

**COLLEGIALITY AS A LEADERSHIP STRATEGY
WITHIN 21st CENTURY EDUCATION –
A SINGLE CASE STUDY**

By

CAROLE AWBERY

**A Thesis Submitted to
The University of Birmingham
for the Degree of
DOCTOR OF EDUCATION**

School of Education
The University of Birmingham
July 2013

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ABSTRACT

This critical inquiry explores the perceptions of seventeen Middle Leaders with regards to collegiality as a leadership strategy within 21st century education.

Literature which explains and describes leadership theories is extensive, but literature exploring collegiality in England is not. To this end collegiality is conceptualised in order to allow this transformational leadership strategy to be examined and discussed.

The case study is one secondary school in England whereby the data generated through semi-structured interviews was triangulated with documentary evidence, and the selected reviewed literature.

Conclusions resulted in four themes in the journey of collegiality (Assimilation; Systematisation; Self-efficacy; and Educational Improvement and School Development) being identified and discussed, and collegiality being reconceptualised. A framework for being truly collegiate, and a model of the perceived key elements for a school to deliver a successful 21st century education are presented.

This study indicates that collegiality has the potential to develop self-efficacy, and highlights the importance of a climate for collegiality, and emotional intelligence to improve educational improvement and school development. It is hoped that the contributions being made to knowledge may be relatable to other schools in different

contexts, and be of interest to people considering the potential of transformational leadership strategies.

DEDICATION

To my Mum Margaret McCusker, and my husband Nick.

In memory of my Dad Seamus McCusker.

ACKNOWLEDGEMENTS

Thank you to the seventeen Middle Leaders who willingly agreed to be interviewed, to my colleagues who encouraged and supported me throughout the EdD programme, particularly Dr. Hazlewood, and to Dr. Chris Rhodes who supervised this research encouraging me to search for the 'gold'.

Thank you also to my family who have encouraged me, always believing that I would eventually get there!

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LIST OF ABBREVIATIONS

AfL	Assessment for Learning
BERA	British Educational Research Association
CAMHS	Child and Adolescent Mental Health Service
CPD	Continuing Professional Development
DCSF	Department for Children, Schools and Families
DfE	Department for Education
DfES	Department for Education and Skills
EIS	Educational Institute of Scotland
GTC	General Teaching Council for England
HMIE	HM Inspectorate of Education Scotland
HOF	Heads of Faculty
NCSL	National College of School Leadership
NQT	Newly Qualified Teacher
NESTA	National Endowment for Science, Technology and the Arts
NFER	National Federation for Educational Research
PSHE	Personal, Social, Health and Economic Education
OFSTED	Office for Standards in Education
SEN	Special Educational Needs
SNCT	Scottish Negotiating Committee for Teachers
SLT	Strategic Leadership Team
SSAT	Specialist Schools and Academies Trust
TES	Times Educational Supplement

CHAPTER ONE

Introduction

In this introduction, the overall aims of the research are presented, followed by the focus of the research with an explanation of the research questions, including how the research questions are suitable for the selected research design of case study. A justification for the research is presented, followed by a statement of my value position and an overview of the literature which has been examined. An overview and justification for the research design along with the methods which have been selected is presented, along with the ethical issues which my research may entail. How I will report my findings is explained, which is followed by the structure of the thesis.

1.1 The aims of this research

This critical inquiry sets out to explore the perceptions of Middle Leaders in one educational establishment with regards to collegiality as a leadership strategy, and as a result, comments on the potential of collegiality for educational improvement and school development including the encouraging and discouraging factors, and the potential of collegiality in fostering perceived key elements of a 21st century education. The educational establishment which is the case study is a rural secondary school with approximately 1700 students on roll in Years 7–13, and a workforce of approximately 280 members of staff (both teaching and non-teaching). The term collegiality will be conceptualised by amalgamating the available identified components and definitions in the reviewed literature, and an exploration of the desired and perceived key elements of a 21st century education will be presented. This theoretical basis will underpin the discussion of

the data to consider the aims of this research as detailed above. Conclusions will be presented in Chapter Six along with recommendations for further research.

By undertaking this research, I am hoping that the concept of collegiality in the case study will be clearly articulated to enable an understanding of how a collegiate structure can operate in a school. I am hoping to create new knowledge about collegiality in practice for potential educational improvement and school development within 21st century education, and to identify aspects for further study.

Seventeen Middle Leaders agreed to be the participants in the semi-structured interviews, and I knew that this relatively small purposive sample would enable me to gain a detailed insight into their perceptions as detailed above. I decided to focus on Middle Leaders, traditionally known as the Head of Department, as they can be seen as an ‘agent of change’ (Fullan, 2001, 2013).

The findings from the semi-structured interviews will be discussed using the review of literature to underpin the discussion, and subsequent theories will be triangulated with documentary evidence (Bosher, 2007) which explored the perceptions of staff in the case study with regards to their role one year after the collegiate structure was introduced, and the impact of collegiality on teaching and learning. The potential bias, reliability and validity in using documentary evidence is considered in Chapter Three along with my personal understanding of the advantages and disadvantages of using documentary evidence as a research method and how I have addressed these issues in this research (Appendix 4, pp.271-272).

In order to complete this research, it is recognised that educational research needs to be designed, and relate to previous research undertaken. Key considerations, adapting the work of de Vaus (2001, pp. 1-15), which have guided the design include: What are the research questions being asked? (What are the theories being tested?); What type of evidence is needed to answer these questions /test the theories in a convincing way?; What research methods will be used in order to be able to draw conclusions to answer the research questions?; What rival interpretations can be anticipated from the conclusions?; Has the chance of drawing incorrect causal inference from data been minimised?; Have all theories been explored – supporting evidence as well as evidence which has the potential to disprove preferred explanations? It is envisaged that this research has therefore been designed with an understanding of the research design/methodology (case study) and the research methods (semi-structured interviews, analysis of documentary evidence).

This research sits within Gunter and Ribbins' (2003a and b) descriptive knowledge province as it will describe a leadership strategy from the participants' perspective. The research is being undertaken to understand the leadership strategy which will, according to Wallace and Poulson (2003) generate 'research knowledge' through a 'knowledge-for-understanding' study.

1.2 The focus of this research and the research questions

The focus of this research can be seen on p. 1, and the theoretical perspective is twofold: examining collaboration and collegiality as two transformative leadership strategies to conceptualise collegiality; and determining the perceived key elements of a 21st century education to empower young people to be able to enter a competitive global world with the

skills necessary to feel empowered to understand, to make decisions and to take an active role in society. To this end, the research questions are as follows:

1. How can collegiality be conceptualised in a contemporary educational setting?
2. To what extent do individuals within the organisation perceive collegiality as a valuable strategy for educational improvement?
3. In the case study, what are the factors encouraging and discouraging people to work in a collegiate way?
4. What is the place of collegiality in fostering perceived key elements of a 21st century education?

1.3 Research justification

The appreciation of the impact and effectiveness of different leadership strategies to improve educational outcomes has been of key interest for several years. The establishment of the ‘National College for School Leadership’ (NCSL) in 2000 has perhaps heightened the desire for further educational research to be undertaken where educational practice and policy has subsequently been described, explained, investigated, and evaluated. Writers including Fullan (2001, 2013); Gronn (2002); Harris (2002); Rhodes (2012); Southworth (2004); and Stoll et al. (2003) have helped to pave the way for an understanding of leadership strategies to be identified and explored. These leadership strategies include transactional leadership, transformational leadership, instructional leadership, distributed leadership, collaborative leadership and more recently, system leadership, leadership talent identification, and leadership talent management.

On first glance, the concepts of ‘collaborative leadership’ and ‘collegiality’ may appear to be the same. It is intended that further examination via selected literature will result in a

conceptualisation of collegiality. I would suggest that at present there is a lack of understanding of what being ‘truly collegiate’ entails. I would suggest that this lack of understanding is because there appears to be little empirical evidence with regards to collegiality as a leadership strategy in England at present. This suggested general lack of literature regarding components of a collegiate leadership structure gives rise to the following research concerns, which aided the creation of the research questions presented on p. 4: What is collegiality?; What does selected literature (dating from 1991) say with regards to collegiality as a leadership structure?; What is the current thinking by the National College of School Leadership (NCSL) for example with regards to leadership structures? Why?; How do the leaders within the case study school view collegiality as a leadership strategy?; Does collegiality present equal opportunities for CPD?; How ‘equal’ can individuals in the workforce be in a ‘collegiate’ school?; Is collegiality ‘contrived’ (Hargreaves, 1991)?; Does collegiality enhance educational improvement? To what extent?; Does collegiality improve staff morale? If so, how?; Do the staff feel valued? What is the place of collegiality within this?; What conditions are conducive to successful and effective collegiality working practices?; What does an effective collegiate structure feel like/look like/sound like?

1.4 Statement of value position

The personal and professional values that I bring to this research have determined the research concerns which I have explained above. Walford (2001) writes that “all research is researching yourself” (p. 98). He believes this as he asserts that the researcher selects the area for investigation and how the investigation will proceed which is often based on

personal experiences and commitments. He explains that the researcher “is the main research instrument” (p. 98). Robson (2002) uses the term reflexivity which is:

an awareness of the ways in which the researcher as an individual with a particular social identity and background has an impact on the research process (p. 172).

Scott and Usher (1996), state that reflexivity:

has traditionally been seen as a ‘problem’ that must be avoided or overcome because it interferes with or ‘contaminates’ outcomes as truthful representation (p. 39).

Their advice is to carefully consider the research methods used which includes distancing the researcher and the researched to allow the researcher to be “the pure reasoner” (p. 40). In this research, this concept is difficult because I have indeed selected the area of investigation and chosen the research design and research methods; I chose the sample, and will analyse the data; I am particularly involved professionally in this research as I am an Assistant Vice-Principal with part of my role being to line manage five subject areas, and I am therefore a member of the Strategic Leadership Team in the case study (my validity and reliability as an insider researcher in the case study is presented on p.76); and I am keen to understand the perceptions of some of those leaders whom I work with, which may in turn enable me to develop and improve my own practice.

Considering my professional and personal interest to embark on the research journey, and despite being integral to the research process, I will avoid bias and ensure that the findings can be challenged where appropriate.

1.5 The structure of the literature review

The review of the literature has been divided into five sections: Introduction; Collegiality; Middle Leaders; 21st Century Education; and a Conclusion.

As mentioned previously, literature which explains and describes leadership theories is extensive, but literature that explores collegiality in England is not. The second section focuses on conceptualising collegiality in order to allow collegiality as a leadership strategy to be examined and discussed. The conceptualisation is presented on p. 38.

The third section explores the concept of Middle Leadership contextualising the development of the role and purpose of what was traditionally known as the Head of Department, to its current position within an educational structure as being a Middle Leader who is an ‘agent of change’ (Fullan 2001, 2013).

The fourth section examines the perceived key elements of a 21st Century Education according to the views of the previous Government and the current Government, the views of hundreds of young people (Birkett, 2001; Burke and Grosvenor, 2003; Arora and Williamson, 2010) and the academic and theorists’ view (Claxton and Wells 2002, and Hargreaves and Shirley, 2009). These views have been synthesised to provide an all-encompassing perceived understanding of what a 21st century education needs to address in order to ensure that young people will be able to enter a competitive global world with the skills necessary to feel empowered to understand, to make decisions and to take an active role in society. This society is experiencing, as Claxton and Wells (2002) suggest, “rapid

social, economic and political change” (p. 1), and which Hargreaves and Shirley (2009) suggest is “fast, flexible and vulnerable” (p. x).

1.6 An overview and justification for the research design along with the methods and the ethical issues which my research may entail

Considering my research concerns (presented on p. 5) and my research questions (presented on p. 4), my key interest is analysing the perceptions of Middle Leaders with regards to collegiality, and 21st century education. Working with their words, I will be working empirically in a qualitative way.

With clear research aims (presented on pp. 1-3), a number of methodologies were considered in order to enable the collection of data. The case study approach as a “well-established research strategy where the focus is on a case ... in its own right” (Robson, 2002, p. 178) was immediately considered. I also considered exploring the experiences of a few individuals over a one year period by completing ‘narrative analysis’ (Cortazzi, 1993) for example, or by following an ‘action research’ design (Cohen et al., 2011).

I selected a single case study as my research design for three key reasons: I knew that with a relatively small sample of seventeen Middle Leaders, I would be able to gain a detailed insight into their perceptions of collegiality; I have a professional interest in the research as I am a member of the Strategic Leadership Team within the case study (which will also prove beneficial for accessing the participants despite raising several ethical issues); and through preliminary conversations with the Headteacher, I knew that my findings may

present opportunities for further development of collegiality as a leadership strategy within the school.

The detail with regards to case study is examined in Chapter Three: Research Design.

1.7 The selected methods

When considering the most appropriate methods to use in my research, I was aware of de Vaus' (2001) statement that:

any method of data collection can be used within a case study design so long as it is practical and ethical (p. 231).

With these thoughts in mind and considering time constraints, access and previous research experience, I decided to use two data collection methods: semi-structured interview, and the analysis of documentary evidence. These methods are explained further in Chapter Three: Research Design.

1.8 Ethical considerations

Ethics within research is fundamentally concerned with recognition of the rights and interests of the participants. It includes considering the impact of the research process and findings on those affected by it. As Denscombe (2002) states:

ethics concerns the system of moral principles by which the individuals can judge their actions as right or wrong, good or bad (p. 175).

Indeed, this is an aspect of the research design which demands careful consideration.

The British Educational Research Association (BERA, 2011) offers detailed guidelines as to the principles and rules to guide research with regards to an ethic of respect for “the person, knowledge, democratic values, the quality of educational research and academic freedom” (p. 5). Pring (2001) recognises these guidelines whereby the researcher is honest with regards to the research being undertaken, and has a “respect for persons” (p. 410), in order for the researcher and the researched to be “united in a common partnership to discover the truth” (pp. 410-411). This demands:

trustworthiness of the researcher – to exercise judgement in as impartial a manner as is possible, to conclude only those things which can be justified in the light of the evidence, to be open to the critical scrutiny of others where that is possible (and, where impossible, to imagine what that criticism might be) (p. 411).

With regards to this research, the guidelines provided by BERA (2011) will be adhered to, and as a matter of my own professional integrity working with colleagues in the school being used in the case study, these high standards will be maintained throughout and after the research process. It is also noted that research which does not follow the ethical guidelines produced by BERA (2011) can “damage the reputation of social research” (Denscombe, 2002, p. 175).

1.9 Reporting my findings

The findings from this critical inquiry have been written in a discursive style. The literature review provides the factual and theoretical material for the conceptual frameworks: a definition of collegiality; and the key elements of a 21st century education. The findings from the semi-structured interviews are presented in Chapter Four with the discussion of the findings presented in Chapter Five.

I hope that this investigation into collegiality stimulates further discourse among other educational studies students, and in the field of leadership and management in educational institutions. This research may further inform the research agenda of policy makers or agencies such as the NCSL or the National Federation for Educational Research (NFER), and it may be helpful to leaders in educational establishments interested in the potential of collegiality.

1.10 Structure of the thesis

The thesis is presented in six chapters. Chapter One: Introduction presents a summary of the main aims in undertaking this research along with the focus of the research and the research questions. A justification for the research has been provided along with a statement of my values and how my professional and personal interests may impact on the research. An overview of the literature examined has been presented, and the selected research design of case study has been briefly introduced along with an outline of some of the methodological issues which will be considered in greater detail in Chapter Three: Research Design. Chapter One also considers how my findings will be reported and to whom. Chapter Two critically examines the literature pertinent to this research covering the areas of: Collegiality; Middle Leaders; and 21st Century Education. Chapter Three presents the research design and methods selected, and my justification for the decisions made. Chapter Four presents my findings identifying emerging themes and these are discussed in Chapter Five. The conclusions I have made as a result of the research are presented in Chapter Six along with recommendations for future research.

CHAPTER TWO

A Review of the Literature

2.1 Introduction

This review of the literature is presented in five sections: Introduction; Collegiality; Middle Leaders; 21st Century Education; and a Conclusion.

With my research focus in place, a systematic and extensive search of literature was undertaken. Journal and Internet databases (<http://www.library.bham.ac.uk/> and <http://www.leeds.ac.uk/bei/>) were explored by using the key words of ‘leadership’, ‘collaboration’ and ‘collegiality’, ‘Middle Leader’, ‘professionalism’, and ‘21st century education’. For sections two and three (Collegiality, and Middle Leaders), relevant academic journals from 2000 concerned with leadership (for example *Educational Management, Administration and Leadership*, and *School Leadership and Management*) and relevant books from 2000 were explored alongside government reports and policies, and research available from the Department for Children, Schools and Families (DCSF), the NCSL, the Times Educational Supplement (TES), the NFER, and the General Teaching Council for England (GTC). For Section Four (21st century education), relevant academic journals from 2001 (to give a twelve year timespan) concerned with 21st century education (for example *Administration and Leadership*, and *School Leadership and Management*) were explored alongside the government reports and policies, and research available from the agencies listed above and the Department for Education and Skills (DfES), the Department for Education (DfE), the National Endowment for Science, Technology and the Arts (NESTA) and the Specialist Schools and Academies Trust (SSAT).

I recognise that this review of literature is a restricted and limited exploration of the available materials in the field of transformational leadership strategies in education, the work of and role of the Middle Leader, and 21st century education. With the intention to synthesise the findings from the literature to create a conceptual framework of a definition of collegiality, a total of five texts written by authors within the UK and America were selected, along with the work by one theorist based in America, and the on-going work in Scotland. To understand the role of the Middle Leader in order to contextualise the data and to recognise the importance of this role within an educational establishment, nine texts written by authors within the UK were selected. To create a conceptual framework for the key elements of 21st century education, fourteen texts written by authors within the UK were selected. Wallace and Poulson (2003) suggest that:

being critical in academic enquiry means:

- *adopting an attitude of scepticism* or reasoned doubt;
- habitually *questioning* the quality of your own and others' specific claims;
- *scrutinising* claims;
- *respecting* others as people at all times;
- *being open-minded*;
- *being constructive*

(p. 6).

These are aspects which I have endeavoured to keep at the forefront of my mind in this review of the literature.

Collegiality

This section presents an overview of educational leadership strategies to contextualise collegiality and collaboration. Similarities and differences between these two transformational leadership strategies are then considered. By amalgamating theories about collegiality, a conceptual framework (definition) for collegiality will be presented which will enable the first research question to be answered: How can collegiality be

conceptualised in a contemporary educational setting? There are four parts in this section: an overview of educational leadership theories; a chronological perspective of the chosen texts; a thematic analysis; and a conclusion. The thematic analysis includes the themes of: vision, moral value, and ethos; professional satisfaction; trust; challenges; school development/improvement; identified components; and currently available definitions.

2.2 An overview of educational leadership theories

Literature on leadership is extensive. With regards to defining leadership, Bush and Glover (2003) in their attempt to synthesise thirty-nine key leadership theoretical books/articles written between 1984–2002, quote Cuban (1988, p. 190) who says that “there are more than 350 definitions of leadership” (p. 3).

This, I believe is interesting and I would add that language used to describe leadership styles is also interchangeable – a point which is referred to later when the components of collaborative leadership and collegiality are considered. The concept of leadership synthesised by Bush and Glover (2003) as a result of their literature review is as follows:

Leadership can be understood as a process of influence based on clear values and beliefs, leading to a ‘vision’ for the school. The vision is articulated by leaders who seek to gain the commitment of staff and stakeholders to the dream of a better future for the school, its students and stakeholders (p. 12).

Vision is of key importance when it comes to the success of an organisation (Grint, 2000 and Abra et al., 2003). I would suggest that it is the vision along with the established ethos and professionalism of those within the educational establishment which are key elements for a school and its learners to experience success and develop the skills and attributes

needed to be able to contribute effectively to the 21st century world in which we live. This notion is perhaps summed up by Robinson et al. (2009) quoted in Townsend (2011b) who asserts that:

Leadership is the potential outcome of interaction, between groups of people rather than specific traits or skills of a single person. This definition is also more inclusive and therefore relevant to any organisation in any culture (p. 24).

One should also consider the impact and effectiveness of the leadership styles to improve educational outcomes which has been of key interest for many years. As mentioned previously, the NCSL commissions educational research and has perhaps heightened the desire of teachers to undertake educational research. Leadership strategies which have been described, explained, investigated, and evaluated in research commissioned by the NCSL include the following. This is not an exhaustive list, rather an indication of the research which has taken place since 2001:

- transactional leadership which “involves handling operational issues around control of resources” (Abra et al., 2003, p. 6);
- instructional leadership (Bush and Glover, 2003) whereby teaching and learning are enhanced by learning opportunities being provided for teachers and students;
- distributed leadership, which is an “officially sanctioned model of good practice [by The National College for Leadership of Schools]” (Hall et al., 2011 p. 32). This leadership style is called ‘dispersed’ or ‘teacher leadership’ in the USA, Canada and Australia (Harris and Muijs, 2003);
- transformational leadership (a term coined by Burns in 1978) which is “built on a foundation of values and hence can be deployed to powerfully develop a collaboration” (Ainsworth, 2009, p. 22);
- collaborative leadership (Coleman, 2008; Ainsworth, 2009); a leadership style which is: deemed to be highly conducive to establishing collaborations, with an ability to identify opportunities and bring school leaders [across schools] together for wider benefits and tangible rewards for all stakeholders (Ainsworth, 2009, p. 3);
- system leadership which is described by Hopkins (2009) as being where “in a variety of roles, [leaders] are now playing both an active and explicit role in system reform” (p. 2)

and transformation by schools, agencies and agencies are having “a significantly more substantive engagement [with each other] in order to bring about improvement” (p. 2);

- leadership talent identification, whereby the “potential leadership talent in others” (Rhodes et al., 2006, p. 11) is recognised;
- leadership talent management where the Headteacher and “those charged with human resource development and human resource management” develop the succession capacity in school (Rhodes et al., 2006, p. 6).

The statement by the previous government that they wanted teaching to become a “Masters-level profession” (DCSF, 2009a, p. 89), may lead to further teacher practitioner research therefore building a further bank of knowledge with regards to the study of leadership.

It has become increasingly apparent that leadership is dependent upon situational and organisational facets and that an effective leader will adopt different leadership styles for different situations (Grint, 2000; Harris and Muijs, 2003; Bush and Glover, 2003; Bush 2003; Crainer and Dearlove, 2008; and Day et al., 2010). Inman (2007) writes that leadership has also become associated:

with individuals at different levels within an organisation and that improvement is strongly associated with the effectiveness of leadership throughout the organisation (pp. 23-24).

It is then, with this understanding, that the Headteacher as the traditional leader is not the only leader in an educational establishment (Harris and Muijs, 2003), and the identification and development of leadership talent has more recently been explored (Rhodes et al., 2006, and Rhodes, 2012).

The claims by Day et al. (2010) for successful school leadership are current and all-encompassing. They describe the Headteacher not as the only leader, but as the “main source of leadership in their schools” (p. 3). Most of Claim 2 and Claim 4 are pertinent to this research: Claim 2 lists eight key dimensions of successful leadership where successful leaders consider values and vision to raise expectations, set direction and build trust, reshape the conditions for teaching and learning, restructure parts of the organisation and redesign leadership roles and responsibilities, enrich the curriculum, enhance teacher quality, enhance the quality of teaching and learning, build collaboration internally, and build strong relationships outside the school community; Claim 4 lists transformational leadership which is pertinent because collegiality is a transformational leadership strategy (Hazlewood and Bosher, 2008). Conclusions by Day et al. (2010) with regard to successful school leadership are “that there is no single, best-fit leadership approach: successful leadership is context sensitive” (p. 19).

2.3 Collaboration and collegiality: a contextual perspective

Five texts written by authors within the UK and America, the work by one theorist based in America, and the on-going work in Scotland have been used to explore collaborative leadership and/or collegiality. The author(s), the article/book/dissertation/thesis published, and the aim(s) of the article/book dissertation/thesis will be briefly explained hereafter. The themes of these texts are outlined thereafter.

Hargreaves (1994) addressed the role of the teacher in a changing educational climate whereby accountability was becoming more of a key focus. This book is perhaps better known for further exploration of the concept of ‘contrived collegiality’ (which Hargreaves

presented in his 1991 book), and the possibilities connected with teacher collaboration. This text is important for this research as the concept of ‘contrived’ collegiality which Hargreaves explored and raised, has continued to be debated. Brundrett (1998) for example presents criticisms of collegiality including the work by Hargreaves (1994), concluding that there are “pragmatic and ideological factors which lead one to raise the question whether collegiality is, in fact, an unattainable ideal” (p.313). Datnow (2011) believes that this text “has remained incredibly important in understanding how teachers can work together” (p. 148). In her research to explore Hargreaves’s concept of ‘contrived collegiality’ Datnow (2011) found that ‘contrived’ meetings:

evolved into spaces for more genuine collaboration activity wherein teachers challenged each other, raised questions, and shared ideas for teaching (p. 156).

The three key themes in her findings were: teachers need time and space to develop classroom practice; reflection and feedback should be encouraged; and supportive leaders should listen to teachers. Her findings mirror two of the four characteristics presented by Hargreaves (1994) of collaborative cultures:

- [They] may be administratively supported and facilitated by helpful scheduling arrangements, but ultimately must be sustained by the teaching community.
- [They] do not arise from compulsion but from their perceived value among teachers and a belief that working together is productive and enjoyable (p. 192).

In his 2012 book (with Fullan), Hargreaves also labels ‘contrived collegiality’ as “pervasive groupthink” (p. xv) and “collaboration on steroids” (p. 125) whereby a culture of:

collaboration can degenerate into contrived collegiality – where teachers have to collaborate on agendas they are given, for purposes that belong to someone else, in ways that others decide (p. 44).

In other words, the concept of collective responsibility or collaboration is “unnatural, false, artificial, even forced” (p. 125). Hargreaves and Fullan (2012) are clear that “trust, respect and understanding” (p. 125) are essential in a collegiate culture. These findings are also, I suggest, pertinent to this research.

Brundrett’s (1998) “analysis of the purported benefits of collegial management in education” (p.305) is pertinent to this research in terms of the contextual background Brundrett presents with regards to collegiality and the conclusions he draws. He considers international perspectives including the empowerment of others, the perceived benefits of collegiality including professionalism (respect and the “right to take part in decision making process” (p.308), shared values, having a voice, and the moral dimension), and the practical problems and ideological criticisms of collegial management.

In 2007, the Scottish Negotiating Committee for Teachers (SNCT) published a Code of Practice on Collegiality. It was recognised (SNCT, 2005) that Collegiality was “at the heart of this National Agreement” (p. 1) with the concept of:

working relationships between teacher organisations, employers and the Scottish Executive [being] based on mutual respect and understanding, on shared responsibility and on the shared development of ideas and programmes for change (SNCT, 2005, p. 1).

It is the 2007 document which is pertinent to this thesis as it is the Code of Practice most referred to with regards to Collegiality in the Scottish Education System (Educational Institute of Scotland (EIS) 2008 and 2010, HM Inspectorate Education Scotland (HMIE) 2009, Scottish Borders Council 2009 and 2012). ‘The Journey to Excellence’ published by HMIE in March 2007 provided a set of thirty quality indicators for self-evaluation of all

schools to improve the educational experience and outcomes for children and young people. The ‘collegiate culture’ was emphasised in this document whereby staff would:

engage in professional discussion and reflection based on a shared understanding of quality and a shared vision of their aims for young people (p. 3).

Considering collaboration as a leadership strategy, Coleman (2008) describes:

collaboration [as] arguably a fundamental and non-negotiable aspect of all leadership activity, [but he writes that] the term ‘collaborative leadership’ itself is relatively new (p. 4).

His work charts the “importance of trust as a driver for school-based collaborations” (2008, p. 1) and he later states that “collaborative working is an unavoidable feature of the 21st century school” (2011, p. 296). He presents as a blended model of collaborative leadership (2011) with five elements including authentic leadership (the values based performance of leadership), and in his analysis of authentic leadership, he considers the concept of professionalism which is further explored in the next section.

In their book published in 2008, Hazlewood and Boshier see collegiality as “an essential leadership strategy to take organisations forwards into the twenty-first century” (p. 115) and their book aims to provide a:

guide to show how organizations can approach this problem and to encourage others to be creative and imaginative in their approach to leadership [so as to] help their students, workers or clients to achieve in a changing world (p. ix).

This text is applicable to my research as it is a book about the case study in this research co-written by the Headteacher and the then Deputy Headteacher.

For his 2010 Doctoral Dissertation Loe’s quest was to:

understand transformative learning in teachers' critical colleague relationships while participating in online, collaborative action research (p. iv).

He termed this as 'critical collegiality'; a term he created based on Swaffield's work (2005). This text is applicable to my research as Loe considers both collaboration and collegiality.

As a "mathematics and assessment coordinator in a large primary school" (p. 1), Cemm (2011) writes that she is interested in how teams work and that the "term teamwork has evolved over time into collaboration" (p. 1). This led to her focusing on the "impact collaboration might have on senior management teams" (p. 2). Cemm's understanding of the term collaboration is:

senior leaders committing to a process of working together to achieve the headteacher's vision for school improvement (p. 11)

which she has based on the work of "Hargreaves (1995), Coleman (2011), DCSF (2008) and [her own] professional experience" (p. 11).

Cemm's research is pertinent to this thesis due to her identification of eight factors (lead by example, motivate, inspire, give 'voice', time to collaborate, accountability/change, communication, and reflect) which could promote collaboration in a primary school.

Cemm states that:

collaboration needs leaders who are enthusiastic and committed to developing a collective effort built on friendly collegiality (p. 166).

'Friendly collegiality' is not explained, but based on a previous comment she makes about collegiality being "about the approach where people undertake the same tasks but do not

necessarily involve collaboration” (p. 160), the ‘friendly’ aspect may mean a supportive companion.

2.4 Collaboration and collegiality: a thematic analysis

In this thematic analysis, the findings and theories of the writers introduced above are considered. These themes helped in the decision making process about what to ask the participants during the semi-structured interviews.

2.5 Vision, moral value and ethos

Collaborative leadership

There are different types of collaboration with regards to leadership in some capacity. In 2008, Coleman stated that collaborative leadership was:

relatively ill defined, and is possibly as easily understood by recourse to what it is not as to what it is ...[but suggested that it was] possible to conceive collaborative leadership in three main ways: leadership as values, principles and philosophies; leadership as characteristics and behaviours; [and] leadership as process (p. 4).

These aspects in leadership are, I would argue, intertwined and it is the moral values, vision, and how leaders conduct themselves in the educational environment which means the establishment of the ethos as a process continually evolves. Brundrett (1998) refers to the work by Campbell (1989) with regards to collaboration (and collegiality) enabling “the successful implementation of centralized curricular reform” (p. 305), and how working together “to ensure continuity and progression ... may well build understanding among teachers” (p. 306). Loe (2010) considers collaboration and agrees with Coleman (2008) when he describes collaboration as being a “rich and complex process that may be a very

powerful element in teacher change over the career/life span” (Loe, 2010, p. 47). In Cemm’s (2011) findings, she writes that “the understanding of collaboration may vary” (p. 195). This perhaps, is because collaboration as Coleman (2008) asserts, is “relatively ill defined” (p. 4).

Collegiality

Hazlewood and Boshier (2008) assert that:

the world is truly a rapidly changing environment, which few would disagree with, then the ability of all organizations to respond quickly and coherently to change is vital. This implies that all employees within the organization are fully aligned with company policy and thinking, feel involved in the direction of the company and empowered to act in the interests of the company success (p. xiv).

They describe:

the process of collegiality [being] about collective accountability and responsibility for those engaged in education, it places leadership in a different conceptual place where the future is predominant, not the present (p. xvii).

They describe this leadership strategy as being “heavily underpinned by philosophy and a clearly defined ethos” (p. 12), and define collegiality as “the equality of people working together for common purpose” (p. 18). This shared and joint understanding and appreciation is an absolute prerequisite for the development and ultimate success of the organisation. It could be argued that this view builds on the views of Bush (1995) quoted in Brundrett (1998):

[collegiality] assume[s] that organisations determine policy and make decisions through a process of discussion leading to consensus. Power shared among some or all members of the organisation who are thought to have a mutual understanding about the objectives of the institution (p. 305).

2.6 Professional Satisfaction

Collaborative leadership

Loe (2010) suggests that:

one primary goal of teacher collaboration is to address the issue of teacher isolation in schools (p. 47),

and cites Cole and Knowles (2000) who stated that “teachers’ work traditionally has been contextualized by terms of isolation, independence, privacy, and survival” (p. 135), and Little (1999) who said that “schools are busy places that have become insular places” (p. 250). Loe states that with regards to:

teacher professional development, it is clear that various combinations of teachers working together often play a prominent role. Collaboration has long been a part of teachers’ professional lives, whether it occurs formally or informally (p. 46).

This concurs with Coleman’s (2011) view that “collaboration is so fundamental to [the activity in English schools] that its significance is often missed” (p. 296). This collaboration and significance could support the development of self-belief and self-worth. Cemm (2011), acknowledges the role of leadership collaboration and refers to the work by

Hammersley-Fletcher and Brundrett (2008) [who] support the argument that it is beneficial for staff to share their expertise and be involved in decision making but conclude the head should make the final decision (Cemm, 2011, p. 166).

Once again, these benefits could support the development of self-belief and self-worth. In Cemm’s research, she recognises that the professional satisfaction of the staff can be as a result of being involved in decision making.

Collegiality

Brundrett (1998) presents the work of Stenhouse (1980), Ruddock (1991) and Hargreaves (1994) in terms of collaboration and collegiality bringing together “teacher development and curriculum change” (p. 306). He suggests that when there is an acceptance of shared values, “teachers benefit from their experiences and continue to grow during their careers” Shulman cited in Hargreaves (1994, p. 187). This, arguably encourages professional satisfaction. The SNCT (2007) asserts that working in an environment where trust and mutual respect are expected and recognised, and where collegiate practices are given the time to happen within the 35 hour working week, benefits accrued will include “professional satisfaction for teachers” (p. 2).

2.7 Trust

Collaboration and collegiality

Four of the texts explored: Hargreaves (1994); Hazlewood and Boshier (2008); Coleman (2008), and Cemm (2011);, state the importance of trust. The SNCT (2007) also clearly states that “collegiality depends on the existence of a climate of professional trust” (p. 2). The climate has to be one where the views of all are valued and respected and whereby staff:

feel able to contribute to decisions on all areas of school life comfortably, openly and with dignity (p. 2).

This, the SNCT believe, will lead to improved industrial relations, professional satisfaction for teachers (which has been referred to already within the theme of ‘professional satisfaction’), and improved teaching and learning (which is referred to within the theme of ‘school improvement’). Coleman (2008) charts the “importance of trust as a driver for

school-based collaborations” (p. 1) and lists it within his seven success factors “each of which relates to and is informed by leadership” (p. 3). Hazlewood and Bosher (2008) write about professionals being “trusted” (p. 38) and it being an:

absolute requirement for mutual support, behaviours that value each other as equals and a high degree of respect and trust (p. 72).

Loe (2010) writes about participants in his research learning:

to trust one another even more deeply as colleagues as they depended on one another to carry out the research (p. 87),

as opposed to being a “forcing” process that Hargreaves (1991) called “contrived collegiality” (p. 47). It is therefore a given that trust is of paramount importance for effective collaboration or collegiality to take place. With trust in place, staff would be allowed to work in a supportive, more equal way therefore eradicating the sense of power.

2.8 Challenges

Collaboration

Cemm (2011) identifies three clear challenges or barriers to collaborative working in the primary school setting: the process not always being equal; people not entering into the collaborative process; and people attempting to undermine the process. The participants in her study identified three aspects of a day-to-day life in an educational establishment which needed improving: “continual educational change, communication and time” (p. 198). Cemm also found that:

little effort may be made to identify where those not at the ‘top’ can initiate change or improve collaboration (p. 199).

As mentioned previously, this feeling of not being allowed to implement change can lead to frustration amongst those staff who are not 'at the top'.

Collegiality

The SNCT (2005) states that:

there is no single model of collegiality but the aspirations of a collegiate school would include:

- Staff should be valued and respected;
- Staff views, expressed orally or in writing should be fully considered;
- Staff should be able to contribute to decisions on all areas of school life comfortably, openly and with dignity (p. 1).

The SNCT (2007) continues this clear assertion stating “every school is different and [there is] no single model of collegiality [that] will apply to all schools” (p. 2). With collegiality therefore being school specific, and despite having a published Code of Practice (SNCT, 2007) and advice for schools on Collegiate Groups (the Scottish Borders Council, 2009) for example, it should be recognised that a challenge is in the development of this collegiate ethos and ensuring the effective structures are in place to support this. In their initial statement on collegiality, the SNCT (2005) state:

structures should encourage participative decision making thus developing a shared commitment to ownership of school and authority policies and plans ...[this] requires a commitment of time within a school's collegiate time (p. 1).

This, I would suggest is a challenge because as schools develop and evolve and expectations on staff increase, and educational leadership is increasingly “seen as a stressful and perhaps thankless task” (Townsend, 2011b, p. 93), it is a difficult task to be able to monitor and evaluate, in an establishment where a collegiate ethos is maintained.

In Scotland, another challenge has been time – the time to embed collegiality as a way of working:

the growth of collegiate working in schools ... has been a slow process ... [and] where collegiate working is developing well there is a recognition that for schools to develop as collegiate communities all qualified teachers have a leadership role in the areas for which they are responsible. But, to date, that process is developing very slowly indeed (EIS, 2008, pp. 10-11).

Time is a factor presented by Brundrett (2008) who cites Bush (1995) who stated that collegial approaches “will inevitably elongate the decision-making process” (p. 67).

In working to establish collegiality, Hazlewood and Boshier (2008) found that:

resolution did not come easily and two years on [there were] still finds pockets of resistance in existence ... there were and still are a small number of cynical critics of the system who will not accept or see the benefits that the new structure could bring (p. 64).

The book does not explain how these ‘cynics’ were “harnessed into the positive thinking process” (p. 64). The importance in the attitudes of staff with regards to the success of collegiality is also stated by Brundrett (2008) in terms of staff being:

eager to participate, enter in the discussion with an open mind, are genuinely committed to an agreed set of goals, are prepared to compromise in order to reach consensus, and will agree to abide by the democratic decisions which are achieved (p. 310).

If staff do possess these attitudes, “there is a strong chance of success” (Brundrett, 2008, p. 310).

Other challenges according to Hazlewood and Boshier (2008) were the “physical ones. Insufficient office space, support staff and team teaching areas, were considerable impediments to the system” (p. 64) which required:

considerable inventiveness and lateral thinking on behalf of all staff to reach a negotiated compromise on these issues (p. 64).

Details are not provided, but Hazlewood and Boshier assure the reader that “eventually working solutions were found and implemented” (p. 64). They provide a further insight into their beliefs about “significant barriers to collegiality” (p. 71) which involve the surrendering of some power by the organisational leader to allow everyone to have “equal value, equal input and involvement in decision making” (pp. 71-72).

Hazlewood and Boshier (2008) explain that in embedding this “new and developing concept in the school, [from 1997] ... open ended thinking” (p. 32) was required. They identify two ‘dilemmas’ with the introduction and embedding of collegiality as a concept. Firstly these were “the concept of ‘freedom’” (p. 18) whereby the freedom in making decisions in their teaching “was alien to almost all” (p. 18) teachers, and secondly:

in a management model that emphasizes the equality of people working together for common purpose (collegiality) inequality of status and pay became markers for discontent (p. 18).

2.9 School development/improvement

Collaboration

Cemm (2011) considered how senior leadership teams work together to raise standards.

Implicit in this investigation was communication. She found that:

it is ultimately the headteacher who instigates meetings, often being the person who sets the agenda (p. 199).

Cemm’s participants believed that as a result of this system, any collaboration taking place was “still constrained by the headteacher” (p. 199). Ultimately however, Cemm’s participants:

argued that the headteacher is ‘paid’ to take ultimate responsibility and as such they accepted that the final decision is theirs (p. 196),

but this led to frustration about not feeling empowered to implement change. Cemm states that “collaboration when successful allows this responsibility [all staff being empowered to implement change] to be shared” (p. 197).

Collegiality

The SNCT (2007) outline the conditions whereby collegiality can happen effectively. Their assertion that there needs to be “a climate of professional trust” (p. 2) will lead to improved teaching and learning. With collegiality at the school level, this professional trust can be developed in a school whereby the “atmosphere fosters mutual respect and encourages frank, open and honest communications amongst all staff” (SNCT, 2007, p.4). This professional trust and atmosphere will encourage staff to contribute to the school development process. In his analysis of the perceived benefits of collegiality, Brundrett (1998) states:

Collegial activity is perceived by its many supporters as central to the development of effective schooling and vital in legitimating the decision-making process (p. 309).

He also states that despite this potential benefit, there are “practical problems” (p. 309).

One of these is time as mentioned previously.

When Patrick Hazlewood became the new Headteacher of the case study in 1997, he endeavoured to bring about a new leadership strategy – that of collegiality. His aim:

was to create a value driven model of collegiality which permeated throughout the staff structure making all members of staff feel part of the decision making process, more accountable to each other and making decisions easier and more diffuse throughout. As professionals we are all equal, have an equal voice, and are trusted (Hazlewood and Boshier, 2008, p. 38).

Hazlewood and Boshier believe that:

the underlying ethos shift had an impact across the school in terms of positive student attitudes, improving results and a willingness on the part of staff to embrace change (p. 38 and 51).

They state that “openness and attentiveness to each other are fundamental to an engaged and productive learning experience” (p. 77). They discuss ‘Learning Walks’ where the child is given a voice creating “opportunities for reflection, discourse and action which raise the future game” (Hazlewood and Boshier, 2008, p. 77). Hargreaves and Shirley (2009) take the idea of students as partners of change, and Zhao (2011) in his essay building on this concept suggests that current curriculum:

standardization and homogenization is counterproductive in preparing students to become competent citizens for a globalized world [and suggests] that education systems and schools should focus on students as the driving force of educational change (p. 267).

2.10 Identified Components

Collaboration

In his 1994 work on collaborative cultures, Hargreaves presents the following characteristics of collaborative cultures:

- May be administratively supported and facilitated by helpful scheduling arrangements, but ultimately must be sustained by the teaching community.
- Do not arise from compulsion but from their perceived value among teachers and a belief that working together is productive and enjoyable.
- Teachers establish the tasks and the purposes for working together, rather than implementing the purposes of others.
- May be characterized by scheduled meetings, but such sessions do not dominate the arrangements for working together.
- Outcomes of collaboration are uncertain and unpredictable (pp. 192-193).

Datnow (2011) concisely explains Hargreaves' ideas that:

collaborative cultures extend to joint work, mutual observation, and focused, reflective inquiry [so that] ... teachers interact knowledgeably and assertively with each other (p. 155).

With regards to the components of collaborative leadership, Coleman (2008) lists seven success factors "each of which relates to and is informed by leadership" (p. 3) which are presented below (each factor is equal with regards to its importance):

- Context (history, population, politics);
- Vision, aims and objectives (clarity of aims, moral purpose);
- Planning and resources (skills and expertise, financial resources, resource constraints);
- Structures (formal and informal);
- Culture and language (communication, professional language, trust);
- Membership relations (commitment, trust and trustworthiness, power and status).

Cemm's (2011) research considered reflection which she feels "can lead to a new understanding of the [collaboration] process and how it supports learning" (p. 4). She believes that reflection is "an important element to identify success or how to change to bring about success" (p. 4) however she found that:

half of those who contributed to the study stated that reflection is not always a part of the collaborative process (p. 200).

Cemm also found that important factors in collaboration are motivation and communication.

Collegiality

Where people have a shared purpose, Harris and Muijs (2003) write that:

in practice, this means giving authority to teachers and empowering them to lead. Taking this perspective, leadership is a fluid and emergent rather than as a

fixed phenomenon (p. 3).

This matches Hazlewood and Boshier (2008) in their assertion that in the development of collegiality as a leadership strategy, “the structure never stands still” (p. 130). Brundrett’s (1998) analysis of collegiality specifies the teachers being involved in the decision-making process through discussion leading to a consensus implying the development of the curriculum for example.

With the facets of a collaborative culture (Hargreaves, 1994) recorded above, it is pertinent to also present his components of ‘contrived collegiality’. This means that ‘true’ collegiality is not where:

- Working together does not evolve spontaneously but results from administrative regulation.
- Teachers are required to work together to meet the mandate of others.
- Control over purposes and regulation of time are designed to produce highly predictable outcomes (pp. 195-196).

2.11 Definitions

Collaboration and collegiality

With regards to trying to define what collaboration is, Hazlewood and Boshier (2008) write that collaboration is:

predicated on the principles of learning from each other, sharing effective practice and providing collective support (p. 70).

Brundrett (1998) writes that “collegiality ... takes matters further than mere collaboration, in that it assumes that teachers have a right to take part in decision-making processes” (pp. 307-308).

Hazlewood and Boshers (2008) concepts of interrelated learning, sharing and support are supported by Loe (2010) who cites Damore and Wiggins (2004) whose view is that:

collaboration is defined as a system of planned cooperative activities where educators . . . share roles and responsibilities for student learning (p. 15).

The added consideration here is that of student learning. Loe (2010) also refers to the writing of Miller (1990) who:

argued that teacher collaboration is something that must be created, suggesting a deliberate (yet not a neatly packaged) process (Loe, 2010, p. 47).

Cemm's (2011) understanding of the term collaboration as mentioned previously is based on the work of "Hargreaves (1995), Coleman (2011), DCSF (2008) and [her own] professional experience" (p. 11):

senior leaders committing to a process of working together to achieve the headteacher's vision for school improvement (p. 11).

Considering the role of the headteacher further, Brundrett (1998) states that:

much of the literature which supports and encourages collegial management styles also emphasizes the centrality of the role of the headteacher (p.310).

Brundrett (1998) clarifies this role by citing Bush (1995, p.65):

The headteacher's role is to engender collegial attitudes and to accept the decisions reached by such a system once it is in place (p. 310).

With regards to collegiality, Hazlewood and Boshers (2008) believe that "as professionals all staff are equal, have an equal voice and are trusted" (p. 51). This belief is further emphasised in the definition provided by Hazlewood and Boshers (2008) that collegiality for their purposes is:

a form of social organization based on shared and equal participation by all of its members. It implies collective responsibility and describes a group of people united in common purpose who have respect for each other's' abilities in working

towards that purpose (p. 69).

Brundrett (1998) also considers professionalism confirming that:

Professionalism has the effect of allowing teachers to come together with respect for one another's professional ability (p. 307).

These definitions raise the question: are these leadership styles significantly or profoundly different then? These theories would suggest not as they share the same positive components as Table 1 outlines below:

Collaboration	Collegiality
Vision, aims and objectives (clarity of aims, moral purpose)	Common purpose
Communication	
Sharing effective practice Learning from each other Joint work	Shared and equal participation
Providing collective support	Respect for each other Understanding
Interact knowledgeably	Collective responsibility
A system of planned cooperative activities Supportive structures and cultures Sharing of roles and responsibilities	
Student learning	Consideration of student voice
Must be created	
	All staff are equal: equal voice, equal value, equal input in decision making
Trust	Staff are trusted
	The structure is continually evolving
Mutual observation	
Focused, reflective inquiry	
Reflection	

Table 1: Components of collaboration and collegiality according to the texts used

2.12 Conclusion

Interestingly perhaps, Hazlewood and Boshier (2008) assert that:

collegiality recognizes that anyone can lead at a given time and the leader will emerge from consensus and negotiation by the team (p. 79).

They are also clear with the regards to the attributes necessary for new leaders within this transformational model:

the creation for succession for new leaders is an integrated part of collegiality; those rising to the fore will be creative, energetic, emotionally intelligent, self-motivating and complete professionals (Hazlewood and Bosher, 2008, p. 132).

This research focuses on the perceptions of seventeen Middle Leaders and it will be interesting to compare Hazlewood and Bosher's belief of the leader emerging as opposed to the development of the leader and their talent being identified and managed (Rhodes et al., 2006 and Rhodes, 2012), and the necessary attributes for new leaders with the attributes which the Middle Leaders feel are necessary for collegiality to be allowed to happen.

This section has highlighted gaps in the literature available on collegiality. Campbell et al. (2004) state that:

a criticism not infrequently made, certainly in relation to educational research, is precisely that it is too fragmented and does not build cumulatively upon past studies, and/or test out current knowledge and understandings (p. 66).

By considering five texts, the work by one theorist, and the on-going work in Scotland in this section, my aim was to focus on analysing and synthesising where necessary, the theories published in these texts to provide a conceptualisation of the term collegiality. I have built on previous explorations and theory making to provide this conceptual framework to explore the belief that collegiality is a "more advanced and richer concept" (Hazlewood and Bosher 2008, p. 70) than collaboration. Hazlewood and Bosher (2008)

made this assertion in their analysis of Hargreaves' (1991) concept of collegiality which they defined as "inappropriately applied" (p. 70) as, in their belief, Hargreaves was referring to 'collaboration' which:

predicated on the principles of learning from each other, sharing effective practice and providing collective support (p. 70).

HMIE (2009) drew together the Teachers' Agreement of 2001 and the SNCT Code of Practice (2007), to identify four common themes in the descriptors of collegiality. These are:

professionalism, adaptability, commitment to professional development, and commitment to working together with teacher colleagues and others to secure an improvement in outcomes for all learners (p. 23).

These common themes may increase job satisfaction, self-belief and self-worth, and it will be interesting to see whether these aspects are prevalent in the Middle Leader comments.

HMIE (2009) found that:

good use [was] being made of collegiate time ...the agreements [had] provided a structure [for school improvement activities, and there was] ... better teamwork in many schools as a result (p. 23).

The evaluation considered the extent to which staff were working in a collegiate way and even though the outcome was that this had increased, it is not clear by how much it had increased. However, the report identified prerequisites to allow collegiality to continue developing and these included having a "strong ethos of collegiality [to help] generate opportunities for effective CPD" (p. 23). In these schools, staff were "increasingly expect[ing] to be consulted and involved in decision making" (p. 23) and this way of working "resulted in greater ownership of developments" (p. 23). The evaluation also stipulated that "good communication is essential for effective collegiate working" (p. 24). The idea of communication meant regular times for staff to meet and talk and where there

were effective links between senior managers and departments in secondary schools. The evaluation also stated that “CPD and collegiality are intimately linked” (p. 26).

To summarise, the contextual outline in this section illustrates that the published theories about leadership are extensive. It is clear that the identified components of different leadership styles are often transferable and terminology has been used interchangeably. Through a systematic review of different texts, a conceptualisation of the term collegiality is presented below, and this is the definition which will be used to analyse the findings:

Collegiality is a transformative, evolving process with teaching, learning, and the support of each other in the developmental process being key priorities. It is a process whereby participants have an agreed, shared purpose, and are valued and trusted equally as professionals, and are fully respected and supported by each other to work towards the shared purpose. The participants have a collective responsibility to be committed to working together to secure an improvement in outcomes for all learners.

Middle Leaders

This section focuses on Middle Leaders recognising the importance of this role within an educational establishment therefore contextualising the involvement of Middle Leaders as participants in this research. There are four parts in this section: an Introduction (which outlines the expectations of the Middle Leader); The role of the Middle Leader; Professionalism; and a Conclusion.

2.13 Introduction

It is clear that the head of department now has a very extensive set of responsibilities placed upon him/her (Brown and Rutherford, 1998) including teaching, coaching (e.g.

modelling good classroom practice) and managing the department (i.e. as leading professionals). The term head of department (sometimes called the Subject Leader) is still frequently used, however, there has been a shift from the Head of Department being described as a Middle Manager to being called a Middle Leader.

Day and Smethem (2009) examined the effects of two decades of educational change focussing on England and cite Hall (2004):

teaching is a complex, caring moral, cultural, intellectual and emotional endeavour ... which requires teachers who are not only pedagogically competent and knowledgeable about what they teach, but who are able to enthuse, motivate and engage the learners, who are able to be at their best at all times (p. 149).

One would assume, that the Middle Leader as the Head of Department/Subject Leader would have a greater or more developed expertise and knowledge of these factors. This is discussed briefly below.

2.14 The role of the Middle Leader

In their extensive exploration of 3,700 references to explore the role and purpose of the middle leader, Bennett et al. (2003) found that there was “very little empirical work ... that examined the influence of middle leadership on teaching and learning” (p. 1). They stated that:

Middle leaders occupy a pivotal position in relation to change and restructuring in the education system ... [and that] there are capacities at the middle leadership level to resist and/or creatively adapt change, and ... this question of resistance and adaptation is intimately connected to interrelated issues of accountability, autonomy and professionalism (p. 3).

They present the issues of the perception of the Middle Leader role changing from Head of Department to Subject Leader through to Middle Leader for example and how there was still “reticence by middle leaders to exercise monitoring and evaluation of staff” (p. 4). This reticence to exercise monitoring and evaluation is lessened according to Bennett et al. (2003) when the:

recognition that everyone has something to learn from and something to teach their colleagues has the potential to deepen existing collegial practice and to move departments which do not reveal a culture of collegiality towards creating one (p. 7).

This is a pertinent comment with regards to this research. In his study of Middle Leaders in some secondary schools, Bushner (2005) considered professional identities and how Middle Leaders worked with others. His findings included that continuing to be an effective classroom practitioner is central to the Middle Leader’s role and professional identity, and “that middle leaders preferred to facilitate collaborative cultures within their departments” (p. 148). The characteristics of these collaborative cultures included:

shared norms and values which were student centred, promoted equitable support to students, focused on improving the quality of teaching and learning to meet inclusively the needs of students, and fostered staff development (Bushner, 2005, p. 148).

In research conducted by Moore (2007), she explored ‘how’ the Middle Leader leads his or her colleagues. She found that Middle Leaders used one of two strategies to secure change in “either an adoptive (top-down) or adaptive (bottom-up) approach” (p. 10). She outlined the three approaches used to secure change:

- staff beliefs and understanding of the initiative
- team composition
- similarity of previous practice to the change initiative (p. 100).

This is interesting with regards to this research to some extent as these components match those presented in Table 1 (p. 35) with regards to collaborative leadership, and collegiality. It could be argued that staff beliefs and understanding of the initiative, links to the clarity of the aims and moral purpose of the initiative, and these are components within effective collaborative leadership and collegiality. Team composition is also vital to enable people to support each other and learn from each other. The third approach presented by Moore depends on the experience that teachers already have of a certain area, and calls for leaders:

to be mindful that different subjects have different needs and tensions that enable them to more (or less) readily embrace an initiative (p. 12).

It could be argued that these characteristics are all implicit in the concept of professionalism, a concept which is explored further below.

To summarise, it is accepted that the role of the Middle Leader is becoming increasingly complex with expectations on the Middle Leader to be an effective classroom practitioner, a person to turn to for support and guidance, a crucial link between senior leaders and classroom teachers, an advocate of the development of systems and the implementation of change coupled with the monitoring and evaluation of such. The Middle Leader is expected to always maintain the essential drive to improve teaching and learning keeping the student at the centre of all endeavours. The Middle Leader role in a school therefore is unquestionably vital, and for the Middle Leader to develop and lead an effective department, they themselves must be guided and supported.

2.15 Professionalism

Goodson and Hargreaves (1996) state that the concept of teachers becoming more professional was at the forefront of the educational reform experienced by teachers in England in the 1990s. They said that:

while aspirations for greater professionalism in teaching are admirable, what such professionalism might mean is often vague, unclear or contested (p. vii).

Goodson and Hargreaves (1996) also state that:

what it means to be professional, to show professionalism or to pursue professionalization is not universally agreed or understood (p. 4),

and they continue to identify five:

different overlapping discourses which carry different connotations of what it means for teachers to be professional (p. 4).

I have summarised these discourses in Table 2 below:

Discourse	Origins	Explanation/Possible disadvantages
Classical professionalism	Linked to the more masculine occupations of law and medicine.	<ul style="list-style-type: none"> • Can let participants endorse and celebrate high status professionals' views of themselves. • A specialist knowledge base. • Teachers found experience and not scientific theory to be most useful in their work moving away from Classical Professionalism • Classical professionalism does not lend itself to enable staff to embrace the changes of a postmodern society with a changing educational climate whereby accountability is becoming more of a key focus (this has been presented in this chapter).
Flexible professionalism	The idea of shared professional community and cultures of collaboration.	<ul style="list-style-type: none"> • Discussion about teaching to enable improvement to begin. • Possible disadvantage has been a periphery of practice and contrived collegiality (as explored in the first section in this chapter). • Can work in a 'local' context (e.g. within one school) whereby teachers work with common agreement and standards of practice for example. • Fragmentation can occur if working practices are kept 'local'.

Practical professionalism	The reflective nature of people judging their own work linked to practice.	<ul style="list-style-type: none"> • Shaped by teachers' personal knowledge, experience, purposes and values. • Advocating that teachers are "knowledgeable and knowing persons" (p. 11). • One possible disadvantage can be that the teacher's experience limits their belief that things are possible (for example peer assessment or AfL)
Extended (or 'new') professionalism	Teachers embracing the broader social context of education including CPD, and collaboration with parents, other staff and the students.	<ul style="list-style-type: none"> • A focus on outcomes. • Teachers may feel constrained as a result of prescribed initiatives from the previous government. • Disadvantages may include the demand of new initiatives, CPD and collective planning resulting, ironically, in the teachers spending less time with the students.
Complex professionalism	Professions being judged on the complexities implicit within them.	<ul style="list-style-type: none"> • Appreciating that teaching is a complex role with an expectation on teachers to be "knowledgeable, experienced, thoughtful, committed, and energetic workers" (Devaney and Sykes, 1988, p. 20, in Goodson and Hargreaves, 1996, p. 17). • A potential hazard is that with increasing work complexity, "complex professionalism ... will simply become a synonym for teacher exploitation and burnout" (p. 19).

Table 2: Discourses presented by Goodson and Hargreaves (1996, pp. 4-19) about what it means for teachers to be professional

In their consideration of five discourses, Goodson and Hargreaves (1996) believe that "professionalism and professionalization can empower teachers or exploit them" (p. 20). They present a detailed list of what they believe teacher professionalism should, in a complex, postmodern age, be:

- Increased opportunity and responsibility to exercise *discretionary judgement* over the issues of teaching, curriculum and care that affects one's students;
- Opportunities and expectations to engage with the *moral and social purposes* and value of what teachers teach, along with major curriculum and assessment matters in which these purposes are embedded;
- Commitment to working with colleagues in *collaborative cultures* of help and support as a way of using shared experience to solve the ongoing problems of professional practice, rather than engaging in joining to work as a motivational device to implement the external mandates of others;
- Occupational *heteronomy* rather than self-protective *autonomy*, where teachers work authoritatively yet openly and collaboratively with other partners in the wider community (especially parents and students themselves), who have a significant stake in students' learning;
- A commitment to active *care* and not just anodyne *service* for students. Professionalism must in this sense acknowledge and embrace the emotional as well

as the cognitive dimensions of teaching, and also recognize the skills and dispositions that are essential to committed and effective caring;

- A self-directed search and struggle for *continuous learning* related to one's own expertise and standards of practice, rather than compliance with the enervating obligations of *endless change* demanded by others (often under the guise of continuous learning or improvement);
- The creation and recognition of high task *complexity*, with levels of status and reward appropriate to such complexity.

(pp. 20-21)

The third and sixth belief are pertinent to this research because the 'working with' others in a supportive way and sharing experience, and the self-directed search for continuous learning which links with having a shared purpose are explicit within the conceptualisation of collegiality presented on p. 38.

Day and Smethem (2009) believe that Goodson and Hargreaves' (1996) conceptualisation of professionalism "remains relevant in this century" (p. 152). They cite Hargreaves' (2003) assertions that "principled professionalism is underpinned by strong values, beliefs and moral purpose" (Hargreaves, 2003, p. 131). This 'principled professionalism', I suggest, builds on flexible professionalism and practical professionalism already presented above.

Considering the work by Hargreaves further, he joined with Shirley in 2009 to co-write the book 'The Fourth Way: the inspiring Future for Educational Change'. They contextualise the First, Second and Third ways as presented in Table 3 below:

The Way	Components/Definition
The First Way	<p>Innovation and Inconsistency From the end of World War II to the mid-1970s when there was “enormous confidence in the ability of the state to solve social problems” (pp. 3-4). Teachers in the more innovative schools had the “freedom to develop curricula to meet the varying needs of their students as part of a mission to change the world ... [and schools] were smaller, unmotivated students left for employment and students who stayed wanted to learn ... [but] there were huge variations in focus and quality” (p. 5). The profession was unregulated.</p>
The Second Way	<p>Markets and Standardization From the mid-1970s to the late 1980s. “Vocational education came alive with new initiatives. Mentoring and tutoring programs for every individual student were the trailblazer of today’s personalized learning” (p. 6). Coherence was a key focus, and the national curriculum was introduced in 1988. “The <i>passive trust</i> of the First Way when parents respectfully handed their children over to teachers who were left to get on with the job was replaced in the Second Way by an <i>active mistrust</i> between parents and teachers” (p. 9). “A new Way was needed in society and in education to restore professional energy and develop the higher levels of creative learning and skill development essential for competitive and cohesive knowledge societies “(pp. 11-12). Top-down pressure. “Greater competition and increased expectations, but at too great a cost to student learning, teacher motivation and leadership capacity in schools” (p. 12).</p>
The Third Way	<p>Performance and Partnership Including: Performance targets kept from the Second Way. A “key measure being collecting five passes at Grade C or above “ (p. 15) at GCSE level; Streamlined inspection process of schools; Support staff put into schools to “relieve teachers from extraneous administrative tasks and other workload pressures” (p. 16); Partnerships leading to academies “many in inner cities where their educational predecessors had been failing” (p. 16); The NCSL started “as a central part of both capacity-building and change-management strategies in the system” (p. 16); More performance data being expected and used and made available to parents; A focus on a “more coordinated attention to the whole child’s development” (p. 16) involving children services at national and local levels; Schools supporting each other.</p>

Table 3: The First, Second and Third Ways summarised from Hargreaves and Shirley (2009)

Hargreaves and Shirley’s (2009) Fourth Way is a:

professional path to improvement that builds from the bottom, steers from the top, and provides support and pressure from the sides ... Here, teachers define and pursue high standards and shared targets, and improve by learning continuously through networks, from evidence, and from each other (p. 107).

This Fourth Way focuses on teachers setting “shared targets rather than scurrying around to meet targets demanded by others” (p. 72), and teachers having collective responsibility before accountability. These assertions directly match Goodson and Hargreaves’ (1996) first, third and sixth beliefs.

In his article considering a blended model of collaborative leadership Coleman (2011) states:

collaborative leadership is best viewed as a composite and blended form of leadership which draws together a range of themes and ideas to form a coherent model for partnership working (p. 302).

One of the five elements of collaborative leadership considered by Coleman (2011) as mentioned previously, is authentic leadership, and within his analysis of authentic leadership, he considers the concept of professionalism (Wilson and Pirrie, 2000; and Evetts, 2003):

Professionalism comprises the common values, practices and approaches, which form the basis for a collective identity, associated with a specific organization or circumstance. Professionalism is a fluid concept, socially constructed and yet evolutionary in nature (Evetts, 2003), with its precise form contextually specific and ‘the product of a dialectical relationship with its environment’ (Hanlon, 1999, p. 3) (Coleman, 2011, p. 304).

The idea of common values, practices and approaches are prerequisites in the definition of collegiality presented on p. 38.

2.16 Conclusion

It is evident that an extensive amount has been written about Middle Leaders and their potential to be agents of change. As a result of this literature review, I would suggest that there are gaps in the literature available with regards to Middle Leaders and the concept of professionalism. Coleman (2011) suggests that:

existing literature offers little insight into the precise nature of leadership practice required to achieve [authentic leadership] or the basis for leaders' underpinning values themselves (p. 305).

This suggests that further empirical research into 'explanatory' case studies (Yin, 1984) whereby the 'why' questions could be asked "when the focus is on a contemporary phenomenon within some real-life context" (Yin 1984, p. 13) would be appropriate. Research into professionalism on a daily basis and how it impacts teaching and learning, and/or school development for example could be a way forward.

It is recognised in this research that the "high expectations of all staff" (Hopkins, 2001, p. 10) with regards to school culture and development is a key feature of professionalism.

21st Century Education

This section focuses on 21st century education to coincide with the fourth research question: What is the place of collegiality in fostering perceived key elements of a 21st century education? There are six parts in this section: an introduction (which includes an overview of the texts I selected for this literature review); 21st century education - the views of the previous Government and the current Government; 21st century education -

the student voice; 21st century education – the academic and theorists’ view; a synthesis of the views of the Government (previous and current), the student voice and the views of academics and theorists; and a conclusion.

2.17 Introduction

In order to define what is understood by the term ‘21st century education’, key documents from the previous Government published between 2004-2009 have been reviewed and summarised along with documents from the current Coalition Government. The vision of the previous Government has been briefly compared with that of the current Government, and these findings have been compared with what young people believe that they need from a 21st century education. The opinions of young people as detailed in The Children’s Manifesto (2001), and summarised by Birkett (2001) and Burke and Grosvenor (2003) are presented alongside the work by Arora and Williamson (2010). The views of academic theorists Claxton and Wells (2002), and Hargreaves and Shirley (2009) and what they believe a 21st century education should encompass have also been explored. Finally, the ambitions, desires and academic theories from all three groups (governments, young people, and academics) have been synthesised to create a conceptual framework of the perceived key elements of a 21st century education.

2.18 21st century education - the views of the previous Government and the current Government

The previous Government’s plan with regard to education was to “make this the best country in the world for children and young people to grow up” (DCSF, 2007, p. 3 and p. 5, and 2009b, p. 1, and 2009c, p. 2). They proposed that they were setting “ambitious new

goals for 2020” (DCSF, 2007, p. 4) and that their vision would become embedded between 2009–2014. The five key aims of the vision (DCSF, 2009b) are:

- for every child, a world class education that prepares them for the challenges of the 21st century, underpinned by Pupil and Parent Guarantees; and with excellent teaching and learning and the extra help each child needs;
- every school working in partnership, integrating services and sharing expertise because no school can do it alone;
- every school improving, with strong accountability, and rapid intervention when needed;
- every school and school leader supported, with the right roles for local and central government; and
- in every school, a well-led and highly-skilled workforce (p. 2).

The first and the fifth aim are pertinent to this research as without the well-led, highly skilled workforces, the demands of a 21st century education arguably cannot be met. One component of a highly skilled workforce is that of professionalism which was explored in the third section of this literature review.

The DCSF (2009a, p. 6) stated that the following aspects of school life and the curriculum are key elements to prepare children for the future:

- good behaviour, strong discipline, order and safety;
- a broad, balanced and flexible curriculum including skills for learning and life;
- the promotion of health and wellbeing, including personal, social, health and economic education (PSHE) as part of the curriculum.

Two years previous to these key elements being published, the DCSF had described their vision for a 21st century school:

The 21st century school is a school that ... provides an excellent education and by personalising learning does not compromise in its mission to see each child achieve all of which he or she is capable. But it also actively contributes to all aspects of a child’s life – health and wellbeing, safety, and developing the wider experiences and skills that characterise a good childhood and set a young person up for success as an adult. It contributes to these wider areas because they help

children achieve, but also because they are good for children's wider development and part of a good childhood.

The school actively engages and listens to parents, makes sure their views shape school policies, and works with them as partners in their child's learning and development. It looks beyond the pupils on its roll, and works in partnership with other schools to ensure education in the local area is as good as it can be. It plays a central role in the wider community, opening its facilities for the benefit of families and others, and is conscious of its role in a sustainable society.

Every child should have a personal tutor, someone in the school who knows them well, helps them to identify and plan to meet their ambitions and to act quickly if problems emerge, talking to parents and bringing in other support where necessary.

The 21st century school can only fulfil its potential if it can rely on other, often specialist, services for children being there when needed – including health (for example mental health and speech and language therapy), early years and childcare, behaviour, youth, and crime prevention services. It needs to be an active partner in planning and delivery arrangements under Children's Trusts, helping to define the priorities for their local area, and agreeing how the whole pattern of local services best fits together to meet need.

If we are to achieve our 2020 goals for children and young people, every school will need to realise this vision of a 21st century school (pp. 145-146).

Drawing together documents published by the DfES and DCSF between 2004–2009, the following is a synthesis of what is seen as being necessary with regards to an effective 21st century education:

- guarantees would be in place for parents and children of what they could expect from all services;
- a highly-skilled and professional workforce would be in place across all services;
- partnerships would be embedded between organisations to ensure early intervention as appropriate;
- each young person would have sufficient knowledge, skills (knowing how to learn, thinking skills, team working skills, creativity skills), confidence and qualifications to be able to embrace their future;
- each young person would have a sense of responsibility for themselves, and the world in which they live.

Within weeks of the Coalition Government coming into power in May 2010, they stated their values as being “freedom, fairness [and] responsibility” (HM Government, 2010a, p. 3) with their main driving force to make opportunities more equal for all children. In their response to public comments about the Programme, Cameron and Clegg (DfE, 2010) stated that the Government:

need to reform our education system if we are to accelerate improvement to keep pace with the highest performing systems of the world and ensure that every pupil growing up in this country gets a better chance of achieving their potential (<http://www.education.gov.uk/inthenews/inthenews/a0063460/dfе-response-to-public-comments-on-the-coalition-agreement-on-schools>).

The intention to raise standards is directly linked with the vision of the previous Government. In January 2012 the Schools Minister Nick Gibb spoke about school improvement. In this speech, he outlined the changes that the Government had already undertaken and once again, professionalism is included in these goals:

- to close the attainment gap between those from poorer and wealthier backgrounds
- to ensure our education system can compete with the best in the world
- and to trust the professionalism of teachers and raise the quality of teaching (<http://www.education.gov.uk/inthenews/speeches/a00201655/nick-gibb-speech-on-school-improvement>).

2.19 21st century education - the student voice

In 2001, the Guardian newspaper launched a competition about the future of the secondary school. The views of the children became The Children’s Manifesto (see Appendix 1, p. 266). In her summary of the entries, Birkett (2001) stated that “being heard was at the heart of every entry [and children] wanted to be educated, not indoctrinated” (http://www.deabirkett.com/pages/journalism_film/journalism/the_school_wed_like.htm).

The entry of one student called Lynda (aged 16) encapsulates a key pre-requisite of a 21st century education:

Children have changed and schools should! A school should be filled with the amenities and inventions of our century. It should teach children more about the future and less about the past (p. 1).

Paraphrasing the voice of those who took part in the competition with regards to the key elements of a 21st century school, has been helpful in creating the Conceptual Framework (Table 5) which can be seen on p. 58:

- having an inviting, inspirational, comfortable and safe place to learn where they would be treated as individuals;
- having personalised curriculums where they would have choices;
- allowing learning to be all encompassing embracing the world in which they live (and not simply being in a classroom);
- allowing their voice to be heard;
- enabling everyone to work together and achieve;
- being well resourced (including technology).

Arora and Williamson (2010) felt that the views of young people are often overlooked and their work with NESTA and the SSAT resulted in students aged between 11-18 years from eleven invited schools taking part in student-led research projects. The views and findings of the students with regards to “key challenges facing education in the 21 century” (p. 3) were collated and presented:

To succeed in the future, young people will need to have the confidence, skills and understanding not only to respond to change but also to become the instigator of change themselves (Arora and Williamson, 2010, p. 3).

Interestingly, but not surprising perhaps, is the identification of certain skills and learning attributes that young people need to be able to succeed as they proceed in their life. Skills such as ICT skills, communication skills including understanding and being able to communicate in different languages, leadership skills, problem solving skills, teamwork

skills, organisational skills, empathetic skills, evaluative skills, analytical skills, mentoring and coaching skills, social skills are all mentioned in the student led research projects, as are learner attributes, for example being creative and confident, understanding and accepting the culture of other people, commitment, responsibility, sensitivity.

2.20 21st century education – the academic and theorists’ view

Claxton and Wells (2002) question the purpose of education in a world seeing “rapid social, economic and political change” (p. 1) and state that education is not about:

the transmission of specific bodies of knowledge and skills ... [but] the development of a mind to learn (pp. 1-2).

This mirrors the request of children in the 2001 competition who asked to “be educated, not indoctrinated” (Birkett, 2001,

http://www.deabirkett.com/pages/journalism_film/journalism/the_school_wed_like.htm).

In a similar vein to Claxton and Wells (2002), Hargreaves and Shirley (2009) describe the 21st century world as being “fast, flexible and vulnerable” (p. x). In their Fourth Way for educational change, which is about moving education towards a “more inclusive, inspiring and sustainable future” (p. xi), the future they describe:

can deepen learning, raise standards, reduce the differences in achievement, and build a more creative and cohesive future for all (p. 19).

This could be achieved by bringing together:

government policy, professional involvement, and public engagement around an inspiring social and educational vision of prosperity, opportunity, and creativity in a world of greater inclusiveness, security and humanity (Hargreaves and Shirley, 2009, p. 71).

Hargreaves and Shirley (2009) present six pillars of purpose and partnership as being prerequisites to enable educational change thus ensuring an education system whereby the government, teachers, students, parents and communities share a common understanding and appreciation of the role of schools. The six pillars are:

- an inspiring and inclusive vision;
 - strong public engagement;
 - achievement through investment;
 - corporate educational responsibility;
 - students as partners in change; and
 - mindful learning and teaching
- (p. 73).

With regards to the focus of 21st century education being explored, it is perhaps the skills which are embodied in the ‘sixth pillar’ (mindful learning and teaching) which are particularly pertinent to this part of the literature review:

creativity, innovation, intellectual agility, teamwork, problem solving, flexibility, and adaptability to change as being prerequisites in a 21st century school [and state that these skills alongside] deeper virtues and values such as courage, compassion, service, sacrifice, long-term commitment and perseverance [are necessary for personalised learning to be truly personalised] (Hargreaves and Shirley, 2009, p. 85).

It is these skills and learning attributes which, once again, are almost identical.

2.21 A synthesis of the views of the Government (previous and current), the student voice and the views of academics and theorists

The views of the Government (previous and current), the student voice, and the views of academics and theorists, have been synthesised in Table 4 below. This information has been used to develop a conceptual framework of the perceived key elements of a 21st century education (Table 5 on p. 58).

Previous Government (publications between 2003 – 2010 which have been referenced)	Current Coalition Government (HM Government, 2010a, and Cameron and Clegg, 2010a)	Wishes of the children and young people aged between the ages of 5 and 18 (Burke and Grosvenor, 2003) and The Children’s Manifesto (Birkett, 2001)	Important skills and learning attributes to be able to address key challenges in the 21st Century (Arora and Williamson, 2010)	Academic views (Claxton and Wells, 2002)	Academic views (Hargreaves and Shirley, 2009)	Correlation of ideas...
Vision: to make England the best country in the world for children and young people to grow up	Vision: to make opportunity more equal for all children			Vision: Education is not about the transmission of specific bodies of knowledge and skills ... [but] the development of a mind to learn (pp. 1-2)	Vision: moving education towards a “more inclusive, inspiring and sustainable future” (p. xi) “prosperity, opportunity, and creativity in a world of greater inclusiveness, security and humanity” (p. 71)	Inclusivity and opportunity.
guarantees would be in place for parents and children of what they could expect from all services	parents and children to have more freedom in choosing a good school					A clear understanding of the role of a school, available opportunities, and available services.
a highly-skilled and professional workforce would be in place across all services	high quality teaching in schools	enabling everyone to work together and achieve				A highly skilled and professional workforce would enable all children to achieve.
partnerships would be embedded between organisations to ensure early intervention as appropriate	partnerships between schools so that the strong support the weak to drive improvement across the board				bringing together government policy, professional involvement, and public engagement	Supportive partnerships and understanding.

each young person would have sufficient knowledge, skills (knowing how to learn, thinking skills, team working skills, creativity skills), confidence and qualifications to be able to embrace their future		having personalised curriculums where they would have choices, & allowing learning to be all encompassing embracing the world in with they live (and not simply being in a classroom), & allowing their voice to be heard, & being well resourced (including technology).	skills such as ICT skills, communication skills including understanding and being able to communicate in different languages, leadership skills, problem solving skills, teamwork skills, organisational skills, empathetic skills, evaluative skills, analytical skills, mentoring and coaching skills, social skills were all identified as being necessary.	development of skills including problem solving skills, creativity skills, team working skills, communication skills, organisational skills, interpretive skills, thinking skills, decision making skills, and meaning making skills are necessary to be able to work with others. The concept of knowledge includes how to use tools, resources and materials to enable the world to progress and develop.	creativity, innovation, intellectual agility, teamwork, problem solving, flexibility, and adaptability	Being able to make decisions, and developing skills to succeed in the world. Being able to voice opinions which will be listened to. Education being sufficiently resourced to allow learning for the future to take place.
each young person would have a sense of responsibility for themselves, and the world in which they live	opportunities more equal for all children	having an inviting, inspirational, comfortable and safe place to learn where they would be treated as individuals, and allowing learning to be all encompassing embracing the world in which they live (and not simply being in a classroom)	being creative and confident, understanding and accepting the culture of other people, commitment, responsibility, sensitivity.	values: young people would have a willingness to attempt to understand the perspectives of others	courage, compassion, service, sacrifice, long-term commitment and perseverance	The young person having and taking responsibility to be treated as an individual, and learning about the world in which they live.
	high standards of discipline in schools					

Table 4: A comparison between the previous and current Government's vision and ambitions with regards to education, student voice (Birkett, 2001; Arora and Williamson, 2010), and the work by Claxton and Wells (2002), and Hargreaves and Shirley (2009)

2.22 Conclusion

This exploration into views on 21st century education has been interesting as the texts correlated to a certain extent albeit using different terminology. It was intriguing to paraphrase and summarise the results, yet difficult to create a conceptual framework of perceived key elements of a 21st century education.

To summarise, a 21st century education needs to provide opportunities for all students to experience, think and learn. Learners need to be empowered to develop skills to be able to experience, think, reflect and learn. Facilitators need to understand how to provide the opportunities to empower learners to be able to experience, think, and learn, and to understand their role within this process. A 21st century education needs to be able to evolve as the world develops. This includes technological advances. Places where learning takes place, need to be inspiring and well resourced.

The perceived key elements for a school to deliver a successful 21st education are included in the conceptual framework below (Table 5):

Over-riding Values	The ‘Learning’ Space/Place	Teacher prerequisites	The Learner: Development of skills	The Learner: Learner attributes	The Future
Respect Inclusivity Opportunity Understanding the world in which we live	Access for All Inspirational Inviting Comfortable Safe	Highly trained Ongoing opportunities for professional development Flexibility Being creative Having commitment Taking responsibility Having sensitivity Treating the learner as an individual Developing supportive partnerships	Creativity skills ICT skills Communication skills Leadership skills Problem solving skills Thinking skills Teamwork skills Organisational skills Empathetic skills Evaluative skills Interpretive skills Analytical skills Mentoring and coaching skills Social skills Decision making skills Meaning making skills	Being creative Being confident Understanding and accepting the culture of other people Having commitment Taking responsibility Having sensitivity Being resilient Having compassion Persevering	“rapid social, economic and political change” (Claxton and Wells, 2002, p. 1) “fast, flexible and vulnerable” (Hargreaves and Shirley, 2009, p. x)

Table 5: Perceived key elements for a school to deliver a successful 21st century education

2.23 Conclusion of Chapter Two

The inquiry into collegiality, Middle Leaders, and 21st century education has been extensive and I feel that the conceptual frameworks and explanations presented below are theoretically sound.

Research Question 1

- How can collegiality be conceptualised in a contemporary educational setting?

To enable analysis of the data generated by the semi-structured interviews, the conceptualisation of the term collegiality presented on p. 38 will be used.

Research Question 2

- To what extent do individuals within the organisation perceive collegiality as a valuable strategy for educational improvement?

The components in the first section of this chapter (Table 1, on p. 35), illustrate that having a common purpose, shared and equal participation, respect for each other and understanding, collective responsibility, a consideration of student voice, and an environment where all staff are equal (equal voice, equal value, equal input in decision making), and are trusted with an understanding that the structure is continually evolving are of paramount importance to be able to call the leadership style collegiate. If this leadership style is in place, the data from the participants with regards to whether collegiality can be a valuable strategy for educational improvement may contribute to new knowledge.

Research Question 3

- In the case study, what are the factors encouraging and discouraging people to work in a collegiate way?

The third section of this chapter illustrates that Middle Leaders are of key importance in the current education system whereby accountability is ever present and “the role of the middle leader is to embrace, implement and monitor change”

www.nationalcollege.org.uk/index/resources/leadingschools/developing-your-middle-leadership/effective-middle-leadership.html#a3). This is why I feel it is appropriate to ascertain why Middle Leaders work in the way that they do in this case study, focusing on what the factors are with regards to encouraging and discouraging people to work in a collegiate way.

Research Question 4

- What is the place of collegiality in fostering perceived key elements of a 21st century education?

If the Middle Leaders recognise the potential of collegiality as a valuable strategy for educational improvement, and can articulate the advantages of working in a collegiate way, it will be useful to understand how collegiality can foster what the participants see as being the key elements of a 21st century education.

A conceptual framework of the perceived key elements for a school to deliver a successful 21st century education according to the Government, young people and academics was presented in Table 5 (p. 58).

CHAPTER THREE

Research Design

3.1 Introduction

This chapter is divided into ten sections following this Introduction. The sections are intended to explain and justify the research design/methodology which underpins my research. The sections are: the place of my research within a wider framework of knowledge; an overview of my philosophical approach placing my research within an ontological and epistemological context; the research strategy; the research design/methodology, methods and management; an introduction and critical evaluation to my chosen research design/methodology of ‘case study’; a critical evaluation of my chosen research methods (semi-structured interviews, and documentary evidence), and the management of my research including access, ethics and sampling; a brief explanation of how I decided to analyse the qualitative data including the consideration of validity (including triangulation) and reliability; the limitations of the research is briefly explained; and a conclusion.

3.2 Wider frameworks

According to Gunter (2006):

knowledge production is concerned with what we know, how we know it, when we know it, who knows it, and why (p. 201).

She refers to her ‘Activity’ typology which produces “knowledge and knowing in the field of educational leadership” (2006, p. 206) to illustrate the activities leaders undertake to

understand meaning, understand experiences, work for change or to deliver change. This activity typology followed her work with Ribbins to create ‘Knowledge Domains’ (Ribbins and Gunter, 2002) to focus types of research, and these were developed further in 2003 to present ‘Knowledge Provinces’ with the addition of the ‘descriptive’ province. Gunter and Ribbins (2003a) explain that what makes a ‘Knowledge Province’ distinctive is “what is being asserted as constituting the truth underpinning the intention behind any leadership activity” (p. 133). I have grouped the Domains, Provinces and Activities in Table 6 below and refer to how this research which resides within the *descriptive* knowledge province fits in with the ideas of Ribbins and Gunter (2002), and Gunter and Ribbins (2003a) thereafter.

This research into collegiality as a leadership strategy sits within the *descriptive* knowledge province conceptualised by Gunter and Ribbins (2003a) as the research is:

concerned with providing a factual report ... [in detail of the perceptions of Senior and Middle Leaders in one educational establishment] of factors relating to leaders, leading and leadership (p. 133).

It fits with Gunter’s activity (2006) of ‘understanding meanings’.

Using the Wallace and Poulson (2003) typology of three types of knowledge: “theoretical, research, and practice” (p. 17), this research is generating ‘research knowledge’ whereby claims will be made and supported with regards to the over-riding theme of collegiality as a leadership strategy. Wallace and Poulson (2003) explore “five sorts of intellectual project” (p. 23) including knowledge-for-understanding, knowledge-for-critical evaluation, knowledge-for-action, instrumentalism, and reflexive action. This research fits within the ‘knowledge-for-understanding’ intellectual project as the aim is to understand practice through theory and research.

Ribbins and Gunter (2002)	Ribbins and Gunter, (2002, p. 378)	Gunter and Ribbins (2003a)	Gunter (2006)
<i>Five Knowledge Domains</i>	<i>Meaning</i>	<i>Six Knowledge Provinces</i>	<i>Four 'Activities'</i>
Conceptual	Concerned with issues of ontology and epistemology, conceptual clarification and the complexities that arise from values.	Conceptual	Understanding meanings
<i>(left empty due to Descriptive Knowledge Province being added as the typology developed)</i>		Descriptive	Understanding meanings
Critical	Concerned to reveal and emancipate leaders and followers from social injustice and the oppression of established power structures.	Critical	Working for change
Humanistic	Gathers and theorizes from the experiences and biographies of those who are leaders and managers.	Humanistic	Understanding experiences
Evaluative	Abstracts and measures the impact of leadership effectiveness on organizational outcomes.	Evaluative	Delivering change
Instrumental	Provides leaders with effective leadership strategies to deliver organizational outcomes.	Instrumental	Delivering change

Table 6: Comparative table of the work of Gunter and Ribbins (adapted from Ribbins and Gunter, 2002; Gunter and Ribbins, 2003a; Gunter, 2006)

To summarise, this research sits within Gunter and Ribbins' (2003a) *descriptive* knowledge province as it will describe a leadership strategy from a factual perspective. The research is being undertaken to understand the leadership strategy which will, according to

Wallace and Poulson (2003) generate ‘research knowledge’ through a ‘knowledge-for-understanding’ project.

3.3 Philosophical approach

The researcher’s philosophical or theoretical perspective is how he/she sees the world and makes sense of it (Crotty, 2003). In the generation of knowledge comes, for some, the quest for ‘truth’ (Cohen et al., 2007) and reality. Crotty (2003) refers to this as the “‘what is’” (p. 10) which pertains to the ontological stance of the researcher. The two:

extreme positions [of ontology are those whereby] ... reality and truth are a ‘given’ and are external to the individual [or where]... reality and truth are the product of individual perception (Gunter et al., 2008, p. 10).

As my chosen methodology is case study, and the methods I will be using are interviews and the examination of documentary evidence (Bosher, 2007), I will be interpreting data provided by Middle Leaders who work within the institution. I will be interpreting the perceptions and ‘realities’ of Middle Leaders, and the concept of collegiality which is a working and organisation ethos ‘imposed’ upon them. My ontological position therefore focuses on “reality and truth [being] the product of individual perception” (Gunter et al., 2008, p. 10), and is interpretivist in its nature. While I fully recognise that “there is no single interpretive truth” (Denzin and Lincoln, 2005, p. 26), by interacting with the Middle Leaders in their environment and interpreting their perspective of the educational establishment’s working ethos and culture, I will be shaping the knowledge which I generate. I also recognise that the interviewees taking part in my research, and those who took part in the previous research (Bosher, 2007) construct their own realities, and no two persons’ realities will be the same.

Epistemology is focused on the nature and:

theories of what knowledge is, what it is possible to have knowledge of, how it is possible to have knowledge at all ...[and understanding that] epistemology asks and attempts to answer questions such as: how can we really know that what we think we know actually is knowledge? (Potter, 2000, p. 234).

It is recognised then that the generation of knowledge requires careful consideration as the theoretical perspective/philosophical approach I adopt, carries implicit within it, a number of assumptions (Crotty, 2003).

With regards to my research, I am investigating the perceptions of Middle Leaders with regards to collegiality as a leadership strategy. My epistemological perspective is that of constructionism whereby the knowledge I will generate will come from the interactions I have with the Middle Leaders who make up my purposive sample. The focus through the research process is on “the collective generation [and transmission] of meaning” (Crotty, 2003, p. 58).

3.4 Research strategy

My research is interpretivist in its nature providing a phenomenological approach which is described by Cohen et al. (2011) as being:

a theoretical point of view that advocates the study of direct experience taken at face value; and one which sees behavior as determined by the phenomena of experience rather than by external, objective and physically described reality (p. 18).

My position in this research is that of a Senior Leader in the case study. I am aware of the advantages and disadvantages of my position with regards to retaining an objective perspective on the data generated: on the one hand, I have direct experience of the concept

of collegiality as a leadership strategy; and on the other hand I have a questioning nature with regards to the extent by which members of the teaching staff understand and appreciate the concept of collegiality as a leadership strategy (at all levels). I also recognise that my understanding of the behaviour and perceptions of others is as a result of my experience of everyday life and its “social order” (Cohen et al., 2011, p. 19).

By undertaking this research, the place of collegiality as a leadership strategy within 21st century education will be examined in the case study, and the extent to which individuals within the organisation work with each other in a collegiate way, along with the factors encouraging and discouraging people to work in a collegiate way will be explored.

3.5 Research design/methodology, methods and management

As my phenomenological approach is reliant on the perceptions of the Middle Leader participants, the research strategy being adopted is qualitative, as “qualitative data offers more detail about the subject under consideration” (Blaxter et al., 1996 p. 177). The research methodology is case study. The rationale for the use of case study as being the most appropriate methodology to use for this research is below. The key research methods for data collection to ensure that “the evidence obtained enables us to answer the initial question as unambiguously as possible” (de Vaus, 2001, p. 9) are semi-structured interviews and the analysis of existing documents. These two methods are explored in further detail below. This will be followed by the management of the research.

3.6 Research methodology: Case study

Much is written about the use of case study as a methodology. de Vaus (2001) explains

that case study has sometimes been seen as a “soft option” (p. 219) and talks about Yin as being “a respected authority on case study design” (p. 10). Yin (1984) himself, states that “the case study has long been stereotyped as a weak sibling among social science methods” (p. 10). This is, I think, an interesting factor as recommended books regarding research design for students, for example de Vaus (2001), Cohen et al. (2011), Denzin and Lincoln (2005), Patton (2002), and Robson (2002) contain chapters/information on the use of case study, and writers such as Bassey (1999), and Gomm et al. (2000) have written and/or edited a complete book on case study as a research methodology. Yin (1984, 1985, 1993, 2003, 2009) himself has continued to focus on the use of case studies.

de Vaus (2001) explains that:

a case is the ‘object’ of study. It is the unit of analysis about which we collect information [and] it is the unit that we seek to understand as a whole (p. 220).

He raises awareness of how a case study can be identified, for example as an individual, a place, an organisation, an event, a decision or over a period of time or separate time periods. For the purpose of this research, the case study is one single educational establishment (a large, rural secondary school), with seventeen Middle Leaders making the purposive sample taking part in the generation of data (through semi-structured interviews). The participants were handpicked on the understanding that they are a Middle Leader with experience of collegiality as a leadership strategy in the case study. The intention was to select participants who would provide reliable evidence to deepen the understanding of collegiality within this particular educational establishment. The semi-structured interviews took place in an office in the case study at an agreed time with the participant and lasted a maximum of 50 minutes (one lesson). The analysis of one

document which evaluates collegiality within the school (Bosher, 2007) will also be analysed to triangulate the data from the participants alongside the literature reviewed in Chapter Two.

This research will be a ‘descriptive case study’ because I will be drawing on the data to provide an analytical account of collegiality as a leadership strategy. Issues to consider with regard to case study and ensuring that the research design and structure is appropriate (de Vaus, 2001), and how they will be addressed during this research can be seen in Appendix 2 (p. 267).

3.7 Research Methods

The research methods selected are semi-structured interviews with seventeen Middle Leaders, and the analysis of documentary evidence. Middle leaders were the purposive sample for the semi-structured interviews. The Middle Leaders had been employed at the case study for between two and fifteen years, and all of them had worked in at least one other school. They were leaders within the curriculum structure, the pastoral structure or both within the case study.

Semi-structured interviews

Literature explaining the use of semi-structured interviews is plentiful (Burgess, 1984; Kvale, 1996; Mason, 2002; Robson, 2002; Lankshear and Knobel, 2004; Bell 2005; Cohen et al., 2011) to mention but a few. As I am primarily interested in talking to and listening to

people to gain access to their experiences, opinions and feelings about collegiality, I selected interviews as one of my chosen research methods. As Kvale (1996) states:

the qualitative research interview attempts to understand the world from the subjects' points of view, to unfold the meaning of peoples' experiences (p. 1).

I realise that in interviews, I can only gain access to the information that the participants are prepared to give which gives rise to the consideration of validity and reliability which are discussed further during this chapter. I also understand that “knowledge and evidence are contextual, situational and interactional” (Mason, 2002, p. 64), and it is recognised once again that these facts can affect the validity and reliability. A key advantage of using semi-structured interviews as a research method, however, meant that I had the opportunity to be flexible with regards to listening to the responses of the participants and was able to develop ideas provided by the participants and probe them, where appropriate, to gain depth in their responses when explaining particular examples of where collegiate practice had or had not been experienced for example (Appendix 10, pp. 279-286, shows examples of this). To enable this to happen as seamlessly as possible, I had predetermined issues to be explored and questions to be answered. With a maximum of 50 minutes for each interview (based on the school timetable), having predetermined questions (Appendix 6, p. 274) added to my confidence to be a ‘good’ interviewer (Denscombe, 2007), but I also had the option to modify the questions or the question wording to offer further clarification or explanation where necessary. The piloting process, which is explained further in Appendix 3 (pp. 269-270), was an invaluable process and ensured that the questions I designed were not ambiguous, and were open ended in as far as the participants were invited to share their views and experiences on collegiality as a leadership strategy. The piloting process also developed my confidence as an interviewer.

With the belief of Mason (2002) that qualitative interviews are useful for *generating* data rather than *collecting* data, semi-structured interviews were considered to be an appropriate method to use to answer my research questions. Appendix 3 (pp. 269-270) contains a synthesis of my personal understanding of the advantages and disadvantages of using interviews as a research method synthesizing the views of Selltiz et al., 1962; Burgess, 1984; Kvale, 1996; Mason, 2002; Robson, 2002; Lankshear and Knobel, 2004; Bell, 2005; and Cohen et al., 2011. It explains the advantages and disadvantages of using interviews as a research method and how these issues were addressed in this research.

Documentary evidence

Documentary evidence has a long tradition history. In this research, the use of documentary evidence (Bosher, 2007) is being used to triangulate the data generated in the semi-structured interviews, along with the literature reviewed in Chapter Two. The documentary evidence is presented in Chapter Five: Discussion of Findings. The documentary evidence document is available to all members of staff at the case study which means that access to, and the availability of the documents for this research was not problematic. The author of the documentary evidence (Bosher 2007), which is a 'controlled selection' (Bell, 2005), also gave his permission for his work to be used as part of this research process.

Cortazzi (2002), in Coleman and Briggs (2002) writes that:

documentary analysis offer[s] fresh ways to explore the meanings and social function of texts in educational research (p. 196).

He explains that documents can complement other research approaches, a view shared with Johnson (1984, p. 23) quoted in Bell (2005) who writes that:

documentary analysis of files and records can prove to be an extremely valuable alternative source of data (p. 122).

Bell (2005) discusses two approaches to documentary analysis: a ‘source oriented’ approach whereby the material/source determines the research project and helps with the research questions; and a ‘problem-oriented approach’ which is more common and whereby the documentary evidence provides a secondary source of information. For this research, I have adopted the ‘problem-oriented approach’.

Bell (2005) explains that sources can be primary, whereby they were created during the research period, or secondary, where she explains that:

this term [is] used in a narrow sense by some social scientists to mean the re-analysis of data such as survey material or primary documents gathered by other researchers (p. 125).

This research is using a secondary source which was created four years before the semi-structured interviews for this research took place. The secondary source was not a ‘deliberate’ source as it was not “produced for the attention of future researchers” (Bell, 2005, p. 126). The source was created “for a contemporary practical purpose” (Bell, 2005, p. 127) in that it was in response to a new management structure being introduced in the case study in 2006, which means it is an ‘inadvertent’ source. Appendix 4 (pp. 271-272) contains a synthesis of my personal understanding of the advantages and disadvantages of using documentary evidence as a research method and how I have addressed these issues in this research.

3.8 Research management

Access

Following Bell's (2005) advice, permission to gain 'access' to the Middle Leaders in the single case study was sought at an early stage. By discussing the aims of the research including the research questions, the methodology, the selected methods, and how the findings would be reported with the Headteacher, my intentions as the researcher were presented and the Headteacher agreed to allow access to the chosen layer of management and leadership within the school. Once the access had been negotiated and agreed, I was able to invite Middle Leaders to participate in the generation of data through the semi-structured interviews, clearly indicating that their involvement would take a maximum of one 50 minute period/lesson. The piloting process was also completed. The Middle Leaders who accepted the invitation to become a participant were informed of how I intended to record the interview, transcribe it and use the data. With regards to access to their opinions and perceptions of collegiality as a leadership strategy, the participants were allowed to be open and honest in their responses, but the fact that the interviews were a snapshot at a particular time meant that I cannot be certain that the participants were as honest as they could have been if I hadn't held a position of responsibility within the school, or of recent situations which they may have been involved with (which may have dictated their response to a certain extent for example).

I also adopted Bell's (2005) advice by "negotiating access [to the documentary evidence], materials" (p. 119) so even though the materials are available to the staff in the case study, I explained to the Headteacher why I was interested in using the materials. This ensured that any 'confidential' material would not be used unwittingly.

Throughout this process, as ‘access’ was discussed, negotiated and agreed with the Headteacher, and participants were invited to participate in the semi-structured interviews, ethical considerations were of paramount importance.

Ethical considerations

Ethics within research is fundamentally concerned with recognition of the rights and interests of the participants, and as Walford (2001) states, “all research brings ethical decisions” (p. 136). These decisions include considering the impact of the research process and findings on those affected by it. As Denscombe (2002) states:

ethics concerns the system of moral principles by which the individuals can judge their actions as right or wrong, good or bad (p. 175).

When considering the ethical decisions surrounding the research design and the methods used, Cohen and Manion (1994) state that “ethical issues may stem from the kinds of problems investigated by social scientist and the methods they use to obtain valid and reliable data” (p. 348). Table 7 below summarises some ethical considerations that Cohen and Manion advise the researcher to be aware of, and how these were addressed in this research:

Areas of possible ethical problems in research according to Cohen and Manion (1994) and Cohen et al. (2011)	How this research will minimise these potential problem areas
“nature of the project itself” (1994, p. 348)	Middle Leaders were informed about the research and invited to be interviewed to generate data.
“the context for the research” (1994, p. 348)	The Middle Leaders who willingly participated were informed in advance of the reasons for the research. At the beginning of the interview, the participants

	were informed of this once again and given the right to withdraw from the process at any time.
The vulnerability of the participant with regards to privacy (2011)	Middle Leaders were invited to participate. Privacy was maintained and as mentioned above, participants were told of their right to withdraw from the research process at any time.
“confidentiality of participants identities” (2011, p. 91) and “non-traceability” (2011, p. 91)	Anonymity - the participants were assured that their name would be excluded from the thesis, and any identifying characteristics would be removed (see Appendix 2, p. 267).
“the procedures to be adopted” (1994, p. 348)	The recording of the interviews and the transcriptions of the interviews was explained to the participants. The ‘Confidentiality’ and ‘Anonymity’ aspects can be seen in Appendix 2 (p. 267).
“there are no absolute right or wrong answers” (2011, p. 88)	The participants were asked to answer the questions honestly and were told that I was interested in their perceptions.
“methods of data collection” (1994, p. 348)	When the Middle Leaders were invited to take part in the research, they were informed that the method of data collection would be a semi-structured interview lasting a maximum of 50 minutes and they were issued with the research questions.
“the nature of the participants” (1994, p. 348)	The Middle Leaders made up a purposive sample with professional values and experience of collegiality as a leadership strategy. The Middle Leaders had varying levels of experience.
“the type of data collected” (1994, p. 348)	The participants understood that anything they said in the interview process would be useful to me answering my research questions. They understood that they could speak freely about collegiality.
“what is to be done with the data” (1994, p. 348)	The participants were informed about the intentions of the interview in writing and verbally before, and at the beginning of the interview. The ‘Confidentiality’ and ‘Anonymity’ aspects can be seen in Appendix 2 (p. 267).

Table 7: A summary of some ethical considerations (Cohen and Manion, 1994; Cohen et al., 2011) which can cause ethical issues, and how this research has fulfilled these considerations

BERA (2011) offers detailed guidelines as to the principles and rules to guide research with regards to an ethic of respect for “the person, knowledge, democratic values, the quality of educational research and academic freedom” (p. 4), and many of these considerations are presented in Table 7 above. In addition to these considerations, the participants were informed that the research was not being sponsored and participants were not offered incentives to encourage their involvement in the research.

Building a sample

In his definition of sampling, Robson (2002) writes “a sample is a selection from the population” (p. 260). The factors of “expense, time and accessibility” (Cohen and Manion, 1994, p. 87) generally need to be considered with regard to selecting a sample, and from these considerations:

researchers endeavour therefore to collect information from a smaller group or subset of the population in such a way that the knowledge gained is representative of the total population under study (Cohen and Manion, 1994, p. 87).

The seventeen Middle Leader participants in this research are a *purposive sample* – a representation of the Middle Leaders in the case study (mix of age, gender, teaching and leadership experience in their career to date, and experience of collegiality within the case study). Each of the participants (Appendix 8, p. 276) has been a Middle Leader in the case for at least two years to ensure they have had experience of collegiality, therefore providing the potential to offer different perspectives of collegiality based on their experience at the case. The intention was to invite Middle Leaders to create the purposive sample which would provide a broad range of perspectives and reliable evidence to deepen the understanding of collegiality within this particular educational establishment. Appendix

8 (p. 276) contains information about the gender of the participants, and details about their length of time as a Middle Leader, along with their length of service in the school.

Validity (including triangulation) and reliability

As an Assistant Vice-Principal in the case study and therefore a member of the Strategic Leadership Team (SLT), I was aware of the problems relating to being an ‘insider researcher’. I was also aware that “researchers need to remember that what people say in interviews is always said at a particular point in time and within a contrived interaction” (Lankshear and Knobel, 2004 p. 199). The interaction is ‘contrived’ because “some conscious shaping of the verbal exchanges’ by both interviewer and interviewee always takes place” (Fetterman, 1998, p. 5, quoted in Lankshear and Knobel, 2004). It is recognised once again that these facts can affect the validity and reliability of conclusions. It was accepted, and recognised that the participants have provided information about their opinions at a particular point in time and despite my SLT position within the case, the participants were assured that I was working from an objective standpoint to explore collegiality as an ethical researcher and not with a particular agenda as a member of the SLT for example. It is recognised that access was perhaps made easier because I work in the educational establishment with the participants, and my intentions, and their subsequent engagement with the research process was carefully explained. This included an explanation of how the data would be generated, how it would be analysed, and the anonymous dissemination of the presentation of findings. The BERA (2011) guidelines were explained and adhered to throughout the research process including participants being told that they could withdraw from the process at any time. To ensure that participants

understood the research process including confidentiality and anonymity, they were asked to read and sign a ‘Research Interview Request Form’ (Appendix 7, p. 275).

The concept of cross-checking, and comparing findings is well established in educational research. The validity of the research is increased as triangulation is used to discuss the findings from the semi-structured interview. Cohen et al. (2011) define triangulation as:

the use of two or more methods of data collection in the study of some aspect of human behaviour ... [attempting] to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint (p. 195).

Finding corresponding results from a mixed-method approach gives the researcher confidence and adds validity to the findings, although Laws et al. (2003), quoted in Bell (2005) states that:

accounts collected from different perspectives may not match tidily at all. There may be mismatch and even conflict between them. A mismatch does not necessarily mean that the data collection process is flawed – it could be that people just have very different accounts of similar phenomena (p. 281).

By using ‘methodological triangulation’ whereby different methods are used on the same area of study (one of four basic types of triangulation defined by Denzin in 1970), I am using ‘different methods’ (semi-structured interviews and documentary evidence) to examine the ‘same area of study’ (collegiality). I am adopting the method which is “used most frequently and the one which probably has the most to offer” (Cohen et al., 2011, p. 197).

Reliability refers to the “replicability and internal consistency” (Cohen et al., 2011) of the research. Despite consistency in the process of gaining access, inviting the participants to

take part in the generation of data, organising a timetable of interview times, and the participants agreeing to having the interview recorded and transcribed, it is recognised that the interview captured a snapshot of thoughts and opinions and ideas at a particular time which cannot be repeated. It is therefore recognised, as mentioned previously, that the “knowledge and evidence [generated] are contextual, situational and interactional” (Mason, 2002, p. 64).

3.9 Analysing the findings

Tesch (1990) writes that “there is no one correct way of doing qualitative analysis” (pp. 304-305). She says:

In qualitative research, no two scholars produce the same result, even if they are faced with exactly the same task. Their differences in philosophical stances and individual styles will lead them to perceive and present the phenomenon each in his/her own way (p. 304).

I understand that analysis and evaluation of data is inevitably necessary (Bell, 2005) to answer my research questions and to generate new knowledge.

With careful consideration of how to analyse the data, I adopted Denscombe’s (2007) five stages of qualitative data analysis (Appendix 9, pp. 277-278). This process of analysis meant that I was able to try to ensure that the data analysis was rigorous. The first stage of ‘preparation of the data’ involved making copies of the sound files from the interviews, and transcribing the interviews in a compatible format with space to make additional ‘fieldnote’ comments (to aid with analysis), along with a simple reference system to be able to locate comments about recurrent themes easily making comparison of aspects of the data possible. The second stage, ‘familiarity of the data’ allowed me to get a ‘feel’ for

the data and to “understand the data in context” (Denscombe, 2007, p. 291) and to ‘read between the lines’ for any “implied meanings” (Denscombe, 2007, p. 291). The consideration of silence and any pauses during the interviews were important here. The third stage involved ‘interpreting the data (developing codes, categories and concepts)’. This stage was essential in identifying the components and potential of collegiality, and the participants’ understanding of 21st century education. Establishing these various components allowed the identification of the emerging themes to be recognised. The fourth stage of ‘verifying the data’ is presented in Chapter Five. Within this, the credibility, validity, reliability, generalisability (or transferability), and objectivity of the data have been considered. The fifth and final stage of Denscombe’s (2007) qualitative analysis process is ‘representing the data’, which involved editing the data to present a ‘snapshot’ of the perceptions of the participants with regards to collegiality, and 21st century education. The ‘representation’ of the data can be found in Chapter Six.

3.10 Limitations of the research

With the identification of themes as a result of the research process, it may have been useful to conduct a further interview with each of the seventeen Middle Leaders to gain a further insight into the day to day reality of the themes which may have increased the richness and depth of the findings.

Despite using one established methodology: case study, and two research methods: semi-structured interviews and analysis of documentary evidence, further methodological triangulation may have resulted in greater validity in the findings. As mentioned in the Introduction, I also considered exploring the experiences of a few individuals over a one

year period by completing ‘narrative analysis’ (Cortazzi, 1993) for example, or by following an ‘action research’ design to investigate collegiality and putting a small-scale intervention into place “in the functioning ... [of this aspect of the school with] a close examination of the effects of such intervention” (Cohen and Manion, 1994, p. 186 quoted in Cohen et al., 2011, p. 345). I decided against narrative analysis as I was conscious of the time pressures that the participants face on a day-to-day basis and did not wish to ask for any more of their time to keep a journal or to present their autobiographical story for example in order to try to understand and appreciate their “culture, experience and beliefs” (Cortazzi, 1993, p. 5). I also considered conducting a survey with:

the intention of describing the nature of existing conditions, or identifying standards against which existing conditions [could] be compared, or determining the relationships that exist between specific events (Cohen et al., 2011, p. 256),

and in hindsight, this may have been beneficial to this research. Through the piloting process and the actual interview process, 95% of the Middle Leaders in the case study took part in this research. The 5% who did not take part declined the offer to participate due to time constraints that they were experiencing. I believe therefore that the opinions and perceptions of the Middle Leaders interviewed are representative of all of the Middle Leaders in the case study.

3.11 Conclusion

In this chapter, I have placed my research within a wider framework of knowledge, and provided an overview of my philosophical approach, research strategy, research design/methodology, research methods, research management and analysis of the data.

To summarise, this research is aiming to explore perceptions of Middle Leaders in one educational establishment in England with regards to collegiality as a leadership strategy, the potential of collegiality for educational improvement, and the potential of collegiality in fostering perceived key elements of a 21st century education. I recognise that I am integral to the research process as I have selected the interpretivist paradigm within which to work, from a constructionalist position. I have selected the area of investigation, chosen the research design and research methods, chosen the sample, and analysed the data. I have indicated how bias will be avoided and how the findings would be triangulated. With regards to building the sample, it was recognised that the individuals within the purposive sample are integral to the quality of data generated for analysis. By undertaking the research I am intending to create new knowledge about collegiality in practice for potential educational improvement and school development, and about perceived key elements of 21st century education.

The next chapter will present the findings from the semi-structured interviews.

CHAPTER FOUR

Presentation of Findings

4.1 Introduction

Chapter Four presents the findings from the seventeen interviews undertaken with seventeen Middle Leaders. The interviews took place in July 2011. Denscombe's (2007) five stages of qualitative data analysis is being followed: preparation of the data; familiarity of the data; interpreting the data; verifying the data; and representing the data (Appendix 9, pp. 277-278). Each research question has several interview questions (Appendix 6, pp. 274) and these are presented in the order presented in Appendix 6 (p. 274) in this Chapter with the findings being supported by tables and illustrative quotations from the participants. Each research question concludes with a summary of the key findings and the identification of the four emerging themes and sub-themes (following Denscombe's (2007) third stage of data analysis: interpreting the data). These themes: Assimilation; Systematisation; Self-efficacy; and Educational Improvement and School Development, and sub-themes are then discussed in Chapter Five.

4.2 Research Question 1: How can collegiality be conceptualised in a contemporary educational setting?

Interview question: What do you understand by the term 'collegiality'?

All seventeen participants were clear with regards to their understanding of the term collegiality which resulted in twelve components being articulated:

Component	Participants explicitly using this terminology
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Responsibility	Participants 2, 5, 6, 7, 8, 11, 13, 16, 17
Teamwork	Participants 2, 5, 12, 13, 14, 15, 16
Everyone contributing	Participants 2, 8 and 16
Respect/respecting each other	Participants 1 and 9
Objective/specific aim	Participants 1 and 4
Decision making together	Participants 8 and 11
Flattened management structure	Participants 15 and 17
Taking ownership	Participants 13 and 15
Not having a specific leadership role	Participant 3
Staff having a voice	Participant 6
Making people feel equal	Participant 16
Develop potential leaders	Participant 15

Table 8: Key components in the responses given when participants were asked to explain what they understood by the term collegiality, and which participants explicitly mentioned each component

The component with the most agreement was the concept of responsibility which nine participants explicitly referred to. Comments included: “everyone taking responsibility together and working together” (Participant 2); “collective responsibility” (Participant 5); and “it offers the chance for more people to take responsibility” (Participant 17).

Teams of people working together “as colleagues not individuals” (Participant 5), was articulated by seven participants and Participant 12 stated that a benefit of the process of working with other people was the generation of “more ideas and more positive comments”. One participant made a comment which perhaps illustrates how everyone can have the opportunity to be involved in generating ideas:

“If I wanted to speak to the [Headteacher] about some big idea, I could go and speak about some big idea sort of thing and then an NQT walks in tomorrow and says “why don’t we do this?”, we take that seriously” (Participant 3).

Three participants presented barriers to a truly collegiate structure. Participant 16 described:

“truly collegiate [as] someone that is 100% collegiate and in every way, shape or form is – so shares out the roles, doesn’t make decisions themselves, and treats everyone as equals”.

She believes that “some people’s opinions are – well, you get paid for that job, so you should therefore do that job” (Participant 16) which is not collegiate in its nature.

Time is a component referred to by Participant 17 as a barrier:

“everybody seems incredibly busy so there are not many people who are willing or able to take on many other jobs”.

Another barrier to a “flattened management structure” (Participants 15 and 17) is that of the perceived necessity of a hierarchical structure which was raised and explained by Participant 11.

Interview question: *In your day to day life as a leader here, do you explicitly think about and consider collegiality? Why?*

All of the participants said that they consider collegiality in their work as a Middle Leader. Seven of the participants were absolutely clear that this is how they work on a day to day basis, and the other ten participants took a moment to consider whether they work in a collegiate way on a day to day basis. Their answers illustrated a number of reasons as to why they work in a collegiate way, but that it wasn’t an immediate day to day consideration.

Of the ten participants who said that they do not explicitly consider collegiality in their day to day work, it could be argued that the process they all go through to make

decisions and/or to effect change is in fact collegiate. For example, Participants 4 and 14 think about their responsibilities first and the actions they need to take, and they then think about who they can work with to achieve the goal. Participant 9 said:

“it’s down to personality ... if you are humble and open to other people and you don’t just think about promoting yourself or enjoying the power, then you’ll operate, whether you know it or not, in a way that’s collegiate”.

This selflessness, humility and being open to others are recurrent themes within the interview responses and have been identified as attributes necessary for collegiality to be allowed to be effective. This way of working could be described as Leadership for Collegiality. Participant 17’s comment mirrors this:

“I don’t suppose I come in every morning and think ‘what am I going to do today that is collegiate’ – but we just would talk about things anyway. Resources are shared reasonably well, if I have something I need help with then I would ask, if there are schemes of work to do, I would send them around and ask for comment, it’s not just me that would do that, the whole department would. Nothing is done without a discussion. It is just my normal way of working.”

Interview question: *Do you think that other members of staff consider collegiality in their day to day life here? Why?*

There were several perceptions with regards to this interview question. Two participants felt that other staff do consider collegiality in their day to day work. Participant 5 clearly stated that it happens within the team which he leads “without a shadow of a doubt”, and Participant 11 felt that staff were considering collegiality in their day to day work as we are “working together towards a collective vision”. Seven participants felt that some staff consider collegiality in their day to day work, but one of these participants also felt that of these staff who do consider collegiality, they do “not necessarily [think about collegiality] every day” (Participant 2). Participant 4 felt that

“generally there is” a sense of other staff considering collegiality in their day to day work. One participant felt that other staff with leadership roles do consider collegiality in their day to day work, and some tutors consider collegiality in their day to day work, but that other tutors “sometimes want to be led or told what to do” (Participant 12). This participant also felt that teachers generally do not consider collegiality in their day to day work because as a:

“teacher you do have your own little world in your classroom and you deliver in your own way”.

However, one participant felt that staff do not consider collegiality in their day to day work and felt that this is because it is not “sufficiently reinforced or discussed” (Participant 1). Participant 14 had a similar view and suggested that if staff had the:

“opportunity and time to meet people regularly, then they would be able to work a bit more collegiately”.

Participants 9 and 10 felt that there are three groups of staff in the case study with regards to whether collegiality is considered on a day to day basis. Participant 9 described these three groups as containing:

“people who are that way inclined anyway, people who are open to it but maybe don’t express it naturally, and people who are more concerned about themselves and not about collegiality”.

4.3 Summary of Research Question 1

Taking all of the answers from the first interview question, the Middle Leaders all had an understanding of the concept of collegiality with responsibility and teamwork being the most referred to components. The other components mentioned can be seen in Table 9 below.

When asked to reflect on their day to day work to answer the second interview question, ten of the Middle Leaders had to consider whether they explicitly think about collegiality on a day to day basis. Despite these participants feeling that they don't explicitly think about collegiality on a day to day basis, analysis of their comments about how they work match the attributes needed to work collegially (the attributes are presented in Research Question 3). This suggests that working collegially may be a habit which they have developed.

When asked about whether the Middle Leaders feel that other staff consider collegiality in their day to day life in the case study to answer the third interview question, there was a mixed response as detailed above.

Table 9 below presents the overall findings from Research Question 1. The components/perceptions have been further summarised in Table 10 (p. 90) to mirror Denscombe's (2007) third stage of the qualitative analysis process, 'interpreting the data', to present the emerging themes:

Focus of the interview question	Components/Perceptions stated by the participants
Perceived components of collegiality	<ul style="list-style-type: none"> • Responsibility • Teamwork • Everyone contributing • Respect/respecting each other • Being listened to and feeling valued • Objective/specific aim • Decision making together

	<ul style="list-style-type: none"> • Flattened management structure • Access to SLT including the Headteacher • Taking ownership • Not having a specific leadership role • Staff having a voice • Making people feel equal • Develop potential leaders • Being a facilitator
Consideration of day to day practice	<ul style="list-style-type: none"> • Considering strengths of others • Common goal and purpose • Communication • Dependent on personality • Being open to others • Being humble • Sharing and being inclusive • Involving others in the decision making process • Considering the workload of others and trying to share the burden
Barriers to collegiality	<ul style="list-style-type: none"> • Lack of time • Not having collegiality as a clear school ethos • Staff having different priorities • Salary • Perceived necessity of some hierarchical structure being in place

Table 9: The overall findings from Research Question 1

4.4 Emerging themes

I have identified four emerging themes as a result of the Research Questions: Assimilation; Systematisation; Self-efficacy; and Educational Improvement and School Development. The participants' responses have been grouped where there is:

sufficient congruence between them to allow some to be merged, and others to be brought together within a broader category (Denscombe, 2007, p. 302).

Considering the groupings, I feel that there may be a collegiate journey between the clear ethos of an educational establishment, and Educational Improvement and School Development. With those who are part of the establishment conforming and 'buying into' the ethos (Assimilation), and systems in place (Systematisation) with leadership for collegiality as a key consideration, and a strategic awareness, the development of Self-efficacy may take place. This in turn could lead to educational improvement and therefore school development. Within the theme of Systematisation, I have included 'leadership for collegiality' and mean for this style of leadership to include emotional intelligence whereby the traditional leader is able to be consider others, be open to others, be prepared and able to share and be inclusive in a supportive way. The consideration and development of relationships is of key importance here.

The barriers to collegiality of: lack of time; not having collegiality as a clear school ethos; staff having different priorities; salary; and a perceived necessity of some hierarchical structure being in place, are recognised. They have been included in the emerging themes as components which need to be considered along with the positive responses to the research question.

Table 10 below summarises the components/perceptions of collegiality, how the Middle Leaders work on a day to day basis and perceived barriers to collegiality in

order to present the emerging themes: Assimilation; Systematisation; Self-efficacy; and Educational Improvement and School Development:

Components/Perceptions	Emerging Themes
<ul style="list-style-type: none"> • Common purpose • Staff not buying into the ethos • Perceived necessity of some hierarchical structure being in place 	<p>Assimilation:</p> <ul style="list-style-type: none"> • Conformity • Understanding of school ethos
<ul style="list-style-type: none"> • Time • Responsibility • Teamwork • Being listened to, feeling valued, and feeling equal • Access to SLT including the Headteacher • Salary 	<p>Systematisation:</p> <ul style="list-style-type: none"> • Leadership for collegiality including emotional intelligence • Strategic awareness
<ul style="list-style-type: none"> • CPD • Motivation • Trust • Respect 	<p>Self-efficacy:</p> <ul style="list-style-type: none"> • Self-belief • Self-worth • The development of leaders
<ul style="list-style-type: none"> • School development 	<p>Educational Improvement and School Development</p>

Table 10: A summary of the components/perceptions of collegiality, how the Middle Leaders work on a day to day basis and perceived barriers to collegiality

4.5 Research Question 2: To what extent do individuals within the organisation perceive collegiality as a valuable strategy for educational improvement?

Interview question: *What examples of collegiality do you know of within our school?*

Seven participants described examples of collegiality. One example, mentioned by five participants, was the concept of decision making: “collegiality is giving the whole staff the feeling that they are included in decision making” (Participant 6), and Participant 10 said:

“Mixing with other people and everybody feeling that they are party to decision making is a very healthy thing because I think people feel they have a responsibility to it and they feel part of it”.

A specific example of discussion and decision making was the timetable. This was mentioned in a positive light with Participant 4 stating that the team working collegially on the timetable meant that:

“People feel more ownership towards it and they are generally happier with the way things are done. It seems to be a fairer way to do things”,

rather than simply being handed a timetable without any negotiation with regards to strengths/weaknesses between the subject teachers.

The concepts of discussing, decision making, sharing ideas, feeling empowered, feeling valued and teamwork are brought together in the statement of Participant 7 who said:

“Collegiality here does allow people to progress, does allow people a voice ... and it does give people the sense of belonging within the school”
(Participant 7, Appendix 10, pp. 279-286).

Interview Question: *In your experience, has collegiality effected change? Can you specify a particular area where this has been more successful than others?*

The responses to this question provided rich material (opinions and examples) where the participants believed that collegiality had effected change. The wealth of positive

responses and suggestions far outweighed the barriers to collegiality. These barriers were time, dynamics in a team whereby expectations and experiences of teachers who come from another school are different to those of the staff who already understand and appreciate the school ethos, teacher fatigue, and some teachers not being fully on board including one participant who raised a new issue of some teachers not sharing resources as there “isn’t a unified approach” (Participant 12).

Another area for further consideration was presented by Participant 7 who stated that:

“the dynamics of the team and the people overseeing the collegiality and the leadership of the collegiality can have a negative rather than a positive aspect sometimes” (Appendix 10, pp. 279-286).

The consideration of new members of staff potentially slowing change was raised by Participant 10 who said:

“people that come in to the school are not used to [the ethos], either because they are new or are used to a very different way of doing things at other schools, it actually takes quite a bit of time to accept this kind of focus”.

These comments raise the question of whether all staff understand the concept of collegiality and therefore the school ethos, which has training implications.

Once again, the issue of time was raised by two participants. Whereby eight participants explicitly mentioned open discussion as being accepted and encouraged in decision making, time in terms of this discussion process was seen to be a barrier to change. One of these participants also suggested that “teacher fatigue ... [and having] so much going on ... [added to] time availability” (Participant 9) and these were aspects that he finds “gets in the way” of sharing ideas and moving an organisation forward.

The positive responses included every participant mentioning the idea of sharing best practice or ideas in some capacity. Curriculum based examples included schemes of work being developed (Participant 3), and cross curricular links being developed (Participant 9).

Participant 3 mentioned the 'open classroom door policy' as an example whereby collegiality has effected change. She talked about the "kind of ethos where people will come into your classroom" (Participant 3), and how the ethos "is open in terms of the ideas you've got".

The generation of ideas (Participant 3) is also important in the opinions of Participants 9, 13 and 14. Participant 14, for example stated "we often get the best ideas from bouncing ideas and sharing workloads". Being listened to was raised by Participants 9, 13, 14, 16, 17, and Participants 1, 8 and 10 appreciated the opportunity of open discussion and being able to express opinions.

The area of CPD is arguably linked with curriculum. Participant 9 explicitly mentioned the development of teaching and learning as a result of collegiality. Other participants explained how collegiality had enhanced CPD with examples including having "experts within the team itself and the experts sharing their expertise with each other" (Participant 1); the "opportunity for development working as a collegiate team" (Participant 7, Appendix 10, pp. 279-286), and "better team work and team participation" (Participant 16).

Participant 9 said that he believes that collegiality has helped his self-confidence to grow. He explained how he had created a curriculum model “with a vision on how a student’s education should be shaped” and how staff with an idea are “actively encouraged” and supported. He felt that “it gave me confidence that it was a good idea” (Participant 9).

Interview question: *Do you feel that the concept of collegiality has impacted on your view of leadership? Please explain.*

Thirteen of the participants were clear that collegiality had impacted on their view of leadership. The other four participants in some capacity articulated the idea of members of staff working together, for example in working parties, and teams in departments working together to make decisions. Participant 4 felt that the collegiate way of working helped her to develop the staff within her team. Participant 15 felt that:

“You have to be quite brave to be a collegiate leader because you are empowering other people so you have to have some kind of trust in their capabilities, their integrity and resourcefulness and those kinds of things ... I think in a way it makes the leader’s responsibilities even greater because they have taken that risk and they need to make sure it has worked.”

Being valued was raised once again by a participant who felt that she has “an important role in the school ... [by seeing] the bigger picture” (Participant 13) and by guiding those around her.

Interview question: *Do you feel that collegiality can prepare you effectively for leadership? How? Why?*

There was a categorical “yes” answer from all of the participants to this question once again building on the CPD component of this leadership strategy. Participant 3 felt:

“It’s probably the best thing to prepare you for leadership as it makes you think ... it’s a can do environment”,

and Participant 11's comment mirrors this:

“You have experience of doing things rather than being told what to do all the time”.

Giving ownership was given as an example of collegiality allowing people to develop decision making skills by Participant 8 who said:

“everybody is involved in the decision making process – somebody is either Chairing the meeting or maybe suggesting questions for discussion – so to me, it feels like somebody still has a bit of ownership on some things – so there are lots of different mini leaders of different areas”.

Involving the team was seen as being a prerequisite for leadership by Participant 6 who stated:

“You shouldn't be trying to lead without consulting your team... they [should] feel empowered ... [and] people from here who wanted to get a position elsewhere would at least be very used to consulting and respecting others opinions”.

There was also a direct link to team work with Participant 1, for example, stating that the team work “together as professionals”. Support and encouragement was also once again inferred by Participant 7 (Appendix 10, pp. 279-286) who said that with collegiality in action “there is an opportunity for failure, which for some can be a positive thing”.

Interview question: *Do you think that within the profession, teachers need to be led?*

Seven of the participants answered “Yes” to this question and provided reasons as to why. The other ten participants had a different perspective which arguably leads to the overall answer being “Yes”. Participant 5 for example said that he believes “there has

to be a guiding hand if you like, or a guiding vision”, and Participant 13 also used similar words saying “there definitely needs to be guidelines”. Participant 7’s comments build on this as he said:

“I don’t know if they need to be [led] but I think they want to be ... they want guidance and they want someone to blame. They want to be encouraged and they want someone to recognise the work they have done”

(Appendix 10, pp. 279-286).

Participant 2 said “You need somebody with vision and you need the structures in place for support”.

4.6 Summary of Research Question 2

Seven participants described examples of collegiality including the sharing of ideas and resources. Three of these participants mentioned team work where the concepts of discussing, decision making, sharing ideas, feeling empowered, and feeling valued were raised.

With regards to the second interview question, a wealth of examples whereby collegiality had effected change were provided. Every participant mentioned the ideas of sharing best practice or ideas in some capacity and several components of collegiality as written previously, explicitly or implicitly referred to or implied in the participant responses.

All of the participants said that collegiality can help to prepare someone for leadership. There was a sense of collegiality allowing the Middle Leaders to be a facilitator, and/or a guide. Developing the staff within the subject team was a key factor in the Middle Leaders working in a collegiate manner, and this builds on the CPD component of this

leadership strategy. I felt that the comment from Participant 15 was interesting as one doesn't necessarily consider the importance of being brave to be a collegiate leader.

The barriers to having a truly collegiate structure in place were articulated by three participants: collegiality being on a spectrum and people being ultimately accountable to the extent that they are paid (Participant 14); new staff “potentially slowing change” (Participant 10) by not understanding the concept of collegiality and therefore the school ethos; a lack of time to meet; “teacher fatigue” (Participant 9); and having “so much going on” (Participant 9).

Table 11 below presents the overall findings from Research Question 2. The opinions/perceptions have been further summarised in Table 12 (pp. 99-100) to mirror Denscombe's (2007) third stage of the qualitative analysis process, ‘interpreting the data’, to add to the emerging themes:

Subject of interview question	Opinions/Perceptions stated by the participants
Examples of collegiality	<ul style="list-style-type: none"> • Cross curricular work (e.g. the Year 9 project) • Socialisation in meeting with discussion and decision making • Team working to make decision on the timetable for example • Sharing ideas and teaching strategies • CPD
Perceived change in the case study as a result of collegiality	<ul style="list-style-type: none"> • The sharing of good practice or ideas in some capacity • The opportunity of open discussion and being able to express opinions • Decision making together (e.g. what curriculum to have in place, timetabling, rewards and sanctions,

	<p>interventions to raise achievement)</p> <ul style="list-style-type: none"> • ‘Open classroom door policy’ • Increased trust of staff working together to be more cohesive • Supportive environment • Risk taking (e.g. trying new ways of working in the classroom) • Shared workloads • Increased CPD by sharing and providing support and encouragement • The generation of ideas • Teamwork and team participation • The development of self-confidence and self-worth • Driving the school ethos forward • Feeling valued
<p>What is being learnt about leadership as a result of collegiate working practices</p>	<ul style="list-style-type: none"> • Working with people • Working together as professionals • Guiding others allowing them to take ownership • Mentoring • Respecting the opinions of others • Valuing others and being valued • Developing the supportive ‘can-do’ environment • Having the opportunity to think and do rather than be told what to do and how • Being allowed to develop decision making skills • Allowing failure and positive risk taking
<p>Barriers</p>	<ul style="list-style-type: none"> • Time • Dynamics in a team whereby expectations and experiences of teachers who come from another school are different to those of the staff who already

	<p>understand and appreciate the school ethos</p> <ul style="list-style-type: none"> • Teacher fatigue • Teachers not having a unified approach (e.g. not sharing teaching resources) • The people overseeing the leadership of collegiality: dynamics
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Table 11: The overall findings from Research Question 2

4.7 Emerging themes

Table 12 below presents the emerging themes as a result of Research Question 2:

Opinions/Perceptions	Emerging Themes
<ul style="list-style-type: none"> • Respecting the opinions of others • Having a unified approach 	<p>Assimilation:</p> <ul style="list-style-type: none"> • Respecting the opinions of others
<ul style="list-style-type: none"> • Mentoring • Valuing others • Developing the supportive ‘can-do’ environment • Allowing failure and positive risk taking • Time • Having a unified approach • The leadership style to allow collegiality to develop 	<p>Systematisation:</p> <ul style="list-style-type: none"> • Developing others • Valuing others • The environment • Allowing failure and positive risk taking
<ul style="list-style-type: none"> • Socialisation • Sharing ideas and teaching strategies • CPD • Being allowed to develop decision 	<p>Self-efficacy:</p> <ul style="list-style-type: none"> • Personal involvement developing relationships • Self-belief

<ul style="list-style-type: none"> making skills • Being valued • Having the opportunity to think and do rather than be told what to do and how 	<ul style="list-style-type: none"> • Self-worth • Self-confidence • The development of leaders
<ul style="list-style-type: none"> • Sharing ideas and teaching strategies • Guiding others allowing them to take ownership • Teacher fatigue 	<p>Educational Improvement and School Development:</p> <ul style="list-style-type: none"> • Repertoire of teaching ideas and strategies • Allowing others to take ownership • Teacher fatigue

Table 12: A summary of the components/perceptions of how teachers work together in a collegiate way, including how collegiality has effected change, how it may have impacted on the participants' view of leadership, and how collegiality can prepare someone for leadership

The opinions and perceptions of the Middle Leaders with regards to Research Question 2 add to the four emerging themes. By grouping the participants' responses, I feel it is becoming more apparent that there may be a collegiality journey between Assimilation in an educational establishment through to educational improvement and school development. Two new components of Assimilation are being suggested along with six new components of Systematisation. Five new components for Self-efficacy are being suggested, along with three new components for Educational Improvement and School Development. Interestingly perhaps, with the four emerging themes from Research Question 1, only three perceptions are exactly the same: time (which has remained within the theme of Systematisation), Teamwork (which accords with the theme of Systematisation), and CPD (which accords with the theme of Self-efficacy).

The barriers to collegiality of: time; experience and expectations of teachers who have worked in other educational establishments; teacher fatigue; teachers not having a unified approach; and the personality of those overseeing the leadership of collegiality, are recognised. They have been included in the emerging themes as opinions/components which need to be considered along with the positive responses to the research question.

4.8 Research Question 3: In the case study, what are the factors encouraging and discouraging people to work in a collegiate way?

Interview question: In your opinion, what attributes do staff need to display for collegiality to be effective? Can you recognise these attributes in members of staff? How?

Table 13 below records the attributes needed for collegiality to be effective according to the participants. The attribute named by the most participants overall, was having a willingness to work together / get involved / learn with good working relationships (inclusive, organised, supportive and encouraging):

Attribute	Participant(s) who stated this attribute first in their response to the interview question	Other participants who felt this attribute was important and mentioned it within their answer
Being open-minded	Participants 1, 2, and 10	Participants 6, 7, 16 and 17
Having a willingness to work together/get involved/learn/with good working relationships (inclusive, organised, supportive and encouraging)	Participants 12 and 14	Participants 1, 2, 6, 8 10, 12, 14 and 15
Being a good communicator valuing the opinions of others and appreciating other people	Participants 5 and 8	Participants 1, 2, 7 and 9
Being flexible	Participants 7 and 16	Participants 5 and 6
Being reflective	Participants 6 and 15	Participant 1
Being a good listener	Participant 5	Participants 8, 12 and 17

Having a collective shared vision working on common areas to improve. This ‘collective vision’ comes from everybody having “an input – where they think we are going, how they think we should be doing it” (Participant 11)	Participant 11	Participants 1, 6 and 15
Honesty	Participant 3	Participants 8 and 10
Believing that you have an equally valid input	Participant 13	Participant 1 and 14
Being creative	Participant 4	
Being a good speaker	Participant 5	
Humility	Participant 9	
Having manners	Participant 17	

Table 13: The attributes needed for collegiality to be effective according to the participants

It is evident that the attributes listed above were named by between one and ten of the participants, but there were another eight separate attributes also mentioned by participants. These are listed below in Table 14:

Other attributes	Participants who mentioned this attribute within their answer
Being prepared to and being able to share	Participants 2, 10, 13 and 14
Being reasonable	Participant 5
Being forward thinking	Participant 7
Having the ability to motivate and enthuse	Participant 8
Trust	Participant 8
“Wanting to do the best for the students”	Participant 11
Having a passion for education generally	Participant 12
Being happy to change	Participant 16

Table 14: The other attributes named by participants as being necessary to allow collegiality to be effective

Considering all of the attributes, I would suggest there are two possible groupings:

- Personal attributes which a person may have regardless of being a teacher; and

- Personal attributes which are learned and can be developed to enable effective collegiality to take place.

Inevitably, the personal attributes which can be learned and developed, can therefore be developed within a collegiate working environment. I have grouped these attributes in Table 15 below: Personal attributes and Personal attributes which are learned and can be developed to enable effective collegiality to take place. Table 15 suggests a greater outcome from learned attributes from collegiate working:

Personal attributes which a person may have regardless of being a teacher	Personal attributes which are learned and can be developed to enable effective collegiality to take place
Having a passion for education generally	
Having manners	
Honesty	
Humility	
Being reasonable	
	Being open-minded
	Being creative
	Being a good speaker
	Bring a good listener
	Having the ability to motivate and enthuse
	Being reflective
	Being flexible
	Having a collective shared vision working on common areas to improve. This ‘collective vision’ comes from everybody having “an input – where they think we are going, how they think we should be doing it” (Participant 11)
	Believing that you have an equally valid input
	Being forward thinking
	Being able to trust others
	Wanting to do the best for the students
	Being happy to change
	Being prepared to and being able to share

Table 15: Personal attributes which are learned and can be developed to enable effective collegiality to take place

In addition to attributes, two participants mentioned a component necessary for collegiality to work effectively and this was having an agenda that is transparent and

formalised by the participants (Participants 1 and 17). Many of the responses from the participants mirrored each other and this could be attributed to a clear sense of what collegiality is. Many of the participants clearly articulated why they feel the attributes are important including staff believing in the value of being involved which leads to contributing with “no fear” (Participant 4).

All of the participants agreed that these attributes mentioned above could be seen in the staff in this case study. Participant 2 said that if a member of staff does lack these attributes, it can be worked on. Participant 12’s response mirrored this to some extent but she talks about the members of staff themselves working in a different way:

“I think a lot of people do naturally have that in them but I also think that being put in situations where there is collegiality is important – you have to sort of train yourself up to be like that in a way, and sometimes it comes out with a bit of resistance – but human beings are very good at adapting and I think that is what happens – in a collegiate system not everyone is going to be the same – that doesn’t happen, but sometimes someone you don’t expect to be collegiate or work well in a team – can come up trumps and do that because of the situation they are in”.

Perhaps a key attribute to ensure that collegiality is effective was voiced by Participant 15 who said:

“A very important thing is that they [the staff] need to understand what collegiality means! I think probably the majority of people understand what it is, and appreciate it as well. They enjoy being given the opportunities to do different things that perhaps they would not have been able to do in a more formal or hierarchical structure”.

Interview question: *What conditions need to be in place for collegiality to be allowed to happen?*

All of the participants were very clear about what conditions they felt are necessary for collegiality to happen. These conditions included staff understanding what collegiality

is, the staff being open to ideas and being respectful and being supportive of each other, collegiality being from the top down with all staff being trusted and listened to and where staff understand and are party to the school vision, strong leaders in positions of responsibility, the department being a bed rock in a collegiality ethos being nurtured and embedded with staff being supported and encouraged, and their contributions being valued, and time as a key resource being used in a structured way. One participant also suggested “a more level playing field in terms of pay” (Participant 9). Further comments illustrating what the participants believe are necessary conditions included: “A clear definition of what collegiality means within our school” (Participant 7, Appendix 10, pp. 279-286); “open ... good working relationships ... not worrying about taking risks” (Participant 2); “giving staff the trust to go off and make decisions” (Participant 8); and “a non- threatening management structure where people feel that they are not being judged the whole time” (Participant 5).

Time was another condition stated by Participants 1, 2, 6 and 12. Participant 12’s view on time is: “there is enough time, it’s basically how it is managed to encourage and incorporate collegiality”.

Only one participant felt unable to comment on what conditions he felt were necessary to have in place to allow collegiality to happen.

Interview question: *Can you explain ‘how’ people work together to make it collegiate?*

Data for this question made it clear that the following aspects are important with regards to the way the school operates on a day to day basis and in the different meetings happening regularly throughout the school (Table 16):

Perceptions with regards to how people work together in a collegiate way	Participants with these perceptions
Being organised and being given thinking time to prepare ideas and/or consider thoughts	Participants 8, 9 and 17
A clear agenda for meetings which anyone is welcome to add to	Participants 9, 10, and 12
A sense that meetings are “a conversation ... a facilitator” (Participant 12)	Participants 2, 10, and 12
People knowing who they can go to for help / support / feedback	Participants 2, 9, 13, and 15
Strengths being recognised and people being supported to develop as a practitioner	Participants 2, 9, 12, and 16
Accepting that everyone has to have the opportunity to be involved	Participants 5, 13, 14, 16 and 17
Peer coaching / support / guidance / facilitation	Participants 1, 2, 7, 12, and 13
Having a rotating Chair in meetings who is well versed or has a good skill in encouraging people to share their ideas	Participants 1, 7, 8, 9, and 10
People understanding their role and having a collective responsibility / common goal	Participants 2, 3, 4, 7, 10, 11, 13, 14 and 16
An agreement that discussion is useful and valued, and contributions are encouraged and welcomed, and people are listened to with a healthy rapport within the team. The developmental process environment is non-threatening	Participants 1, 2, 5, 6, 7, 8, 9, 12, 13, 16 and 17

Table 16: Perceptions with regards to how people work together in a collegiate way

The participants were keen to give examples of different situations whereby other colleagues are encouraged to develop their ideas. Examples included:

- “A healthy rapport” in working relationships which Participant 10 believes comes from having “a meeting to agree a focus” and then supporting each other building trust and sharing feedback and ideas. By supporting a colleague in a different subject area, she was also able to improve her own delivery in the

classroom by building on ideas she had observed from a colleague. She believed that the whole process was beneficial as “everybody gains” (Participant 10).

- “Peer coaching” (Participant 1) in the Assessment for Learning Working Group: “we have roles within the meeting everyone feeds in at the start of the debrief [of actions since the previous meeting] at the start of the meeting, we will explore people’s views, and no one goes in with a pre-set agenda”.

Participant 1 believes that this developmental process in a non-threatening environment was helping the group members to work “very closely together”.

Interview question: *Do you feel that individuals work with each other in a collegiate way? Why do you think they do this?*

All of the participants felt that staff work together in a collegiate way, and provided reasons as to why they feel that staff work in this way. The responses have been grouped together in Table 17 below: Who benefits from staff working collegiately and perceptions as to why staff work collegiately. Every participant responded confidently to this question with nine participants reporting at least two of the following benefits of staff working collegiately:

Who benefits from staff working collegiately?	Perceptions as to why staff work collegiately
The students	<ul style="list-style-type: none"> • To understand the students • To improve the educational experience • To improve progress and results • To give the best opportunities
The teachers themselves: support and development	<ul style="list-style-type: none"> • A commonality in goals • Asking each other questions • Generating ideas • Sharing ideas and resources • Gaining knowledge • To avoid feeling isolated
The teachers themselves:	<ul style="list-style-type: none"> • A commonality in goals

career progression	<ul style="list-style-type: none"> • Asking each other questions • Generating ideas • Sharing ideas and resources • Gaining knowledge • To avoid feeling isolated To take on more leadership roles through experience • ambitions
The teachers themselves: staff feeling empowered	<ul style="list-style-type: none"> • Having a common goal • Being involved and feeling equal and valued
The teachers themselves: to enjoy coming to work	

Table 17: Who benefits from staff working collegiately and perceptions as to why staff work in a collegiate way

When considering the responses to why staff work together in a collegiate way, Participant 14 listed many reasons. Her response encapsulates nearly all of the comments from the other 16 participants:

“contributing ideas, sharing their ideas and resources, talking about students, human nature, ambitions, enjoying coming to work – also gaining knowledge: other people might have different skill sets, so you can share and train them which would also give you a boost, because you are helping people, and it might also motivate them. I think people who are interested or have specialities – it’s a good thing to share them”.

Interview question: *What advantages can collegiality offer?*

It is perhaps inevitable that some of the responses to this interview question would repeat things which have been mentioned during the interview process. Participant 1 was keen to share an analogy. He shared his view on the advantages of working collegiality as follows:

“It’s the old iceberg situation isn’t it really? We talk about an aspect we want to work, we see the tip of the iceberg but we don’t see what’s below the iceberg, and I think if we all add to the bigger picture we find that all understanding of that aspect is much greater and by understanding the issues together, and joining together and actively engaging people in that in the understanding and the

solutions can be of a higher quality. And as well as being personally motivating for the individuals involved”.

The other advantages mentioned by the other sixteen participants were seen as including: the staff having a common goal and feeling much more part of the whole organisation and the process; innovation; having more mutual respect where everyone is valued and no-one is left behind leading to less resentment; good working relationships where staff feel supported and work harmoniously together discussing ideas and feeling valued and where people can take more responsibility and have more ownership; professional development including helping staff to be better teachers, the benefit which enables the student to have better learning experiences, which can result in the staff feeling happier and proud and having job satisfaction. These views are illustrated in the following comments from three of the participants. Participant 5 said that he believes that collegiality “is a matter of co-operation, communication and discussion leading to a decision, therefore leading to action”. Participant 7 included the students in this idea by saying collegiality offers the “opportunity for staff and students to work in a forward thinking environment where change can happen” (Appendix 10, pp. 279-286). Participant 9 believes that the advantages of collegiality include “healthy discussion and scope for change that is agreed rather than dictated”. Considering these responses, it can be argued that there are many advantages with staff working collegiately.

4.9 Summary of Research Question 3

The answers to the first interview question reflect to some extent, the contributions from the participants when they articulated their understanding of what collegiality is.

The components of collegiality and attributes needed to allow collegiality to be an effective overlap.

The attributes needed for collegiality to be effective (Tables 13 and 14) are extensive and when asked if they could recognise some of these attributes in members of staff, all of the Middle Leaders categorically said “Yes”. One Middle Leader who leads the training of GTPs and NQTs said that she looks for these attributes when interviewing people wishing to become teachers or newly trained teachers looking for a first post in the case study.

The participants were very clear about the conditions they feel are necessary for collegiality to happen, and many of these conditions have been mentioned above. Bringing the conditions together, it is fair to say that the participants feel that all staff being encouraged and supported and listened to, are the key conditions for collegiality to be allowed to happen. Participant 16’s view “that every individual should be treated with respect and as an equal” is concise and all encompassing. These key conditions must be in a working environment with a clear vision and common aim as we are “all working and striving for the same thing in the end – the students” (Participant 16). The working environment must also ensure that staff have time “for delivery, for explanation, for feedback, for monitoring [and] for people’s involvement” (Participant 15).

Exploring how people work together to make things collegiate, resulted in ten examples of day-to-day working being provided along with detail about how these day-to-day examples have resulted in successful development. The successful development

included the development of teacher skill and delivery in the classroom through peer support or peer coaching, the development of a relevant curriculum project, and the overhaul of the Achievement Policy for example.

The answers to why staff work collegiately resulted in five groups being identified. The students were a key factor in the answers along with the staff themselves: for support and development; for career progression; to feel empowered; and to enjoy coming to work.

The participants were very clear with regards to the advantages of working in a collegiate manner with the benefits listed above. Some of the answers reiterated things said previously in the interview process. Considering these responses, it can be argued that there are many advantages to staff working collegiately. It could also be argued that working collegiately fosters a learning community.

Table 18 below presents the overall findings from Research Question 3. The components/perceptions have been further summarised in Table 19 to mirror Denscombe’s (2007) third stage of the qualitative analysis process, ‘interpreting the data’, to continue developing the emerging themes:

Interview question	Components/Perceptions stated by the participants
Perceived necessary attributes to be able to work in a collegiate way	<ul style="list-style-type: none"> • Being open minded • Being open to team work: ideas • Having a willingness to work together/get involved/learn/ with good working relationships (inclusive, organised, supportive and encouraging) • Being a good communicator valuing the opinions of others and appreciating other people • Being flexible • Being reflective

	<ul style="list-style-type: none"> • Being a good listener • Having a collective shared vision working on common areas to improve • Being honest • Believing that you have an equally valid input • Being creative • Being a good speaker • Humility • Having manners • Being reasonable • Being forward thinking • Having the ability to motivate and enthuse • Being able to trust others and being trustworthy • Wanting to do the best for the students • Having a passion for education generally • Being happy to change
Perceived necessary conditions for collegiality to be allowed to be effective	<ul style="list-style-type: none"> • Having an agenda that is transparent and formalised by the participants • Staff being open to ideas • Staff being respectful and supportive of each other • Collegiality being from the top down with all staff being trusted and listened to • Staff understanding and being party to the school vision. • Strong leaders in positions of responsibility • The department being a bed rock in the collegiality ethos • Staff being supported and encouraged • Contributions of staff being valued • Time being given and used in a structured way
Who benefits from staff working collegiately according to the participants?	<ul style="list-style-type: none"> • The students • The staff themselves: for support and development • The staff themselves: for career progression • The staff themselves: to feel empowered • The staff themselves: to enjoy coming to work
Perceived advantages of working in a collegiate manner	<ul style="list-style-type: none"> • A common goal • Feeling much more part of the whole organisation and the process • Innovation • Having more mutual respect where everyone is valued and no-one is left behind leading to less resentment • Good working relationships where staff feel supported and work harmoniously together discussing ideas • People taking more responsibility and having more ownership • Professional development including helping staff to be better teachers • Students having better learning experiences, which can result in the staff feeling happier and proud and having job satisfaction

Table 18: The overall findings from Research Question 3

4.10 Emerging themes

Table 19 below presents the emerging themes as a result of Research Question 3:

Opinions/Perceptions	Emerging Themes
<ul style="list-style-type: none"> • Common goal • Transparency • Responsibility and ownership • Opportunities and educational experience for students 	<p>Assimilation:</p> <ul style="list-style-type: none"> • Transparency • Responsibility and ownership • Opportunities and educational experience for students
<ul style="list-style-type: none"> • Forward thinking • Involvement 	<p>Systematisation:</p> <ul style="list-style-type: none"> • Forward thinking • Involvement
<ul style="list-style-type: none"> • CPD • Responsibility and ownership • Respect • Open mindedness • Reflection • Honesty and humility • Working relationships and feeling valued • Working relationships and feeling valued • Feeling empowered • Job satisfaction 	<p>Self-efficacy:</p> <ul style="list-style-type: none"> • Being motivated • Being trusted • Being reflective • Being honest • Feeling empowered • Having job satisfaction
<ul style="list-style-type: none"> • CPD • Responsibility and ownership • School improvement: progress and results • Student focus 	<p>Educational Improvement and School Development:</p> <ul style="list-style-type: none"> • CPD • Giving responsibility and ownership • Progress and results with a student focus • Opportunities and educational experience

<ul style="list-style-type: none"> • Opportunities and educational experience for students • Forward thinking • Innovation 	<ul style="list-style-type: none"> for students • Being forward thinking • Innovation
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Table 19: The emerging themes as a result of Research Question 3

The opinions and perceptions of the Middle Leaders with regards to Research Question 3 add to the four emerging themes presented following Research Questions 1 and 2. Two new components of Assimilation are being suggested along with two new components of Systematisation. Eight new components for Self-efficacy are being suggested, along with seven new components for Educational Improvement and School Development.

Interestingly perhaps, with the four emerging themes, only three perceptions are exactly the same: common goal (which has also been called ‘common purpose’ and has remained within the theme of Assimilation); respect (which has remained within the theme of Self-efficacy); and CPD (which has remained within the theme of Self-efficacy and which I have also added to Educational Improvement and School Development).

4.11 Research Question 4: What is the place of collegiality in fostering perceived key elements of a 21st century education?

Interview question: What skills do you feel a teacher needs to have to deliver an education suitable for the 21st century?

On average, all of the participants named four skills which they perceive teachers need to have to be able to deliver an education suitable for the 21st century. The responses, in rank order with the skill mentioned the most by the participants at the top, are in Table 20 below:

Skill	Participants who mentioned this particular skill
Being adaptable and able to change	Participants 4, 6, 7, 10, 11, 12 and 16
Technology	Participants 3, 5, 6, 7, 8, and 13
Willingness to learn new things/being open minded	Participants 4, 7, 10, 15 and 16
Empathy/sensitivity	Participants 4, 7, 9, 13 and 15
Inspiring/motivational	Participants 5, 9, 14, 15 and 16
Being flexible	Participants 6, 7, 10, 11 and 15
Communication	Participants 3, 6, 7, 13 and 15
Involving students in their learning	Participants 3, 5, 13, 14 and 15
Knowledgeable	Participants 4, 5, 14 and 15
Being able to learn	Participants 7, 8, 12 and 14
Teamwork	Participants 12, 15, 16
Organisational	Participants 6, 10 and 16
Resilience	Participants 6 and 16
Questioning	Participant 5
Listening	Participant 4
Patience	Participant 4
Being a bastion for good values	Participant 9
Creativity	Participant 13

Table 20: The skills which teachers need to be able to deliver an education suitable for the 21st century according to the participants, and which participants explicitly mentioned each skill

Interview question: *In your opinion, does Collegiality as a leadership strategy encourage the development of these skills? How important is collegiality to develop these skills?*

When asked if collegiality can encourage the development of these skills, the participants took slightly longer to consider their answer. There was a categorical agreement from all participants that being able to change, having a willingness to learn new things/being open minded, being able to learn, being creative, being adaptable, being flexible, communication skills, organisational skills, and team working skills, and involving students in their learning, can be encouraged by collegiality. Further comments below detail some specifics:

- technological skills can be developed through “a sharing of collegiate knowledge” (Participant 5), or working alongside NQTs or younger teachers (Participants 7 and 13). One participant mentioned the lack of resources and funding to ensure that teachers are up-to-date with technological advances as a barrier to technology;
- patience can be developed: “I think from talking to each other, you always continue learning. You’re never perfect” (Participant 4);
- organisational skills could be developed by working collegiately, and being “part of a whole” (Participant 6).

This comment from Participant 9 sums up the general answers to this question and the importance of collegiality:

“The ethos of collegiality leaves you open – makes you aware that you are not an expert in your field of teaching and you are open to all kinds of other things so you are open to change, and you are open to adapting your practise so if you can embrace collegiality and be open to other people and their ideas – then you will be open to a changing future.”

Interview question: *What do you believe a 21st century education should encompass? Why?*

Three main categories of what a 21st century education should encompass were: students having an understanding of the world which they will go into; academic based skills; and personal skills, qualities and experiences. It was clear that “developing [the] child holistically” (Participant 7, Appendix 10, pp. 279-286) was of key importance along with enabling the young person to have a moral understanding of their place within society.

With regards to having an understanding of the world which young people will go into, four participants felt that global education and citizenship (including Personal, Social and Moral Education) should be part of a 21st century education. Of these four participants, three of them also specified how important they feel an education in finance is to ensure that students “can stand on their own two feet” (Participant 8). One participant felt that collegiality could help to develop the tutors’ knowledge of these areas if students and staff were brought together to plan what to deliver and how.

Being able to take an informed place in society was articulated by seven participants with the majority of these concentrating on the young person being able and being ready to join the workforce in some capacity:

“Having opportunities to practise work, to go to placements, to make the transition from school life to work easier” (Participant 4),

was seen as being of key importance.

With regards to personal skills, qualities and experiences, ten participants felt that young people would be able to experience success when they leave school if they have an understanding and appreciation of the world with “real life learning” (Participant 12) experiences, and if they develop the life skills to be able to take part in the “changing society” (Participant 7, Appendix 10, pp. 279-286) and cope with “things that they might encounter in life” (Participant 14). One participant felt it is important that young people are flexible, resourceful, resilient, able to reflect, able to work as part of a team, and have self-confidence. A different participant also outlined how important it is for young people to be able to “communicate effectively ... [with] language skills [being] essential” (Participant 8). The ability to “enjoy learning and [knowing] how to learn successfully” is an important part of a 21st century education according to Participant 15 which she believes needs to be taught, and five other participants felt that young people being able to learn independently was an essential skill to master.

The 21st century education described above meets with some of the ‘over-riding values’, ‘development of skills’ and ‘learner attributes’ listed for a school to be able to deliver a successful 21st century education as detailed in Chapter Two. This is discussed further in Chapter Five.

***Interview question:** In your opinion, does Collegiality (as a leadership strategy) encourage the effective delivery of this 21st century education you have described? How?*

Fourteen participants agreed that collegiality can encourage the development of the 21st century education described by participants mainly as a result of teachers working together and sharing ideas. Participant 3 feels that working collegiately and sharing

“best practice and driving forward teaching and learning ... has to have a positive impact”. Likewise Participant 16 stated:

“everyone is working together - everyone has the same aim, everything is shared out and everyone is included and everyone’s ideas are taken on board”.

Participant 17 explained how “it’s quite scary” moving with the times as the education that many teachers have had is very different to that which the young people are having.

4.12 Summary of Research Question 4

Twenty-one skills and qualities were mentioned by the participants as being necessary for teachers to have to be able to deliver a 21st century education. The skill mentioned the most was being adaptable and able to change. This skill was explicitly mentioned by seven participants and can arguably be linked directly to the concept of collegiality whereby teachers have a shared responsibility in a “can-do environment” (Participant 3) where they are trusted, valued, supported, are listened to, and actively encouraged to help decisions to be made.

In response to the second interview question, there was agreement from all participants that collegiality can encourage the development of skills necessary to deliver an education suitable for the 21st century. The “sharing of collegiate knowledge” (Participant 5) was mentioned, and in addition to the skills which have been listed, passion and enthusiasm were also seen to be necessary qualities for teachers to be able to deliver an education suitable for the 21st century. The barriers to collegiality encouraging the development of these skills included: technological skills with regards

to staff being trained and able to keep up with technological advances and the funding being available to allow this to happen; time; resources; and whether the person is willing to adapt/develop/change.

The responses about what the participants felt that a 21st century education should encompass created three distinct groupings which have been listed above. . It was clear that “developing [the] child holistically” (Participant 7, Appendix 10, pp. 279-286) was of key importance along with enabling the young person to have a moral understanding of their place within society. When asked whether collegiality encourages the development of this 21st century education, fourteen participants agreed that collegiality can encourage the development of this education mainly as a result of teachers working together and sharing ideas.

Table 21 below presents the overall findings from Research Question 4. The components/perceptions have been further summarised in Table 22 to mirror Denscombe’s (2007) third stage of the qualitative analysis process, ‘interpreting the data’, to continue developing the emerging themes:

Interview question	Components/Perceptions stated by the participants
Skills needed by teachers to deliver an education suitable for the 21st century	<ul style="list-style-type: none"> • Having empathy/sensitivity • Being flexible • Being creative • Being able to involve students in their learning • Being inspirational/motivational • Being an effective teamworker
How collegiality can support the development of these skills	<ul style="list-style-type: none"> • Through sharing knowledge and ideas • By talking to each other and supporting each other • By working alongside NQTs or younger teachers • Through the development of team working skills
Barriers with regards to the development of skills to	<ul style="list-style-type: none"> • Having time to share • Having the resources to share

enable teachers to deliver an education suitable for the 21st century	<ul style="list-style-type: none"> • Having the funding to keep up with technological advances • The willingness of a person to adapt/develop/change
What a 21st century education should enable/allow	<ul style="list-style-type: none"> • The development of the holistic child • Enabling the young person to have a moral understanding of their place within society • Students and staff working together to plan what to deliver and how • Being able to take an informed place in society • Being able and being ready to join the workforce in some capacity • Having a technological understanding • Having literacy skills • Being able to experience success • Having an understanding and appreciation of the world with real life learning experiences • To be flexible, resourceful, resilient, able to reflect, able to work as part of a team, and have self-confidence • To enjoy learning and knowing how to learn successfully – independence
How collegiality encourages this	<ul style="list-style-type: none"> • Teachers working together and sharing ideas • Teachers feeling able to try new ideas • Feeling valued and listened to • Having a common purpose

Table 21: The overall findings from Research Question 4

4.13 Emerging themes

Table 22 below presents the emerging themes as a result of Research Question 4:

Opinions/Perceptions	Emerging Themes
<ul style="list-style-type: none"> • Having empathy/sensitivity • Being flexible • Being creative • Being able to involve students in their learning • Being inspirational/motivational • Being an effective team worker • Enabling the young person to have 	<p>Assimilation:</p> <ul style="list-style-type: none"> • Personal view of education matching the school ethos • Having the personal skills/attributes/qualities to fit in with the school ethos • Having the child as a focal point in the school ethos

<p>a moral understanding of their place within society</p> <ul style="list-style-type: none"> • Students being able to take an informed place in society • Students being able and being ready to join the workforce in some capacity 	
<ul style="list-style-type: none"> • Through the development of team working skills • By working alongside NQTs or younger teachers • Students and staff working together to plan what to deliver and how 	<p>Systematisation:</p> <ul style="list-style-type: none"> • Development of team working skills • Utilising skills of new members of the teaching profession • Students and staff working together to plan what to deliver and how
<ul style="list-style-type: none"> • Having a technological understanding • Being able to experience success 	<p>Self-efficacy:</p> <ul style="list-style-type: none"> • Developing repertoire of teaching strategies • Experiencing success
<ul style="list-style-type: none"> • The student having literacy skills • To be flexible, resourceful, resilient, able to reflect, able to work as part of a team, and have self-confidence • To enjoy learning and knowing how to learn successfully – independence 	<p>Educational Improvement and School Development:</p> <p>A clear vision of an education suitable for the 21st century developing perceived necessary skills to be able to participate in and contribute to the 21st century world</p>

Table 22: The emerging themes as a result of Research Question 4

The opinions and perceptions of the Middle Leaders with regards to Research Question 4 add to the four emerging themes presented following Research Questions 1, 2 and 3. Nine new components of Assimilation are being suggested along with two new components of Systematisation. Two new components for Self-efficacy are being

suggested, along with three new components for Educational Improvement and School Development.

Interestingly perhaps, with the four emerging themes, eight perceptions are either exactly the same or inextricably linked: common goal, also raised in Research Questions 1 and 3 has remained within the theme of Assimilation; the notion of supporting each other which was raised in Research Question 2 has been raised once again and has remained within the theme of Systematisation; teamwork and developing team working skills has now been raised in all of the Research Questions and has remained within the theme of Systematisation; teachers sharing ideas was raised in Research Question 2 and has once again been raised and has remained within the theme of Systematisation; being and feeling valued and listened to was raised in Research Question 2 and has been raised once again and has remained within the theme of Self-efficacy; risk taking in a supportive environment was raised in Research Question 1, and has been referred to in Research Question 4 as teachers feeling able to try new ideas, and has remained within the theme of Self-efficacy; and CPD which has been raised in all Research Questions has remained within the theme of Self-efficacy and school improvement and development.

4.14 Other comments

One of the benefits of conducting interviews was the opportunity for the participants to share other views and comments about collegiality. To this end, eleven of the participants were keen to offer additional comments and all of these were positive: collegiality “can be quite strong and it can work” (Participant 14); a collegiate approach

could be “part of society’s general culture to include people [so] everybody is on board” (Participant 15); “if people work together things will move forward” (Participant 5).

Participant 16 described the Senior Leadership Team as being “approachable ... [who] make you feel valued” (Participant 16) and two participants believed that having a hierarchy was still necessary with Participant 14 saying “you need some hierarchy – it’s human nature, I think people do”.

Two participants identified time as a key condition to collegiality being allowed to be successful. Participant 1 was passionate in this respect stating:

“As an organisation it requires a heck of an amount of time and commitment to permit it to take place rather than a few individuals being able to get together to discuss something” (Participant 1).

He stated that the ‘commitment’ needed to be “sincere” which he defined as meaning:

“No hidden agendas [and being able to explain how decisions] relate to teaching and learning rather than a personal gain of any sort.”

Participant 12 admitted being “a little bit sceptic” when she first joined the case study, but was “converted” and had moved from being a “leader in every department” to being a “facilitator”. Participant 9 commented on how he believes that the collegiality “ethos is very good” but not everyone had bought into the ethos. However staff members can change if they are exposed “to the benefits of [collegiality and you] get them to value other people” (Participant 9).

4.15 Summary of other comments

Once again, time and commitment have been identified as being of key importance to allow staff to work together effectively. The emotional intelligence to build relationships with colleagues and students is referred to, alongside that necessity for the SLT to be “approachable” (Participant 16). These relationships allow staff to work as a committed member of a team where they are valued and listened to, and where there are “no hidden agendas” (Participant 1). The recognition that a hierarchy is a given is identified by two participants, and the concept of the school structure evolving to meet the needs of students and the staff was also stated.

Table 23 below presents the findings from the additional comments made by eleven of the participants. The components/perceptions have been further summarised in Table 24 to mirror Denscombe’s (2007) third stage of the qualitative analysis process, ‘interpreting the data’, to further develop the emerging themes:

	Components/Perceptions of collegiality as stated by eleven of the participants
Other comments	Transparency Time Commitment Emotional intelligence Relationships SLT to be “approachable” (Participant 16) Feeling valued Being listened to Hierarchy is a given The school structure evolving to meet the needs of students and the staff

Table 23: The findings from the additional comments made by eleven of the participants

4.16 Emerging themes

Table 24 below presents the emerging themes as a result of the additional comments made by eleven of the participants:

Opinions/Perceptions	Emerging Themes
<ul style="list-style-type: none"> • Transparency • Commitment 	<p>Assimilation:</p> <ul style="list-style-type: none"> • Transparency • Commitment
<ul style="list-style-type: none"> • Time • Emotional intelligence • Relationships • SLT to be “approachable” (Participant 16) • Hierarchy is a given 	<p>Systematisation:</p> <ul style="list-style-type: none"> • Hierarchy is a given
<ul style="list-style-type: none"> • Feeling valued • Being listened to 	<p>Self-efficacy:</p>
<ul style="list-style-type: none"> • The school structure evolving to meet the needs of students and the staff. 	<p>Educational Improvement and School Development:</p> <ul style="list-style-type: none"> • An evolving school structure

Table 24: Additions to the emerging themes as a result of the additional comments made by eleven of the participants

The opinions and perceptions of the Middle Leaders as a result of the additional comments made by eleven of the participants add to the four emerging themes presented following Research Questions 1, 2, 3 and 4. One new component of Assimilation is being suggested along with one new component of Systematisation. Nothing is being added to Self-efficacy, and one new component is being suggested for Educational Improvement and School Development.

As a result of these additional comments, with the four emerging themes from Research Questions 1, 2, 3 and 4, being and feeling valued and being listened to was raised in Research Questions 1, 2 and 4 and has remained within the theme of Self-efficacy.

4.17 Concluding summary

This chapter has presented the findings of the seventeen interviews with Middle Leaders within the case study. The interview process resulted in many opinions as to the benefits of collegiality with participants being willing to talk about their views about collegiality including being articulate about barriers, and possible ways forward.

The interviews sought to explore the views of the Middle Leaders with regards to their:

- understanding of the concept of collegiality;
- whether they feel that collegiality is a conscious consideration in their work as a Middle Leader;
- whether they think that other staff consider collegiality in their day to day work;
- whether they felt collegiality had effected change and if so how;
- whether collegiality has impacted on their views of leadership and if so, how;
- the attributes which they feel are necessary for collegiality to be effective;
- the conditions needed for collegiality to happen; and how people work together to make things collegiate;
- reasons as to why staff work collegially;
- advantages of working collegially;
- the skills needed by teachers to deliver an education suitable for the 21st century and whether collegiality encourages the development of these skills and how;
- what they feel a 21st century education should encompass and whether collegiality encourages the delivery of this education and how.

With the findings analysed, the themes and sub-themes can be seen in Table 25 below.

These will be discussed in Chapter Five to address the four research questions:

Emerging Themes
Assimilation: <ul style="list-style-type: none">• Transparency• Understanding of school ethos• Personal view of education matching the school ethos• Having the personal skills/attributes/qualities to fit in with the school ethos• Having the child as a focal point in the school ethos• Conformity• Respecting the opinions of others

<ul style="list-style-type: none"> • Commitment
<p>Systematisation:</p> <ul style="list-style-type: none"> • Leadership for collegiality including emotional intelligence • Strategic awareness • Developing others • Valuing others • The environment • Allowing failure and positive risk taking • Forward thinking • Involvement • Development of team working skills • Utilising skills of new members of the teaching professio; • Students and staff working together to plan what to deliver and how • Hierarchy is a given • Salary
<p>Self-efficacy:</p> <ul style="list-style-type: none"> • Self-belief • Self-worth • The development of leaders • Self-confidence • Developing repertoire of teaching and coping strategies • Motivation • Trust • Reflective • Honesty • Bravery • Feeing empowered • Job satisfaction
<p>Educational Improvement and School Development:</p> <ul style="list-style-type: none"> • Repertoire of teaching ideas and strategies • CPD • Giving responsibility and ownership • Progress and results with a student focus • Opportunities and educational experience for students • A clear vision of an education suitable for the 21st century • Teacher fatigue • An evolving school structure • Being forward thinking • Innovation

Table 25: The four themes with sub-themes which will be discussed in Chapter Five

CHAPTER FIVE

Discussion of Findings

5.1 Introduction

This chapter has three sections: the introduction; a discussion and summary of each of the four research questions using the four themes (Assimilation; Systematisation; Self-efficacy; and Educational Improvement and School Development) and the forty-two sub-themes presented in Chapter Four; and a summary of the key findings with the identification of nine areas to be considered further in Chapter Six: Conclusions and Recommendations. The literature reviewed in Chapter Two, along with illustrative quotes from the participants, and the documentary evidence (Bosher, 2007), are used to draw these conclusions and to develop the recommendations.

This process mirrors the fourth stage of Denscombe's (2007) qualitative analysis process, 'verifying the data' which is about the 'credibility' of the data and the considerations of validity (including triangulation), reliability, generalisability (or transferability), and objectivity. This then leads onto the fifth and final stage of Denscombe's (2007) qualitative analysis process, 'representing the data' which is presented in Chapter Six.

It is noted once again that in this interpretivist approach, "an inevitable interpretation of meanings [is] made" (Miles and Huberman, 1994, p. 8), and these represent my "own understandings, ... own convictions, ...[and] own conceptual orientations" (Miles and

Huberman, 1994, p. 8). However, despite this assertion, the BERA guidelines (2011) have been adhered to to ensure this research meets the BERA ethic of respect.

5.2 Research Question 1:

- **How can collegiality be conceptualised in a contemporary educational setting?**

The first research question was designed to critically examine literature with regards to the similarities and differences between the transformative leadership strategies of collaboration and collegiality in order to conceptualise collegiality considering how it is different to collaboration.

The semi-structured interviews allowed the participants to articulate their understanding of the concept of collegiality raising further components of the strategy and enabling me to identify four themes of Assimilation, Systematisation, Self-efficacy, and Educational Improvement and School Development.

The sub-themes for the first theme of Assimilation for Research Question 1 can be seen once again below in Table 26 and are discussed thereafter:

Components/Perceptions	Emerging Themes
<ul style="list-style-type: none"> • Common purpose. • Staff not buying into the ethos. • Perceived necessity of some hierarchical structure being in place. 	<p>Assimilation</p> <p>Sub-theme:</p> <ul style="list-style-type: none"> • Conformity • Understanding of school ethos

Table 26: Components/perceptions and the emerging theme of Assimilation, with sub-themes as a result of Research Question 1

Theme 1: Assimilation

Sub-theme: conformity

When asked about their understanding of what collegiality is, the idea of a ‘common purpose’ was raised by Participants 1 and 4 who called this having an “objective [or] specific aim”. Participant 15 stated that collegiality is “everybody working together and having some kind of common purpose”, and the concept of a common aim or goal was articulated by five participants, with “everyone contributing” being explicitly articulated by Participants 2, 8 and 16. When asked if she feels that other members of staff consider collegiality in their day to day life at the case study, Participant 11 said that she does feel that staff do consider collegiality in their day to day work as “we are working together towards a collective vision”. Bush (2003) defines leadership as embracing “concepts of vision” (p. ix), and Abra et al. (2003) quote leadership, according to Bennis (1994) as including:

activity that transforms an organisation and includes such things as creating a vision for the future (Abra et al., 2003, p. 6).

In Chapter Two, I suggested that the concept of vision is not new, and it is the vision along with the established ethos and professionalism of those within the educational establishment which are key elements for a school and it’s learners to experience success and develop the skills and attributes needed to be able to contribute effectively to the 21st century world in which we live. The concept of a shared vision is also documented by HMIE (2007) who believe that a ‘collegiate culture’ is one whereby staff:

engage in professional discussion and reflection based on a shared understanding of quality and a shared vision of their aims for young people (p. 3).

Interaction between staff and a shared purpose is of paramount importance as detailed by Robinson et al. (2009) who state that “leadership is the potential outcome of interaction, between groups of people” (quoted in Townsend, 2011b, p. 24). The concern of staff not buying into the ethos reflects Cemm’s (2011) work where two of the three challenges or barriers she identified to collaborative working in the primary school settings were people not entering into the collaborative process, and people attempting to undermine the process. This mirrors the belief of Hazlewood and Boshier (2008) that:

all employees within the organization [should be] fully aligned with company policy and thinking, feel involved in the direction of the company and [be] empowered to act in the interests of the company success (p. xiv).

They describe collegiality as being “heavily underpinned by philosophy and a clearly defined ethos” (p. 12) and define collegiality as “the equality of people working together for common purpose” (p. 18). One member of staff who responded to Boshier’s (2007) questionnaire stated that the idea of collegiality:

“is exciting as long as it is allowed to work and not [be] limited by those not willing to follow” (p. 23).

Analysing perceptions of collegiality within the case study, Boshier (2007) formed the impression that:

the more senior and experienced you were the closer to the ideal of collegiality you allied yourself (p. 1).

He also suggested that:

there is a major concern about leadership at subject level. Many staff indicated that collegiality is breaking down at this point and operational requirements for the subject detail activities are being missed or ignored. This must be resolved as it will lead to a fall in standards and achievement (2007, p. 3).

It is pertinent perhaps to include one of Brundrett's (1998) criticisms of collegiality when he quoted the work by Hargreaves (1994), concluding that there are "pragmatic and ideological factors which lead one to raise the question whether collegiality is, in fact, an unattainable ideal" (p.313).

Sub-theme: understanding of school ethos

Further to Hazlewood and Boshier's (2008) comment above where they describe collegiality as being "heavily underpinned by philosophy and a clearly defined ethos" (p. 12), Participant 2 suggested that in order for staff to buy into the ethos of collegiality, "we need to make it the ethos of the school". Participant 1 also feels that staff do not consider collegiality in their day to day work and felt that this is because it is not "sufficiently reinforced or discussed". This suggests a training need for new and existing staff members. Participant 7 suggested "feeding it slowly through and getting people to understand, and [then] encouraging it" (Appendix 10, pp. 279-286). Participant 10 felt that there is "a drip feed going on [but that she's] not sure whether it is uppermost in some people's minds".

The third component of Assimilation raised by the participants was a perceived necessity of some hierarchical structure being in place. Participant 14 feels that "it's human nature" to have a hierarchical structure in place and Participant 4's comment mirrored this:

"there has to be that responsibility for particular things that stop with that person and that goes all the way to the top".

The concept of accountability within schools has become more of a focus (Hargreaves, 1994), and this accountability is arguably apparent at all leadership levels within a

school including at the Middle Leader level. The Middle Leader participants for this research was a considered decision as Middle Leaders

occupy a pivotal position in relation to change and restructuring in the education system ... and ... this question of resistance and adaptation is intimately connected to interrelated issues of accountability, autonomy and professionalism (Bennett et al., 2003 p. 3).

It is recognised that the leadership that the Middle Leaders and others within the school have, comes from the top, as it is tradition for educational establishments to have a Headteacher. Day et al. (2010) describe the Headteacher not as the only leader, but as the “main source of leadership in their schools” (p. 3). In his research, Boshier (2007) stated that for some members of staff, collegiality had become “an excuse for abdicating responsibility and inaction” (p. 72). This has perhaps seen some development within the case study as five years later, nine of the participants stated responsibility as being a component of collegiality. Despite participants raising barriers to collegiality, no participants referred to collegiality being used as an excuse for abdicating responsibility and inaction.

Theme 2: Systematisation

The sub-themes for the second theme of Systematisation for Research Question 1 can be seen again in Table 27 below and are discussed thereafter:

Components/Perceptions	Emerging Themes
<ul style="list-style-type: none"> • Time • Responsibility • Teamwork • Being listened to, feeling valued, and feeling equal • Access to SLT including the 	<p>Systematisation:</p> <p>Sub-theme:</p> <ul style="list-style-type: none"> • Leadership for collegiality (including emotional intelligence) • Strategic awareness

<ul style="list-style-type: none"> • Headteacher • Salary 	
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Table 27: Components/perceptions and the emerging theme of Systematisation, with sub-themes as a result of Research Question 1

Sub-theme: leadership for collegiality including emotional intelligence

In the second section in Chapter Two, I stated that it has become increasingly apparent that leadership is dependent upon situational and organisational facets and that an effective leader will adopt different leadership styles for different situations (Grint, 2000; Harris and Muijs, 2003; Bush and Glover, 2003; Bush 2003; Crainer and Dearlove, 2008; and Day et al., 2010). It has already been established that all of the Middle Leaders had an understanding of the concept of collegiality, and responsibility and teamwork were the most referred to components (Table 9, pp. 87-88). The components of openness, freedom, value, support, encouragement, common purpose, sharing, being listened to, feeling valued, and feeling equal were also explicitly referred to in the participants’ responses to the first interview question.

It is suggested that ‘leadership for collegiality’ needs to foster these components. It needs to instil and embed a culture whereby teachers feel listened to and valued, take responsibility for decisions that they make, are proactive members of a team, and feel equal. Supporting and leading others arguably demands a developed emotional intelligence. With regards to emotional intelligence, Goleman’s (1996) five main domains have been used: knowing one’s emotions; managing emotions; motivating oneself; recognising emotions in others; and handling relationships. This is discussed further in Chapter Six. It is also suggested that ‘leadership for collegiality’ needs to take the time factor into account.

Time is mentioned several times throughout the literature review and the comments presented in Chapter Four made by the participants, demonstrate how important time is to them. This mirrors Cemm's (2011) research whereby the participants identified three aspects of a day-to-day life in an educational establishment which needed improving: "continual educational change, communication and time" (p. 198). Time was also mentioned by two questionnaire respondents (Bosher, 2007): collegiality "takes time"; and

"staff seem to be so busy trying to keep on top of everything that sometimes the students are coming second best" (p. 27).

Time is a recurring feature of the work by HMIE in their recognition of the value of collegiality. In 2009, they found that:

good use [was] being made of collegiate time ... the agreements [had] provided a structure [for school improvement activities, and there was] ... better teamwork in many schools as a result (p. 23).

Time is the essential element here because in schools with a "strong ethos of collegiality" (HMIE, 2009, p. 23) they found that staff were "increasingly expect[ing] to be consulted and involved in decision making" (p. 23) and this way of working "resulted in greater ownership of developments" (p. 23). In the case study, Participant 1's view mirrors that of HMIE:

"I don't think people expect decisions to be just made without their consultation. If they suddenly had decisions imposed against them they'd be genuinely quite shocked".

This belief indicates that collegiality is an accepted way of working within the case study and that collegiality permeates the decision processes within the school. HMIE (2009) stated that "good communication is essential for effective collegiate working"

(p. 24), and this communication meant regular times for staff to meet and talk. Inherent in this is the time needed to reflect in order to evaluate. With the Middle Leaders in this study spending at least two-thirds of their time in school teaching, the time to monitor and evaluate and be ‘change agents’ in a professional way, is arguably somewhat restricted. This, coupled with the belief of Bush (1995) and cited by Brundrett (1998) that collegial approaches “will inevitably elongate the decision-making process” (p. 67) can put additional pressure on the Middle Leaders.

In their work exploring “what’s behind the push for professionalism” (p. vii), Goodson and Hargreaves (1996) state that the concept of teachers becoming more professional was at the forefront of the educational reform experienced by teachers in England in the 1990s. One of their four ways of what it means for teachers to be professional is extended (or ‘new’) professionalism whereby teachers embrace:

the broader social context of education including CPD, and collaboration with parents, other staff and the students (p. 14).

Ironically, one of the “disadvantages [of this way of professionalism] may include ... the teachers spending less time with the students” (p. 14). Once again time and impact on teaching and learning is being raised here.

Nine of the participants mentioned explicitly or implicitly, feeling listened to and valued, and taking responsibility as components of collegiality. Seven participants mentioned teamwork, and one participant mentioned feeling equal as being components of collegiality. It is suggested that these components enable a person to feel involved in the development of the organisation and can therefore minimise teacher isolation. This builds on Boshier’s (2007) research whereby one questionnaire respondent said that one

year after collegiality was introduced “you don’t feel isolated to work it out for yourself” (p. 31). Loe (2010) presents the concept of teacher isolation suggesting that teacher collaboration can address this, and Cemm (2011), acknowledges:

Hammersley-Fletcher and Brundrett (2008) [who] support the argument that it is beneficial for staff to share their expertise (Cemm, p. 166).

One of the four characteristics presented by Hargreaves (1994) of collaborative cultures considers job satisfaction stating that collaborative cultures:

Do not arise from compulsion but from their perceived value among teachers and a belief that working together is productive and enjoyable (p. 192).

Indeed, the feelings of belonging, being valued, and being listened to are also included in the SNCT Statement about Collegiality (2005):

- Staff should be valued and respected
- Staff views, expressed orally or in writing should be fully considered
- Staff should be able to contribute to decisions on all areas of school life comfortably, openly and with dignity (p. 1).

In his research on the case study, Boshier (2007) presents “the three continuing fundamentals for the school” (p. 6). The first of these is:

Collegiality: As professionals in the school we are all equal and have equally contributions to make. We also have a responsibility to play a full part in how decisions which affect teaching and learning are arrived at (pp. 6–7).

Indeed in the book by Hazlewood and Boshier (2008) it is stated that “as professionals we are all equal, have an equal voice, and are trusted” (p. 38).

The responses from the participants mentioned above suggest that being listened to and being equal is understood and appreciated in the case study. This builds on a comment from a questionnaire respondent (Boshier, 2007) who believed that collegiality “is great as everyone can have a say” (p. 23). In this research, Participant 14 made a comment

which perhaps illustrates the relationships, support and respect between people within the case study: “collegiality is ... giving colleagues the chance to shine”.

Leadership for collegiality also includes being available to listen and support, and to support the development of others as leaders and practitioners. Access to SLT including the Headteacher was mentioned by Participant 3 who felt that it is possible to see the Headteacher with ideas whether you are a NQT or an experienced teacher. Participant 16 described a situation whereby access to members of the SLT including the Headteacher was easier compared with her previous school which she joined as an NQT and where she said “you never approached the Head at all”.

As mentioned in Chapter Two, the Headteacher as the traditional leader is not the only leader in an educational establishment. Day et al. (2010) describe the Headteacher not as the only leader, but as the “main source of leadership in their schools” (p. 3). This top down approach is linked to accountability as mentioned above in the form of the school vision and ethos. Hazlewood and Boshier (2008) assert that:

collegiality recognizes that anyone can lead at a given time and the leader will emerge from consensus and negotiation by the team (p. 79).

As mentioned in Chapter Four, this selflessness, humility and being open to others are recurrent themes within the interview responses and have been identified as attributes necessary for collegiality to be allowed to be effective. These comments suggest once again, that emotional intelligence deserves consideration when considering appropriate leadership for collegiality to become second nature. Further attributes are discussed within Research Question 3.

Participant 11 refers to the pay structure in schools when she said:

“In schools we aren’t paid equally and I think there would be resentment if people were paid more but had less responsibility for that”.

The pay structure was also commented on in Bosher’s (2007) research: collegiality “sits well and functions well, however there are constraints with pay and responsibilities” (p. 24). Considering pay and responsibilities and equality in the case study, one other questionnaire respondent (Bosher, 2007) believed that students “may be unsure about who ‘is in charge’” (p. 27), and in his summary of the research, Bosher (2007) wrote “There are still some feelings that those who are paid money should do the job” (p. 72).

Cemm’s (2011) participants:

“argued that the headteacher is ‘paid’ to take ultimate responsibility and as such they accepted that the final decision is theirs” (p. 196),

but this led to frustration about not feeling empowered to implement change.

Sub-theme: strategic awareness

All of the components mentioned above are also pertinent to strategic awareness. Meeting the needs of learners and embedding educational change is part of strategic awareness and within this, CPD is implicit. In her research to explore Hargreaves’ concept of ‘contrived collegiality’, Datnow’s (2011) findings were threefold. One of these findings was teachers needing time and space to develop classroom practice. Developing classroom practice implies sharing and Participant 10 talked about always being aware of “sharing things, whether it be in the department or whether it be across the school”. Participant 11’s response also mirrored this way of working. Participant 17 said that the way she works means that “nothing is done without a discussion. It is just my normal way of working”. This sense of sharing is recurrent when the Middle

Leaders considered how staff work together in a collegiate way, and strategically in the case study, this seems to work.

With regards to leadership, I stated in Chapter Two that the leadership style adopted by leaders depends on the situational and organisational facets and the strategic leadership of a school is of paramount importance. When considering collegiality, the SNCT (2007) continues this clear assertion stating “every school is different and [there is] no single model of collegiality [that] will apply to all schools” (p. 2). This matches Hazlewood and Boshier (2008) in their assertion that in the development of collegiality as a leadership strategy, “the structure never stands still” (p. 130). Cemm (2011) identified eight factors which could promote collaboration in a primary school: lead by example; motivate; inspire; give ‘voice’; time to collaborate; accountability/change; communication; and reflect, which are all factors which are implicit in strategic awareness and management.

Theme 3: Self-efficacy

The sub-themes for the third theme of Self-efficacy for Research Question 1 can be seen once again in Table 28 below and are discussed thereafter:

Components/Perceptions	Emerging Themes
<ul style="list-style-type: none"> • CPD • Motivation • Trust • Respect 	<p>Self-efficacy:</p> <p>Sub-theme:</p> <ul style="list-style-type: none"> • Self-belief • Self-worth • The development of leaders

Table 28: Components/perceptions and the emerging theme of Self-efficacy, with sub-themes as a result of Research Question 1

Sub-theme: self-belief

Within self-belief I have grouped motivation and trust. With regards to motivation, nine participants mentioned responsibility as a component of collegiality and in order for teachers to take responsibility, they need to feel motivated. This is one of Cemm's (2011) eight factors which she identified could promote collaboration in a primary school. Likewise seven participants mentioned teamwork as a component of collegiality and in order for teachers to work as part of a team, they need, I would suggest, to feel motivated. "Increased motivation" (HMIE, 2009, p. 26) is an outcome of collegiality according to HMIE.

One of the interviewees in Boshier's (2007) research stated that one year after the move towards collegiality started:

"many felt that they were trying hard to make the system work were feeling encouraged and motivated by it" (p. 43).

Another interviewee said:

"staff are talking about issues and communicating better and people feel free to express ideas and participate more" (p. 45).

Both comments imply greater motivation.

Trust was implicitly suggested by Participant 15 as a component when she said that she likes:

"to be able to get on with my job and not always check with somebody whether something is ok".

This matches Boshier's (2007) statement about confidence from a previous evaluation at the implementation stage of collegiality in the case study in 2006:

the management structure must convey full confidence in the professional capability of all staff with an expectation of full involvement by all (p. 6).

Considering some of the work in Scotland, the SNCT's (2005) initial advice about collegiality stated that:

Collegiality is a process and a way of working which reflects on relationships and participation by all staff on all aspects of school life [and] depends on a climate of professional trust

www.snct.org.uk/library/300/Joint%20Chairs%20letter%2022.06.2006,%20Collegiality.pdf.

This was taken one step further by the SNCT (2007) which stated that working in an environment where trust and mutual respect are expected and recognised, the benefits accrued will include “professional satisfaction for teachers” (p. 2).

Likewise in his analysis of data collected in two stages between 2004-2007 from a total of seventy-one participants, all of whom had experience in working collaboratively, Coleman (2008) charts the “importance of trust as a driver for school-based collaborations” (p. 1).

Sub-theme: self-worth

Trust also fits in with self-worth but as a result of comments about trust in Assimilation, Systematisation and above in Self-belief, this discussion has not been repeated.

Respect was articulated as being a component of collegiality by two participants.

Participant 9 feels that collegiality is:

“down to personality ...[and] if you are humble and open to other people and you don't just think about promoting yourself or enjoying the power, then you'll operate, whether you know it or not, in a way that's collegiate.”

This builds on the response by one interviewee in Boshier's (2007) research who said:

“there is liberation with people feeling more able to put forward ideas, do different jobs and take more control, giving individuals a greater sense of identity” (p. 40).

Being able and prepared to listen and respect those around you is essential for this respect culture to be present. This once again mirrors the belief of Hargreaves and Fullan (2012) that “trust, respect and understanding” (p. 125) are essential in a collegiate culture.

Sub-theme: the development of leaders

Teams of people working together “as colleagues not individuals” (Participant 5), was articulated by seven participants and Participant 12 stated that a benefit of the process of working with other people was the generation of “more ideas and more positive comments”. Working with others to generate ideas implies development as a leader and mirrors Boshier's (2007) research, whereby six questionnaire respondents wrote:

My own professional development [as a result of the changes towards working collegiately in the school]:

- Will be enhanced due to the nature of collegiality and having a role to play in all areas;
- Is also moving alongside the school's changes; progressing coherently;
- Has been improved by the changes and I can see more chances in the future;
- Has benefitted enormously (2 respondents);
- Is always supported (p. 25).

Indeed HMIE (2007) envisaged that whereby there is a “devolved and participative style of leadership and management” (p. 5), staff will be encouraged to develop leadership skills and afforded the opportunity to do so. This was developed in HMIE report (2009) when the extent to which staff were working in a collegiate way was

considered and the report identified prerequisites to allow collegiality to continue developing and these included having a “strong ethos of collegiality [to help] generate opportunities for effective CPD” (p. 23). The evaluation also stated that “CPD and collegiality are intimately linked” (p. 26) with findings suggesting that among other things, collegiality led to:

an improved quality of teaching which in turn led to improvements in aspects of learner’s achievements, ... more direct involvement in, and increased ownership of, school improvement activities, ... collective problem solving, ... a commitment to improving provision for pupils, ... increased professional dialogue ... [teachers] readily taking on leadership roles ,... [and teachers] readily sharing ideas and resources (p. 26).

This development of leaders can take place where people have a shared purpose, and this shared purpose is an accepted component of collegiality. Harris and Muijs (2003) write that “in practice, this means giving authority to teachers and empowering them to lead” (p. 3).

Cemm’s (2011) findings are prevalent once again for the development of leaders. She found that leading by example, motivating, inspiring, giving a ‘voice’, having time to collaborate, accountability/change, communication, and time for reflection could promote collaboration. Five of these eight factors were mentioned by the participants in this research either explicitly or implicitly and these can be seen in Table 29 below:

Cemm’s eight factors which could promote collaboration in a primary school	Participants in this research who explicitly or implicitly referred to these eight factors:
Leading by example	Participants 4, 12 and 14
Motivating	
Inspiring	
Giving a ‘voice’	Participants 6 and 16
Having time to collaborate	Participants 14, 16 and 17
Accountability/change	Participants 2, 8 and 16
Communication	

Time for reflection	Participant 14
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Table 29: Participants in this research who explicitly or implicitly referred to five of Cemm’s eight factors which could promote collaboration in a primary school

The development of leaders includes leadership talent identification, whereby the “potential leadership talent in others” (Rhodes et al., 2006) is recognised. Participant 15 feels that developing potential leaders is helped by collegiality:

“I think of a flattened management structure which allows a wider range of people in an institution to have an opportunity to have a role in making decisions and in playing some kind of leadership role. It’s everybody working together and having some kind of common purpose ... they have ownership ... and it gives the Head more chance to perhaps identify people who can be helped towards promoting posts – to developing potential leaders”.

Theme 4: Educational Improvement and School Development

As a result of Research Question 1, one component of Educational Improvement and School Development is being suggested: school development. This can be seen once again in Table 30 below:

Components/Perceptions	Emerging Themes
<ul style="list-style-type: none"> • School development. 	Educational Improvement and School Development

Table 30: Components/perceptions and the emerging theme of Educational Improvement and School Development, as a result of Research Question 1

Combining the components already discussed to answer this research question: common purpose; responsibility; teamwork; CPD; and motivation, these are important factors linking to school development. HMIE (2007) asserts that when:

the opinions of staff are valued and are used as input to the school’s development plan and policy development processes (p. 4),

it is envisaged that “staff will feel valued and respected” (p. 5).

HMIE (2007) outlines the conditions whereby collegiality can happen effectively with the need for “a climate of professional trust” (p. 2). This they believe leads to improved teaching and learning which in turn encourages staff to contribute to the school development process. HMIE (2009) evaluation identified four common themes in the descriptors of collegiality in securing an “improvement in outcomes for all learners” (p. 23). The four common themes were:

professionalism, adaptability, commitment to professional development, and commitment to working together with teacher colleagues and others (p. 23).

5.3 Summary

To summarise therefore, the first research question is:

How can collegiality be conceptualised in a contemporary educational setting?

To answer this question, the review of literature in Chapter Two outlined the amount of research into leadership strategies which has taken place in recent years (Townsend, 2011a) which is extensive, and stated that literature which explains and describes leadership theories is extensive, but literature that explores collegiality in England is not. It was suggested that on first glance, collaboration and collegiality may appear to be the same, and a literature review established their similarities.

As a result of this research, four themes emerged and the sub-themes of these can be seen in Table 10 (p. 90). With regards to Assimilation, each of the components mirror the theories presented in the review of literature. It could be argued that the responses from the participants demonstrate more understanding at Middle Leader level of the concept and potential of collegiality within the case study when compared with the findings from Boshier (2007). It could be argued that if all members of staff understand

the concept of collegiality, and buy into the school ethos, and receive appropriate leadership (dependent upon their experience and situational needs), greater proactivity may be embedded within the culture of the school.

Within Systematisation, the sub-themes of leadership for collegiality (including emotional intelligence) and strategic awareness have been presented. It is apparent that time is a factor of much concern and teachers are stretched sometimes with negative effects, for example not being able to spend time with the learners. Analysis of the data also demonstrates that the things that are important to the Middle Leaders include freedom, being supported, encouragement, a common purpose, sharing, being listened to, feeling valued, and feeling equal. Leadership for collegiality I have suggested is essential, with the leaders being emotionally intelligent, and this is explained further in a framework of leadership for collegiality in Chapter Six.

The four components/perceptions of Self-efficacy are: CPD; motivation; trust; and respect. CPD, as discussed, is an important component of the development of teachers (HMIE, 2009) and this was agreed by eight participants. The perceptions of the participants matched respondents to Boshier's (2007) questionnaire and interviewees: "there is a clear recognition from many interviewees that CPD opportunities have been enhanced enormously" (p. 43). Being able to contribute to a team as mentioned previously requires, I would suggest motivation, and "increased motivation" (HMIE, 2009, p. 26) can be an outcome of collegiality.

Hargreaves and Fullan (2012) believe that “trust, respect and understanding” (p. 125) are essential in a collegiate culture, and within this research, trust has been placed within two of the sub-themes: trust; and respect.

There are no sub-themes within Educational Improvement and School Development as the fourth emerging theme. The role of collegiality within school improvement has been stated by HMIE (2007) whereby they believe “a climate of professional trust” (p. 2) leads to improved teaching and learning which in turn encourages staff to contribute to the school development process.

It is Hazlewood and Boshers’ (2008) belief that collegiality is a “more advanced and richer concept” (p. 78) when compared with collaboration. As a result of this research, the concept of collegiality is, to an extent complex, with many components which can be layered to try to understand its potential as a leadership strategy and an instrument for change. The components of collegiality which were articulated or inferred by the participants can be seen in Table 8 (p. 81-82).

These components along with comments gathered through the other Research Questions have allowed a reconceptualisation of the term collegiality to be created to answer this Research Question and this is one contribution this study is making to creating new knowledge. This reconceptualisation is presented in Chapter Six.

5.4 Research Question 2:

- **To what extent do individuals within the organisation perceive collegiality as a valuable strategy for educational improvement?**

The second research question was designed to examine the potential of collegiality for educational improvement by asking the participants what examples of collegiality they are aware of the case study, what changes they have seen as a result of the collegiate way of working, and whether they believe collegiality has impacted on their view of leadership. The findings are discussed alongside the documentary evidence (Bosher, 2007), and some theories presented in the review of literature. The responses enabled the development of the four themes (Assimilation; Systematisation; Self-efficacy; and Educational Improvement and School Development).

Theme 1: Assimilation

The sub-theme for Assimilation for Research Question 2 is respecting the opinions of others and can be seen once again below in Table 31. This sub-theme is briefly discussed thereafter using the participant responses with one comment from the questionnaire in Bosher's (2007) research. These build on the responses and literature (SNCT, 2007 and Hargreaves, 2012) already presented in the discussion of respect within Research Question 1:

Components/Perceptions	Emerging Themes
<ul style="list-style-type: none">• Respecting the opinions of others• Having a unified approach	Assimilation: Sub-theme: <ul style="list-style-type: none">• Respecting the opinions of others

Table 31: Components/perceptions and the emerging theme of Assimilation, with one sub-theme as a result of Research Question 2

Sub-theme: respecting the opinions of others

Participant 6 feels that involving the team and respecting the opinions of others is a prerequisite for leadership:

“You shouldn’t be trying to lead without consulting your team ... they [should] feel empowered ... [and] people from here who wanted to get a position elsewhere would at least be very used to consulting and respecting others’ opinions” (Participant 6).

This mirrors Boshier’s (2007) research whereby one questionnaire respondent stated that collegiality “should emerge from the staff within a climate of respect” (p. 23).

Considering the component of having a unified approach, one participant described collegiality as being an ethos:

“It feels like a blanket ... a blanket that you are wrapped in when you enter the building ... it’s a feeling and it’s an ethos to me personally, but it does influence the way that the school runs” (Participant 3).

Participant 12 raised a barrier previously mentioned in Research Question 1 whereby some teachers are not fully committed to collegiality and the idea of sharing resources as there “isn’t a unified approach”. Having an ethos with a common purpose/goal and a vision is discussed in Research Question 1, and this response offers an alternative view to the approach of reaching the common goal/purpose. Implicit in this response is the participant’s belief that sharing is a component part within a collegiate structure and this mirrors an interviewee’s response in Boshier’s (2007) research who said one year after the leadership strategy was introduced:

“I now feel that everybody’s job is equally important within the structure and we should all be sharing. It’s not about money or position”.

Theme 2: Systematisation

The sub-themes for the second theme of Systematisation for Research Question 2 can be seen once again in Table 32 below and are discussed thereafter:

Opinions/Perceptions	Emerging Themes
<ul style="list-style-type: none"> • Mentoring • Valuing others • Developing the supportive ‘can-do’ environment • Allowing failure and positive risk taking • Time • Having a unified approach • The leadership style to allow collegiality to develop 	<p>Systematisation:</p> <p>Sub-theme:</p> <ul style="list-style-type: none"> • Developing others (teamwork) • Valuing others (teamwork) • The environment • Allowing failure and positive risk taking

Table 32: Components/perceptions and the emerging theme of Systematisation as a result of Research Question 2

Sub-themes: developing others (teamwork) and valuing others (teamwork)

Alongside teamwork, the other differences that participants raised explicitly or implicitly in their responses to Research Question 2 when asked what changes they felt collegiality is making in the case study, included discussing, decision making, sharing ideas, feeling empowered, and feeling valued:

“Collegiality here does allow people to progress, does allow people a voice ... and it does give people the sense of belonging within the school”
(Participant 7, Appendix 10, pp. 279-286).

A specific example of discussion and decision making and working as a team as presented in Chapter Four, is the creation of the timetable. Participant 16 mentioned team work feeling that “at every level. It feels like there is better team work and more team participation”. These views match the evaluation by HMIE (2009) who found that:

good use [was] being made of collegiate time ... the agreements [had] provided a structure [for school improvement activities, and there was] ... better teamwork in many schools as a result (p. 23).

Sub-theme: the environment

The environment is important within an educational establishment. The physical environment including the resources available can make teaching activities more stimulating and educational depending on their usage, and the environmental climate can promote job satisfaction and the opportunities to develop one's practice as a teacher.

One example provided by Participant 8 about where collegiality had effected change was the use of and development of the Virtual Learning Environment:

“the online system where we could have a look at the questionnaire to see what questions are being asked and get a chance to vote on them, and then the information is taken and collated and turned into a response from the school” (Participant 8).

This example illustrates staff being listened to and being able to comment on an issue for example electronically.

Participant 3 mentioned the environmental climate within the case study describing it as a “can do environment”. This implies support for colleagues in a supportive, positive, constructive environment and this perception is further explained by Participant 3 who believes that the collegiate focus on supporting the development of teaching and learning, with the ‘open classroom door policy’ has allowed change to take place. Participant 3 talked about the “kind of ethos where people will come into your classroom”, and Participant 16 spoke about this in a positive way stating that:

“the delivery of lessons is open, it's not being driven by one person – it evolves,

good ideas are shared” (Participant 16).

This is an accepted way of working in the case study according to Participant 3, and can be an excellent way to share and support and develop in a trusting, supportive environment. This supportive environment requires professional trust (SNCT, 2007). Hazlewood and Bosher (2008) also write about professionals being “trusted” (p. 38) and it being an:

absolute requirement for mutual support, behaviours that value each other as equals and a high degree of respect and trust (p. 72).

Loe (2010) believes that trust is of paramount importance for effective collaboration or collegiality to take place, and with trust in place, staff would be encouraged to work in a supportive, more equal way therefore eradicating the sense of power. He also presents ‘critical collegiality’ or ‘critical friendship’, a term coined by Costa and Kallick (1993) meaning “someone who will provide new lenses through which [teachers] can refocus on their work” (p. 49). Loe (2010) lists the characteristics of:

critical friendship / collegiality as a source of feedback, trust, support, a non-judgmental relationship, and a greater appreciation of work context (p. 48).

It is pertinent to briefly mention the need for time as presented by Datnow (2011). Time has already been presented in the discussion of findings for Research Question 1, but has once again been raised as a barrier by Participant 3 in her answer to the first interview question in Research Question 2. She mentioned the Year 9 project as an example of collegiality as a “really great thing”, but she also stated that she felt it is “very hard to sort it out and to maintain it” due to what she described as being a lack of time to meet as staff groups. This view echoes one questionnaire respondent in Bosher’s (2007) research, who felt that the case study would be better if “there was

more time to talk” (p. 30). Time as an aspect of the environment is crucial. For example, HMIE (2009) found that:

good use [was] being made of collegiate time ...the agreements [had] provided a structure [for school improvement activities, and there was] ... better teamwork in many schools as a result (p. 29).

It is the supportive ‘can do’ environment which I have called the environmental climate which can enhance job satisfaction. It can also lead to a climate where failure and positive risk taking is allowed. This is discussed in the next sub-theme below.

Sub-theme: allowing failure and positive risk taking

I felt that it was interesting that Participant 15 felt that “You have to be quite brave to be a collegiate leader”. I have not found the concept of being brave in any literature reviewed in Chapter Two. Participant 15 feels that:

“You have to be quite brave to be a collegiate leader because you are empowering other people so you have to have some kind of trust in their capabilities, their integrity and resourcefulness and those kinds of things”.

Indeed being a collegiate leader demands courage and the confidence to sometimes take a calculated risk to be innovative and/or to support a fellow colleague. Participant 15’s comment illustrates this:

“I think in a way it makes the leader’s responsibilities even greater because they have taken that risk and they need to make sure it has worked”.

The idea of risk taking is also inferred by Participant 16. When she was commenting on collegiality effecting change, she said that:

“individuals are taking on activities and going with ideas that they didn’t previously feel that they could because they didn’t want to step on people’s toes, and they are being given the opportunity, a bit more freedom”.

The supportive environment to take risks was also inferred by Participant 7 (Appendix 10, pp. 279-286) who said that with collegiality in action “there is an opportunity for failure, which for some can be a positive thing”.

Theme 3: Self-efficacy

The sub-themes for the third theme of Self-efficacy for Research Question 2 can be seen once again in Table 33 below and are discussed thereafter. The sub-themes of self-belief, self-worth and the development of leaders were discussed in Research Question 1 and these factors have not been repeated in the discussion for this Research Question. Where new factors have been raised by participants, these have been presented below:

Opinions/Perceptions	Emerging Themes
<ul style="list-style-type: none"> • Socialisation • Sharing ideas and teaching strategies • CPD • Being allowed to develop decision making skills • Being valued • Having the opportunity to think and do rather than be told what to do and how 	<p>Self-efficacy:</p> <p>Sub-theme:</p> <ul style="list-style-type: none"> • Personal involvement developing relationships • Self-belief • Self-worth • The development of leaders

Table 33: Components/perceptions and the emerging theme of Self-efficacy as a result of Research Question 2

Sub-theme: personal involvement developing relationships

Teaching is a complex role. Devaney and Sykes (1998), quoted in Goodson and Hargreaves (1996), believe that there is an expectation on teachers to be “knowledgeable, experienced, thoughtful, committed, and energetic workers” (p. 17).

Adding a responsibility to lead and develop others in their role as teachers, and inherent in this, the need to be able to develop relationships with other teachers, is, I would suggest a demanding task requiring the emotional intelligence referred to earlier.

A comment whereby relationships underpin the success of collegiality included: “the team work “together as professionals” (Participant 1), and Participant 2 also felt that the collegiate way of working helped her to develop the staff within her team. Once again, relationships are implicit within this.

Sub-themes: Self-belief and Self-worth

One interviewee in Boshier’s (2007) research felt that collegiality had affected them personally:

“It has had a positive effect personally because it has allowed you to be creative and your ideas can be discussed and implemented” (p. 43).

Another interviewee stated that “it has raised confidence, enjoyment and self-esteem” (p. 44), and another interviewee said that collegiality was “liberating” (p. 44). The permission to be creative is a factor not raised within the literature reviewed in Chapter Two but is a factor which can be taken for granted when sharing ideas and teaching strategies and developing one’s own practice. The other factors mentioned here of confidence, self-esteem, and freedom to make decisions can arguably develop a person’s self-belief and self-worth.

Out of the thirty four members of staff who responded to a question on Boshier’s (2007) questionnaire, about the impact of collegiality on their practice and about learning, fourteen of them alluded to the fact (paraphrased by Boshier) that “collegiality brings

new and exciting dimensions to my work as a teacher” (p. 17). This perception is matched by the participants in this research, and can be implied to result in an increase in self-belief and self-worth.

Sub-theme: the development of leaders

The development of leaders for example through decision making, ownership and listening have been discussed within Research Question 1, but additional comments from Participants continue to raise the developmental aspect of this collegiality. Decision making was mentioned by four further participants, including Participant 6 who said that collegiality “is giving the whole staff the feeling that they are included”.

Participant 10 believes that:

“mixing with other people and everybody feeling that they are party to decision making is a very healthy thing because I think people feel they have a responsibility to it and they feel part of it”.

Giving ownership was given as an example of collegiality allowing people to develop decision making skills by Participant 8 who said:

“everybody is involved in the decision making process – somebody is either Chairing the meeting or maybe suggesting questions for discussion – so to me, it feels like somebody still has a bit of ownership on some things – so there are lots of different mini leaders of different areas”.

Thirteen of the participants were clear that collegiality had impacted on their view of leadership, and all of the participants felt that the concept of collegiality could prepare someone for leadership building on the CPD component already mentioned in Research Question 1. Participant 3, for example, feels it is:

“probably the best thing to prepare you for leadership as it makes you think ... it’s a can do environment”,

and Participant 11’s comment mirrors this:

“You have experience of doing things rather than being told what to do all the time”.

This mirrors Boshier’s (2007) research whereby a positive comment made by one questionnaire respondent showed that collegiality had “energized and invigorated [their] teaching, partnership and respect between student and teacher” (p. 22). This once again implies increased motivation which is illustrated in HMIE (2009) evaluation which reaffirmed:

the importance of teachers learning together, recognising that the insights and expertise which lead to improvements for learners are often to be found amongst colleagues (p. 2).

This echoes the opinion of one questionnaire respondent in Boshier’s (2007) research who felt that the:

“best bit about [the case study was] working with professional staff with high expectations and generally good ideas, and experience” (p. 31).

CPD has already been mentioned within Research Question 1 with regards to the development of leaders. Whereby Middle Leaders are expected to continue being effective classroom practitioners (Bushner, 2005), the sharing of good practice and the development of Middle Leaders within their role continues to evolve. Participant 9 explicitly mentioned the development of teaching and learning as a result of collegiality, and Participant 1 explicitly mentioned “sharing best practice”. Other participants explained how collegiality had enhanced CPD which matches HMIE (2009) report which identified prerequisites to allow collegiality to continue developing including having a “strong ethos of collegiality [to help] generate opportunities for effective CPD” (p. 23). Examples from the participants included having “experts within the team itself and the experts sharing their expertise with each other” (Participant 1); the “opportunity for development working as a collegiate team” (Participant 7,

Appendix 10, pp. 279-286). One participant explained how the school with its “collegiate point of view” had effected change in his opinion:

“It doesn’t all come from me, I’m not the one making all the decisions, it’s the other people taking on that responsibility as well and taking part in that. So in that way, I would say it has helped change things because you get other people’s ideas – not just your own” (Participant 13).

Theme 4: Educational Improvement and School Development

The sub-themes for the fourth theme of Educational Improvement and School Development for Research Question 2 can be seen once again in Table 34 below and are discussed thereafter. The perception of the benefits of sharing ideas and teaching strategies has been presented in the three previous themes for this Research Question and the discussion of findings is not repeated below. It is recognised that every participant mentioned the ideas of sharing best practice or ideas in some capacity to develop oneself and this enthusiasm for sharing to improve practice is legitimately linked to Educational Improvement and School Development. This links with Hazlewood and Bosher (2008) who state that “openness and attentiveness to each other are fundamental to an engaged and productive learning experience” (p. 77). Where new factors have been raised by participants, these have been presented below. Teacher fatigue is a new sub-theme within Educational Improvement and School Development which is discussed below:

Opinions/Perceptions	Emerging Themes
<ul style="list-style-type: none"> • Sharing ideas and teaching strategies • Guiding others allowing them to take ownership • Teacher fatigue 	<p>Educational Improvement and School Development:</p> <p>Sub-theme:</p> <ul style="list-style-type: none"> • Repertoire of teaching ideas and strategies • Allowing others to take ownership • Teacher fatigue

Table 34: Components/perceptions and the emerging theme of Educational Improvement and School Development, with three sub-themes as a result of Research Question 2

Sub-theme: repertoire of teaching ideas and strategies

Participants 2 and 5 felt that collegiality has been very successful in the case study with the idea of ‘showing and telling’ to share lesson ideas and teaching strategies. Participant 2 who is a leader within one of the biggest teams within the school feels that collegiality within this particular team in the case study means that:

“People are feeling empowered to take on certain responsibilities or activities, more people are sharing, more people are feeling that they can put themselves forward for things” (Participant 2).

It is assumed that as a result of sharing ideas and developing a repertoire of teaching strategies, people may feel more energised to try different approaches to different topics within the classroom. This echoes a comment by an interviewee when asked by Boshier (2007) about the impact that the process of collegiality was having on the process of teaching and learning: “collegiality has made teaching more dynamic and student led and sharing practice ideas having a positive effect on the students” (p. 46).

Sub-theme: allowing others to take ownership

When considering teachers taking ownership and feeling able to develop as practitioners, Participant 16 said:

“it does feel like things are very collegiate – it’s very open and change has definitely happened. At every level. It feels like there is better team work and more team participation in the way that individuals are taking on activities and going with ideas that they didn’t previously because they didn’t want to step on people’s toes, and they are being given the opportunity, a bit more freedom ... At the end of the day, we are all united in a common purpose and it is the student that is going to benefit, so it doesn’t matter how we get to that end result – it just means that the work is shared out amongst a group of people”.

Her view matches Hazlewood and Boshier’s (2008) assertion that:

collegiality recognizes that anyone can lead at a given time and the leader will emerge from consensus and negotiation by the team (p. 79).

An interviewee in Boshier's (2007) research stated that in the case study:

“the over-riding feeling was that of sharing, co-operation, integration and working together. Everyone has a voice and ideas get listened to regardless of who you are in the system. It encourages the formation of good and new ideas and it also encourages a support network for staff” (p. 40).

This idea of the emerging leader does, however, in some cases need to be planned, organised with the teacher being led or guided to take on the leadership effectively and successfully. Moore (2007) explored ‘how’ the Middle Leader leads his or her colleagues and stated that leaders need:

to be mindful that different subjects have different needs and tensions that enable them to more (or less) readily embrace an initiative (p. 12).

When asked about whether teachers need to be led, seven of the participants simply said “Yes” and provided reasons why. The other ten participants had a different perspective which arguably leads to the overall answer being “Yes”. Comments made by the participants included: “there has to be a guiding hand if you like, or a guiding vision” (Participant 5); “I think that teachers look forward to direction” (Participant 4); and “you need somebody with vision and you need the structures in place for support” (Participant 2).

Allowing staff to take a lead and to take ownership is at the other end of the spectrum according to Cemm's (2011) research where she found that:

“little effort may be made to identify where those not at the ‘top’ can initiate change or improve collaboration” (p. 199).

In the schools which participated in her research, she found there is still a top-down approach and provided one example about meetings. If those not at the top suggested a

meeting, the content of the meeting would be “constrained” (p. 199) by the headteacher’s involvement, for example by permission being sought for the meeting to be allowed to take place with verbal feedback or written minutes being provided/produced as a result of the meeting. In the case study it has already been presented that staff are allowed and encouraged to generate ideas, and Participant 2 described how she felt able to have a “rolling Chair” in meetings and that “people volunteer” to do this. This infers self-confidence of the member of staff to chair the meeting, but also a respect for the teacher chairing the meeting, and a belief in their ability to do so. It also allows others to take ownership in a supportive environment.

Sub-theme: teacher fatigue

One barrier to collegiality was articulated by Participant 9: “teacher fatigue [and having] so much going on” (Participant 9). This echoes one comment in Boshier’s (2007) research whereby one interviewee felt that school would be better if “the workload was not so huge” (p. 29). This could be as a result of “shared and equal participation by all” members (Hazlewood and Boshier, 2008, p. 69) and an ethos where everyone is responsible for the success of the educational establishment.

5.5 Summary

To summarise therefore, two new components of Assimilation were suggested as a result of Research Question 2: respecting the opinions of others; and having a unified approach. These were grouped together to make one sub-theme: respecting the opinions of others. The factor of respect was discussed as part of Research Question 1, and the responses from the participants mirrored the theories presented in Research Question 1.

Having an ethos with a common purpose/goal and a vision is discussed in Research Question 1. Participant 12, however, raised a different facet of this: how to approach and reach the common goal/purpose. Her response that there “isn’t a unified approach” offers this alternative facet. Implicit in this response is the participant’s belief that sharing is a component part within a collegiate structure.

With regards to Systematisation, six new components were articulated, and two new sub-themes were introduced and discussed: the environment; and allowing failure and positive risk taking. A Climate for Collegiality is presented in Chapter Six. Being brave is a new component of leadership which was raised by Participant 15 and I have suggested that being a collegiate leader demands courage and the confidence to sometimes take a calculated risk to be innovative and/or to support a fellow colleague. This along with being allowed to fail and take risks in the supportive environment is perhaps somewhat of an unconventional educational acceptance within the case study.

With regards to Self-efficacy, five new components were articulated which I grouped together to create one new sub-theme: personal involvement developing relationships. With regards to personal involvement developing relationships, I have recognised that teaching is a complex role, and suggested that the need to be able to develop relationships with other teachers is a demanding task. Referring to ‘embracing the emotional dimensions of teaching’ (Goodson and Hargreaves, 1996) has allowed me to once again raise the factor of the emotional intelligence of leaders which was presented in Research Question 1: leadership for collegiality, and is presented in Chapter Six. The permission to be creative has been included within the sub-theme of self-belief and self-

worth and along with confidence, self-esteem, and freedom to make decisions, I have suggested that the combination of these factors can help to develop Self-efficacy.

With regards to Educational Improvement and School Development, three new sub-themes were presented: repertoire of teaching ideas and strategies; allowing others to take ownership; and teacher fatigue. I have suggested that it is assumed that as a result of sharing ideas and developing a repertoire of teaching strategies, people may feel more energised to try different approaches to different topics within the classroom. This in turn may lead to educational improvement as staff confidence develops to match the needs of the students. I have presented evidence that Hazlewood and Boshier's (2008) assertion that:

collegiality recognizes that anyone can lead at a given time and the leader will emerge from consensus and negotiation by the team (p. 79),

is present in the case study. The seventeen Middle Leaders all felt to some capacity that teachers do need to be led and I have suggested that support for emerging leaders needs to be planned and organised with the teacher being led or guided to take on the leadership effectively and successfully. A barrier to being led which was raised by Participant 7 (Appendix 10, pp. 279-286) is teachers who need to have a safety net of having someone to blame if things don't go to plan. This is arguably not what collegiality is about. Another barrier of teacher fatigue was articulated by Participant 9 as a result of "so much going on" (Participant 9). Perhaps a reconsideration of the workload in the case study of teachers at all levels may be a way forward. Considering the findings of Bennett et al. (2003) who whittled 3,700 references down to 101 items for further study in their exploration of the role and purpose of the middle leader may

be a useful reminder. In their quest to examine “the influence of middle leadership on teaching and learning” (p. 1), they stated that:

Middle leaders occupy a pivotal position in relation to change and restructuring in the education system ... there are capacities at the middle leadership level to resist and/or creatively adapt change, and ...this question of resistance and adaptation is intimately connected to interrelated issues of accountability, autonomy and professionalism (Bennett et al., 2003, p. 3).

To answer the Research Question: To what extent do individuals within the organisation perceive collegiality as a valuable strategy for educational improvement?, I believe that the participants believe that collegiality is a valuable strategy for educational improvement. Seven participants provided an example whereby they felt that collegiality had effected change in the case study, with the sharing of best practice or ideas in some capacity being articulated by all of the participants. Other components explicitly or implicitly referred to, or implied in the participant responses included: openness; team work; team participation; freedom; value; support; encouragement; common purpose; sharing; being listened to; and being valued.

Analysing the participants’ responses has resulted in three new positive factors being articulated including: having the confidence and courage as a collegiate leader to sometimes take a calculated risk to be innovative and/or to support a fellow colleague; having permission to be creative; and allowing failure and positive risk taking. One negative factor has been articulated by one of the participants: “teacher fatigue” (Participant 9).

I have also briefly discussed the environment and this is discussed further in Chapter Six.

5.6 Research Question 3

- **In the case study, what are the factors encouraging and discouraging people to work in a collegiate way?**

The third research question was designed to examine the participants' perception of the factors encouraging and discouraging people to work in a collegiate way. This included attributes which the participants feel are necessary to allow collegiality to be effective, and how they feel staff work together to make it collegiate. The question was also designed to ascertain the conditions which the participants feel need to be in place for collegiality to be allowed to happen, and any advantages which the participants feel are as a result of collegiality. This question will be explored through the analysis of the participants' responses in the semi-structured interview and comparing these to documentary evidence (Bosher 2007), and the theories presented in the review of literature. The responses enabled me to continue developing the four themes (Assimilation; Systematisation; Self-efficacy; and Educational Improvement and School Development). Interestingly perhaps, with the four emerging themes from Research Questions 1 and 2, only three perceptions are exactly the same: common goal (which has also been called 'common purpose' and has remained within the theme of Assimilation); respect (which has remained within the theme of Self-efficacy); and CPD (which has remained within the theme of Self-efficacy and which I have also added to school improvement and development).

Theme 1: Assimilation

The sub-themes for the first theme of Assimilation for Research Question 3 can be seen once again below in Table 35 and are discussed thereafter:

Opinions/Perceptions	Emerging Themes
<ul style="list-style-type: none"> • Common goal • Transparency • Responsibility and ownership • Opportunities and educational experience for students 	<p>Assimilation:</p> <p>Sub-theme:</p> <ul style="list-style-type: none"> • Transparency • Responsibility and ownership • Opportunities and educational experience for students

Table 35: Components/perceptions and the emerging theme of Assimilation, with three sub-themes as a result of Research Question 3

Sub-theme: transparency

When asked what conditions the participants feel are necessary for collegiality to be allowed to happen, Participants 1 and 17 mentioned having an agenda that is transparent and formalised by the participants. It was felt by Participants 9, 10, and 12 that people can work in a collegiate way if there is a clear agenda for meetings which anyone is welcome to add to, and Participants 2, 10, and 12 felt that a sense that meetings are “a conversation with a facilitator” (Participant 12) also helps people to work in a collegiate way. Participant 12 explained that the facilitator in a meeting “will start the discussion process so when a person speaks we will all listen, and from then on it is quite open”. This concept of an agreed agenda which is created by the teachers avoids the concept of ‘contrived collegiality’ (Hargreaves, 1991) which he also calls “pervasive groupthink” (Hargreaves and Fullan, 2012, p. xv) and “collaboration on steroids” (Hargreaves and Fullan, 2012, p. 125). In fact Hargreaves and Fullan (2012) describe ‘contrived collegiality’ as:

where teachers have to collaborate on agendas they are given, for purposes that belong to someone else, in ways that others decide (p. 44),

which means that collective responsibility is “unnatural, false, artificial, even forced” (p. 125).

In addition to having a transparent agenda, three participants (8, 9 and 17) said that people can work in a collegiate way by being organised and being given thinking time to prepare ideas and/or consider thoughts. Participant 15 suggested that this type of working environment must also ensure that staff have time “for delivery, for explanation, for feedback, for monitoring [and] for people’s involvement”. This supportive environment was explained further by Participant 5 who feels that:

“a non- threatening management structure where people feel that they are not being judged the whole time ... and fostering the attitude that every view counts ... to take the school vision forward”

is an absolute pre-requisite for collegiality to happen.

The time needed to be able to deliver, explain, feedback, monitor and be involved, has already been discussed in Research Questions 1 and 2. For this Research Question, time was also mentioned as being a necessary condition to allow collegiality to happen by Participants 1, 2, 6 and 12. Participant 1 felt that time is the main condition which needs to be in place, and Participant 2 feels that “time must be there for people to get together and not rush it all”. Participant 12 said “there is enough time, it’s basically how it is managed to encourage and incorporate collegiality”.

Considering the concept of openness and transparency, the SNCT (2007) outlined conditions whereby collegiality can happen effectively. One of their conditions was a climate of professional trust and a climate where the views of all are valued and respected and whereby staff “feel able to contribute to decisions on all areas of school life comfortably, openly and with dignity” (p. 2). This ‘openness’ is mentioned once

again in the Code of Practice (2007) when the SNCT state that a climate of professional trust can be developed in a school whereby the:

atmosphere fosters mutual respect and encourages frank, open and honest communications amongst all staff (p. 4).

Sub-theme: responsibility and ownership

When the participants were asked to name which attributes they feel are necessary for collegiality to be effective, Participant 11's first response was having a collective shared vision working on common areas to improve. She said that this 'collective vision' comes from everybody having:

“an input – where they think we are going, how they think we should be doing it”.

Participants 1, 6 and 15 also mentioned a collective shared vision within their response. This collected shared vision demands, I would suggest, responsibility and ownership: the responsibility to meet the vision and carry it through in all aspects of working within the educational establishment; and the ownership to feel included and involved.

This idea of responsibility also becomes personal which is outlined by Participant 17 who, when asked about conditions for collegiality to be allowed to happen, said:

“for collegiality to take place more people need to realise that you win some and you lose some, if you can alter it ... then fine, if you can change something, then change it and make it work for you ... but equally there are always going to be things that you can't alter ... and if it's not going your way, you have to decide, do you want to stay or not?”

I think the question to stay or move elsewhere is an interesting question to ask. Paraphrasing the comments by Participants 1, 2, 5, 6, 7, 8, 9, 12, 13, 16 and 17, resulted in the feeling that people can work in a collegiate way with an agreement that discussion is useful and valued, and contributions are encouraged and welcomed, and people are listened to with a healthy rapport within the team. The developmental

process environment is therefore based on respect (as discussed in Research Questions 1 and 2), is agreed, and is non-threatening. This type of working relationship is recognised by the Scottish Executive Education Department (2001) in their National Agreement:

working relationships between teacher organisations, employers and the Scottish Executive [being] based on mutual respect and understanding, on shared responsibility and on the shared development of ideas and programmes for change (p. 1).

When asked what they felt were the best things about the case study in Boshier's (2007) research, two respondents to the questionnaire replied:

“the staffing in terms of ability, enthusiasm and passion. Many, many staff work exceptionally hard to bring learning alive for the students” (p. 31),

and

“working with professional staff with high expectations and generally good ideas, a range of duties and experience” (p. 31).

Implicit in these responses are responsibility and ownership: the responsibility to bring learning to life for the students, and ownership of high expectations with the professionalism to share.

A comment from one interview in Boshier's (2007) research encompasses the sense of responsibility and ownership:

“Collegiality encourages the taking of responsibility, the development of flexibility and it helps staff to solve complex problems for themselves producing less negative thoughts because they are ‘masters of their own destinies’” (p. 40).

This mirrors Brundrett's (1998) consideration of the perceived benefits of collegiality including professionalism which he describes as respect, having the “right to take part in decision making process” (p.308), having shared values, and having a voice.

Sub-theme: opportunities and educational experience for students

Being creative was an attribute named by Participant 4 when he was asked to name which attributes he feels are necessary for collegiality to be effective. As mentioned above, when asked what they felt were the best things about the case study in Boshier’s (2007) research, one respondent to the questionnaire replied:

“the staffing in terms of ability, enthusiasm and passion. Many, many staff work exceptionally hard to bring learning alive for the students” (p. 31).

Bringing learning to life arguably takes creativity. Linked to bringing learning to life is having the ability to motivate and enthuse which is another attribute mentioned by Participant 8. Implicit in this is the enthusiasm and passion and “wanting to do the best for the students” (Participant 11) which is also included in Theme 4: Educational Improvement and School Development below.

Theme 2: Systematisation

The sub-themes for the second theme of Systematisation for Research Question 3 can be seen once again below in Table 36 and are discussed thereafter:

Opinions/Perceptions	Emerging Themes
<ul style="list-style-type: none">• Forward thinking• Involvement	Systematisation: Sub-theme: <ul style="list-style-type: none">• Forward thinking• Involvement

Table 36: Components/perceptions and the emerging theme of Systematisation, with three sub-themes as a result of Research Question 3

Sub-theme: forward thinking

When asked about what advantages collegiality can offer, Participant 7 (Appendix 10, pp. 279-286) included the students by saying collegiality offers “the opportunity for staff and students to work in a forward thinking environment where change can happen”. Being forward thinking is discussed further under Theme 4: Educational Improvement and School Development below, however, I have also placed this perception within Theme 2: Systematisation as without the support, systems and environment to make it happen, teachers will arguably not feel able to be forward thinking.

Sub-theme: involvement

Having a willingness to work together / get involved / learn with good working relationships (meaning relationships which are inclusive, organised, supportive and encouraging) was the attribute named by the most participants overall, when they were asked to name which attributes they feel are necessary for collegiality to be effective. Participants 12 and 14 mentioned this attribute first in their answer, and Participants 1, 2, 6, 8, 10, 12, 14 and 15 mentioned it within their answer. Being involved is therefore, arguably, a pre-requisite for collegiality to be allowed to happen. Implicit in this assertion is being a good communicator, valuing the opinions of others, and appreciating other people. These factors were mentioned by Participants 5 and 8 as their first response and was included in the responses by Participants 1, 2, 7 and 9 which meant it was the third most mentioned attribute after: being open-minded; and having a willingness to work together, get involved, and learn with good working relationships (meaning relationships which are inclusive, organised, supportive and

encouraging). A different comment from Participant 13 about believing that you have an equally valid input, was also mentioned by Participants 1 and 14 and has been included in 'feeling empowered' within Theme 3: Self-efficacy below. Participant 16's view mirrored those of Participants 1, 13 and 14 when she said "that every individual should be treated with respect and as an equal" (Participant 16). One example of staff feeling involved and able to participate in decision making was articulated by Participant 4 when he said that staff believe in the value of being involved which leads to contributing with "no fear". This is also dependent, however, on staff being prepared to share and being able to share, attributes articulated by Participants 2, 10, 13. Taking a different perspective, Participant 7 (Appendix 10, pp. 279-286) stated that one condition he felt is necessary for collegiality to be allowed to happen is the importance of the:

"majority [of staff] being willing to participate because otherwise there is no point in opening up the questions if people aren't going to be contributing their opinions."

Being involved is arguably a layered context of understanding, appreciation, ability and desire. One factor that was raised by Participants 5, 13, 14, 16 and 17 was that people can work in a collegiate way by accepting that everyone has to have the opportunity to be involved. Acceptance therefore is another layer within this context.

Theme 3: Self-efficacy

The sub-themes for the third theme of Self-efficacy for Research Question 3 can be seen once again in Table 37 below and are discussed thereafter:

Opinions/Perceptions	Emerging Themes
<ul style="list-style-type: none"> • CPD • Responsibility and ownership • Respect • Open mindedness • Reflection • Honesty and humility • Working relationships and feeling valued • Feeling empowered • Job satisfaction 	<p>Self-efficacy:</p> <p>Sub-theme:</p> <ul style="list-style-type: none"> • Being motivated • Being trusted • Being reflective • Being honest • Feeling empowered • Having job satisfaction

Table 37: Components/perceptions and the emerging theme of Self-efficacy, with two sub-themes as a result of Research Question 3

Sub-theme: being motivated

When the participants were asked to name which attributes they feel are necessary for collegiality to be effective, being a good listener was mentioned by Participant 5 as his first response and was included in the responses by Participants 8, 12 and 17. Having manners was mentioned by Participant 17 as her first response. These attributes may help a colleague to feel motivated. Participant 12 talks about members of staff themselves being motivated in different ways:

“human beings are very good at adapting and I think that is what happens – in a collegiate system not everyone is going to be the same – that doesn’t happen, but sometimes someone you don’t expect to be collegiate or work well in a team – can come up trumps and do that because of the situation they are in”.

Maybe these more ‘cynical’ members of staff are motivated to work in a more collegiate way by thinking or experiencing something new to them as being an individual is a strength seen by Hazlewood and Boshier (2008) in a collegiate structure: “every participant [in collegiate activity] is different” (p. 72).

When considering the responses to why staff work together in a collegiate way, Participant 7 (Appendix 10, pp. 279-286) simply said “everybody works together and everybody helps everybody”. His comment, as suggested in Chapter Four, may sound simple and straightforward, but when considering the reasons provided by the other participants as presented above and in Chapter Four, it can be argued that working collegiately is beneficial and motivational. The reasons for why staff work together in a collegiate way are listed in Table 17 on pp. 107-108.

One comment which came from Boshier’s (2007) research with regards to the best thing about the case study was: “the whole staff motivation for students to achieve in a supportive environment”. Remembering that “we are all working and striving for the same thing in the end – the students” (Participant 16). I suggested in Chapter Two that a 21st century education needs to provide opportunities for all students to experience, think and learn. Learners need to be empowered to develop skills to be able to experience, think, reflect and learn.

Sub-theme: being trusted

Another attribute which Participant 8 feels is necessary to allow collegiality to be effective is trust. She said:

“there has to be a strong leader in the first place to have inspired staff and given staff the trust to go off and make decisions. You have your strong management structure and then that can therefore be more flexible as more decisions are made further down and we have more input in what is going on”.

The SNCT (2007) which states that a climate of professional trust is one of their conditions has already been mentioned in the discussion of this Research Question, and trust was also mentioned by Participants 7 and 16. When considering the different traditional layers within a school, Participant 7 stated that he felt that:

“collegiality has to be something about trust, something about being an equal and being responsible for your own actions ... collegiality has to begin at the top” (Appendix 10, pp. 279-286).

I suggested in Chapter Two that the “establishment of the ethos as a process continually evolves” (p. 41), and this “constant reminding” (Participant 16) could be a very useful way to remind staff about the advantages of collegial endeavour. The trust given to colleagues to peer coach, support, guide and facilitate to allow collegiality to happen was inferred by Participants 1, 2, 7, 12, and 13, and in their 10 strong claims about successful school leadership (summarised from Day et al., 2010) “the successful distribution of leadership depends on the establishment of trust” is stated as being the tenth claim.

Sub-theme: being reflective

The first attribute named by Participants 6 and 15 with regards to what they feel is necessary for collegiality to be effective was ‘being reflective’. The findings in Datnow’s (2011) research mirror two of the four characteristics of collaborative cultures presented by Hargreaves (1994). HMIE (2007) provided a set of thirty quality indicators for self-evaluation of all schools to improve the educational experience and outcomes for children and young people, and the ‘collegiate culture’ was emphasised in this document whereby staff would:

engage in professional discussion and reflection based on a shared understanding of quality and a shared vision of their aims for young people (p. 3).

This meant that all staff would be involved in the self-evaluation programme:

a reflective professional practice which helps schools to get to know themselves well, identify their agenda for improvement and promote well-considered innovation (p. 3).

Cemm (2011) believes that reflection is “an important element to identify success or how to change to bring about success” (p. 4) however she found that:

half of those who contributed to the study stated that reflection is not always a part of the collaborative process (p. 200).

It may seem like common sense to have to be reflective to appreciate what staff are doing well to help an educational establishment to set its next targets in a school development plan for example, but it is a different factor to have all staff being able to reflect and knowing how to act on the outcomes to be able to move educational improvements and school development forward. This includes “being resilient and [having] adaptability” (Bosher, 2007, p. 31): two attributes which one interviewee said that staff had when asked about the best thing about the case study.

Sub-theme: being honest

Participants 3, 8 and 10 mentioned honesty in their response when asked what attributes they feel are necessary for collegiality to be effective. Being honest links with the condition of transparency which was mentioned by Participants 1 and 17 and which was presented as a sub-theme in Theme 1: Assimilation. Participants 1 and 17 mentioned having an agenda that is transparent and formalised by the participants in their response to the second interview question for Research Question 3, and I am suggesting that being transparent and being honest are inter-related. To be honest about opinions and being prepared and able to share these opinions in the educational establishment sometimes needs humility which was Participant 9’s first response when asked what attributes are necessary for collegiality to be effective. It needs the person articulating his/her opinions to be prepared to possibly be questioned about their feelings albeit in the supportive environmental climate which has been mentioned previously. It is suggested that being honest takes courage. Having courage as a

collegiate leader was presented in Research Question 2, Theme 2: Systematisation and I am adding this sense of courage to being a teacher within a collegiate structure as well. This mirrors the Code of Practice (SNCT, 2007) whereby a climate of professional trust can be developed in a school when the:

atmosphere fosters mutual respect and encourages frank, open and honest communications amongst all staff (p. 4).

Sub-theme: feeling empowered

Believing you have an equally valid input leads to feeling empowered and this mirrors leadership which, according to Bennis (1994) involves:

activity that transforms an organisation and includes such things as creating a vision for the future, mobilising support towards building momentum for such a vision to be realised by empowering others to take responsibility for their actions (Abra et al., 2003, p. 6).

Being and feeling empowered comes from the supportive environment according to Participant 2 who believes that the conditions which need to be in place for collegiality to happen include being:

“open ... fostering good working relationships ... not worrying about taking risks, or putting your head above and saying “Right, I’ll do that” ... [and it] needs to be supportive, very supportive” (Participant 2).

Participant 6 also shares this view that having:

“support from the [department] team and being encouraged to take part in decision making [was a necessary condition whereby] people feel sufficiently empowered and supported and no contribution is too small”.

I would suggest that being and feeling empowered mirrors the attribute of being motivated as presented earlier in this sub-theme.

Sub-theme: having job satisfaction

When considering the responses as to why staff work together in a collegiate way, staff explicitly referred to the enjoyment of coming to work. Participant 14 listed many reasons for why staff work in a collegiate manner and her response encapsulates nearly all of the comments from the other 16 participants:

“contributing ideas, sharing their ideas and resources, talking about students, human nature, ambitions, enjoying coming to work – also gaining knowledge: other people might have different skill sets, so you can share and train them which would also give you a boost, because you are helping people, and it might also motivate them. I think people who are interested or have specialities – it’s a good thing to share them.”

Contributing and sharing ideas and ambitions, socialisation, and learning and gaining knowledge, can help people to ‘enjoy coming to work’ and having job satisfaction (which is also mentioned above in the sub-theme of being motivated). Having job satisfaction can also be enhanced by knowing who to go to for help, support, feedback, and working together in a collegial way and these conditions were mentioned by Participants 2, 9, 13, and 15. Participant 5 also mentioned being reasonable as an attribute which is necessary to allow collegiality to be effective. When asked about conditions to support/build collegiality, interviewees (Bosher, 2007) mentioned five factors which coincide with the findings from this research: the

“cross curricular linkage with associated sharing of resources [and] ideas ... [the sharing of] teaching strategies and data on students ... opportunities arising in different areas which are allowing for different and individual approaches at subject level to occur ... [which are] enhancing satisfaction ... and efficiency for staff”.

Theme 4: Educational Improvement and School Development

The sub-themes for the fourth theme of Educational Improvement and School Development for Research Question 3 can be seen in Table 38 below and are discussed thereafter:

Opinions/Perceptions	Emerging Themes
<ul style="list-style-type: none"> • CPD • Responsibility and ownership • School improvement: progress and results • Student focus • Opportunities and educational experience for students • Forward thinking • Innovation 	<p>Educational Improvement and School Development:</p> <p>Sub-theme:</p> <ul style="list-style-type: none"> • CPD • Giving responsibility and ownership • Progress and results with a student focus • Opportunities and educational experience for students • Being forward thinking • Innovation

Table 38: Components/perceptions and the emerging theme of Educational Improvement and School Development, with one sub-theme as a result of Research Question 3

Sub-theme: CPD

CPD is essential to instil the evolving vision of a successful educational establishment and to furnish the teachers with the skills to be able to fulfil the vision. Participant 5 feels that people need to be flexible in the case study:

“we are obviously in a school that believes in dynamic change, therefore people have to be flexible”.

This includes having the skills necessary in being flexible to adapt and develop one’s practice to evolve with the dynamic change. Being involved and included are pre-requisites in this concept of dynamic change and these pre-requisites are referred to throughout this chapter. Participant 6 said:

“this school will encourage somebody, no matter what their level of experience, to take a part as much as they feel able”.

Understanding your role leads on from this and was articulated by one questionnaire respondent (Bosher, 2007) as an improvement one year after the collegiate structure

was implemented in the case study. One interviewee (Bosher, 2007) stated that “the [collegiate] structure is developing people and bringing them on” (p. 37).

Developing as a practitioner was articulated by Participants 2, 9, 12, and 16 who commented on collegiality recognising strengths and people being supported. This mirrors the four common themes in the descriptors of collegiality which were identified by HMIE (2009):

professionalism, adaptability, commitment to professional development, and commitment to working together with teacher colleagues and others to secure an improvement in outcomes for all learners (p. 23),

and the evaluation reaffirmed:

the importance of teachers learning together, recognising that the insights and expertise which lead to improvements for learners are often to be found amongst colleagues (p. 2).

Sub-themes: giving responsibility and ownership; and progress and results with a student focus

It has already been suggested that giving teachers responsibility and ownership, can lead to greater job-satisfaction leading to improved progress and results with a student focus. For example an interviewee (Bosher, 2007) said that the best thing about the case study was:

“the staffing in terms of ability, enthusiasm and passion. Many, many staff work exceptionally hard to bring learning alive for the students” (p. 31).

Responsibility and ownership can mean that staff are expected to find a way to work together which could be facilitated by the collegiate leader. This infers the necessity of communication, understanding, and possibly empathy and emotional intelligence to appreciate and work with others to try to develop a collegiate way of working. This is summed up perhaps by Participant 5 who said that he believes that collegiality:

“is a matter of co-operation, communication and discussion leading to a decision, therefore leading to action”.

HMIE (2007) describe a ‘collegiate culture’ whereby staff would:

engage in professional discussion and reflection based on a shared understanding of quality and a shared vision of their aims for young people (p. 3).

It is expected that a shared vision with the skills to drive educational improvement forward would lead to progress and results with a student focus. This collegiate culture is also noted by Shah (2012): “collegiality among teachers stimulates their professionalism and commitment to teaching” (p. 75).

One of the findings by HMIE (2009) was that “good communication is essential for effective collegiate working” (p. 24). The idea of communication meant regular times for staff to meet and talk and where there were effective links between senior managers and departments in secondary schools.

In Chapter Two, I suggested that for learners to experience success and develop the skills and attributes needed to be able to contribute effectively to the 21st century world, communication and interaction between staff is necessary:

Leadership is the potential outcome of interaction, between groups of people rather than specific traits or skills of a single person. This definition is also more inclusive and therefore relevant to any organisation in any culture (Townsend (2011b) p. 24).

Sub-theme: opportunities and educational experience for students

The opportunities and educational experience made available for students is the primary function of a school:

at the centre of our aspirations must be the students themselves – the youth whose

education is, in the final analysis, the real *raison d'être* of any school and any school system (p. 137).

When asked about attributes which she feels are necessary to allow collegiality to be effective, Participant 11 stated “wanting to do the best for the students”, Participant 12 said “a little bit of passion, for education generally”, and Participant 16 said we are “all working and striving for the same thing in the end – the students”. Having a passion for education with the common aim being to provide for the students was suggested by four interviewees (Bosher, 2007) when asked about what they felt was the ultimate aim of collegiality: “moving the school forward to develop students who can cope with life in the 21st century and for staff to develop flexibility and adaptability” (two interviewees) (p. 39); “to improve teaching and learning and support mechanisms” (p. 39); and “creating students who are independent” (p. 40).

Wanting the best for the students and offering structured, relevant opportunities and learning experiences matches the three principles of professionalism as presented by Hargreaves and Shirley (2009) who refer to the work by Fullan: “high quality teachers, positive and professional associations, and lively learning communities” (Fullan, 2011, p. 144). The intention of having high quality teachers and lively learning communities matches two of the five key aims of the DCSF vision for education (DCSF, 2009b, p. 2) which was presented on p. 47:

every child, [will receive] a world class education that prepares them for the challenges of the 21st century ... with excellent teaching and learning ... [from a] highly-skilled workforce (DCSF, 2009b, p. 2).

The idea of a world class education with excellent teaching and learning is also implicit in The Education Act 2011 (DfE, 2011) where the aim is to “create an education system

that delivers ever higher standards for all children”

(<http://www.education.gov.uk/aboutdfe/departmentalinformation/educationbill/a0073748/education-bill>).

A future of education is described by Hargreaves and Shirley (2009) whereby an education:

can deepen learning, raise standards, reduce the differences in achievement, and build a more creative and cohesive future for all (p. 19).

With children being the most important factor here, student voice is a fairly recent phenomenon. In her summary of the entries in the competition about the future of the secondary school, Birkett (2001) stated that “being heard was at the heart of every entry [and children] wanted to be educated, not indoctrinated”

(http://www.deabirkett.com/pages/journalism_film/journalism/the_school_wed_like.htm).

Sub-theme: being forward thinking

Being “forward thinking” was an attribute mentioned by Participant 7 (Appendix 10, pp. 279-286) when he was asked what attributes he feels are necessary to allow collegiality to be effective. This matches the vision of a collegiate culture according to Hazlewood and Boshier (2008) whereby:

the process of collegiality ... places leadership in a different conceptual place where the future is predominant, not the present (p. xvii).

Forward thinking involves creating new ideas to drive the educational experience of students forward:

“[collegiality offers the] opportunity for staff and students to work in a forward thinking environment where change can happen” (Participant 7, Appendix 10, pp. 279-286).

Harris (2011) considers professionals and students working together to realise Hargreaves and Shirley's (2009) Fourth Way:

[the Fourth Way] relies on professionals and students driving the change forward rather than grasping the tried and tested, top-down levers favoured by so many policy makers and politicians, [and the difficulty of leaders learning] how to steer clearly from the top while knowing how and when to 'let go' (p. 111).

It can be difficult to work with students to make decisions about the next step in learning, and to be a facilitator and a guide, but this matches the ambition of the previous Government which was "for every child: [to have] an education that prepares them for the challenges of the 21st century" (DCSF, 2009a, p. 5). This also matches the opinions of young people and what they feel that they need from a 21st century education (Burke and Grosvenor, 2003).

Claxton and Wells (2002) questioned the purpose of education in a world seeing "rapid social, economic and political change" (p. 1), and they presented their belief that education is not about:

the transmission of specific bodies of knowledge and skills ... [but] the development of a mind to learn (pp. 1-2).

This mirrors the request of children in the 2001 competition who asked to "be educated, not indoctrinated" (Birkett, 2001,

http://www.deabirkett.com/pages/journalism_film/journalism/the_school_wed_like.htm).

Eight years later, Arora and Williamson (2010) stated:

To succeed in the future, young people will need to have the confidence, skills and understanding not only to respond to change but also to become the instigator of change themselves (p. 3).

To this end, being forward thinking and involving students within the planning and vision is a necessary pre-requisite for Educational Improvement and School Development.

Sub-theme: innovation

Innovation brings change. HMIE (2007) stated that it is:

a reflective professional practice which helps schools to get to know themselves well, identify their agenda for improvement and promote well-considered innovation (p. 3).

Innovation needs to be strategic and staff need to be happy and able to change. “Being happy to change” was an attribute to allow collegiality to be effective mentioned by Participant 16, and Participant 17 said “it must be made very clear that it is safe to say whatever you feel – without any comeback”. This need for transparency and open mindedness was presented earlier in this chapter. When presenting their prerequisites in a 21st century school, Hargreaves and Shirley (2009) refer to the skills of:

creativity, innovation, intellectual agility, teamwork, problem solving, flexibility, and adaptability to change (p. 85).

I would suggest that innovation within the collegiate structure needs creativity as “the structure never stands still” (Hazlewood and Bosher, 2008, p. 130), and this creative vision needs to be strategic. This is explained by Participant 1 who shared his view on the advantages of working collegially as follows:

“It's the old iceberg situation isn't it really? We talk about an aspect we want to work, we see the tip of the iceberg but we don't see what's below the iceberg, and I think if we all add to the bigger picture we find that all understanding of that aspect is much greater and by understanding the issues together, and joining together and actively engaging people in that in the understanding and the solutions can be of a higher quality. And as well as being personally motivating for the individuals involved”.

This means that the ability to be innovative, and to see how teaching and learning and the structure of the curriculum for example can be developed, needs people to actively work together to understand and create solutions. Being engaged aids motivation which in turn builds satisfaction, pride, confidence and the feeling of being listened to, involved and valued.

Considering the curriculum further, HM Government (2010b), sets:

out a radical reform programme for the schools system, with schools freed from the constraints of central Government direction and teachers placed firmly at the heart of school improvement
(<http://www.education.gov.uk/schools/teachingandlearning/schoolswhitepaper/b0068570/the-importance-of-teaching/>).

It would seem therefore that innovation is recognised as being essential in the drive to make education suitable for the 21st century learner and this will be an area of interest in years to come. Further research will potentially “help other school leaders to think about and improve practice” (Eacott, 2011, p. 44).

5.7 Summary

To summarise therefore, as a result of Research Question 3, three new components of Assimilation were suggested. With regards to transparency and openness, it was suggested by two participants that a transparent agenda formalised by the participants is a necessary condition for collegiality to be effective. This can also help to avoid the concept of ‘contrived collegiality’ (Hargreaves, 1991). The sense that meetings are “a conversation with a facilitator” (Participant 12) in a supportive environment also helps people to work in a collegiate way along with having time to prepare and think in advance of meetings. Participant 16 was adamant in her view that the key condition for

collegiality is “that every individual should be treated with respect and as an equal”. This environment allows a climate of professional trust and a climate where the views of all are valued and respected (SNCT, 2007), and allows teachers to be and feel empowered.

Time has once again been raised as being a necessary condition to allow collegiality to happen (Participants 1, 2, 6 and 12). Negative comments about not enough time have been consistent throughout the discussion of findings so far, but this time, Participant 12 said “there is enough time, it’s basically how it is managed to encourage and incorporate collegiality”.

With regards to responsibility and ownership, I have suggested that a shared vision demands the responsibility to meet the vision and carry it through in all aspects of working within the educational establishment, and the ownership to feel included and involved. I have also suggested that this responsibility and ownership needs to be personally adopted by staff to allow the shared vision to become pertinent to the development of the teacher, Educational Improvement and School Development. This builds on the comments by Participants 1, 2, 5, 6, 7, 8, 9, 12, 13, 16 and 17 that people can work in a collegiate way with an agreement that discussion is useful and valued, and contributions are encouraged and welcomed, and people are listened to with a healthy rapport within the team. The developmental process environment is therefore based on respect (as discussed in Research Questions 1 and 2), is agreed, and is non-threatening.

Two new components of Systematisation were suggested. Bringing learning to life included being forward thinking and arguably takes creativity (Participant 4) which is linked to motivating and enthusing others and being innovative. It is recognised that different people are motivated in different ways to be involved, and being motivated can result from being listened to and working with people with manners (Participant 17) in terms of wanting to work with others who buy into the collegiate structure. It can also be a result of thinking or experiencing something new and experiencing success. Being an individual is also seen as being a strength with different people bringing something different which can result in Educational Improvement and School Development.

Eight new components for Self-efficacy were suggested. When considering the responses to why staff work together in a collegiate way, comments in this section and also in Chapter Four suggest that working collegiately is beneficial and empowering which can result in the staff having job satisfaction. Being reflective is essential in school development, and I have suggested that being able to reflect and knowing how to act on the outcomes to be able to move Educational Improvement and School Development forward is a different matter. This builds on the strengths of individuals in the educational establishment and being honest about opinions and being prepared and able to share these opinions. This sometimes needs humility and I have suggested that being honest takes courage, an attribute of a collegiate leader presented in Research Question 2, and being presented here as an attribute necessary in being a collegiate teacher.

Seven new components were suggested for Educational Improvement and School Development. CPD has been added to Theme 4 with the recognition that it is essential to instil the evolving vision of a successful educational establishment and to furnish the teachers with the skills (for example being flexible and able to adapt) to be able to fulfil the vision. Recognising the strengths of teachers has also been recognised along with people being supported to develop as a practitioner.

Having responsibility and ownership mean that staff are expected to find a way to work together which can be facilitated by the collegiate leader, and skills needed to enable this to happen have been suggested. I have suggested that being “forward thinking” (Participant 7, Appendix 10, pp. 279-286) and involving students within the planning and vision is a necessary pre-requisite for Educational Improvement and School Development. Working with young people may help them:

to be able to learn and re-train, think and work in teams and to be flexible, adaptable and creative, [and that they would also] need to develop a sense of responsibility for themselves, for their health, for their environment, and for their society, [and] develop respect and understanding for those from different backgrounds, and the confidence and skills to make a positive contribution to their community (DCSF, 2009a, p. 5).

Innovation (which needs to be strategic) lies alongside being forward thinking which brings about change. It is suggested that being engaged in this innovation aids motivation, which in turn builds satisfaction, pride, confidence and the feeling of being listened to, involved and valued.

To answer this Research Question: In the case study, what are the factors encouraging and discouraging people to work in a collegiate way?, the participants were very clear about what conditions they feel are necessary for collegiality to happen, and the

advantages of working in a collegiate manner. A significant contribution from the participants to answer this Research Question is the attributes needed to make collegiality effective. These conditions, advantages, and attributes, along with the factors discouraging collegiality can be seen in Figure 4 on p. 232: A Framework for Being Truly Collegiate in Chapter Six. This framework may be useful for those interested in the potential that collegiality as a transformational leadership style arguably has.

5.8 Research Question 4:

- **What is the place of collegiality in fostering perceived key elements of a 21st century education?**

The fourth research question was designed to examine the participants' perception of what a 21st century education should encompass, and the skills they feel a teacher needs to have to be able to deliver this education. The question was also designed to ascertain whether the participants feel that Collegiality (as a leadership strategy) encourages the effective delivery of the 21st century education they described and how. This question will be explored through the analysis of the participants' responses in the semi-structured interview and comparing these to documentary evidence (Bosher, 2007), and the theories presented in the review of literature drawing particularly on the conceptual framework which I created as a result of the review of literature, and which can be seen in Table 4 on pp. 55-56. The responses enabled me to continue developing the four themes (Assimilation; Systematisation; Self-efficacy; and Educational Improvement and School Development). Interestingly perhaps, with the four emerging themes from Research Questions 1, 2 and 3, eight perceptions are either exactly the same or inextricably linked: common goal, also raised in Research Questions 1 and 3 has

remained within the theme of Assimilation; the notion of supporting each other which was raised in Research Question 2 has been raised once again and has remained within the theme of Systematisation; teamwork and developing team working skills has now been raised in all of the research questions and has remained within the theme of Systematisation; teachers sharing ideas was raised in Research Question 2 and has once again been raised and has remained within the theme of Systematisation; being and feeling valued and listened to was raised in Research Question 2 and has been raised once again and has remained within the theme of Self-efficacy; risk taking in a supportive environment was raised in Research Question 1, and has been referred to in Research Question 4 as teachers feeling able to try new ideas, and has remained within the theme of Self-efficacy; and CPD which has been raised in all research questions has remained within the theme of Self-efficacy and Educational Improvement and School Development. If a participant presented a new or different perspective, this perspective has been briefly discussed below.

Theme 1: Assimilation

The sub-themes for the first theme of Assimilation for Research Question 4 can be seen once again below in Table 39 and are discussed thereafter:

Opinions/Perceptions	Emerging Themes
<ul style="list-style-type: none"> • Having empathy/sensitivity • Being flexible • Being creative • Being able to involve students in their learning • Being inspirational/motivational • Being an effective team worker • Enabling the young person to have a moral understanding of their place within society 	<p>Assimilation:</p> <p>Sub-theme:</p> <ul style="list-style-type: none"> • Personal view of education matching the school ethos • Having the personal skills/attributes/qualities to fit in with the school ethos • Having the holistic child as a focal point in the school ethos

<ul style="list-style-type: none"> • Students being able to take an informed place in society • Students being able and being ready to join the workforce in some capacity 	
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Table 39: Components/perceptions and the emerging theme of Assimilation, with three sub-themes as a result of Research Question 4

Sub-theme: personal view of education matching the school ethos

The Headteacher of the case study states that the school ethos is centred around the ability of the organisation:

to respond quickly and coherently to change ... [where] all employees within the organization are fully aligned with company policy and thinking, feel involved in the direction of the company and empowered to act in the interests of the company success (Hazlewood and Boshier, 2008, p. xiv).

Employees within the case study are expected to be committed to the school ethos whereby they feel involved, empowered, equal, able and prepared to evolve, prepared to look to the future, and have the opportunity to experience success. Hazlewood and Boshier (2008) state that “openness and attentiveness to each other are fundamental to an engaged and productive learning experience” (p. 77). For the fourth interview question within this Research Question, the participants were asked about what they believe a 21st century education should encompass, and their comments match the school ethos. The eleven perceived key elements can be seen in Table 40 below along with which theme, the perceived key element has been grouped within. Of the eleven perceived key elements, six are already included in the conceptual framework (Table 5, p. 58), and six are not:

Perceived key elements articulated by the seventeen Middle Leaders with regards to perceived key elements of a 21st century education	Is this perceived key element included in Table 5 p. 58 (Yes/No) and if so, in which column?	Theme which the ‘new’ perceived key element has been grouped with
The development of the holistic child	The word ‘holistic’ is not explicitly used in Table 5, yet it could be assumed that this word covers all of the first five areas of the conceptual framework. Further research into what the Middle Leaders believed this word encompasses and means may have been useful	Theme 1: Assimilation
Enabling the young person to have a moral understanding of their place within society	Yes <ul style="list-style-type: none"> • Over-riding Values • The Learner: Learner attributes 	
Students and staff working together to plan what to deliver and how	No	Theme 2: Systematisation
Being able to take an informed place in society	Yes <ul style="list-style-type: none"> • Over-riding Values • The Learner: Learner attributes 	
Being able and being ready to join the workforce in some capacity	Yes <ul style="list-style-type: none"> • Over-riding Values • The Learner: Development of skills • The Learner: Learner attributes 	
Having a technological understanding	Yes <ul style="list-style-type: none"> • The Learner: Development of skills 	
Being able to experience success	No	Theme 3: Self-efficacy
Having literacy skills	No	Theme 4: Educational Improvement and School Development
Having an understanding and appreciation of the world with real life learning experiences	Yes, however the literature reviewed did not specify ‘real life learning experiences’ but presents ‘understanding the world in which we live’ (Over-	

	riding Values) and ‘understanding and accepting the culture of other people’ (The Learner: Learner attributes) instead	
To be flexible, resourceful, resilient, able to reflect, able to work as part of a team, and have self-confidence	Yes except for students being ‘flexible’, ‘resourceful’ and able to reflect. Being flexible is included in the conceptual framework as being a Teacher prerequisite <ul style="list-style-type: none"> • The Learner: Development of skills • The Learner: Learner attributes 	Theme 4: Educational Improvement and School Development
To enjoy learning and knowing how to learn successfully – independence	No	Theme 4: Educational Improvement and School Development

Table 40: The eleven perceived key elements articulated by the seventeen Middle Leaders with regards to components of a 21st century education, and whether they are included in Table 5

Sub-theme: having the personal skills/attributes/qualities to fit in with the school ethos

The participants were asked about the skills they feel are needed by teachers to be able to deliver an education suitable for the 21st century. Their responses are pertinent in order to consider whether the skills needed fit in with the school ethos:

- Having empathy/sensitivity;
- Being flexible;
- Creativity;
- Being able to involve students in their learning;
- Being inspirational/motivational;
- Being an effective teamworker.

Three of these skill areas (having empathy/sensitivity, being flexible, and creativity) are already included in Table 5. The other three skill areas are not included, however, considering the participants’ perceptions on what a 21st century education should

allow/enable, these additional three skill areas arguably seem obvious. To enable students and staff to work together to plan what to deliver and how, the teacher needs to be able to involve students in their learning and be an effective teamworker – not only with fellow colleagues but with the students. Additionally, being inspirational/motivational would encourage the students to become involved in their learning. ‘Inspirational’ was one of the perceived key elements of a 21st century school according to the children who took part in the 2001 competition about the future of the secondary school (Birkett, 2001). Being inspirational/motivational mirrors one of Hargreaves and Shirley’s (2009) six pillars of purpose and partnership (an inspiring and inclusive vision) as being prerequisites to enable educational change.

Sub-theme: having the holistic child as a focal point in the school ethos

Hazlewood and Boshier (2008) describe learners in the 21st century as aiming to be:

resilient, resourceful and equipped with a portfolio of skills that [should help] them overcome any barriers, they would, above all, need to be confident and to accept full responsibility for their own learning (p. 8).

The development of the holistic child was one aspect of what Participant 7 felt a 21st century education should enable/allow and this is noted in Table 40 above. Further research into what this Middle Leader believed this word encompasses and means may have been useful to ensure an accurate use of the word as a researcher. Despite the lack of clarity in this term in this context, this mirrors the assertion of Arora and Williamson (2010):

To succeed in the future, young people will need to have the confidence, skills and understanding not only to respond to change but also to become the instigator of change themselves (p. 3).

Considering real life experiences, Claxton and Wells (2002) believe that children should have a cultural understanding about the world in which we live, and have “a

willingness to attempt to understand the perspectives of others” (p. 5). This they believe, is necessary to be able to develop and survive.

Theme 2: Systematisation

The sub-themes for the second theme of Systematisation for Research Question 4 can be seen once again below in Table 41. The sub-theme of the development of team working skills is not discussed thereafter as the concept of team work has been discussed in the previous research questions. The other two sub-themes are discussed after Table 41:

Opinions/Perceptions	Emerging Themes
<ul style="list-style-type: none"> • Through the development of team working skills • By working alongside NQTs or younger teachers • Students and staff working together to plan what to deliver and how 	<p>Systematisation:</p> <p>Sub-theme:</p> <ul style="list-style-type: none"> • Development of team working skills • Utilising skills of new members of the teaching profession • Students and staff working together to plan what to deliver and how

Table 41: Components/perceptions and the emerging theme of Systematisation, with three sub-themes as a result of Research Question 4

Sub-theme: Utilising skills of new members of the teaching profession

Being able to involve students in their learning and being inspirational/motivational have already been discussed. One of the four suggestions articulated by the participants as ways that collegiality can support the development of these skills was by working alongside NQTs or younger teachers (Participants 7 and 13). Hazlewood and Boshier (2008) assert that in the development of collegiality as a leadership strategy, “the

structure never stands still” (p. 130). This could arguably involve utilising the skills of new members of the teaching profession. The DfE (2013) state that

teaching is increasingly a career for the most able graduates, and, ...national and international evidence tells us that teachers’ level of prior education is directly linked to standards of attainment of their pupils.

<http://www.education.gov.uk/get-into-teaching/faqs/becoming-a-teacher.aspx#a5>

To this end then, maybe more use of the skills of new entrants to the teaching profession could be used to develop the repertoire of teaching strategies already in-house. This would mirror Hazlewood and Boshers’ (2008) belief that collaboration is:

predicated on the principles of learning from each other, sharing effective practice and providing collective support (p. 70).

Utilising the skills of new members of the teaching profession could provide on-going opportunities for professional development, and developing supportive partnerships. These suggestions tie in with the understanding of collegiality according to seven of the participants who said that collegiality is teams of people working together “as colleagues not individuals” (Participant 5), and as Participant 12 stated, a benefit of the process of working with other people is the generation of “more ideas and more positive comments”.

Sub-theme: students and staff working together to plan what to deliver and how

In order to allow students and staff to work together to plan what to deliver and how, the teacher needs to be able to involve students in their learning and be an effective teamworker with the students themselves. It could be argued that students and staff working together to plan what to deliver and how is to a certain extent, common sense.

After all, as Shirley (2011) points out:

at the centre of our aspirations must be the students themselves – the youth whose education is, in the final analysis, the real *raison d'être* of any school and any school system (p. 137).

A question could be raised here: if the students and the teacher work together to plan what to deliver and how, surely this is AfL at its most effective, meaning that the child's learning is relevant? This then would meet one of the five key aims of the vision (DCSF, 2009b): “excellent teaching and learning and the extra help each child needs”.

Comments from questionnaire respondents about student experiences at the case study (Bosher, 2007) include:

- The curriculum offers them flexibility and great opportunities to bring learning into everyday life;
- Is challenging with many opportunities;
- Provides exciting ways to learn;
- Is a positive caring environment;
- Learning is the central focus and student ownership of what is being learned is realized (p. 26).

One member of staff who responded to the questionnaire stated that the vision of the case study as a learning centred school:

enables both students and teachers to work together productively to make it more exciting and meaningful (Bosher, 2007, p. 10).

Hazlewood and Bosher (2008) explain the importance of student voice when they talk about ‘Learning Walks’ whereby the child is given a voice creating “opportunities for reflection, discourse and action which raise the future game” (p. 77). Zhao (2011) suggests that current curriculum:

standardization and homogenization is counterproductive in preparing students to become competent citizens for a globalized world [and suggests] that education systems and schools should focus on students as the driving force of educational change (p. 267).

Theme 3: Self-efficacy

The sub-themes for the third theme of Self-efficacy for Research Question 4 can be seen once again in Table 42 below and are discussed thereafter. Developing a repertoire of teaching strategies has been discussed in Research Question 2 and is therefore not repeated below:

Opinions/Perceptions	Emerging Themes
<ul style="list-style-type: none">• Having a technological understanding• Being able to experience success	<p>Self-efficacy:</p> <p>Sub-theme:</p> <ul style="list-style-type: none">• Developing a repertoire of teaching strategies• Experiencing success

Table 42: Components/perceptions and the emerging theme of Self-efficacy, with two sub-themes as a result of Research Question 4

Sub-theme: experiencing success

The ability to “enjoy learning and [knowing] how to learn successfully” is an important part of a 21st century education according to Participant 15, and ten participants felt that young people would be able to experience success when they leave school if for example, they have an understanding and appreciation of the world with “real life learning” (Participant 12) experiences, and if they develop the life skills to be able to take part in the “changing society” (Participant 7, Appendix 10, pp. 279-286) and can cope with “things that they might encounter in life” (Participant 14). One questionnaire respondent (Bosher, 2007) stated that collegiality “opens more avenues to students and staff to enjoy their learning and teaching” (p. 28) which suggests that collegiality can enable staff and students to experience success. It could be argued that if students and staff have the right skills to experience success then it will inevitably happen. For the

students, this means skills appropriate to age and ability including the literacy skills to read, write, think and communicate confidently. If a student or teacher wants to learn and enjoys the process and experiences success, this could whet his/her appetite for learning. The experience of success may lead to further aspiration. For teachers this may mean the aspiration to become a leader and/or to improve as a practitioner:

teachers define and pursue high standards and shared targets, and improve by learning continuously through networks, from evidence, and from each other (Hargreaves and Shirley, 2009, p. 107).

The attributes to be able to pursue these high standards and improve, mirror those presented by Hazlewood and Boshier (2008) with regards to the attributes necessary for new leaders:

those rising to the fore will be creative, energetic, emotionally intelligent, self-motivating and complete professionals (p. 132).

Theme 4: Educational Improvement and School Development

The sub-theme for the fourth theme of Educational Improvement and School Development for Research Question 4 can be seen once again in Table 43 below and is discussed thereafter:

Opinions/Perceptions	Emerging Themes
<ul style="list-style-type: none"> • The student having literacy skills • To be flexible, resourceful, resilient, able to reflect, able to work as part of a team, and have self-confidence • To enjoy learning and knowing how to learn successfully – independence 	<p>Educational Improvement and School Development:</p> <p>Sub-theme:</p> <ul style="list-style-type: none"> • A clear vision of an education suitable for the 21st century developing perceived necessary skills to be able to participate in and contribute to the 21st century world

Table 43: Components/perceptions and the emerging theme of Educational Improvement and School Development, with one sub-theme as a result of Research Question 4

Sub-theme: a clear vision of an education suitable for the 21st century developing perceived necessary skills to be able to participate in and contribute to the 21st century world

As presented in Chapter Two, Gibb (2012) outlined that reading and school sport were priorities in 2012 as far as the government was concerned, and in March 2013, the Government made a further commitment to provide additional funding to schools for each “Year 7 pupil who has not achieved level 4 in reading and/or maths at Key Stage 2” until 2015 <http://www.education.gov.uk/schools/pupilsupport/year7catchup/a00216772/y7-catch-up-premium-need-to-know>. Having literacy skills is seen as being a necessary skill to be able to participate in and contribute to the 21st century world.

Other perceived key skills/attributes articulated by participants include: flexibility, resourcefulness, resilience, the ability to reflect, the ability to work as part of a team, and having self-confidence. Building on from the benefits of success mentioned above in Theme 3, Self-efficacy, being flexible, resourceful and able to reflect demands to some extent being independent and being interested in wanting to learn. The concept of confidence was mentioned by a questionnaire respondent (Bosher, 2007) when asked about the curriculum at the case study:

[the curriculum] is moving into the 21st century but must still include the learning of some hard facts which students can retain themselves on to give a firm foundation of knowing from where they have come historically, geographically, mathematically etc. this will give them stability and confidence to use their learning skills in the future (p. 28).

Other positive comments (Bosher, 2007) included: the curriculum “is innovative and flexible enough to offer positive experiences for most people” (p. 28); “aims to make sense of the students’ learning experience” (p. 28); “reflects the future requirements of

a skills based work place” (p. 28); and “allows development of skills” (p. 28). Ten negative comments were included by the questionnaire respondents and these included: the curriculum “needs time to embed and real focus on quality assurance” (p. 28), and the curriculum “needs time to be coherently and thoroughly planned, monitored evaluated and refined” (p. 28). A recurring aspect of this curriculum design is time. One questionnaire respondent wrote that the curriculum could be even better if:

“we had time to think carefully and respond and then work together to embed a skills based curriculum” (p. 30).

Despite the time factor, one interviewee felt that the best thing about the case study was “the dynamic and forward thinking initiatives that will allow the student to take independence of their own experiences here” (Bosher, 2007, p. 31), and another interviewee stated “we are always aiming to improve the student’s experience” (p. 31). This comment directly relates to Bosher’s (2007) comment about the second of three fundamentals for the case study:

The centrality of the learner: the individual child is the centre of all endeavours. Our professional activity must be focussed on how to provide the very best learning environment for the individual (p. 7).

5.9 Summary

The Middle Leaders mentioned twenty skills when asked what skills they feel a teacher needs to have to be able to deliver an education suitable for the 21st century (Table 20 on pp. 114-115). The most mentioned skill (by seven participants) was being adaptable and able to change and this can be linked to teachers having a shared responsibility in a “can-do environment” (Participant 3) where they are trusted, valued, supported, are listened to, and actively encouraged to help decisions to be made. Other components to be articulated again were teamwork and developing team working skills (which has

been raised in all of the research questions), teachers sharing ideas (which was raised in Research Question 2), risk taking in a supportive environment (which was raised in Research Question 1) and CPD (which has been raised in all research questions).

The seventeen participants suggested three additional skills that a teacher needs to have to be able to deliver an education suitable for the 21st century which have been discussed in this chapter. One way to develop ideas and teaching strategies, which I feel is interesting, is to utilise the skills of new members of the teaching profession.

Of the eleven perceived key elements articulated by the Middle Leaders with regards to components of a 21st century education, six are not apparent in the literature review and these have been discussed above.

An analysis of data and discussion of the findings illustrates that collegiality can encourage the development of attributes and skills needed to be able to deliver a 21st century education, thus answering Research Question 4: What is the place of collegiality in fostering perceived key elements of a 21st century education? There was agreement from all participants that being able to change, having a willingness to learn new things/being open minded, being able to learn, being creative, being adaptable, being flexible, communication skills, organisational skills, and team working skills, and involving students in their learning, can be encouraged by collegiality. Participant 4 also felt that “patience” can be developed through collegiality. In addition to the skills, passion and enthusiasm were also seen to be necessary qualities for teachers to be able to deliver an education suitable for the 21st century. Having the holistic child as a focal point in the school ethos also allows some of the perceived key elements of a 21st

century to be developed. This would then enable the request by young people in The Children's Manifesto (Birkett, 2001,

<http://www.guardian.co.uk/education/2001/jun/05/schools.uk7>), to have:

A relevant school where we learn through experience, experiments and exploration, with trips to historic sites and teachers who have practical experience of what they teach.

5.10 Development of the conceptual framework of perceived key elements of a 21st century education

The conceptual framework which was created as a result of the literature review (Table 5, p. 58) presented the perceived key elements of a 21st century education. I feel that the conceptual framework is theoretically sound therefore enabling this research to be valid. As a result of the responses from the participants for Research Question 4, a development of the perceived key elements of a 21st century education is presented in Chapter Six.

5.11 Summary of key findings

Denscombe's (2007) fourth stage of the qualitative analysis process has been followed with the data being triangulated with applicable documentary evidence, and compared with literature reviewed in Chapter Two. This has enabled the fifth and final stage of his model of qualitative analysis to be followed, and the key findings are presented below. The conclusions and recommendations as a result of this research are then presented in Chapter Six.

The four themes identified as a result of analysis of the findings for all of the Research Questions are: Assimilation; Systematisation; Self-efficacy, and Educational

Improvement and School Development. These four themes illustrate a collegiate journey between the clear ethos of an educational establishment, and Educational Improvement and School Development. The sub-themes within the four themes (Table 44 below) were created as a result of grouping the participants' responses, and identifying where there is:

sufficient congruence between them to allow some to be merged, and others to be brought together within a broader category (Denscombe, 2007, p. 302).

The nine emerging areas which have been distilled for further consideration in Chapter Six are presented thereafter.

The Four Themes	The Sub-Themes
Assimilation	<ul style="list-style-type: none"> • Transparency • Understanding of school ethos (including a common purpose) • Personal view of education matching the school ethos • Having the personal skills/attributes/ qualities to fit in with the school ethos • Having the holistic child as a focal point in the school ethos • Conformity • Respecting the opinions of others • Commitment • Responsibility and ownership • Opportunities and educational experience for students
Systematisation	<ul style="list-style-type: none"> • Leadership for collegiality including emotional intelligence • Strategic awareness • Developing others • Valuing others • The environment • Allowing failure and positive risk taking • Forward thinking • Involvement • Development of team working skills • Utilising skills of new members of the teaching profession • Students and staff working together to plan what to deliver and how • Hierarchy is a given • Salary
Self-efficacy	<ul style="list-style-type: none"> • Personal involvement including developing relationships • Self-belief • Self-worth • The development of leaders • Self-confidence • Developing repertoire of teaching and coping strategies • Motivation

	<ul style="list-style-type: none"> • Trust • Being reflective • Honesty • Felling empowered • Experiencing success • Job satisfaction
Educational Improvement and School Development	<ul style="list-style-type: none"> • Repertoire of teaching ideas and strategies • CPD • Giving responsibility and ownership • Allowing others to take ownership • Progress and results with a student focus • Opportunities and educational experience for students • A clear vision of an education suitable for the 21st century • Teacher fatigue • An evolving school structure • Being forward thinking • Innovation

Table 44: The four themes with sub-themes which have been discussed in Chapter Five

5.12 Summary

The following nine emerging areas for further consideration in Chapter Six have been distilled from the themes and sub-themes presented above. These emerging areas are based on analysis of the data, which has been triangulated with the documentary evidence and literature reviewed:

- The environmental climate and professional climate (a climate for collegiality)
- The personal view of education matching the school ethos
- Having the personal skills/attributes/qualities to fit in with the school ethos or having the opportunity to develop these skills/attributes/qualities
- Courage to be a collegiate leader and a collegiate teacher
- The fostering self-belief and self-worth
- The place of emotional intelligence to understand others and to build relationships
- Teacher fatigue
- The place of the student voice in the collegiate structure
- Further perceived key elements of a 21st century education

The themes and sub-themes from which these emerging areas have been distilled can be seen in Appendix 11 (pp. 287-286).

The next chapter will present the overall conclusions from this research. The conclusions are linked to the Research Questions and the contribution to knowledge is presented.

CHAPTER SIX

Conclusions and Recommendations

6.1 Introduction

This critical inquiry set out to explore the perceptions of Middle Leaders in one educational establishment with regards to collegiality as a leadership strategy, the potential of collegiality for educational improvement including the encouraging and discouraging factors, and the potential of collegiality in fostering perceived key elements of a 21st century education in the case study. The conclusions and recommendations have been made possible by analysing the data generated by the seventeen Middle Leaders in semi-structured interviews which has been triangulated with the literature reviewed in Chapter Two and the available documentary evidence. This chapter has six sections: this introduction; conclusions in relation to the Research Questions presenting the contribution this research is making to knowledge; the implications of this research; recommendations for further research; and a final reflection on this research.

In the summary for Chapter Five, nine emerging areas for further consideration were presented. These emerging areas will be elaborated on in this chapter. The first eight emerging areas will be considered further within Research Questions 1, 2 and 3, with the eighth and ninth area being presented within Research Question 4.

6.2 Research Question 1

How can collegiality be conceptualised in a contemporary educational setting?

As a result of the literature review, a conceptualisation of collegiality was presented on p.38. In light of this study, a reconceptualisation is being presented. The new factors being suggested in this reconceptualisation of the term collegiality as a result of the contributions from the Middle Leaders are as follows:

- the concept of transparency;
- an understanding and acceptance of, and a personal engagement with the school ethos;
- being open to development and/or change;
- respect;
- bravery;
- an innovative, supportive environment;
- participants being involved;
- the importance of participants working with all stake holders including the students.

These additions encompass the first eight emerging areas for further consideration:

Emerging areas for further consideration	New factors for the reconceptualisation of the term collegiality
The environmental climate and professional climate (a climate for collegiality)	The concept of transparency Being open to development and/or change An innovative, supportive environment
The personal view of education matching the school ethos	An understanding and acceptance of, and a personal engagement with the school ethos
Having the personal skills/attributes/qualities to fit in with the school ethos or having the opportunity to develop these skills/attributes/qualities	Being open to development and/or change Participants being involved
Bravery (courage to be a collegiate leader and a collegiate teacher)	Being open to development and/or change Bravery
The fostering of self-belief and self-worth	Respect
The place of emotional intelligence to understand others and to build relationships	Respect Bravery A supportive environment
Teacher fatigue	A supportive environment

The place of the student voice in the collegiate structure	The importance of participants working with all stake holders including the students
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Table 45: How the new factors for the reconceptualisation of the term collegiality match the emerging areas

6.3 A reconceptualisation of the term collegiality

Considering the emerging areas, the following reconceptualisation of collegiality is being presented:

Collegiality is a transformative, transparent, evolving process with teaching, learning, and the support of each other in the developmental process being key priorities. This process demands courage and being open to development and/or change. It is a process whereby participants have an understanding and acceptance of, and a personal engagement with the school ethos with an agreed, shared purpose. It is a process whereby all participants are respected, valued and trusted equally as professionals, and are fully respected and supported by each other to work towards the shared purpose in an innovative, supportive environment with a professional climate. The participants have a collective responsibility to be involved and committed to working together with all stake holders to secure an improvement in outcomes for all learners.

If the reconceptualisation is adopted and its component parts dissected and actioned, a truly collegiate working environment with regards to work practices could become embedded within a school. To develop this possibility further, a framework for being truly collegiate is presented in Figure 4 on p. 232.

Three others emerging issues for further consideration as a result of Research Question 1 are as follows and each is briefly summarised thereafter:

- The environmental climate and professional climate (a climate for collegiality);
- The personal view of education matching the school ethos
- Self-belief and self-worth; and
- The place of emotional intelligence to understand others and to build relationships.

6.4 The environmental climate and professional climate: A climate for collegiality

In Chapter Five, two types of environment were presented: the physical environment including the resources available which are important in allowing teachers to develop their repertoire of teaching ideas and strategies; and the environmental climate. The physical environment sits within Theme 2: Systematisation, and the environmental climate sits within all of the Themes: Assimilation; Systematisation; Self-efficacy; and Educational Improvement and School Development. Putting the two environments together can result in a climate for collegiality, which is a contribution to new knowledge.

The environmental climate is the supportive can-do environment which I have suggested can enable people to feel trusted, involved, valued, supported, empowered, and allowed to take ownership whereby “good ideas are shared” (Participant 16) for example. It can therefore enhance job satisfaction. It is an environment which I have interpreted as being a supportive, positive, constructive environment. I have suggested that this supportive environment requires professional trust, which is a recurrent factor throughout Chapter Five, where the views of all are valued and respected (SNCT, 2007), and allows teachers to be and feel empowered and can be an excellent way to share and support and develop. Hargreaves and Fullan (2012) believe that “trust, respect and understanding” (p. 125) are essential in a collegiate culture which mirrors Hazlewood and Boshers’ (2008) belief about professionals being “trusted” (p. 38) and it being an:

absolute requirement for mutual support, behaviours that value each other as equals and a high degree of respect and trust (p. 72).

Participant 3 described the ‘open classroom door policy’ which has allowed change to take place, and this was echoed by Participant 16 who spoke about:

“the delivery of lessons [being] open, it’s not being driven by one person – it evolves, good ideas are shared”.

Being and feeling empowered comes from the supportive environment according to Participant 2 who believes that the conditions which need to be in place for collegiality to happen include being:

“open ... fostering good working relationships ... not worrying about taking risks, or putting your head above and saying “Right, I’ll do that” ... [and it] needs to be supportive, very supportive” (Participant 2).

The supportive environment can also lead to a climate where permission to be creative is given and where failure and positive risk taking is allowed as inferred by Participant 7 (Appendix 10, pp. 279-286) who said that with collegiality in action “there is an opportunity for failure, which for some can be a positive thing”. Participant 16 also commented on collegiality effecting change, with teachers trying new things:

“individuals are taking on activities and going with ideas that they didn’t previously feel that they could because they didn’t want to step on people’s toes, and they are being given the opportunity, a bit more freedom”.

An established supportive environment may enable people to feel more energised to try different approaches to different topics within the classroom. With a clear vision and common aim, the opportunities provided and educational experience for students may be enhanced which was stated by Participant 16: “all working and striving for the same thing in the end – the students”.

It is within this supportive climate where the development of leaders is possible. Participant 3, for example, feels that collegiality is:

“probably the best thing to prepare you for leadership as it makes you think ... it’s a can do environment”.

Being forward thinking is also possible as a result of the supportive environment, as without the support, systems and environment to make it happen, teachers will arguably not feel able to be innovative and/or prepared for change (Hargreaves and Shirley, 2009).

The supportive environment includes transparency, honesty and open-mindedness. Participant 12 for example talked about meetings being “a conversation with a facilitator” with people having time to prepare and think in advance of meetings. This may also help to avoid the concept of ‘contrived collegiality’ (Hargreaves, 1991). Being honest links with transparency and the importance of working in a supportive environment where people share concerns and/or anxieties where it is “made very clear that it is safe to say whatever you feel – without any comeback” (Participant 17). Loe (2010) lists the characteristics of:

critical friendship / collegiality as a source of feedback, trust, support, a non-judgmental relationship, and a greater appreciation of work context (p. 48).

This supportive environment has to have:

“non-threatening management ... fostering the attitude that every view counts ... to take the school vision forward” (Participant 5).

Participant 16 was adamant in her view that the key condition for collegiality is “that every individual should be treated with respect and as an equal”. This builds on the comments by Participants 1, 2, 5, 6, 7, 8, 9, 12, 13, 16 and 17 that people can work in a collegiate way with an agreement that discussion is useful and valued, and contributions are encouraged and welcomed, and people are listened to with a healthy rapport within the team. The developmental process environment is therefore based on respect (as discussed in Research Questions 1 and 2), is agreed, and is non-threatening.

In Chapter Five it was established that relationships are of key importance in a supportive ‘can do’ environment, and relationships need to be worked at and developed which leads on to the crucial factor of time. Time needs to be made available within the supportive environment to meet, to monitor, to evaluate, to reflect, to share good practice and to develop relationships.

Part of the climate for collegiality also includes the personal view of education matching the school ethos.

6.5 The personal view of education matching the school ethos

As stated in Chapter Five, the employees within the case study are expected to be committed to the school ethos whereby they feel involved, empowered, equal, able and prepared to evolve, prepared to look to the future, and have the opportunity to experience success. Hazlewood and Bosher (2008) state that “openness and attentiveness to each other are fundamental to an engaged and productive learning experience” (p. 77). It is also stated in Chapter Five that a school vision is a given in today’s educational establishment (Hargreaves, 1995; Grint, 2000; Abra et al., 2003; Bush, 2003; Bush and Glover, 2003; HMIE, 2007; DCSF, 2007, 2008 and 2009b; Kirwan and MacBeath, 2008; Coleman, 2011; Townsend, 2011a), but considering not only a commitment to a school vision and ethos, but a personal view of education matching the school ethos, I think is an alternative perspective and one which was placed within Theme 1: Assimilation. To be “truly collegiate” (Participant 1) is about modelling the components of collegiality presented in Chapter Four (Research Question 1) and in the drivers for collegiality in Figure 3 on p. 227 (Research Question 2), and supporting the development of the conditions to allow collegiality to be effective in Figure 4 on p. 232 (Research

Question 3). Not only is it enough to understand the school ethos, I am suggesting that the teacher's view of education matching the school ethos is essential to allow the teacher to be a valuable and valued part of the collegiate structure.

6.6 The fostering of self-belief and self-worth

The terms self-belief and self-worth have been placed within Theme 3: Self-efficacy. These umbrella terms cover areas raised within Research Questions 1 and 2 with regards to motivation, trust, respect, freedom, and being able and prepared to listen, and teams of people working together. The concept of Self-efficacy is not new. Indeed in his recent investigation into leadership talent management and the place of self-belief within this, Rhodes (2012) states that:

the likely importance of self-confidence and self-belief in achieving a successful journey to leadership has begun to emerge in a number of different studies (p. 439).

In this research, it has been suggested that one of the components within Self-efficacy is having the opportunity to think and do rather than be told what to do and how, thus encouraging leadership skills to be developed. Participants talked about different opportunities within a collegiate way of working including the “opportunity for development working as a collegiate team” (Participant 7, Appendix 10, pp. 279-286), and “better team work and team participation” (Participant 16). The idea of being listened to, and listening to others, and having a voice results in being valued. Being valued was raised by Participant 13 who felt that she has “an important role in the school ... [by seeing] the bigger picture” and by guiding those around her. Feeling that you have ‘an important role’ within an organisation leads to self-belief and self-worth.

I suggested in the emerging themes from Research Question 1 that if teachers are part of the establishment conforming and ‘buying into’ the ethos (Theme 1: Assimilation), and systems are in place (Theme 2: Systematisation) with leadership for collegiality as a key consideration, and teachers have a strategic awareness, the development of Self-efficacy may take place. This in turn could lead to Theme 4: Educational Improvement and therefore School Development.

The permission to be creative has been included within the sub-themes of Self-belief and Self-worth. This permission is a factor not raised within the literature reviewed but is a factor which can be taken for granted when sharing ideas and teaching strategies and developing one’s own practice. Along with permission to be creative, other factors including confidence, self-esteem, and freedom to make decisions, were all articulated by participants in answering the interview questions in Research Question 2, and despite this being Research Question 1, these findings from Research Question 2 are being included here. A perceived change articulated by participants in answer to Research Question 2 as a result of collegiality was the development of self-confidence and self-worth. I have suggested that the combination of these factors (being creative, self-confidence, self-esteem, and freedom to make decisions) can arguably develop a person’s self-belief and self-worth which leads to a development of Self-efficacy.

Figure 1 below plots the factors facilitating self-belief and self-worth as a result of this research which can increase Self-efficacy:

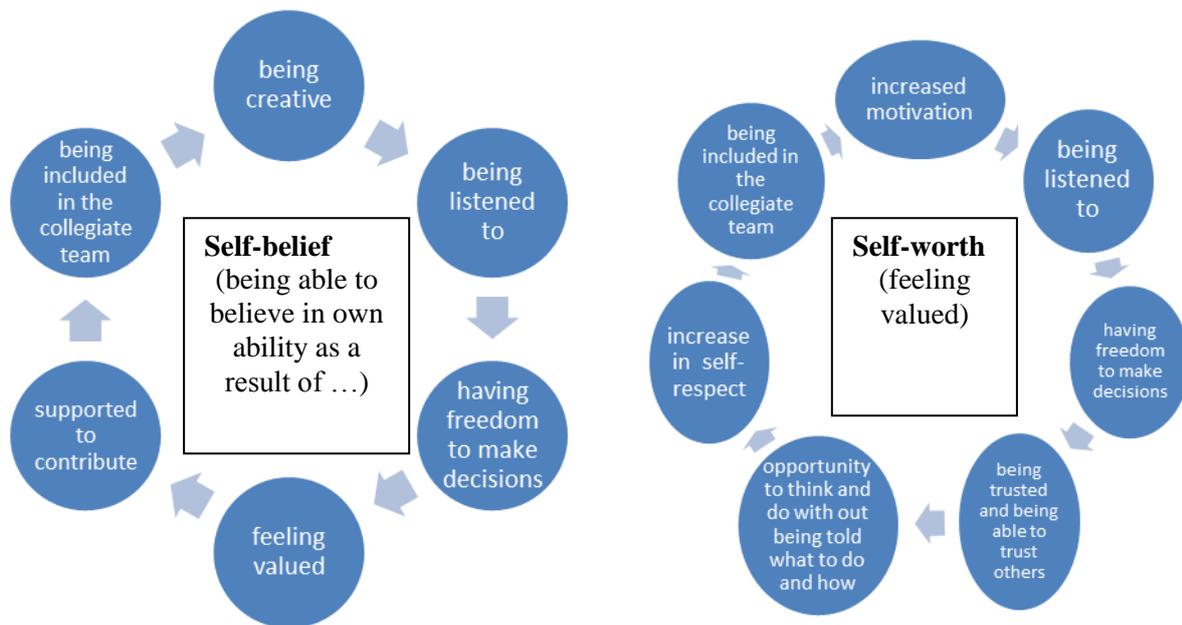


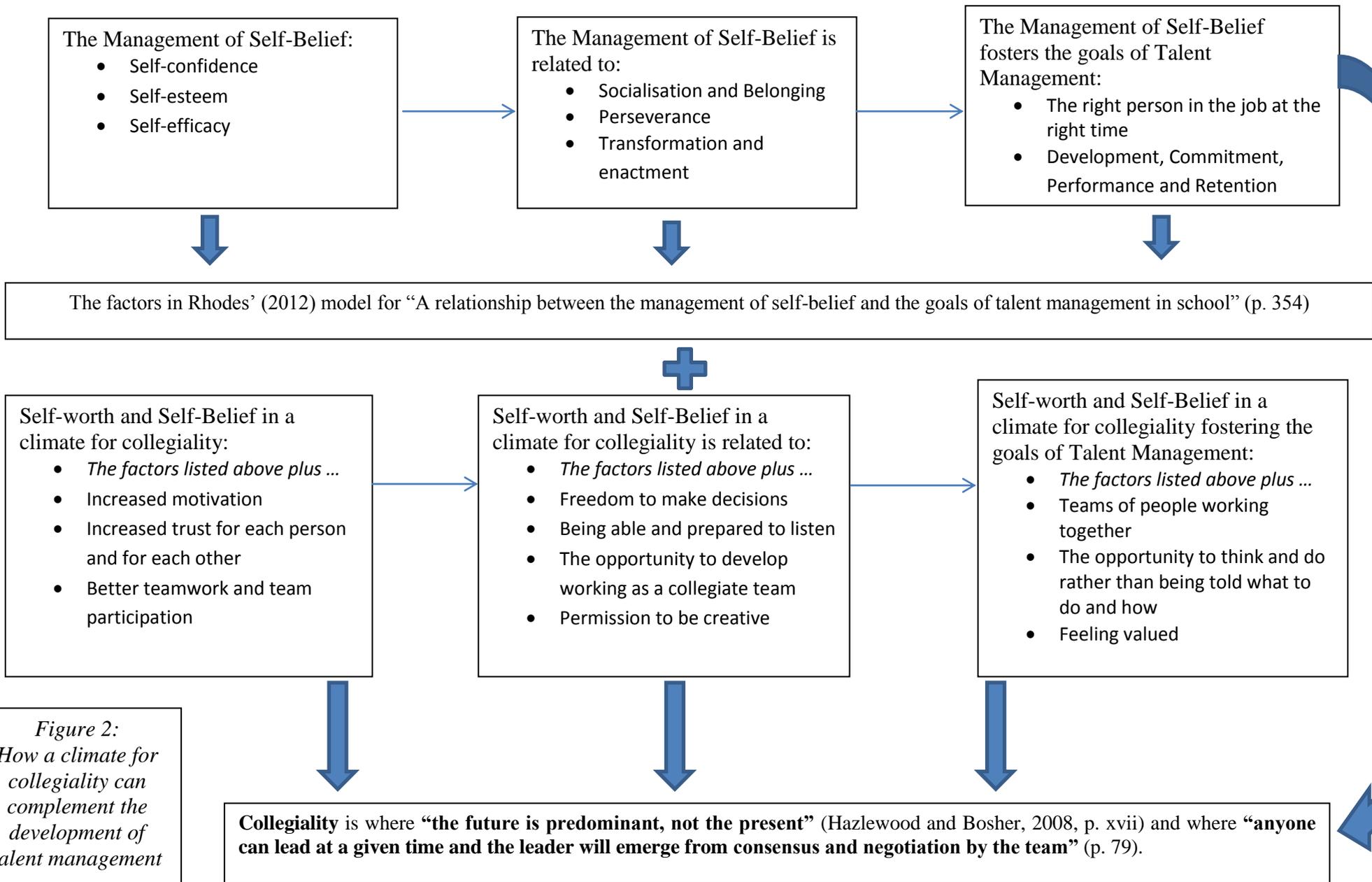
Figure 1: The factors facilitating self-belief and self-worth as a result of this research which can increase Self-efficacy

The possible increased Self-efficacy mentioned above can lead to a:

potential enhancement of socialisation and belonging, perseverance and facilitation of identity transformation and the enactment of leadership (Rhodes, 2012, p. 353).

Figure 2 below builds on the work by Rhodes (2012) and his model of “A relationship between the management of self-belief and the goals of talent management in school” (p. 354) illustrating how a climate for collegiality can complement the development of talent management. The one area where the intention of a collegiate environment elaborates on Rhodes’ (2012) model is “the right person in the job at the right time” (p. 354) which Rhodes has placed within ‘The Management of Self-Belief fosters the goals of Talent Management’. In the developed model below, this factor has an arrow leading to collegiality where “anyone can lead at a given time and the leader will emerge from consensus and negotiation by the team” (Hazlewood and Boshier, 2008, p. 79). It is the

emergence of the leader from consensus and negotiation by the team which elaborates on Rhodes' assertion.



*Figure 2:
How a climate for collegiality can complement the development of talent management*

6.7 The place of emotional intelligence to understand others and to build relationships

As stated in Chapter Five, Goleman (1996) explains that emotional intelligence includes “the self-control, zeal and persistence, and the ability to motivate oneself” (p. xii). His five main domains (1998): knowing one’s emotions; managing emotions; motivating oneself; recognising emotions in others; and handling relationships, and how this research fits alongside these presented in Table 46 below.

Emotional intelligence has been placed within Theme 2: Systematisation. Analysis of the data highlighted factors that are important to Middle Leaders. These included freedom, being supported, encouragement, a common purpose, sharing, being listened to, feeling valued, and feeling equal. It was suggested in Chapter Five that ‘leadership for collegiality’ is essential with the leaders being emotionally intelligent whereby they are able to consider others, be open to others, be prepared and able to share and be inclusive in a supportive way. The consideration and development of relationships is of key importance here which includes the challenge of reducing the emotional space between people, which could be a significant challenge. It was also suggested that leadership for collegiality needs to take the time factor into account along with the experience to instil and embed a culture whereby teachers feel listened to and valued, take responsibility for decisions that they make, are proactive members of a team, and feel equal. Supporting and leading others arguably demands a developed emotional intelligence.

The necessity of personal involvement in developing relationships was also presented in Chapter Five and considering that teaching is a complex role, it was suggested that the need to be able to develop relationships with other teachers, is a demanding task.

Devaney and Sykes (1998), quoted in Goodson and Hargreaves (1996), believe that there is an expectation on teachers to be “knowledgeable, experienced, thoughtful, committed, and energetic workers” (p. 17) – all factors which can be linked to Goleman’s (1998) model of emotional intelligence, and collegiality which can be seen in Table 46 below:

Goleman’s (1998) model (p. 318)	Findings from this research
<i>Self-awareness:</i> knowing what we are feeling in the moment, and using those preferences to guide our decision making; having a realistic assessment of our own abilities and a well-grounded sense of self-confidence	To be collegiate the findings from this research indicate that honesty and humility are two necessary attributes for collegiality to be effective. This includes being honest about opinions and being prepared and able to share them, and is related to reflectiveness, transparency and courage. Working in a collegiate environment can increase self-confidence.
<i>Self-regulation:</i> Handling our emotions so that they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals; recovering well from emotional distress	Handling emotions is vital within a team and seven of the participants mentioned teamwork as a component of collegiality. Being able to work collegiately requires a variety of attributes. The participants in this research articulated twenty-one attributes for collegiality to be effective (Table 13 on pp. 101-102 and Table 14 on p. 102). Emotional distress could potentially be minimised in the climate for collegiality as described earlier in this chapter.
<i>Motivation:</i> Using our deepest preferences to move and guide us towards our goals, to help us take initiative and strive to improve, and to persevere in the face of setbacks and frustrations	The common goal necessary in a climate for collegiately aids motivation which is also necessary for teachers to take responsibility. The motivation of Middle Leaders is pertinent to having effective collegiality being allowed and enabled to take place.
<i>Empathy:</i> Sensing what people are feeling, being able to take their perspective, and cultivating rapport and attunement with a broad diversity of people	Working as a team and being prepared to listen to, and understand each other is an underlying factor in the success of collegiality.

<p><i>Social skills:</i> Handling emotions in relationships well and accurately reading social situations and networks; interacting smoothly; using these skills to persuade and lead, negotiate and settle disputes, for cooperation and teamwork.</p>	<p>The Middle Leader needs to have the skills mentioned on the left in order to help to embed the climate for collegiality. Being able to develop relationships is of key importance in being a collegiate leader.</p>
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Table 46: Goleman’s (1998) model and how this research fits alongside it

When considering the other comments made by participants in addition to their answers to the interview question, the emotional intelligence to build relationships with colleagues and students is referred to, alongside that necessity for the SLT to be “approachable” (Participant 16). These relationships allow staff to work as a committed member of a team where they are valued and listened to, and where there are “no hidden agendas” (Participant 1).

6.8 Summary

The conclusions from Research Question 1 have resulted in five contributions to knowledge: a reconceptualisation of the term collegiality; an explanation of a climate for collegiality; a distillation of the factors facilitating self-belief and self-worth which can increase Self-efficacy; a development of Rhodes’ (2012) model to outline how a climate for collegiality can complement the development of talent management; and a consideration of ‘leadership for collegiality’ and how collegiate practice works alongside Goleman’s (1998) model of emotional intelligence.

6.9 Research Question 2

To what extent do individuals within the organisation perceive collegiality as a valuable strategy for educational improvement?

As a result of the analysis of data, drivers for and barriers against collegiality are presented in Figure 3 below. As stated in the summary of Research Question 2 in Chapter Five, the participants all felt that collegiality can be a valuable strategy for educational improvement with the sharing of ideas and resources. Table 47 below links with Figure 3 (p. 227) to show where the findings from Research Question 2 fit with the first eight emerging areas presented at the end of Chapter Five:

Emerging areas for further consideration	How the emerging area is implicit within the conclusions from Research Question 2
The environmental climate and professional climate (a climate for collegiality) The personal view of education matching the school ethos	As presented in Research Question 1, the environment is essential. With regards to this Research Question, the success of the ‘possible benefits of collegiality’ which can be seen in Figure 3 below is dependent on the climate for collegiality. A unified approach is a ‘Driver for collegiality’
Having the personal skills/ attributes/qualities to fit in with the school ethos or having the opportunity to develop these skills/attributes/qualities	Gaining knowledge/developing skills/attributes/qualities (e.g. CPD) is a ‘Driver for collegiality’
Bravery (courage to be a collegiate leader and a collegiate teacher)	Developing others is a ‘Driver for collegiality’
The fostering of self-belief and self-worth	Generating ideas, sharing ideas and resources, and feeling valued, developing others, and to take on more leadership roles through experience are ‘Drivers for collegiality’
The place of emotional intelligence to understand others and to build relationships	Developing others is a ‘Driver for collegiality’
Bravery	Implicit in developing others, gaining knowledge/ developing skills/attributes/qualities (e.g. CPD), taking on more leadership roles through experience, and being involved
Teacher fatigue	This is a ‘Barrier to collegiality’
The place of the student voice in the collegiate structure	Not addressed in this Research Question

Table 47: How the first eight emerging areas for further consideration are implicit within the conclusions from Research Question 2

Building on Table 47 above and the overall findings from Research Question 2, the conclusions of the analysis of data can be seen below in Figure 3: the drivers and barriers of collegiality, along with the benefits of collegiality (based on the participants' responses), and areas to consider if adopting collegiality as a leadership strategy.

Possible benefits of collegiality include:

Increased ...
 transparency; support and development; respect between teachers; opportunities and educational experience for students; socialisation; self-efficacy; team working; involvement of students to make change relevant; conformity; strategic awareness by teachers; job satisfaction; empowerment; career progression; CPD; and educational improvement and school development.



Areas to consider if adopting collegiality as a leadership strategy

Staff understanding the concept	Induction of staff	Transparency	Time to work together
Student voice	Sharing responsibility	A flattened management structure	
Supporting sceptical staff	Accountability	Salary	

Figure 3: The drivers and barriers of collegiality, along with the benefits of collegiality (based on the participants' responses), and areas to consider if adopting collegiality as a leadership strategy

6.10 Research Question 3

In the case study, what are the factors encouraging and discouraging people to work in a collegiate way?

The conclusions for Research Question 3 address the first eight emerging areas for consideration as presented below (Table 48). The conditions, advantages, and attributes needed to encourage collegiality are presented. Barriers to collegiality were also presented. Figure 4 below presents a Framework for Being Truly Collegiate bringing together the components of collegiality, the attributes needed for collegiality to be effective, the conditions needed for collegiality to be allowed to take place, and the advantages of collegiality. Who benefits from staff working collegiately is also presented along with the skill needed for delivering a 21st century education (which also fits in with Research Question 4). Finally, the barriers to collegiality are outlined. This framework may be useful for those interested in the potential that collegiality as a transformational leadership style arguably has.

In addition to the framework for being truly collegiate, another contribution this study is making to new knowledge is having the personal skills/attributes/qualities to fit in with the school ethos or having the opportunity to develop these skills/attributes/qualities as detailed below.

Emerging areas for further consideration	How the first eight emerging areas for further consideration are addressed to answer Research Question 3
The environmental climate and professional climate (a climate for collegiality)	This climate is implicit within ‘Components of Collegiality’, and ‘Conditions needed for collegiality to be allowed to take place’ (Figure 4 on p. 232). Also discussed further in ‘Having the personal skills/attributes/qualities to fit in with the school ethos or having the opportunity to develop these skills/attributes/qualities’ (p. 230).

	<p>Transparency, the opportunity to be forward thinking and be involved, time, permission to be creative and allowing failure and positive risk taking, socialisation, the students as a focal point, being allowed to develop decision making skills, being open-minded, being able to experience success, having the opportunity to think and do rather than being told what to do and how, being inspirational/motivational, salary, being flexible, being prepared and open to change, and job satisfaction are all included in Table 49 on pp. 235-236 as differences between collegiality and collaboration as a result of this research.</p>
The personal view of education matching the school ethos	<p>This is an attribute listed in the ‘Attributes needed to allow collegiality to be effective’ (Figure 4 on p. 232).</p>
Having the personal skills/attributes/qualities to fit in with the school ethos or having the opportunity to develop these skills/attributes/ qualities	<p>Included in the ‘Conditions needed for collegiality to be allowed to take place’ (Figure 4 on p. 232) and ‘Attributes needed to allow collegiality to be effective’ (Figure 4 on p. 244).</p> <p>Discussed further in ‘Having the personal skills/attributes/ qualities to fit in with the school ethos or having the opportunity to develop these skills/attributes/qualities’.</p> <p>An addition to Day et al.’s third claim to successful leadership with regards to Headteacher values in a collegiate structure include: sharing responsibility, giving ownership, allowing creativity, being reflective, honesty and humility.</p> <p>Being inspirational/motivational are presented as differences between collegiality and collaboration as a result of this research (Table 49 on pp. 235-236).</p>
Bravery: courage to be a collegiate leader and a collegiate teacher	<p>An attribute listed in the ‘Attributes needed to allow collegiality to be effective’ (Figure 4 on p. 232).</p> <p>This is implicit in Day et al.’s eighth claim to successful leadership: an advantage of Collegiality is the development of others as leaders, and the possible increase in Self-efficacy which can lead to people taking leadership roles, and their tenth claim: trust.</p> <p>Being allowed to develop decision making skills, and having the opportunity to think and do rather than being told what to do and how is presented as a difference between collegiality and collaboration as a result of this research (Table 49 on pp. pp.235-236).</p>
The fostering of self-belief and self-worth	<p>Implicit within ‘Advantages of Collegiality’ (Figure 4 on p. 232).</p> <p>This is also implicit in Day et al.’s sixth claim to successful leadership with the addition being the recognition of the development opportunities for staff and students when both groups work together to move the curriculum, and teaching and learning forward, and their eighth claim with the development of leaders, and their tenth claim: trust.</p>

	Being able to experience success, and job satisfaction are presented as differences between collegiality and collaboration (Table 49 on pp. pp. 235-236).
The place of emotional intelligence to understand others and to build relationships	Implicit within ‘Components of Collegiality’, and ‘Attributes needed to allow collegiality to be effective’ (Figure 4 on p. 232). This is also implicit in Day et al.’s tenth claim to successful leadership with trust being essential in the collegiate structure. The importance of being open-minded is presented as a difference between collegiality and collaboration as a result of this research (Table 49 on pp. 235-236).
Teacher fatigue	Included in ‘Barriers to collegiality’ (Figure 3 on p. 227). Time for true collegiality to take place and become embedded is presented as a difference between collegiality and collaboration as a result of this research (Table 49 on pp. 235-236).
The place of the student voice in the collegiate structure	An addition to Day et al.’s second claim to successful leadership with regards to the student voice allowing staff and students to work together which can help to enrich the curriculum, enhance teacher quality; and enhance the quality of teaching and learning. (Figure 5 on p. 234). The students as a focal point for staff development including learning from the students themselves is presented as a difference between collegiality and collaboration as a result of this research (Table 49 on pp. 235-236).

Table 48: How the first eight emerging areas for further consideration are addressed to answer Research Question 3

6.11 Having the personal skills/attributes/qualities to fit in with the school ethos or having the opportunity to develop these skills/attributes/qualities

The skills/attributes/qualities needed to fit in with the school ethos meaning to be collegiate are presented in Table 13 (pp. 101-102), Table 14 (p. 102), Table 15 (p. 103) and Table 49 (pp. 235-236). Having the personal skills/attributes/qualities to fit in with the school ethos or having the opportunity to develop these skills/attributes/qualities is a necessity to conform and be committed, and there was agreement from all participants that being able to change, having a willingness to learn new things/being open minded, being able to learn, being

creative, being adaptable, being flexible, communication skills, organisational skills, and team working skills, and involving students in their learning, can be encouraged by collegiality. Likewise, Brundrett (1998) refers to the work by Campbell (1989) who states that working together through collaboration (and collegiality) can “ensure continuity and progression ...[which] may well build understanding among teachers” (p. 306). This concept of working together can provide the opportunity to develop the skills/attributes/qualities mentioned above. The importance in the attitudes of staff with regards to the success of collegiality is also stated by Brundrett (2008) in terms of staff being:

eager to participate, enter in the discussion with an open mind, are genuinely committed to an agreed set of goals, are prepared to compromise in order to reach consensus, and will agree to abide by the democratic decisions which are achieved (p. 310).

If staff do possess these attitudes, “there is a strong chance of success” (Brundrett, 2008, p. 310).

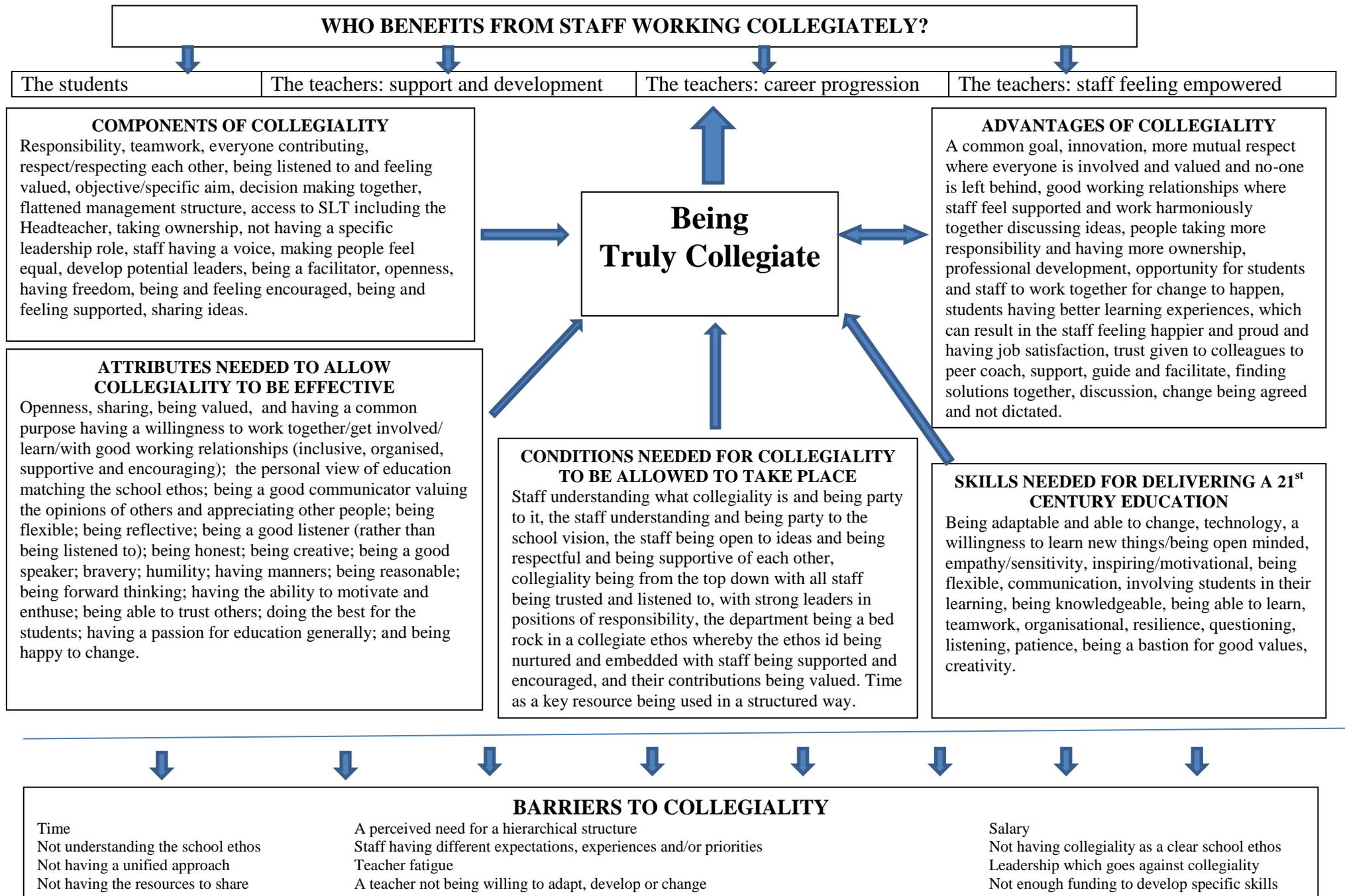


Figure 4: A Framework for Being Truly Collegiate

6.12 Day et al.'s (2010) claims for successful school leadership

It was stated in Chapter Two that the claims for successful school leadership by Day et al. (2010) are current and all-encompassing. They describe the Headteacher not as the only leader, but as the “main source of leadership in their schools” (p. 3). Conclusions by Day et al. (2010) with regard to successful school leadership are “that there is no single, best-fit leadership approach: successful leadership is context sensitive” (p. 19). It was suggested in Chapter Two, that Day et al.'s research is representative of what is happening in leadership across England and perhaps particularly interesting for this research is the concept of transformational leadership which is explicit in Claim 4, and the concept of collaboration with regards to one of the eight key dimensions of successful leadership in Claim 2. Despite Claim 2 being about collaboration, this is being transposed into collegiality which shares similarities with collaboration as presented in Table 1 (p. 35) and Table 49 (pp. 235-236). As a result of this research, Claims 2, 4, 6, 8 and 10 have been added to with regards to how collegiality fits within the claims, or how collegiality can add to the claims and can be seen in Figure 5 below.

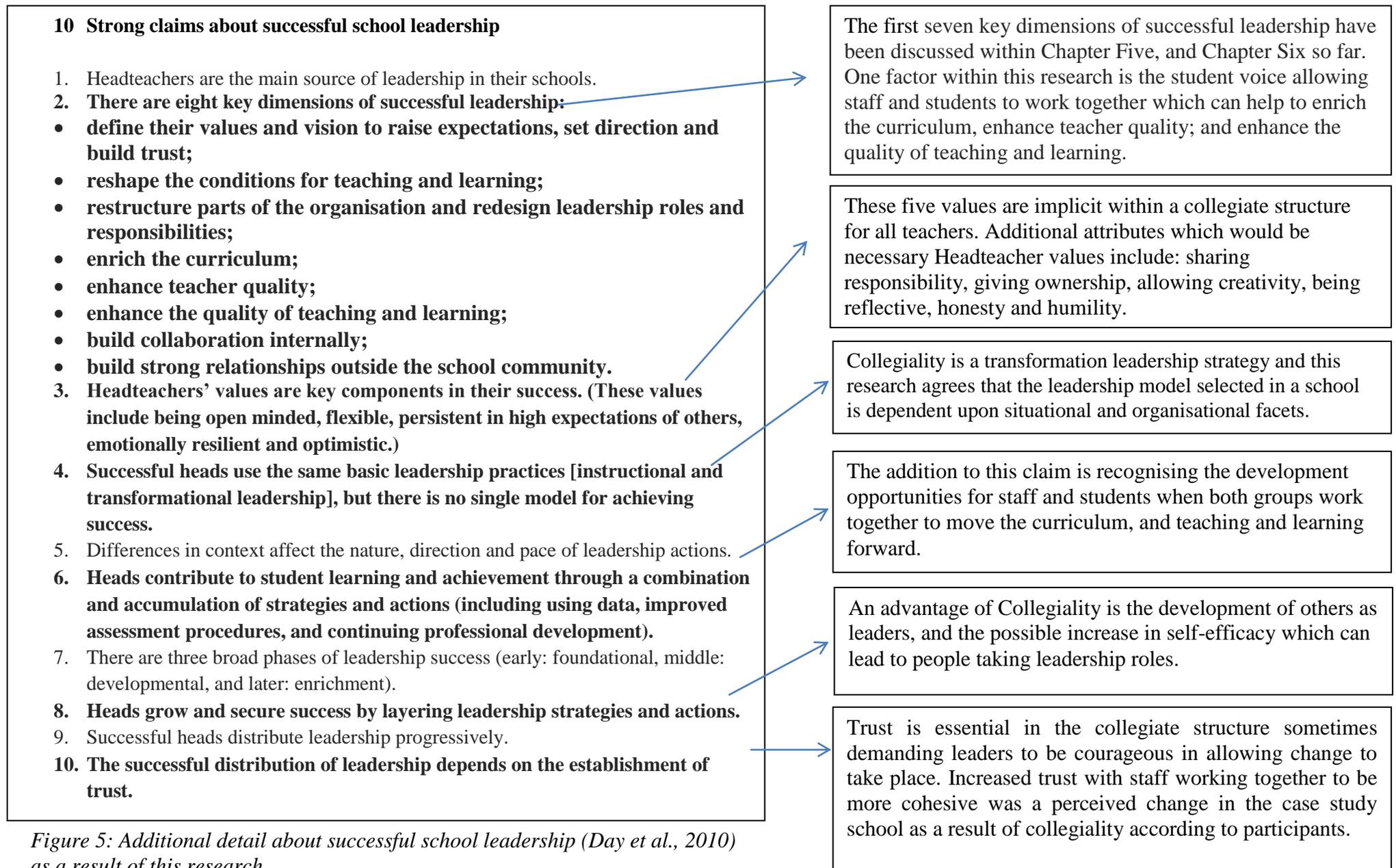


Figure 5: Additional detail about successful school leadership (Day et al., 2010) as a result of this research

6.13 A comparison between the leadership styles of collaboration and collegiality

A comparison between the leadership styles of collaboration and collegiality was presented in Table 1 (p. 35). The question asked was: are these leadership styles significantly or profoundly different then? The answer after analysis of fourteen texts suggested that the leadership styles were not significantly or profoundly different as they share the same positive components. As a result of this enquiry into collegiality, this model is being developed (in Table 49 below) to outline the additional factors of collegiality as a result of this research, and to outline differences between collegiality and collaboration as a result of this research:

Components of Collaboration (from an analysis of fourteen texts)	Components of Collegiality (from an analysis of fourteen texts)	Additional factors of collegiality as a result of this research	Differences between collegiality and collaboration as a result of this research
Vision, aims and objectives (clarity of aims, moral purpose);	Common purpose	Importance of conformity and a unified approach, and understanding, appreciating and buying into the school ethos – being involved The possibility of Educational Improvement and School Development Being reflective	Transparency The opportunity to be forward thinking and be involved
Communication		Communication includes listening to others and being listened to The access to SLT including the Headteacher	Time for true collegiality to take place and become embedded. There may be more layers to true collegiality than with collaboration The SLT being approachable

<p>Sharing effective practice</p> <p>Learning from each other</p> <p>Joint work</p>	<p>Shared and equal participation</p>	<p>The potential of CPD as a result of sharing and working together</p> <p>The potential of mentoring others for example guiding others allowing them to take ownership</p> <p>The importance of honesty and humility, and being flexible, resourceful, resilient</p> <p>Self-confidence</p>	<p>Permission to be creative and allowing failure and positive risk taking</p> <p>Socialisation as a result of working with others</p> <p>The students as a focal point for staff development including learning from the students themselves</p>
<p>Providing collective support</p>	<p>Respect for each other</p> <p>Understanding</p>	<p>Teamwork and developing team working skills seen as being imperative for collegiality to be allowed to happen</p> <p>Valuing others and being valued</p>	<p>Being allowed to develop decision making skills</p> <p>The importance of being open-minded</p> <p>Being able to experience success</p>
<p>Interact knowledgeably</p>	<p>Collective responsibility</p>	<p>Responsibility and taking ownership leading to feeling empowered</p>	<p>Having the opportunity to think and do rather than be told what to do and how</p>
<p>A system of planned cooperative activities</p> <p>Supportive structures and cultures</p>		<p>The importance of a climate for collegiality</p> <p>Motivation being a possible result of a collegiate structure</p>	<p>Being inspirational/motivational</p>
<p>Sharing of roles and responsibilities</p>		<p>A perceived necessity of some hierarchical structure being in place</p> <p>The importance of trust and respect</p>	<p>Salary and how this is determined in a collegiate structure</p> <p>Being flexible</p> <p>Being prepared and open to change</p> <p>Job satisfaction</p>

Table 49: An extension of the components of collegiality compared with collaboration

Of course, the components of collaboration as presented above are as a result of the literature review of fourteen texts. It may be, with further investigation into the components of collaboration, that there may be fewer differences as presented above, and more similarities.

6.14 Summary

The conclusions from Research Question 3 have resulted in: a framework for being truly collegiate being created; having the personal skills/attributes/qualities to fit in with the school ethos or having the opportunity to develop these skills/attributes/qualities being explained; additions to Day et al.'s (2010) claims for successful school leadership being added; and a development of the similarities between collegiality and collaboration.

6.15 Research Question 4

What is the place of collegiality in fostering perceived key elements of a 21st century education?

The conclusions for Research Question 4 address the final two areas for consideration as presented below (Table 50):

Emerging areas for further consideration	How the conclusions from Research Question 4 contribute to these emerging areas
The place of the student voice in the collegiate structure	Explained below
Further perceived key elements of a 21 st century education	Explained below and presented in Table 51 (pp. 240-241).

Table 50: The final two emerging areas for further consideration for Research Question 4

The contributions this study makes to new knowledge are threefold with regards to collegiality fostering perceived key elements of a 21st century education:

- The personal view of education matching the school ethos (which has already been explained in Research Question 1 as part of ‘a climate for collegiality’ and is therefore not repeated below);
- The place of the student voice in the collegiate structure; and
- Further perceived key elements of a 21st century education which is the ninth emerging area for further consideration which was presented at the end of Chapter Five.

6.16 The place of the student voice in the collegiate structure

When asked to describe examples of collegiality in Research Question 2, the Year 9 project was mentioned as being a “really great thing” (Participant 3). This project gives the students the opportunity to come off timetable during the summer term to work on an outcome designed by themselves focusing on the development of skills which they feel they would like to develop. The teacher works as a mentor during this project to guide the student, and it is the student who drives the process and determines the outcome. It was also suggested in Chapter Five that being “forward thinking” (Participant 7, Appendix 10, pp. 279-286) and involving students within the planning and vision is a necessary pre-requisite for Educational Improvement and School Development. Being forward thinking involves creating new ideas which may drive the educational experience of students forward, and working with the students which I feel demands confidence, humility, honesty and open-mindedness. The outcome of this way of working and benefits for the students may be extensive. It could help them:

to be able to learn and re-train, think and work in teams and to be flexible, adaptable and creative, [and that they would also] need to develop a sense of responsibility for themselves, for their health, for their environment, and for their society, [and] develop respect and understanding for those from different backgrounds, and the confidence and skills to make a positive contribution to their community (DCSF, 2009a, p. 5).

6.17 Further perceived key elements of a 21st century education

The factors articulated by the participants which were not raised in the literature reviewed in Chapter Two are as follows: the development of the holistic child; students and staff working together to plan what to deliver and how; having literacy skills; being able to experience success; real life learning experiences; to be flexible, resourceful, and able to reflect; and to enjoy learning and knowing how to learn successfully – independence. These factors have enabled the conceptual framework presented as Table 5 (p. 58) to be developed and this is a contribution that this study makes to new knowledge. The conceptual framework was developed based on the analysis of fourteen different texts, which presented the perceived necessary elements of a 21st century curriculum according to the previous and current Government, students, and academics. The additions to the conceptual framework which can be seen in Table 51 below could be beneficial in helping to meet the DCSF's aim to ensure that every child by 18 years of age would have the “knowledge, skills and qualifications that will give them the best chance of success in adult life” (DCSF, 2009a, p. 5):

Original Conceptual Framework:

Over-riding Values	The ‘Learning’ Space/Place	Teacher prerequisites	The Learner: Development of skills	The Learner: Learner attributes	The Future	
Respect	Access for All	Highly trained	Creativity skills	Being creative	“rapid social, economic and political change” (Claxton and Wells, 2002, p. 1)	
Inclusivity	Inspirational	Ongoing opportunities for professional development	ICT skills	Being confident		
Opportunity	Inviting	Flexibility	Communication skills	Understanding and accepting the culture of other people		
Understanding the world in which we live	Comfortable	Being creative	Leadership skills	Having commitment		“fast, flexible and vulnerable” (Hargreaves and Shirley, 2009, p. x).
	Safe	Having commitment	Problem solving skills	Taking responsibility		
	Taking responsibility	Having sensitivity	Thinking skills	Having sensitivity		
	Having sensitivity	Treating the learner as an individual	Teamwork skills	Being resilient		
	Treating the learner as an individual	Developing supportive partnerships	Organisational skills	Having compassion		
	Developing supportive partnerships		Empathetic skills	Persevering		
			Evaluative skills			
			Interpretive skills			
		Analytical skills				
		Mentoring and coaching skills				
		Social skills				
		Decision making skills				
		Meaning making skills				

Suggested Additions to the Conceptual Framework:

Over-riding Values	The ‘Learning’ Space/Place	Teacher prerequisites	The Learner: Development of skills	The Learner: Learner attributes	The Future
<p>The development of the holistic child</p> <p>and to enjoy learning and knowing how to learn successfully – independence</p>	<p>Real life learning experiences</p>	<p>Students and staff working together to plan what to deliver and how</p> <p>feeling valued and listened to,</p> <p>having a common purpose</p> <p>Being able to involve students in their learning</p> <p>Being inspirational/ motivational</p> <p>Being an effective teamworker</p>	<p>Students and staff working together to plan what to deliver and how</p> <p>having literacy skills</p> <p>knowing how to learn successfully – independence</p>	<p>To be flexible, resourceful, and able to reflect</p>	<p>Being able to experience success</p>

Table 51: Development of the perceived key elements for a school to deliver a successful 21st century education following the analysis of data from the seventeen participants

The conceptual framework is rooted in the national and international drive to better support learners so that they can achieve their maximum potential. Whilst this study was undertaken within a single school within the UK, other schools, nationally and internationally can reflect upon their own work and probe what is achievable within their own contextual environment.

6.18 The implications of this research

In the literature review, I stated that literature about leadership is extensive, but for collegiality in England, it is not. As a result of critically analysing fourteen texts, a fairly basic model of a comparison between collaboration and collegiality as two transformational leadership strategies was presented to try to ascertain what is different between them (Table 1, p. 35). Likewise I stated that literature published in England between 2002–2009 on 21st century education is to a certain extent somewhat limited, and to create a conceptual framework of the perceived key elements of 21st century education, the ambitions, desires and academic theories from three groups (governments, young people, and academics) were synthesised. Along with a conceptualisation of collegiality, these models have been developed as a result of this research and presented in this chapter.

This research also suggests a collegiate journey based on the four themes of: Assimilation; Systematisation; Self-efficacy; and Educational Improvement and School Development, with the premise that establishing this journey may lead to Educational Improvement and School Development. As a result of working through these themes, this research has reconceptualised collegiality, considered the factors encouraging and discouraging collegiality, and considered the attributes needed for collegiality to be

allowed to happen. It has extended the perceptions of key elements of a 21st century education and considered whether collegiality can develop the skills and attributes needed for a 21st century education to be delivered.

Focusing on the “reality and truth [being] the product of individual perception” (Gunter et al., 2008, p. 10), this research is interpretivist in its nature. This interpretivist standpoint has allowed the Middle Leaders to articulate their understanding of collegiality and 21st century education, and the volume of data produced was invaluable. The research demonstrated that all seventeen Middle Leaders had a clear appreciation of the components of collegiality, and were able to identify and articulate the conditions and attributes necessary for collegiality to be allowed to happen. The Middle Leaders also contributed their perception of the key elements of a 21st century education and considered whether collegiality encourages the development of the skills and attributes to deliver this education. It is hoped that the contributions being made to knowledge may be relatable to other schools in different contexts, and be of interest to people considering the potential of transformational leadership strategies. It has been recognised that the selected sample was limited and it would therefore be inappropriate to generalise from the findings.

This research identified nine emerging areas for further consideration and these areas have been elaborated in Chapter Six to extend or complement two models (Goleman, 1998, and Rhodes, 2012):

The conclusions have outlined the importance of a climate for collegiality (Figure 2), the importance of emotional intelligence to be a collegiate leader and a collegiate teacher (Table 46), and added to Day et al.'s (2010) model of successful school leadership.

The contribution made by this research can be applied in the following ways:

1. To support Headteachers and their SLT who are considering embarking on a collegiality journey with this practical endeavour. Having the conditions conducive to collegiality, along with examples of the benefits of working in a collegiate manner being presented, may help in the decision making process about whether to try to embed a collegiate structure;
2. To support leaders in a quest to increase Self-efficacy. Self-belief and self-worth have been identified as being increased as a result of working in a collegiate structure and this may be relatable to other settings. The outcome of these sub-themes of Self-efficacy as a result of this research may support training materials for example;
3. To support policy makers when considering transformational leadership and the potential this style of leadership has from a theoretical perspective;
4. To provide an additional empirical base for academics to take and develop further if considering collaboration and/or collegiality, and/or transformative leadership styles.

6.19 Recommendations for further research

As far as this research is concerned, there are six areas which could be investigated further to build an empirical base for theorising about the potential of collegiality as a leadership strategy. It is suggested that future research with regards to the impact of collegiate leadership over a period of time in a longitudinal study may offer further and different insights into the potential of collegiality in providing “all learners with the confidence and capability to be full participants in the global community” (<http://www.stjohns.wilts.sch.uk/index.html>), and an insight into how global thinking emerging leaders are (Townsend, 2011a).

Bringing the actualities of leadership practice in schools with a collegiality ethos to the fore, would I suggest, validate leadership theories in the real life here and now in an attempt to contextualise what leadership practices we are using in our schools, how, why and the impact. This type of study could pursue the findings from this research further in a variety of other contexts.

Further research could concentrate on comparing the day to day realities and actualities of collaboration and collegiality in similar contextual settings to see if and how they are different and to what extent. This research may result in additional or different findings to this research meaning that Figure 4 (p. 232) could be developed further. However, this type of study may be a somewhat subjective and difficult task as the ethos in a school is situation based and the leadership style adopted by leaders depends on the situational and organisational facets as mentioned previously (Grint, 2000; Harris and Muijs, 2003; Bush and Glover, 2003; Bush 2003; Crainer and Dearlove, 2008; and Day

et al., 2010). The findings however, may be relatable to other settings therefore building the empirical base of both of these leadership strategies.

Another possible area of investigation could be the process of, and effect of strategic compliance. For example, when Participant 12 was asked if she had any further comments she would like to make at the end of the interview about collegiality, she admitted being “a little bit sceptic” of collegiality when she first joined the case study, but was “converted” and had moved from being a “leader in every department” to being a “facilitator”. Participant 9 stated that staff members can change from “abus[ing] ... power” to collegiality if they are exposed “to the benefits of it and [you] get them to value other people”. Investigating the process of, and effect of strategic compliance could be relatable to situations where change is deemed as being necessary to move a school forward.

It was suggested in Chapter Four that it could “be argued that working collegiately fosters a learning community” (p. 121). Further research into communities (EIS, 2008; Hargreaves and Shirley, 2009; Crafton and Kaiser, 2011; and Fullan, 2011) could provide further empirical research into the:

dialogic processes that influence the development of learners within the community as it simultaneously shapes the identities of those who inquire within it” (Crafton and Kaiser, 2011, p. 104).

This research could explore whether collegiality contributes to the development of professional identities, and could help to develop an understanding about the language of collegiality and its place within talent management (using emotional intelligence), verses power relationships within subject areas (Jarvis, 2012).

With regards to the development of an appropriate 21st century education, I suggested in Chapter Five that it would seem that innovation is recognised as being essential in the drive to make education suitable for the 21st century learner and this will be an area of interest in years to come. I have suggested that further research into ‘innovation’ could potentially “help other school leaders to think about and improve practice” (Eacott, 2011, p. 44).

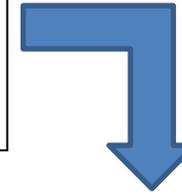
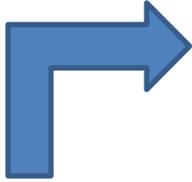
6.20 Final reflection

The title of the thesis is: Collegiality as a leadership strategy within a 21st century education - a single case study. Investigating collegiality was of genuine interest as my position in this research is that of a Senior Leader in the case study. Considering my professional and personal interest to embark on the research journey, and despite being integral to the research process, I have tried to avoid bias and ensure that the findings can be challenged where appropriate. It was stated in Chapter Three that this research would aim “not to claim more for results than is warranted” (Bassey, 1999, quoted in Bell, 2005, p. 202) and this has been adhered to. Bell (2005) states that “in relatively small projects, generalization may be unlikely, but relatability may be entirely possible” (p. 202), and I hope that the framework presented as Figure 4 for example, may be relatable and may guide others who are interested in the potential of collegiality as a leadership strategy. Considering education in the 21st century education is relevant and current. Placing collegiality within this, essentially has the needs of the learner at its core – both young people and teachers.

This research started with an interest into the reality of collegiality as a leadership strategy and the extent to which the rhetoric of collegiate practices according to the available literature are met in reality. An interest in the perceived key elements of a 21st century education, at a time where change in education is widespread with the new Government, was also a guiding force in this research. As a leader in the case study and the researcher, I felt that creating a conceptual framework of these perceived key elements would be valuable both to myself and possibly to others. These interests helped to formulate the interview questions, and the data analysed from the seventeen semi-structured interviews with Middle Leaders in the case study resulted in my thinking that there may be a collegiate journey between the clear ethos of an educational establishment, and Educational Improvement and School Development. This idea of a journey led to the four themes being identified: Assimilation, Systematisation, Self-efficacy, and Educational Improvement and School Development and forty-two sub-themes. Figure 6 below shows the common factors between two or more of the themes.

Theme 1: Assimilation:

Transparency;
Understanding of school ethos;
Personal view of education matching the school ethos;
Having the personal skills/attributes/qualities to fit in with the school ethos;
Having the child as a focal point in the school ethos;
Conformity;
Respecting the opinions of others;
Commitment.



Theme 4: Educational Improvement and School Development:

Repertoire of teaching ideas and strategies;
CPD;
Giving responsibility and ownership;
Progress and results with a student focus;
Opportunities and educational experience for students;
A clear vision of an education suitable for the 21st century.
Teacher fatigue;
An evolving school structure;
Being forward thinking;

Common factors

- time
- teamwork
- developing team working skills
- CPD
- common goal
- respect
- supporting each other
- sharing ideas
- being and feeling valued and listened to
- risk taking in a supportive environment
- teachers feeling able to try new ideas

Theme 2: Systematisation:

Leadership for collegiality including emotional intelligence;
Strategic awareness;
Developing others;
Valuing others;
The environment;
Allowing failure and positive risk taking;
Forward thinking;
Involvement;
Development of team working skills;
Utilising skills of new members of the teaching profession;
Students and staff working together to plan what to deliver and how
Hierarchy is a given;
Salary.

Theme 3: Self-Efficacy:

Self-belief;
Self-worth;
The development of leaders;
Self-confidence;
Developing repertoire of teaching and coping strategies;
Motivation;
Trust;
Reflective;
Honesty;
Feeling empowered;
Job satisfaction.

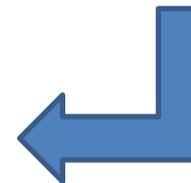


Figure 6: The common factors between two or more of the themes

This study indicates that collegiality has the potential to develop self-efficacy, and highlights the importance of a climate for collegiality, and emotional intelligence to improve educational improvement and school development. It has enabled: a reconceptualisation of the term collegiality (p. 214); the factors facilitating self-belief and self-worth which can increase Self-efficacy, to be considered (Figure 1); the climate for collegiality complementing the development of talent management to be considered (Figure 2); a comparison of collegiality based on the findings and Goleman's (1998) emotional intelligence model to be presented (Table 46); and the drivers and barriers of collegiality to be identified along with the benefits of collegiality (based on the participants' responses throughout the semi-structured interviews), and areas to consider if adopting collegiality as a leadership strategy (Figure 3); a framework for being truly collegiate (Figure 4) to be designed; additional detail about successful school leadership to be presented building on Day et al.'s (2010) model (Figure 5); an extension of the components of collegiality compared with collaboration being articulated (Table 49); a development of the perceived key elements for a school to deliver a successful 21st education to be presented (Table 51). The final contribution to knowledge this research has made is the common factors between two or more of the four themes of the collegiality journey created as a result of the analysis of data (Figure 6).

Despite these conclusions, it is recognised however, that with regard to successful school leadership, "there is no single, best-fit leadership approach: successful leadership is context sensitive" (Day et al., 2010, p. 19). It is hoped that some of the conclusions may be relatable to other schools in different contexts.

The implications of this research, along with recommendations for further research have been made. One example of future research is a longitudinal study which may offer further and different insights into the potential of leadership for collegiality in a discourse community over a period of time.

To summarise, finding new and effective ways for teachers, leaders, learners and other stakeholders to work together to bring about change and improvement is becoming more established in national and international literature. Collegiality as an improvement strategy is not new, but is arguably under-researched in an empirical sense.

It is evident in this study that although leadership for collegiality is not without barriers, true collegiality can potentially offer development for all teachers and be more embracing than development aimed at single teachers. For example, if opportunities for development are supported within a positive climate, the potential for an increase in teacher self-efficacy grows and this can be viewed as a benefit for individuals, their talent management and for the school as a whole, if led and managed well. In depicting perceptions of the experience of collegiality within this study it became clear that individuals were conveying an idea that in some ways mirrored collaboration but in other ways transcended collaboration. One conclusion from this study illustrated that collaboration and collegiality are clearly not mutually exclusive, but there are indications that a notion of true collegiality may enable some individuals to become more self-aware, brave, reflective and influential both personally and professionally.

In leading collegiality, this study suggests that freedom and empowerment are likely to blossom in a supportive and enabling environment. The establishment of a culture or climate for collegiality it would seem from this study, has its roots in fostering

relationships and reducing the emotional distance between individuals. It is recognised that culture change is notoriously challenging in educational and other organisations and is set against a backdrop of history, context and prevailing sub-cultures. However, work to reduce emotional distance as a modifier of culture or climate holds much potential for further study. In this study, emotional intelligence (Goleman, 1996 and 1998) has been highlighted as a potentially important starting point in understanding emotional space, emotional communication and emotional cost to individuals as the leader acts to foster true collegiality. This may be difficult for some individuals and some leaders as new ways of interacting are promoted.

Although true collegiality may be seen as a helpful forum for decision-making as it may engage a greater number of staff, weaknesses may occur where elements of strong empowered hierarchy persist and collegial decision-making may be subverted. This may be unavoidable, but may be minimised by acceptance and enactment of true collegiality as portrayed in this case study. Further research on how we can open ourselves, and willingly learn from others in a discourse community (Crafton and Kaiser, 2011), and whether there some areas within educational organisations that are more prone to collegial working than others, could provide valuable empirical data in the future. As Crafton and Kaiser (2011) assert:

we learn who we are and who we can become through the discourse communities to which we belong (p. 114).

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APPENDIX 1

The Children's Manifesto

We, the schoolchildren of Britain, have been given a voice. This is what we say:

The school we'd like is:

A beautiful school with glass dome roofs to let in the light, uncluttered classrooms and brightly coloured walls.

A comfortable school with sofas and beanbags, cushions on the floors, tables that don't scrape our knees, blinds that keep out the sun, and quiet rooms where we can chill out.

A safe school with swipe cards for the school gate, anti-bully alarms, first aid classes, and someone to talk to about our problems.

A listening school with children on the governing body, class representatives and the chance to vote for the teachers.

A flexible school without rigid timetables or exams, without compulsory homework, without a one-size-fits-all curriculum, so we can follow our own interests and spend more time on what we enjoy.

A relevant school where we learn through experience, experiments and exploration, with trips to historic sites and teachers who have practical experience of what they teach.

A respectful school where we are not treated as empty vessels to be filled with information, where teachers treat us as individuals, where children and adults can talk freely to each other, and our opinion matters.

A school without walls so we can go outside to learn, with animals to look after and wild gardens to explore.

A school for everybody with boys and girls from all backgrounds and abilities, with no grading, so we don't compete against each other, but just do our best.

At the school we'd like, we'd have:

Enough pencils and books for each child.

Laptops so we could continue our work outside and at home.

Drinking water in every classroom, and fountains of soft drinks in the playground.

The Children's Manifesto (Birkett, 2001,
<http://www.guardian.co.uk/education/2001/jun/05/schools.uk7>)

APPENDIX 2

Case Study: issues to consider and how they were addressed during this research.

Issues to consider with regard to case study	This research
Case study has been a “less desirable form of inquiry than either experiments or surveys [with the greatest concern being] over a lack of rigour” (Yin, 1984, p. 21).	Bias will be considered in the collection and analysis of data. Biased views (of the participants) will not allow deviation from the ‘truth’ being explored).
Another concern has been that case studies “provide little basis for scientific generalisation” (Yin, 1984, p. 21).	As Yin (1984) purports, “case studies are generalisable to theoretical propositions and not to populations or universe”. In this sense, the case study, does not represent a ‘sample’, and the investigator’s goal is to expand and generalise theories (analytic generalisation) and not to enumerate frequencies (statistical generalisations)” (p. 21). The idea of ‘analytic generalisation’ will be made explicit when the findings from the research are presented.
“a well-designed case study will avoid examining just some of the constituent elements [embedded units]” (de Vaus, 2001, p. 221).	This research will explore the perceptions of Middle Leaders. Analytical and open exploration of the data from a subjective/interpretative perspective will mean that multiple layers and/or truths may become explicit.
“The final case study will tell us more than, and something qualitatively different from, that which any constituent elements of the case could tell us” (de Vaus, 2001, p. 221).	The view of different Middle Leaders with different experience, along with documentary evidence will be triangulated to produce areas of consideration which will then be explored further (with the same ‘units of analysis’ – the decisions, the individuals, the documents, the time periods). This will provide, as de Vaus (2001) suggests, “a much fuller, more complex understanding of the whole than would be provided by any particular element of the case” (p. 221).
“empirical research advances only when it is accompanied by logical thinking, and not when it is treated as a mechanistic endeavour” (Yin, 1984, p. 12).	With an interpretative philosophical perspective, the data collected will be thematically reduced, and analysed maintaining the individual insights/ experiences and perceptions of the participants.
Where a case study has been done about “decisions, about programs, about the implementation process, and about organisational change, [Yin, 1984 advises that] none is easily defined in terms of the beginning or end points of the ‘case’” (p. 31).	Collegiality within the case study with the beliefs of the Headteacher were presented in Chapter Two.
“An essential feature of case study is that sufficient data are collected for researchers to be able to explore significant features of the	The data for this research will comprise of approximately fourteen hours of interviews along with analysis of documentary evidence.

case and to put forward interpretations for what is observed” (Bassey, 1999, p. 47).	
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Quotations taken from Yin, 1984; Bassey, 1999; de Vaus, 2001.

APPENDIX 3

A synthesis of my personal understanding of the advantages and disadvantages of using interviews as a research method and an indication of how these issues were addressed in this research

Advantages of using interviews as a research method	Disadvantages of using interviews as a research method	How I addressed these issues in this research
“flexibility and adaptability. A skilful interviewer can follow up ideas, probe responses and investigate motives and feelings, which the questionnaire can never do” (Bell, 2005, p. 157).		Piloting the interviews helped me to develop skills as an interviewer. Being able to ask additional questions and to probe as appropriate was incredibly valuable in the interview process.
“Questionnaire responses have to be taken at face value, but a response in an interview can be developed and clarified” (Bell, 2005, p. 157).		Being on hand to clarify questions, modify approach was invaluable. During many of the interviews there were opportunities where I was able to ask the participant for greater detail at particular points.
Tape-recording interviews: “in one-to-one interviews, tape-recording can be useful to check the wording of any statement you might wish to quote, to allow you to keep eye contact with your interviewee, to help you look interested – and to make sure that what you write is accurate” (Bell, 2005, p. 164).	Interviews are time-consuming (Bell, 2005, p. 157). “Before you make the appointment, make sure official channels, if any, have been cleared. A letter from your supervisor, head of department, principal or research officer, saying what you are doing and why will always help” (Bell, 2005, p. 167).	I created a timetable of interviews which also included time for cancelled interviews, and being able to try to find other Middle Leaders to be involved if someone should pull out of the process. I also practised typing to transcribe the interviews and became familiar with the Dragon Naturally Speaking software package. I also asked participants if they would be happy for a different person to transcribe the interviews. Formal systems within the school were used to ensure that the interviews could go ahead without interruption.
	“You cannot assume that all your respondents will be willing for their comments to be recorded and the knowledge that the tape is running can sometimes inhibit honest responses” (Bell, 2005, p. 164).	BERA (2011) guidelines were adhered to. The research was explained and participants were asked to read and sign a ‘Research Interview Request Form’ (Appendix 7, p. 275).
	Cost implications e.g. travel, time.	By interviewing in school time, cost implications were not an issue.
	“Analysing responses can present problems” (Bell, 2005, p. 157).	Having a method of analysis meant that I felt confident with this aspect of the research.

	<p>“Wording the questions is almost as demanding for interviews as it is for questionnaires” (Bell, 2005, p. 157).</p>	<p>Piloting the language I intended to use was absolutely essential here. Piloting ensured that the language I used was understandable. The order of the questions was also important during this process.</p>
<p>“The interview can yield rich material” (Bell, 2005, p. 157).</p> <p>The development of a professional relationship with the interviewee can be an advantage.</p>	<p>“Researchers need to remember that what people say in interviews is always said at a particular point in time and within a contrived interaction” (Lankshear and Knobel, 2004 p. 199) – ‘contrived’ because “some conscious shaping of the verbal exchanges’ by both interviewer and interviewee always takes place” (Fetterman, 1998, p. 5, quoted in Lankshear and Knobel, 2004). It is recognised once again that these facts can affect the validity and reliability of conclusions.</p>	<p>It was accepted, and recognised that the participants have provided information about their opinions at a particular point in time.</p>
	<p>“Sometimes, and particularly if respondents have enjoyed the interview, they may ask if you will let them know how the research goes. There can be time and money costs here, so take care not to promise too much” (Bell, 2005, p. 165).</p>	<p>As part of the process, participants were told that they can see the final Thesis.</p>
	<p><u>Bias</u> “There is always the danger of bias creeping into interviews, largely because, as Selltitz et al. (1962, p. 583) point out, ‘interviewers are human beings and not machines, and their manner may have an effect on respondents’” (Bell, 2005, p. 166).</p>	<p>Being fully aware of bias, I was careful to try not to influence the interviewee. The use of triangulation was important here.</p>

APPENDIX 4

A synthesis of my personal understanding of the advantages and disadvantages of using documentary evidence as a research method and how I have addressed these issues in this research

Advantages of using documentary evidence as a research method	Disadvantages of using documentary evidence as a research method	How I addressed these issues in this research
The types of evidence which can be used are extensive which can present difficulties with regards to which evidence to select.	Time can be a disadvantage with regards to the amount of evidence which could be explored and analysed.	The use of the available documentation to add secondary source data to address the research questions meant that the use of material would be selective.
Depending on the evidence selected, the context of the evidence may be easily established.	Depending on the evidence selected, the context of the evidence may not be easily established (for example the document may not be wholly genuine).	The material was as a result of research into the perceptions of staff of their role(s) one year after the new management structure had been in place for one and was therefore situational, and based on participants' perspectives.
	When analysing the content of the evidence, the validity of inferences made needs to be questioned. Bias is a potential issue, as different perspectives (including the researcher using the evidence) may be reached from the analysis.	The nature of the sample must be able to be defended and it must be sufficiently large to allow valid conclusions (Bell, 2005, p. 129).
The ability to ascertain whether the document is genuine and authentic - 'external criticism' (Bell, 2005) which leads to validity considerations.	It can be difficult to ascertain whether the document is genuine and authentic, and whether there are any 'gaps' in the evidence and if so, why.	The author of the documents was a member of staff at the case study for 32 years and was Deputy Headteacher for 10 of these.
Being able to use 'internal criticism' in small-scale educational research to assess whether the "contents of a document are subjected to rigorous analysis" (Bell, 2005, p. 130) which leads to reliability considerations.	The research paradigm used for the analysis by the original creator – his/her purposes for creating the document, and the intended audience, and therefore whether the document was wholly rigorous in its production (including the terms used to inform the reader and their meaning(s)). Also, being clear as to whether the document available is in its entirety or whether it has been edited and for	The author had a PhD and was well versed in research ethics and models of analysis. The presentation of his findings was written with the target audience in mind (the Senior Management Team including the Headteacher).

	what reasons.	
Being able to maintain a questioning mind when selecting, and analysing evidence.	Not exploring the evidence deep enough to make judgements.	The evidence would be used to triangulate the findings from the semi-structured interviews.

APPENDIX 5

A synthesis of my personal understanding of the advantages and disadvantages of qualitative analysis.

Advantages of qualitative analysis	Disadvantages of qualitative analysis
Richness of data generated by participants – a ‘lived experience’ (Miles and Huberman, 1994, p. 10)	Qualitative analysis takes time, and the analysis tends to be interpretive resulting in more reflexive findings, rather “than a discovery of fact” (Denscombe, 2007, p. 313).
The opportunity to ‘move’ between the data when analysing it – the analysis does not simply happen at the end but takes place throughout the project. It is iterative.	There is no one way of analysing the data. The researcher is analysing in a way which is fit for purpose but also making the decisions and judgements.
By appreciating and understanding the setting the researcher is able to ‘read’ the situation and make sense of the interviewee’s words.	As qualitative analysis tends to be interpretive, the researcher needs to consider whether his/her understanding of the words used by the interviewee are the same as the interviewee’s understanding of the words he/she used and what the interviewee was intending to portray.
The possibility to form judgements as the analysis develops providing the opportunity to consider further causes, theories and hypotheses.	The potential to lose the ‘synergy’ (Cohen et al., 2011) by fragmenting the data.
Making thoughtful and considered decisions, and using the data systematically and critically, to construct an argument, and being creative to understand a particular phenomena.	Once again, the interpretive nature of analysis means that there would be alternative views if someone other than the researcher analyses the data. There is also the potential issue of “oversimplifying the explanation” (Denscombe, 2007, p. 313).
Being able to develop theories as the research analysis progresses and considering alternative viewpoints to support critical analysis.	Generalisability is an issue as the richness of data generated can be more limited compared with quantitative data.

APPENDIX 6

Interview Questions

- 1. How can collegiality be conceptualised in a contemporary educational setting?**
 - What do you understand by the term ‘collegiality’?
 - In your day to day life as a leader here, do you explicitly think about and consider collegiality? Why?
 - Do you think that other members of staff consider collegiality in their day to day life here? Why?

- 2. To what extent do individuals within the organisation perceive collegiality to be a valuable strategy for educational improvement?**
 - What examples of collegiality do you know of within our school?
 - In your experience, has collegiality effected change? Can you specify a particular area where this has been more successful than others?
 - Do you feel that the concept of collegiality has impacted on your view of leadership? Please explain.
 - Do you feel that collegiality can prepare you effectively for leadership? How? Why?
 - Do you think that within the profession, teachers need to be led?

- 3. In the case study, what are the factors encouraging and discouraging people to work in a collegiate way?**
 - In your opinion, what attributes do staff need to display for collegiality to be effective? Can you recognise these attributes in members of staff? How?
 - What conditions need to be in place for collegiality to be allowed to happen?
 - Can you explain ‘how’ people work together to make it collegiate?
 - Do you feel that individuals work with each other in a collegiate way? Why do you think they do this?
 - What advantages can collegiality offer?

- 4. What is the place of collegiality in fostering key elements of a perceived 21st century education?**
 - What skills do you feel a teacher needs to have to deliver an education suitable for the 21st century?
 - In your opinion, does Collegiality as a leadership strategy encourage the development of these skills? How important is collegiality to develop these skills?
 - What do you believe a 21st century education should encompass? Why?
 - In your opinion, does Collegiality (as a leadership strategy) encourage the effective delivery of this 21st century education you have described? How?

APPENDIX 7

Research Interview Request Form

Interviewer:

Interviewee:

Date of Interview:

Purpose of the Interview

This interview is part of my research for the award of EdD at the University of Birmingham.

Confidentiality/Anonymity

Research ethics will be considered at all times in the analysis and use to which the data may be put. The data from the interview will only be available to the staff tutoring on the EdD programme at the University of Birmingham, and possibly, to the external examiner for my thesis. Excerpts from the interview may be included as part of the final thesis, but your name will be excluded, and any identifying characteristics will be removed. The interview may also be used as part of written papers or books, but without your name and excluding any identifying characteristics, and subject to research ethics.

Acknowledgement

Please sign this form to show that we have agreed its content.

Signed (Interviewee):

Signed (Interviewer):

Date:

APPENDIX 8

Details of the Sample

Interviewee	Male/Female	Number of years working in the case study	Number of years working as a Middle leader in the case study
1	Male	8	8
2	Female	8	8
3	Female	10	10
4	Male	10	10
5	Male	15	5
6	Female	12	8
7	Male	4	2
8	Female	10	10
9	Male	6	6
10	Female	4	4
11	Female	4	2
12	Female	3	3
13	Female	2	2
14	Female	10	8
15	Female	12	2
16	Female	6	3
17	Female	10	6

APPENDIX 9

Details of how Denscombe's (2007) Method of Analysis Applies to this Research

Stage and brief description of this stage	How the 'stage' was tackled in this research	Chapter in this thesis where this Stage of Analysis takes place
1: 'preparation of the data'	This involved making copies of the sound files from the interviews, and transcribing the interviews in a compatible format with space to make additional 'fieldnote' comments (to aid with analysis). A simple number and colour reference system to be able to locate comments about recurrent themes easily was utilised, making comparison of aspects of the data possible.	Appendix 10 (pp. 279-286) contains one transcription of the semi-structured interview with Participant 7. 'Word' computer software was used for typing up the interview. The simple reference system for all of the transcribed interviews included numbering all responses to all interview questions according to who made each comment, so that when all responses to each interview question were cut and pasted onto paper, it was clear which participant made the comments. Highlighting words was used to group responses together.
2: 'familiarity of the data'	Reading and re-reading the data several times allowed me to get a 'feel' for the data and to "understand the data in context" (Denscombe, 2007, p. 291) and to 'read between the lines' for any "implied meanings" (Denscombe, 2007, p. 291). The consideration of silence and any pauses during the interviews were important here.	This stage allowed Chapter Four to be written. Annotations were made on paper copies of the transcriptions with regards to interesting aspects, for example the time it took for the participants to answer questions which indicated whether they had to think about their answer. This raised questions as to why they had to think about their answer. The fieldnotes (from Stage 1) on the transcriptions also illustrated whether participants needed a question repeated or a question re-worded. Annotations about components/aspects/barriers being commented on (and sometimes repeated) for example were also made as part of the analysis process and this was documented on the paper copies of the cut and pasted responses to each interview question using colour, pen and or pencil to continue grouping keywords/comments.
3: 'interpreting the data (developing codes, categories and	This stage was essential in identifying the components and potential of collegiality, and the participants' understanding of 21 st century education. Establishing	This stage also allowed Chapter Four to be written. Using colour, pen and or pencil to group keywords/comments enabled the identification of categories. This analysis led to the four stages of the journey of collegiality to

concepts)'. these various components allowed the identification of the emerging themes to be recognised.	being identified.
4: 'verifying the data'	<p>Within this, the credibility, validity, reliability, generalisability (or transferability), and objectivity of the data was considered.</p> <p>This stage allowed Chapter Five to take shape. Triangulating the data with the documentary evidence and the literature reviewed in Chapter Two meant that findings could be discussed. Considering objectivity and analysing as a researcher rather than a member of the SLT within the case study was kept at the forefront of my mind. This meant that the credibility of the 'nine emerging areas for further consideration in Chapter Six' could be sound. This led to the recognition that the conclusions being drawn could be relatable to other educational establishments in different contexts.</p>
5: 'representing the data',	<p>This stage involved editing the data to present a 'snapshot' of the perceptions of the participants with regards to collegiality, and 21st century education.</p> <p>The conclusions and recommendations are presented in Chapter Six. Denscombe's (2007) fifth stage was used to discuss the 'nine emerging areas for further consideration' which had been distilled from the themes and sub-themes presented in Chapter Five. Tables 45, 47, 48 and 50 elaborate on how the nine emerging areas for further consideration enabled the conclusions to be drawn.</p>

APPENDIX 10

Example of a Semi-structured Interview Transcription: Participant 7

(Comments which could identify this participant, or other participants, or members of staff, or departments within the case study have been indicated as [...])

How can collegiality be conceptualised in a contemporary educational setting?

- **What do you understand by the term collegiality?**

If I'm looking at collegiality from my perspective, it's everybody having a responsibility within a department for progression, organisation, initiatives and a responsibility for each one within that department, rather than just one or a couple of people.

- **In your day to day life as a leader here, do you explicitly think about and consider collegiality? Why?**

Yes I do – its dependence, it's a matter of working with people you respect and work well with. From my perspective I work very well with [...]. She takes on far too many of my responsibilities, and we are two very different people. I am quite laissez faire in my leadership style – she is more dictatorial, which works well. There is a fine balance there and we work well together. If I'm working with other colleagues, you tend to work with people you respect and people you get on well with. I think where you get colleagues that are quite forward with their views, I think that's where collegiality breaks down and where people shy away from working with other people. That's where the whole concept of collegiality breaks down, so people tend to work with people they can get on with and can work with personality wise and professionally wise.

To what extent do individuals within the organisation perceive collegiality to be a valuable strategy for educational improvement?

- **In your experience, has collegiality effected change? Can you specify a particular area where this has been more successful than others?**

From my perspective from within my role and within the department, the collegiality did not work, so I would say probably no. The issue of the dynamics of the team and the people overseeing the collegiality and the leadership of the collegiality can have a negative rather than a positive aspect sometimes. It can work for some but not for others and from my perspective from a departmental point of view, collegiality probably hasn't worked. From a whole school, seeing and talking to other departments it can and does work exceptionally well, and it does give people the opportunity to develop themselves.

- **Are you able to specify where it does work well?**

.... the [...] department – they seem to run very well in that respect. A lot of the PPLs take on the roles and the organisation and the dynamics seem to work well. The [...] department – there is a leader there, but it seems ... like they work very well and there is an opportunity for development working as a collegiate team. It comes down to individuals, personality, ... people's experiences within themselves, within the department. Some people's expectations are so different from others, the very difference of someone who has worked only in this

school to someone who has been through a few schools, who may come up with different ideas. The nature of - it has always been this way, it's always run this way – can have a real negative but also a real positive effect and there can be a clash of personalities in that respect. Going to the PPL meetings there are specific teams with do work well – maybe in the smaller departments that allow that to happen. A large department with a lot of people – it can break down.

- **What difference, do you believe, collegiality is making in our school?**

I don't know if there is collegiality within the pastoral side if I am completely honest with you. I would say the whole pastoral system is changing. The very nature of having the College Principal as a leader - I think there definitely needs to be a shift for the Tutors to become responsible for their students and specific aspects of it. I don't think there is collegiality within the pastoral system from what I can see. I would not say we sit down as a group. I don't think [...] expect me to have a collegiate role – they want to be told what to do – [...]. That's something that needs to be changed within the school – a Tutor and what a Tutors role is, hence the meetings we've had, and the inset.

- **Comparing your experiences in other school and your experiences here - is collegiality making a difference in this school**

In my other schools it was not collegiate at all – it was the stereotypical structure all the way down - I would say that collegiality here does allow people to progress, does allow people a voice, 98 % of the time a very positive voice and it does give people the sense of belonging within the school so I feel it's fundamentally important. But like I said – it's never going to be perfect. If I'm completely honest – are we a collegiate school – no I don't think we are. I think we'd like to be a collegiate school and there are points of view we'd like to promote then yes I think it's a very positive thing.

- **Do you feel that the concept of collegiality has impacted on your view of leadership? Please explain.**

If I'm honest, when I took on the role [...], I felt my role was to dictate – tell them what was happening, tell them what was going on – stop the in-fighting and bring the team together. Now – we had a meeting on Wednesday – I gave them the opportunity to push the department forward now, them to take on boards areas that they feel they can improve upon or where they feel they have strengths and initiatives and I think that collegiality will come from that, but it is having to be reborn so to speak, in a different way. I am very keen for this – I purposely didn't say 'look we have these generic jobs that need to be done this year' – I know that we have the Key Stage 3 curriculum, I know we have ICT – but it wasn't you take on this you take on that – I said, right – I want you to take on this role, you feel that this is your strength so do something with it – so I think the collegiality is being built through undercurrents that hopefully they will feed in to. It's beginning to work, they have their responsibilities, their different roles, and they are taking the initiative – I'm not having to guide them so much. Emails are coming to me - I've done this, I've done that, which is brilliant. It has taken a while – it has taken a year and we're still not there. Still some odd battles, I still have to stamp and shout, but we're getting there. I sometimes look at collegiality and wonder if it's a Utopia – is it a perfect model – will it ever be a perfect model? I don't think it will – I don't see how it can work in the structure of a school, when you have to have line of command basically – you have that in the SLT and you have to have that – you have to have the guidance. I think there has to be a balance between the manager, so to speak, and collegiality of the rest of the team. I don't think it can be wholly collegiate.

• **Do you feel that collegiality can prepare you effectively for leadership? How? Why?**

I think it's a great tool for giving them responsibility, great tool for working with more experienced people to give the less experienced people more guidance, and also the other way round, with NQTs etc. – a good thing for them to be able to promote or encourage or advise a different way of doing things – I think it can a very useful tool in that respect. You could say that in an inexperienced person, and giving the collegiate in work – there is an opportunity for failure, which for some can be a positive thing - and some people need to fail to learn, but then it can be seen as a negative thing on other people on their confidence. And then it doesn't become collegiate – it becomes a blame game.

• **Do you think that within the profession, teachers need to be led?**

I don't know if they need to be but I think that they want to be and I think that is natural thing for a lot of people. I don't know if they need it but – as teachers you are a leader yourself and you have your own teaching techniques and leading style – that can't be changed– you are your own person in that respect, so you have that kind of authority but you also have your own authority. I don't know if it's a matter of need but I believe people want to be – a lot of people feel more comfortable being given a structure. Maybe teaching a lot of people like, we start at 8.30 we have our break - we have our lunch. For some people – they are happy in that environment. I don't think it's a need – I think they want to be, they want guidance and they want someone to blame. They want to be encouraged and they want someone to recognise the work they have done.

In the case study, what are the factors encouraging and discouraging people to work in a collegiate way?

• **In your opinion, what attributes do staff need to display for collegiality to be effective?**

Can you recognise these attributes in members of staff? How?

Flexibility and the ability to change! Open mindedness, forward thinking and a willingness to learn! Classic one – communication, being able to talk. Understanding you can always be wrong! Willing to try things!

• **Do you see these attributes within staff in our school?**

Some – departmentally/across the board. Departmentally - 70% willing to embrace collegiality and across the school about the same.

• **What conditions need to be in place for collegiality to be allowed to happen?**

A clear definition of what collegiality means within our school.

When I arrived here – I wasn't sure what exactly was meant – it (collegiality) needs to be seen to be done, from the top downwards..... it's a very simple thing but it says a lot: If I write a letter to a parent, I have to get that checked by X, Y and Z. Why do I – that's not collegiate – it's a structure. Now, I believe collegiality has to be something about trust, something about being an equal and being responsible for your own actions – and that a very simple way of collegiality has to begin at the top. If collegiality isn't at the top then it can't work at the bottom. I think collegiality is a great thing to aim for but I don't think it can possibly exist across the board! Someone needs to make decisions, someone has to have responsibility – someone needs to check a letter. Someone needs to make those decisions within a school. I have always seen school as a mini-government – with a management structure – it has to be seen like that and it has to be like that – someone has to make decisions. We can't have a commune where nobody takes responsibility – I think it would collapse, and I think it would collapse for the students rather than staff. There has to be

structure, there has to be guidance and the curriculum, there has to be – these are the rules – because school work that way – it’s not a negative thing – it can be a positive thing, but that’s what I think. It’s about the majority being willing to participate because otherwise there is no point in opening up the questions if people aren’t going to be contributing their opinions.

• **What examples of collegiality do you know of within our school? Can you explain ‘how’ people work together to make it collegiate?**

Me? They need guidance, they need to be told. The very nature of giving, say, a specific area to be developed – say the primary school transition – as a collegiate team across the board, with no-one taking full responsibility for that team – how are we going to promote primary transition? That I think would work. That’s the way it works best – if you say you have a small aspect of this here – we would like you to work on this – there’s no one leader – you make rotate leadership – but this is the way we want you to do this. We would like you to go away and think about and feed back in – and I think that’s the way I have looked at it within the [...] department. Right – now we are going to look at the KS3 curriculum – what strengths can you bring to that? What ideas do you have – go off and come back and feed in to that, so I might not necessarily lead that next meeting, someone else might, and bring in their ideas. I think that is the fundamental way to develop collegiality – not bringing everyone together and saying ‘right’ I don’t think that can work because there are too many barriers to allow that to work. It has to be a specific thing – with guidelines and encouragement, and allowing people to flourish in their own ways.

• **Is it possible to change people so that they become more collegiate?**

From my experience here, you can encourage, you can try to get them to become collegiate without them knowing, but if you go in to a meeting and say ‘we are going to take the collegiate approach’ then the very word brings their defenses down and their backs up. I think it’s a matter of leadership style to allow collegiality to happen, and I think that’s a fundamental point of being in a position of responsibility but allowing collegiality to happen. I don’t think you are ever going to get anybody ...the ideal world – I don’t think you will get everybody. There’s the vertical tutoring system is a classic example – it’s never going to work – maybe not work in the first two or three years, in the same context as collegiality, but when people work through it, people leave, people forget the old style, then it may well start working. But suddenly just saying – well this is how we are going to do it – its not going to work. The very nature of feeding it slowly through and getting people to understand and encouraging it

• **Do you feel that individuals work with each other in a collegiate way? Why do you think they do this?**

Say if I’m looking at [...] meetings; within a [...] meeting it’s a different type of meeting from a [...] meeting. For a lot of [...], it’s never going to be their number one role. The change of mentality, their expectations and their responsibilities, it’s another thing which is being changed and being changed quite positively. If I’m running a meeting with them, it’s completely different from when I’m running a [...] meeting, I run it in a different way. I go in there and I’m much more – ok let’s talk about things, how is [...] getting on, how are the students getting on, how do you feel about the [...] aspect, and I will let them come back at me without arguing back, or feeling that I need to put my viewpoints forward. I think it’s a little bit more of a relaxed atmosphere, which allows for discussion, solely because I don’t want to lose a lot of the teachers who feel that the [...] role is not part of them – I don’t want to be a [...], I don’t like being a [...], it’s not one of my strengths- I’m here to teach! It’s a game I’m playing – to get them to feel that they are a [...] as well as a [...], so whilst there is

collegiality there, I don't think they realise. The very nature of sitting in a group and discussing [...], and then coming up with ideas and – how things worked here and there – they've done this and they've done that. I just sit back and listen to them sharing – and that's brilliant – that's collegiality without them knowing. I think in a way it works a lot better in a [...] part, in that meeting time, than it would in a [...] meeting, but they don't realise that.

• **Are you involved in any groups in school where people do know they are working in a collegiate way?**

I would hope to say with the [...]. I would hope to say that they have a clear understanding that they should be working in the collegiate way. I think now where they have taken on that bit more understanding and guidance from SLT where there are aspects that we should be looking at I think, again, that will promote collegiality. I think there is a definite understanding from the [...] that they are collegiate. Obviously I am not [...], so it's a bit of a weird concept really, but I think they have a clear understanding that they should be working together.

• **Why do you think they are working in a collegiate way?**

I think they don't have the directorship – the Head of Department role. I think [...] – their view they have a specific aspect, KS3, KS4 or 5, so they are not the overall I am Head of Department role, which allows them that little bit more flexibility to say – this is my little niche – this is where I am going to work, and yes, I'd like to work with you on this or let's talk about 'primary transition'. So it's the title – but that's not to say it works all the time.

• **What about the [...] – do you work together?**

Very much so. From my experience and other areas as well, not just here – I think you have to. The whole dynamics and the pressures, you have to have a collegiate team.

• **Why do the [...] work together in a collegiate way?**

Because there is only [...] of them! There's a very clear aspect of what your job is. I think it is going to change and there is a possibility it could be not collegiate, I think the very nature of people being responsible for various year groups is a positive thing in many ways but can be a negative in another way. I think it works because of the dynamics and because we get on well. The dynamics allow it. the whole thing – with [...] etc., it's a good team, and I don't think anyone sees anyone in any other way – they take the mickey out of me saying I'm the senior [...] because [...], but that's as far as it goes. Everybody works together and everybody helps everybody.

• **What advantages can collegiality offer?**

Forward thinking, innovation, staff development and opportunity for staff and students to work in a forward thinking environment where change can happen. We tend to forget where we are with this collegiality – what is collegiality here for. To be honest its working together to promote the students, to get the best for the students and if it works well it works well for us and the students.

I love the school and I love the concept of where we are going. From my view I am unclear about collegiality what means, I think I know and I hope I know where we are going with it and I am trying to encourage it, but I am having difficulty with saying we are a collegiality school. I can see why, I can see where we are trying and where it is working well.

- **But you'd like a clear definition of what collegiality is?**

And a recognition that we cannot be 100% collegiate!

What is the place of collegiality in fostering key elements of a perceived 21st century education?

- **What skills do you feel a teacher needs to have to deliver an education suitable for the 21st Century?**

ICT if you are looking from a resource point of view – being able to keep up with technology. A fundamental point! If I can use my own example with my two sons – coming home and going on the computer – Publisher, Office, Excel – which for me I have had to try to learn – is second nature for them – and as a teacher you have to keep up with them. But also being aware of social changes, me being 42 years of old and looking at a 12 year old person - how am I fitting in to their society – what their pressures are, and it's a very hard thing to be able to do and I think being a 21st Century learner things change so quickly- it's hard – as a teacher you need to be flexible, you need to understand where these students are coming from and what society they are living in – drugs, their social peer pressures, what pressuring them – you live in your bubble as a teacher, and you think you are going to be teaching the same thing for twenty years – that's when the problems start, and we start losing the connection with the students. You have to be flexible in your approach, and learn from the students themselves.

- **What sorts of skills would a teacher need to be aware of all the changes?**

Communication! It's a fundamental thing that you have to communicate with the students, have your eyes open, talk to people and learn from the people. For some it – this is me walking in to my lesson now – this is the way I have done it of the last twenty years, this is the way I have taught it and this is the way I will always teach it. Now, twenty years ago you may well have, but twenty years ago the students brains weren't wired in the same way they are now. How am I going to get those students now to learn the same thing? Being able to communicate and learn how the students learn now. Multiple intelligence – the classic example - kinesthetic learners – how many students now are kinesthetic learners as opposed to auditory or visual? Barely 20 years ago it was probably the auditory learner, but now a lot of it is the kinesthetic learner – its having that ability to change, change your teaching styles.

- **In your opinion, does Collegiality as a leadership strategy encourage the development of these skills? How important is collegiality to develop these skills?**

ICT - ICT within our learning – maybe getting one of the younger teachers, who have been through all that – helping the others to learn how to use ICT to improve learning within the classroom – a classic example of using that technology. If collegiality is used – from a departmental view here, rather than giving everybody the opportunity to develop and promote and take responsibility, and have a responsibility for that department – collegiality can work in that respect if it is done in the correct way, and given the opportunities to develop and thrive. Things like team teaching – a young teacher coming in and delivering the same lesson that I have just delivered and probably doing it better than me – you can learn from each other. The same thing with departmental responsibility – what ideas can they bring to the team.

- **What do you believe a 21st century education should encompass?**

It changes all the time – I did the learning to learn course, with [...] and he did a programme for the 21st century learner. You could do down the line of resourcefulness and resilience, you know, forget the Maths, Science and English side, I think if you are going to teach someone, you need to have student who is able to reflect and be resourceful, and is able to fight for themselves within themselves as a person, for self-development and self-confidence. It's such a changing society all the time. Developing the child holistically rather than just academically, and where society is changing, empowering those students to have skills to cope with that society as well as having the academic understanding.

- **In your opinion, does collegiality (as a leadership strategy) encourage the effective delivery of this 21st century education you have described? How?**

Within that aspect, there needs guidance. There needs to be someone saying 'these are the areas we would like to have within our school'. These are the ideals. You could at that point say - as with [...] Skills; as a prime example – we have looked at the ways we feel they need to develop as a person for the 21st Century. That's what I imagine the 21st century learner from [...] should be: that's why we have the [...] Skills, we felt that they are the fundamental points that they should be developing to leave the school with these skills. Again – I feel this is at the embryonic stage – we as a collegiate school should be embracing all of that and trying to develop it within our teaching and subject areas – it is happening to a certain extent.

- **Can you give me an example of how that is working at the moment?**

Well – from a [...] example – we have looked at the various different skills, we have looked at areas we as a department could encourage and promote and make students aware, an example being team work. For [...] teamwork is a classic area to look at and as a department we try to focus on teamwork – positive and negative 'are you a good team worker – are you not' 'let's have a reflection on why' 'what are the skills necessary to be a good team worker', and I think that has to be more explicit within our teaching. It's in an embryonic stage – but that's a classic example where we need to embrace it and put it in to our teaching rather than saying 'brilliant – you did really well, you [...]' 'why did you [...] – what were the positive points coming out of that?'

- **Do you have an example of where it's not working?**

... we had to put in numbers for the end of this year, I don't know fully if we have fully embraced, developed, incorporated and sat down as a team and discussed what we mean by these [...] skills – and we are putting in numbers. Hands on our hearts have we really gone through the criteria and put those numbers in fully reflecting on that student's progress. It then becomes a paper exercise – it's a very short term thing – and I think that is something that maybe we could have looked at, but I think that's an example where it hasn't worked. It will take time to incorporate that.

- **So taking that point of view – putting the numbers in – how could that become collegiate?**

Across the school? I think the classic way of being able to do this is (and its idealistic) we used to have where you sit down with members of staff within the year group and you would have the opportunity to speak about that one student and within that one student a group of teachers looking at the skills –looking at the criteria – how is the student developing across the six skills – sharing information, where have you seen him excel so he's a really good team worker – he's not so good at ... this is an example where collegiality can work, and it

encourages collegiality across curricular, across subject areas – the focus is on the student rather than the subject.

APPENDIX 11

The emerging areas for further consideration presented in Chapter Five along with the themes and sub-themes which resulted in the emerging areas being distilled.

Emerging areas for further consideration	The theme and sub-theme from which the emerging area has been distilled
<p>The environmental climate and professional climate (a climate for collegiality)</p>	<p>Theme 1: Assimilation</p> <ul style="list-style-type: none"> • transparency <p>Theme 2: Systematisation</p> <ul style="list-style-type: none"> • the environment • allowing failure and positive risk taking • responsibility and ownership <p>Theme 3: Self-efficacy</p> <ul style="list-style-type: none"> • self-belief • being motivated • being honest • feeling empowered • opportunities and educational experience for students • being forward thinking <p>Theme 4: Educational Improvement and School Development</p> <ul style="list-style-type: none"> • a clear vision of an education suitable for the 21st century developing perceived necessary skills to be able to participate in and contribute to the 21st century world
<p>The personal view of education matching the school ethos</p>	<p>Theme 1: Assimilation</p> <ul style="list-style-type: none"> • personal view of education matching the school ethos
<p>Having the personal skills/attributes/qualities to fit in with the school ethos or having the opportunity to develop these skills/attributes/qualities</p>	<p>Theme 1: Assimilation</p> <ul style="list-style-type: none"> • personal view of education matching the school ethos • having the personal skills/attributes/qualities to fit in with the school ethos • giving responsibility and ownership • conformity <p>Theme 3: Self-efficacy</p> <ul style="list-style-type: none"> • personal involvement • being motivated • being reflective • being honest • feeling empowered • experiencing success <p>Theme 4: Educational Improvement and School</p>

	<p>Development</p> <ul style="list-style-type: none"> • giving and allowing responsibility and ownership • opportunities and educational experience for students • progress and results with a student focus • being forward thinking • innovation
Courage to be a collegiate leader and a collegiate teacher	<p>Theme 2: Systematisation</p> <ul style="list-style-type: none"> • allowing failure and positive risk taking
The fostering self-belief and self-worth	<p>Sub-themes predominantly within Theme 3: Self-efficacy</p>
The place of emotional intelligence to understand others and to build relationships	<p>Theme 2: Systematisation</p> <ul style="list-style-type: none"> • Leadership for collegiality including emotional intelligence; <p>Theme 3: Self-efficacy</p> <ul style="list-style-type: none"> • Personal involvement including developing relationships <p>Theme 4: Educational Improvement and School Development</p> <ul style="list-style-type: none"> • giving responsibility • progress and results with a student focus
Teacher fatigue	<p>Theme 4: Educational Improvement and School Development</p> <ul style="list-style-type: none"> • teacher fatigue
The place of the student voice in the collegiate structure	<p>Theme 2: Systematisation</p> <ul style="list-style-type: none"> • students and staff working together to plan what to deliver and how
Further perceived key elements of a 21 st century education	<p>Theme 1: Assimilation</p> <ul style="list-style-type: none"> • having the child as a focal point in the school ethos • personal view of education matching the school ethos • conformity <p>Theme 2: Systematisation</p> <ul style="list-style-type: none"> • students and staff working together to plan what to deliver and how <p>Theme 3: Self-efficacy</p> <ul style="list-style-type: none"> • experiencing success <p>Theme 4: Educational Improvement and School Development</p> <ul style="list-style-type: none"> • literacy skills • giving responsibility • progress and results with a student focus • a clear vision of an education suitable for the 21st century