at your school?

5.4.4 What influences learner performance most?

5.4.1 Does collegiality affect learner performance?

An overwhelming 87% (169 of 194) of educators answered in the affirmative to the above question, only 5% (9) answered no and 8% (16) are not sure. Educators were asked to explain their answer. 76% of educators (148 of 195) emphasized the importance of collegial attributes in educators to assist learners in their quest for academic development.

The comments of the 148 educators are summarized below:

- Collegial qualities in teachers make them teach and motivate learners better. Teachers are role models and attributes like trust and responsibility “rubs off” on learners. A culture of learning is created. A male educator at School 5 states: “Educator role models of trust and support give learners more confidence.”
A female educator at School 2 writes: “Learners need to sense that teachers believe in each other and the school. This fosters respect which promotes learning.”
- Common goals demonstrated by teachers during team teaching and school organization promotes unity that engenders a sense of security in learners. Security promotes learning. A male educator at School 2 states: “If learners witness unity they

work with purpose and hope.” A female educator at School 3 states: “A lack of cohesion amongst educators can affect the focus of the learners.”

The “common goal” theme demonstrated clearly in sub-sections 5.2 and 5.3 is singled out as an important collegial attribute to assist learners in reaching their potential.

The next section relates specifically to the activities perceived by educators as beneficial to the academic progress of learners.

5.4.2 Activities beneficial to learner performance

62% of the sample views the following three activities (shaded in Table 5.29) as academically beneficial to learners.

- Meetings with parents
- Subject/learning area meetings
- Workshops regarding professional growth

The following conclusions are formed from this data:

Firstly, the above three activities are all formal collaborative activities that deal with academic content. This focus indicates that the staff view formal opportunities as worthwhile and effective and it demonstrates the academic focus of high schools.

Secondly, the activities in table 5.29 signal that external (meetings with parents and meetings with learner specialists), as well as internal school activities (subject meetings and professional growth workshops) contribute to the academic performance of learners. External school activities encompass 32% whereas internal school activities make up 68% of the total educator activities. The 26% of educators that perceive meetings with parents as academically beneficial to learners indicate the importance of the partnership between educators and care givers to ensure academic performance.

Lastly, this data confirms balkanization amongst the educators that teach the same subjects. 25% of meetings occur amongst subject specialists and this demonstrates that subject

meetings are important sites of collaboration and collegiality. The prevalence of subject meetings can pose a threat to effective collaboration because educators might become comfortable and complacent when they mostly meet with colleagues that think alike. Meetings that include educators from the other subject fields, for example, professional growth workshops and general staff meetings, can minimize high school balkanization. These meetings have the potential to enhance common goals across the many subject fields in high schools.

Table 5.29 Activities academically beneficial to learners

Activities	n	%
Meetings with parents	142	25.8
Subject/learning area meetings	135	24.5
Workshops regarding professional growth	65	11.8
Informal meetings with colleagues	45	8.2
Educator support team meetings	39	7.2
General staff meetings	34	6.2
Team teaching	33	6.0
Meetings with learner specialists	32	5.8
Other (well-planned year, enthusiastic teachers)	10	1.8
Formal meetings with managers	8	1.5
Informal meetings with managers	4	0.7
Meetings with learners	3	0.5
Total	550	100.0

The following quotes explain why educators chose the first three activities (shaded in Table 5.29) as most beneficial to learner performance:

- Meetings with parents (25.8%):

A male and female educator, from Schools 1 and 5 respectively: "Parents and teachers find a way together to work with problem learners" and "this ensures a uniform approach because common goals are established."

- The value of Subject Meetings to learner performance (24.5%):

Female educators from Schools 1 and 4 respectively: "We exchange ideas, develop skills and encourage each other" and "we learn from those with more expertise, this ensures growth and helps us to 'keep up with the rest to be the best'."

- Professional growth enhances learner performance (11.8%):

A female educator from School 6 states: “When we grow the kids can grow” and two male educators from Schools 2 and 3 wrote: “It is useful to learn about new approaches and the latest research” and “teachers need to keep evolving.”

If there are certain activities that enhance learner performance at schools, how do these activities relate to the aspects that receive the most attention in schools? This question is answered below:

5.4.3 What school activities receive the most attention at schools?

Table 5.30 shows the three aspects that receive the most attention in the six schools. Although 28.2% educators stated that they focus on the whole child, the academic focus of the most beneficial activities (Table 5.29) indicates that the third aspect (“assist the learner to reach full potential”) in Table 5.30 refers to academic potential. Pursuing this argument, it can be said that 54.9% (the matric/academic results and assist the learner to reach full potential) of educators perceive that academic aspects receive the most attention at schools. The low percentages given to the social, sport, cultural aspects and entrepreneurial aspects confirm this hypothesis.

Table 5.30 The aspects that receive most attention at schools

Aspect	n	%
Matric results/academic results	159	28.6
Whole child development	157	28.2
Assist the learner to reach full potential	140	26.3
Development of social skills	42	7.6
Development of sport skills	42	7.6
Culture and service to others	7	1.3
Development of entrepreneurial skills	3	0.5
Total	556	100.0

Although the schools in this sample have academic foci, 28% of educators are committed to developing the whole child. Evidence of this commitment is seen in the large variety of school committees that include direct or indirect educator and learner involvement. 32 different types of committees function in the areas of leadership, culture, sport, entrepreneurial and community welfare. The interviewees of the six schools stressed that

they cater for the whole child and specifically mentioned that their focus is “not just academic.” Schools 3 and 4 educators stated respectively: “it is good to get excellent academic results, but it is even more important to produce good citizens” and “the focus of our school is to develop good ‘all-rounders’, that is, good in sport, academics and culture – a holistic focus.” A School 6 educator stated: “Our balance is not just academic, we are well balanced and the learners pick up the feeling of caring. I have been here for 11 years now and it has always been like this” (Interview with female deputy-head, School 6).

If academic aspects receive a high priority at these high schools, which aspects, according to educators, actually determines the performance of learners at these schools? The next paragraphs discuss the data regarding this question.

5.4.4 The aspects that influence learner performance most

72% of educators support the “whole team approach” in schools, involving educators, learners and parents (Table 5.31). A female educator at school 6 stated: “a combination of home, school and learner responsibility ensure success.”

Table 5.31 Aspects that influence learner performance most

Factors	n	%
Dedicated educators	173	30.0
Hard-working learners	125	21.7
Parental support	119	20.7
Working together as a team	53	9.2
Good leadership	53	9.2
Good school facilities	22	3.8
Educators share teaching tips	16	2.8
Selecting the best learners	8	1.4
A disciplined class environment	7	1.2
Total	576	100.0

Although educators specifically advocated “working as a team” and “willingness to help” as important educator attributes (Table 5.13), these attributes are not among the first three important aspects. Collegial and collaborative attributes seem to play an indirect and supplementary role in enhancing learner performance.

According to these educators, these three active role-players in the educational team - educators (dedicated), learners (hard-working), and parents (supportive) are seen to play a more direct role in ensuring learner performance than the collegial attributes of teamwork, sharing and so on.

The summary and conclusion on the learner performance sub-section follows next.

5.4.5 Summary and conclusion

Although 87% educators stated that collegiality improves learner performance, educators in this sample do not share the view of authors that collaboration and collegiality are crucial for learner development. The difference between the literature and this sample body could be due to the fact that the literature research regarding collaboration and collegiality were done predominantly in primary schools. The foci of primary and high schools are different, as explained below.

The focus of primary schools is to ensure that learners acquire a variety of basic academic and social skills whereas high schools focus on ensuring that each learner acquire the academic skills needed in six or more subjects for achieving good results in the Grade 12 external examination. This academic focus determines educators' perceptions regarding the relationship between collaboration, collegiality and learner performance, as explained below.

Firstly, educators view the following aspects as having a DIRECT influence on learner performance:

- Formal collaborative meetings regarding academic progress.
- Professional growth workshops.
- Dedicated educators, hard-working learners and supportive parents (The "whole team approach").

The above perceptions regarding learner performance indicate that high schools have to ensure that regular formal collaborative meetings and professional growth workshops regarding academic progress happen. Such meetings and workshops, supported by a whole team approach create a climate conducive to the academic development of learners.

Secondly, educators perceive that collegiality and collaboration affects learner performance INDIRECTLY in the following ways:

- The display of collegial attributes enhances learner performance. Collegial attributes are seen as pre-requisites of dedicated educators that are practiced during collaborative opportunities and displayed during interaction with learners.
- Collaborative activities provide a forum for collegial attributes to be practiced and developed.

The above educator perceptions indicate that high schools have to ensure that collegial attributes are developed, modeled and maintained during regular structured collaborative opportunities. The display of such attributes has the potential to enhance the academic development of learners.

The final summary and conclusion of Chapter 5 as a whole below highlight the relationships between the personal and collegial attributes of educators, collaborative school opportunities and learner performance.

5.5 Summary and conclusion

This section provides a bird's eye view of Chapter 5. The data discussed and explained in this chapter show that dynamic and complex collaborative and collegial relationships exist in the schools in this sample. These relationships are summarized below.

The personal attributes of the educators in this sample, explained in 5.1, indicate that these educators are highly trained subject specialists with adequate teaching qualifications who have many years experience at their present and other schools. 33% of these educators teach in the Mathematics and Life Science subject streams and the male:female ratio is 1:1,8. The 50+ age group is the largest group and has a profound influence on the collaboration and collegiality ratings of this group. Other personal factors that influenced these ratings are the majority gender at a school, number of grades taught (in some schools), the workload and the position of educators at their present school. Educators understandings of collegiality also influence the ratings, for example, Schools 1, 2 & 3 also perceive "willingness to share knowledge" and "show respect to others" as important. These three schools have the highest collegiality ratings of all six schools.

The educators are exposed to many formal structured collaboration opportunities that provide forums for the development of collegial attributes of which teamwork (working towards a common goal) is the most prominent. The academic progress of learners are discussed during subject group meetings and during informal collaboration amongst educators who teach the same learners or subjects. This can cause balkanization in high schools if structured collaborative opportunities, as well as motto's and school policies, are not implemented to ensure that the whole school buys into common goals and ideals.

Examples of such regular structured opportunities, apart from subject meetings, are regular staff meetings, social events, professional development meetings and mentor structures. Collegial attributes can enhance these collaborative opportunities and collaborative opportunities provide forums for the development and maintenance of collegial attributes. Such a reciprocal relationship between collaboration and collegiality ensured that 78% and 79% of the educators in this sample rated collaboration and collegiality respectively as high and outstanding and high and very high. WCED regulations makes up a high % of the topics for formal collaboration and the WCED afternoon meetings are seen by School 3 educators

and 35% of School 1 to 6 educators as a waste of time. Hargreaves coined the term “contrived collegiality” for a situation when structures and topics are imposed on educators (Hargreaves, 1994:192-195; 2003:9). The above facts show that the organization of a school has an effect on collaboration and collegiality ratings.

The common goal at high schools is the academic development of learners to ensure that learners reach their full academic potential by obtaining high results. Hard-working learners are assisted by dedicated educators and supportive parents to ensure maximum academic and “whole child” development. These three role-players play a direct role in the learner’s academic achievement.

Enough time for collaboration opportunities and prolonged collaborative interactions for the development and maintenance of collegial attributes could enhance the process of life-long professional development and therefore indirectly assist in the learner’s academic progress.

Chapter 6 completes this thesis with a final summary and conclusion.

CHAPTER 6 SUMMARY AND CONCLUSION

This study investigated the nature and extent of collaboration and collegiality amongst 195 high school educators in six high performing schools in the Cape Metropole (Western Cape).

The six high performing schools in this sample display high and widespread levels of collaboration and collegiality amongst educators. These structured, dynamic and on-going collaborative and collegial opportunities provide educators with professional development that indirectly enhances learner achievement. This research finding differs from the literature, (mostly derived from primary schools), that views collaboration and collegiality, seen as vehicles of professional development, as crucial for learner achievement. This study found that dedicated educators, hard-working learners and supportive parents enhance learner achievement more directly in high schools.

Three conclusions regarding the nature and extent of collaboration and collegiality were made from the research findings. These conclusions can be helpful to high schools that need to improve learner achievement or are expected to implement the policy of Inclusive Education (p.1). These conclusions are stated below:

- 6.1 Collaboration and collegiality ensure that schools achieve common goals and ideals.
- 6.2 Collaboration and collegiality develop over time through multiple structured opportunities.
- 6.3 Certain personal attributes and school organisational factors affect collaboration and collegiality in high schools.

The above conclusions are briefly discussed below.

6.1 Collaboration and collegiality ensure that schools achieve common goals and ideals.

High schools offer many subject fields and harbour a variety of subject departments. A common goal approach is necessary amongst a large staff to motivate educators and learners to work as a focused unit towards learner achievement. The high schools in this sample all display formal structured opportunities, for example, general staff meetings and professional development opportunities to build and maintain common goals amongst educators. The majority of this sample perceives collegiality as teamwork (commitment and cooperation) and this attribute is also given as the reason for high collaborative ratings.

Policies, implemented by School 2 and 6, appoint educators that display collegial attributes and use motto's (for example, "Simunye = we are one") to promote high levels of collegiality to achieve common goals (Sub-sections 5.2.1, p. 59-60; 5.2.7, p. 77).

It was found that educators view collegiality as a process that takes time and opportunities to develop, as discussed in the next conclusion.

6.2 Collaboration and collegiality develop over time through multiple structured opportunities.

Collaboration and collegiality need time and opportunities to develop. The quest for more collegiality by 52% of the sample shows that more than half of the sample view collegiality as an ongoing process. Each school in this sample has regular multiple structured opportunities for collaboration. The majority of educators agree that both formal and informal collaboration are necessary because these opportunities complement each other and as many opportunities as possible are needed.

School 2 and 4 timetable their subject meetings to ensure that educators have time for informal collaboration after school. It is important that managers structure collaborative opportunities so that educators have time for informal collaboration or individual preparation after school hours.

The most frequent structured collaborative opportunities in the schools in this sample are subject meetings, discussed next.

Subject meetings in high schools are similar in structure and function to the ETST structures recommended by the WCED (p.12). These meetings provide training forums for inexperienced educators. Subject meetings, as small-group, focused opportunities, have a common goal emphasis, that is, the academic development of learners in a specific subject area. Because this sample consists of 29% of educators who have spent many years at the same school, balkanisation occurred that could inhibit certain collaborative actions, for example, probing questions and counter-arguments.

In this study, structured collaborative opportunities like subject meetings develop and maintain collegial attributes. These attributes, in turn, enhance the effectiveness of collaborative opportunities (p. 20-21). This reciprocal relationship is demonstrated by the high collegial and collaborative ratings of all the age groups in this sample (Table 5.24, p. 85).

The above paragraphs conclude that structured collaborative opportunities have a profound effect on the development of the collegial attributes of educators. Personal factors, as well as school organisational factors, also influence the nature and extent of collaboration and collegiality. These are discussed in the next conclusion.

6.3 Certain personal attributes and school organisational factors affect collaboration and collegiality in high schools.

The personal factors discussed below are age, educator understandings of collegiality, personality differences, hierarchy and the minority genders in schools.

This study found that educators in the 50+ age group with many years' experience at their present and other schools share valuable experiences during informal and formal collaboration. Likewise, younger educators also have certain contributions to make to older educators, for example, assistance with OBE implementation in schools.

Individual personality differences also affect collaboration and collegiality ratings. Educators that are least resistant to new ideas demonstrate higher levels of collaboration and collegiality than educators that are more resistant to new ideas.

Schools which regard “sharing knowledge” and “showing respect to others” as important attributes have very high collegiality levels. Managers can make a difference by modeling these attributes to colleagues and School 2 managers appoint educators that display these attributes.

The hierarchy in schools affects collaboration and collegiality levels. Principals and deputies collaborate more than educators due to the nature of their jobs or due to more available time for collaboration. The minority genders in schools experience a greater need for more collegiality than the majority gender.

This study found that a high educator workload, a lack of individual educator commitment and accountability, as well as email communication systems, implemented to reduce the frequency and length of meetings, impair collegiality and therefore have an adverse effect on collaboration.

The school organizational factors are discussed next.

In half of the schools in the sample, educators that teach more than four grades demonstrate higher collegiality than educators that teach less than four grades. The former educators demonstrate higher collegiality because they need each other to limit the workload and ensure “survival” (Interviews with School 2 and 6 educators, May-June 2004).

An organizational factor often overlooked by managers is the time of day that meetings are held. School 2 educators stressed that informal collaboration thrives at their school because subject meetings are time tabled during the day. These educators have more time for informal collaboration during the afternoon.

6.4 Summary and conclusion

The research findings show that high levels of collaboration and collegiality occur in the six high achieving high schools in the sample. These high levels sustain cycles of professional growth which indirectly enhance learner achievement.

The development and sustenance of collegial attributes through a variety of structured collaborative opportunities in high schools are therefore recommended to ensure that South African high school educators expand their professional skills and embrace the concept of “teacher as learner.” Such professional growth has the potential to facilitate and enhance the academic achievement of all learners in the inclusive education and knowledge society eras and beyond.

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Appendix A: Educator questionnaire

University of Cape Town

EDUCATOR QUESTIONNAIRE: Collaboration and Collegiality

- Collaboration and collegiality are seen as valuable means of supporting professional learning. This questionnaire hopes to investigate the nature and extent of collaboration and collegiality amongst educators in high performing schools.
- The questionnaire consists of three parts:
 1. Personal information questions.
 2. Questions regarding the nature and extent of collegiality.
 3. Questions regarding the nature and extent of collaboration.
- Please complete all questions.
- **Your confidentiality is guaranteed and only the researcher will have access to this information.**
- If you have any questions please do not hesitate to contact the researcher. (Ph: 021-6743715(h))

Thank you for your co-operation.
Marietjie Laubscher.

1 School.....

--	--	--	--

2 Questionnaire number

--	--	--	--

3 Date

1. PERSONAL BACKGROUND

Please place a cross in the applicable box or write in the appropriate places.
Please do not fill in the right hand side of the column. Thank you.

1. Gender

Male

1

Female

2

2. Age

Under
25 years

1

25 - 30

2

31 - 40

3

41 - 50

4

Above
50

5

3. Teacher training

a) Highest Academic Qualification

.....

b) Highest Professional Qualification

.....

c) From which institution did you receive your teaching certificate?

.....

4. Years of teaching experience

5. Years at your present school.....

6. Position/s at your present school

Educator

1

Senior
Educator

2

Subject-
Head

3

Head of
Depart-
ment

4

Deputy-
Principal

5

Principal

6

7. Learning areas/subjects and Grades taught for 2004

Grade	Learning Area or Subject

2. COLLEGIALITY

Collegiality is often described as a process that happens when colleagues with a common goal display:

- **responsibility for themselves and**
- **commitment to each other**

To achieve collegiality, certain teacher qualities are necessary. These qualities are listed among the questions that follow.

Please answer the following questions regarding collegiality in your school.

- 1 Here are some characteristics of collegiality.
How would you rate collegiality between colleagues in your school?

Place a CROSS in the appropriate columns.

	Characteristics	1 very weak	2 weak	3 average	4 strong	5 very strong
1.1	Willingness to help colleagues					
1.2	Willingness to accept help from colleagues					
1.3	Assume responsibility for one's actions					
1.4	Display willingness to share knowledge and experiences					
1.5	Show respect for others; value ideas of others					
1.6	Display trust in colleagues					
1.7	Manage conflict effectively					
1.8	Working in a team towards a common goal					

2 What are the THREE most important qualities needed for collegiality to happen?
Place a CROSS next to the **THREE** most important qualities.

	Characteristics	Indicate THREE
2.1	Willingness to help colleagues	
2.2	Willingness to accept help from colleagues	
2.3	Assumes responsibility for one's actions	
2.4	Willingness to share knowledge and experiences	
2.5	Shows respect for others; value ideas of others	
2.6	Displays trust in colleagues	
2.7	Manages conflict effectively during formal and informal discussions	
2.8	Working in a team towards a common goal	
2.9	Any others?	

3 At your school, how would you rate collegiality?
Please place a CROSS in the appropriate box.

Very low
1

Low
2

Average
3

High
4

Very high
5

3a) Why did you choose the above rating?

4 Do you think **learner performance** is affected by collegiality?

Yes
1

No
2

Not Sure
3

4a) Please explain

5 What activities demonstrate collegiality?
Rate the following from **1** (hardly ever) to **5** (most of the time).

	During:	Hardly ever 1	Seldom 2	Some-times 3	Often 4	Most of the time 5
	ACADEMIC ACTIVITIES:					
5.1	Meetings regarding Academic performance					
5.2	Educator support team meetings OR other formal educator support committees					
5.3	Subject meetings					
5.4	Team teaching					
5.5	Professional development sessions					
5.6	General staff meetings					
5.7	Other times?					
	NON-ACADEMIC ACTIVITIES:					
5.8	Extra-mural activities					
5.9	Social events					
5.10	Community projects					
5.11	Relations with WCED					
5.12	Other times?					

6 Give an example of teamwork that happened recently at your school.....

.....

7 Do you serve on any committees?

Yes

No

7a Which ones?

.....

7b How were you appointed to the committee/s?

.....

7c Is/are this/these committee/s effective in terms of their purpose?

Hardly Ever
1

Seldom
2

Some-Times
3

Often
4

Most of the time
5

7d Explain

8 In following managerial posts, with whom do you work most closely?

Principal
1

Deputy-Principal
2

Head of Department
3

8a Please rate this person in terms of collegiality.

	Characteristics	1 very weak	2 weak	3 average	4 strong	5 very strong
8a.1	Willingness to help colleagues					
8a.2	Willingness to accept help from colleagues					
8a.3	Assumes responsibility for one's actions					
8a.4	Displays willingness to share knowledge and experiences					
8a.5	Shows respect for others; value ideas of others					
8a.6	Displays trust in colleagues					
8a.7	Manages conflict effectively					
8a.8	Works in a team towards a common goal					

9 Do you want more collegiality at your school?

Yes
1

No
2

Not sure
3

9a Why/Why not?.....

10 What is/are the **biggest obstacle/s** to collegiality in your school?

.....

3. COLLABORATION

What is collaboration?

Collaboration between teachers is described as the process that happens when teachers.....

- share and exchange knowledge, opinions and experiences related to teaching
- plan, teach, and reflect together
- investigate solutions with colleagues
- make comments in agreement and/or state different opinions or counter-arguments

When does collaboration happen?

Collaboration in schools happens informally (e.g. during breaks) as well as formally (structured or scheduled meetings). Collaboration can involve verbal and/or written interactions.

Please answer the following questions regarding collaboration.

11 During formal meetings, e.g. subject meetings, what topics are most often discussed?

	TOPICS	Hardly ever 1	Seldom 2	Some-times 3	Often 4	Most of the time 5
11.1	Teaching techniques and strategies					
11.2	Classroom management					
11.3	Academic progress of learners					
11.4	Barriers to learning					
11.5	School organization e.g. time-tabling					
11.6	WCED regulations					
11.7	Work relations with colleagues					

12 Do you contribute to formal meeting agendas?

Yes
1

No
2

Some-Times
3

12a Explain

.....

- 13 During informal discussions, e.g. chatting in the staffroom, what topics are most often discussed?

	TOPICS	Hardly ever 1	Seldom 2	Some-times 3	Often 4	Most of the time 5
13.1	Teaching techniques and strategies					
13.2	Classroom management					
13.3	Academic progress of learners					
13.4	Barriers to learning					
13.5	School organization e.g. time-tabling					
13.6	WCED regulations					
13.7	Work relations with colleagues					

- 14 When you have a teaching-related problem, who do you speak to most often?
Please rate each colleague/educator.

	Colleagues/educators	Never/ hardly ever 1	Seldom 2	Some- Times 3	Often 4	Most of the time 5
14.1	Colleagues who teach the same L.A./subject					
14.2	All staff					
14.3	Friends on the staff					
14.4	The person sitting next to me during break					
14.5	Staff who teach the same learners as me					
14.6	Principal/Deputy-Principal					
14.7	Head of Department					
14.8	Educators at other schools					
14.9	Psychologist/remedial support teachers					
14.10	EMDC personnel					
14.11	Please add:					
14.12						

15 Do you use the teaching ideas/techniques of colleagues in your classroom?

Yes
1

No
2

Some-times
3

15a) Explain

16 Do you share your teaching ideas/techniques with colleagues?

Yes
1

No
2

Some-Times
3

16a) Explain.....

17 What influences learner performance the most? Place a cross over the numbers of the THREE most important reasons.

	Code
Educators are dedicated	1
Learners work hard	2
We select the best learners	3
We work together	4
Educators share teaching tips	5
Good leadership	6
Good facilities	7
Parental support	8
Other	9
.....	9

17a) Explain

18 Indicate the THREE activities which you believe will be academically beneficial to the learner. Please provide a reason for your answer.

	ACTIVITY	Indicate THREE	Reason
18.1	General staff meetings		
18.2	Meetings with parents		
18.3	Informal meetings with colleagues		
18.4	Formal meetings with principal/ deputy/HOD		
18.5	Educator Support Team meetings OR other Formal educator support mechanisms		
18.6	Meetings with learner specialists e.g. psychologists, remedial teachers		
18.7	Team teaching		
18.8	Subject/learning area meetings		
18.9	Informal meetings with principal/deputy		
18.10	Workshops re. professional growth		
18.11	Others:		

19 How do you resolve issues around challenging or "difficult" learners?

.....

20 Which of the following collaborative activities are most useful in solving teaching issues?

Formal meetings 1

Unscheduled/casual interaction 2

Both Scheduled and unscheduled activities 3
--

Neither Scheduled or unscheduled activities 4
--

20a) Please provide a reason for your answer

.....

21 Which aspects receive the most attention at your school?
Place a cross over the numbers of the most important THREE aspects.

	Code
Matric results/academic results	1
Whole child development	2
Assist learner to reach his/her potential	3
Development of social skills	4
Development of sport skills	5
Development of entrepreneurial skills	6
Other:	7

22 How would you rate professional development at your school?

Extremely Weak 1

Weak 2

Average 3

Good 4

Out-standing 5

22a) Please explain your answer

.....

23 On a scale of 1 to 5, how would you rate collaboration in your school?

Extremely Weak 1

Weak 2

Average 3

Good 4

Out-standing 5

23a) Please explain your answer

.....

24 At your school, is consensus reached before major decisions are made?

Hardly
ever
1

Seldom
2

Some-
Times
3

Often
4

Most of the
time
5

24a) Explain

.....

25 Do you ever collaborate with colleagues who have different teaching views to your own?

Yes
1

No
2

Sometimes
3

25a) Explain

.....

26 What gives you the most satisfaction at your school.?

.....

27 What gives you the least satisfaction at your school?

.....

Please ensure that you have completed all the questions.

Thank you very much for your time and cooperation.
Marietjie Laubscher (Tel (021)674-3715(h)).

Appendix B: Interview Schedule

University of Cape Town

APPENDIX B

INTERVIEW SCHEDULE FOR 3- 5 MEMBERS OF TST TEAM (JOINT INTERVIEW)

1 INTRODUCTION

- Thanks for giving up valuable time; stress confidentiality
- Explain purpose of survey (NB stress feedback to be given); understanding of collaboration and collegiality in a **learning** organizations; the ecosystemic perspective.
- Explanation of **collegiality** and **collaboration** - give cards
- Personal introduction; participants' first names, positions in school and subjects they teach; experience; why did you volunteer? – TST/Academic committee/progression committee?
- Clarify issues arising from the educator questionnaires.
- Benefits to schools; analysis to be shared and given in writing
Anonymity of school; permission to use a tape-recorder – confidentiality ensured.

2 WHY DID THE GRADE 12 LEARNERS DO SO WELL DURING THE PAST 3 YEARS?

Did you start any new systems or adapt old ones to help your grade 12's to produce such excellent results?

3 STRUCTURED COLLABORATION DURING STRUCTURED MEETINGS

COMMITTEE DETAILS

- Are the educators appointed to certain committees?
- Let's take for example your sport committee (or cultural).
- Do interested educators volunteer?
- Are some teachers co-opted because of experience/expertise?
- Are some included when others retire/resign?
- Do some posts, e.g. HOD/learner support posts include certain responsibilities, e.g. coordinating certain committees?
- Does a policy exist regarding this?
- Name types – ask about those committees that support teachers
- How educators are appointed
- Purposes/Aims _who initiates/chairs
- Agenda – do members have input? (duration and frequency, attendance, when?,
- General staff meetings? How often? When-outside school hours?

ESTS: Are the staff familiar with ESTs? When are learner difficulties discussed?
Scope and need for differentiation amongst staff?

BARRIERS TO LEARNING: Responsibilities and input of counsellor? Awareness of barriers to learning in school?

EVALUATION OF MEETINGS:

- Benefit of meetings? Which meetings have little benefit – would you say that the staff in general feel the same way you do? Do some teachers resist meetings – why?
- Would you change any aspect of these meetings and why?
 - 3) Would you say your school have enough structured meetings? – do you need more and why/why not? Do some educators e.g. those with little experience need more meetings to converse with colleagues? Do other educators need less time to meet?
 - 4) Support for inexperienced teachers e.g. mentor system?
 - 5) Team teaching? Policy regarding teachers visiting colleagues' classes? Some/all departments?
 - 6) Do all staff contribute during general meetings – why/why not?

MANAGEMENT TEAM AND MEETINGS:

- Do MTT attend meetings?
- Do their presence influence meetings – positively or negatively?
- Are educators affected by their presence at meetings, how do you know?
- Effect of TECHNOLOGY (e.g. email communication) on collaboration – enhance or impair communication? Effect of email communication on other aspects e.g. preparation time?
- WCED relations: Does WCED provide guidelines re the types of committees at schools? If so, could photocopy it? Do you follow WCED policy to the letter, e.g. OBE or do you adapt it to the needs of the learners/staff? – give an example of this. WCED discontent – why – OBE??

4 INFORMAL COLLABORATION

- Would you say it is important for the educators to collaborate “outside” meetings e.g. in staff-rooms. Why?
- Do some staff need to more than others e.g. less experienced staff? Are the more experienced staff willing (and do they MAKE time) to share their ideas and expertise? What happens if an educator consistently has “bad” results – any systems/informal structures in place to help such an educator?
- Do your systems make allowance for training of less experienced staff? If not, is it necessary or is it the individual's responsibility?

5 MISSION STATEMENT

Summarize school's mission statement. Do you have a school policy? Could I look at it/ get the name of an educator I can ask.

6 PREPARATION FOR THE 21 CENTURY

Does your school prepare learners for the 21st century e.g. entrepreneurial skills?

Why/why not? Would you say your colleagues keep up with the skills (e.g. IT) necessary for the 21st century – give a reason for your answer.

7 CULTURE OF COLLABORATION?

- Would you say your school has a culture of collaboration? Interviewer to read definition of collaboration to interviewees. Why/why not?

8 COLLEGIAL CULTURE?

- Would you say your school has a culture of collegiality? Interviewer to read definition of collegiality to interviewees. Why/why not?

9 PROFESSIONAL DEVELOPMENT?

- Topics? Do junior teachers contribute to topics? Mostly external?

10 PROFESSIONAL DEVELOPMENT:

9.1 “No one educators knows enough to cope or improve by themselves” – agree/disagree and reasons/ideas. If most participants agree, how could school systems assist educators in this quest for development?

9.2 “.....good educators can scarcely help learners if they are not good learners themselves” – agree/disagree. How many of your colleagues are good learners – the majority? Why would you say this? How many of your colleagues are “poor” learners – why would you say this?

11 CLOSURE:

- Feedback will be given in writing to the Management staff Is any one willing to be available should I have additional questions or should
 - If I need clarification on any aspect? Get the person’s name and (if possible) and home telephone number.
 - Thank you very much for giving up your valuable time and energy, I know you have a very busy schedule.
(Follow up with thank-you cards and chocolates for the participants).
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Appendix C: Individual School Interview Questions

University of Cape Town

APPENDIX C

Additional interview questions for School 1 to 6

School 1:

- a) Do you think the following factors contributed to your high academic results?
- Staff comments: "Girls choose to work hard"
 - Educator experience: 29 educators have more than 6 years experience
 - 17 Educators have been at school for longer than 7 years.
- b) Collegiality:
45% of the educators who answered the questionnaire gave average or below average for conflict management, would you agree?

School 2:

- a) Regarding four factors that contribute to high academic results
91% educators commented in the questionnaires that it is determined by teacher dedication; 59% indicated that the learners work very hard; 31% indicated that the staff work together and 44% indicated that parents support the school. Would you agree with these four factors?
- b) Educators indicate that you have a high staff turn-over, the reason for this?
- c) Regarding educator contributions during formal meetings:
One educator mentioned that the staff is "expected to contribute during formal meetings." Would you agree with this?
- c) Regarding a culture of collegiality:
An educator commented that you are "expected to be collegial." Who expects this?
- d) Team teaching:
The educators indicated that you have an active programme to ensure that educators visit each others' classes. Provide more information regarding this programme.
-

School 3

a) Regarding dissatisfaction with WCED policy:
Many educators voiced their dissatisfaction with WCED policy, what are the reasons for this dissatisfaction?

b) Collegiality

- The educators indicated that social interaction is important for collegiality, would you agree and why?
- Does the fact that you are a well known school with a long tradition influence collegiality between staff members?

b) Regarding professional development

Your school places great emphasis on professional development. Please name a few topics that have been covered during the past few years.

School 4

a) Main foci of school

How do you keep a balance between your two foci – sport and academic?

b) Parental support

A number of educators pointed out that parental support is one of the secrets to the school's academic excellence – would you agree?

c) Email communication

You communicate via email – has this mode of communication any effect on collaboration and collegiality? Explain.

School 5

a) Cultural programme

Your school has active cultural and sport programmes and you still do so well academically, how do you balance these programmes and still ensure academic excellence?

b) Team teaching

Give more information about your team teaching programme

School 6

a) Knowledge regarding learning barriers

Your educators are familiar with the term "learning barriers"- why?

b) School theme:

Your educators mention the school theme: "we are one" – explain how this came about?

c) Team teaching programme:

Please explain how it is organized and whether class visits happen regularly.
