THE IMPACT OF THE NCEA

ON TEACHER COLLEGIALITY

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ABSTRACT

This study looks at the impact that the National Certification of Educational Achievement (NCEA) has had on teacher collegiality in New Zealand. It is an exploratory study using an in case and cross case method, located in four secondary schools with a range of demographics. I was interested in gathering the information from teachers in three key roles: Assistant teacher, Head of Department and Principal's Nominee, finding out what their views were on the change that the NCEA has bought to their professional lives and the impact made on their collegiality. The literature reviewed shows there is an international appreciation of the value of collegiality in schools but there is a fragile nature of collegiality that challenges its strength. The complexity of school culture and the symbiotic relationship between it and collegiality contributes to challenge of the management and development in secondary schools. The findings showed the teachers in this study considered there to have been a deepening in collegiality as a result of increased sharing of material, professional communication through moderation and professional development, and a heightened respect for professional practice and understanding of personalities. There are threats from reduced socialisation, workload, loss of autonomy and the fragility of collegiality. These elements have created a shift in school culture. How teacher collegiality can best be supported using this assessment policy has been explored with features involving school organisation and increasing deep collegial activities such as collegial observation, marking, moderating and review being identified as beneficial.

ACKNOWLEDGEMENTS

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ABBREVIATIONS

CBA   Competence based assessment

DP   Deputy Principal

ERO   Education Review Office

HOD   Head of Department

MNA   Managing National Achievement

MOE   Ministry of Education

NCF   National Curriculum Framework

NCEA   National Certificate of Educational Achievement

NQF   National Qualifications Framework

NZCER   New Zealand Council for Educational Research

NZQA   New Zealand Qualifications Authority

PPTA   Post Primary Teachers' Association

PRT   Provisionally Registered Teacher

SMT   Senior Management Team

TIC   Teacher in Charge

CHAPTER 1: INTRODUCTION

The National Certificate of Educational Achievement (NCEA) is probably the most significant change in secondary education in New Zealand of the last decade. Debate about it has been extensive in the media and amongst school communities (Locke, 2007) and teachers have been the ones responsible for making the policy work in schools (Alison, 2005). Various research studies commissioned by the Ministry of Education (MOE) and the Post Primary Teachers' Association (PPTA) have shown that the NCEA has caused teacher workload to increase significantly, but there have also been some positive aspects to the NCEA reforms such as professional development (PD), sharing of material and clarity of teaching material and assessment (Alison, 2005; Hipkins, 2007; Hipkins, Conner, & Neill, 2005; Hipkins & Neill, 2003; Ingvarson et al., 2005).

The concern of this study is with understanding shifts in the nature of teacher collegiality under the NCEA. This is important to enable teachers and management to best enhance the teacher relationships and conditions to maximise student learning. I explore changes experienced by teachers on such things as sociability and socialisation around the NCEA, professional development and school culture to recognize changes associated with the NCEA and the conditions which enhance teacher collegiality. In this respect the study may be able to inform practice as well as increase our understanding of the impact of assessment reform in secondary schools.

The notion of teacher collegiality is central to many accounts of favourable school culture (Fullan, 2001; Fullan & Hargreaves, 1992; Hargreaves & Fullan, 1998; Kydd, Anderson, & Newton, 2003; Lortie, 1975; Senge, 2000). In collaborative cultures, working relationships are spontaneous, voluntary, progressive and supportive leading to organisations with commitment to common goals. Little (1990, p. 511) when looking at the content of collegiality said " … collegiality is the capacity of teachers' collegial relations to accommodate the intellectual, emotional, and social demands of teaching" so identifying the depth of interpersonal relationships not only the functional requirements of collegiality.

To appreciate the importance of collegiality for teachers and the NCEA related impact on it, I begin this introductory chapter by looking at the development of the NCEA as the assessment framework in secondary schools and the impact that it has had among other policy developments at similar times. The notion of collegiality in schools is then introduced with specific reference to the NCEA. Lastly an outline of the research design is given to clarify the intention of this exploratory study.

1.1 THE NCEA

In the 1980s education in New Zealand went through reforms with the decentralization of educational administration to individual schools, the establishment of the MOE and the New Zealand Qualifications Authority (NZQA). The MOE became responsible for resource allocation and policy management, while NZQA held responsibility for educational services and the development of a framework of national qualifications (Baker, 2001; Wylie, 1999).

The NCEA was introduced in 2002 with a move from the traditional norm referencing to standards based assessment (Alison, 2005; Locke, 2007). Achievement standards are now offered at three levels in secondary schools with each level corresponding to a year grouping i.e. Level 1-Year 11, Level 2-Year 12, Level 3-Year 13. However many schools offer students in Year 10 the opportunity to do Achievement Standards in specific subjects or in part of their year's work. A subject generally offers between 5-9 Achievement Standards in a year level with each having a number of credits allocated. A full year subject can be 24 credits but with the accumulation of 80 credits over a range of subjects, normally 4-6, required to achieve the progression to the next level in the framework, a number of schools recommend that courses offer fewer credits. A subject is generally a mix of internal and external Achievement Standards with at least 50% being external although a few subjects are fully internally assessed. It is also possible to offer a course with all external standards by selecting specific standards from different subjects. An example would be a Year 11 science course constructed of Level 1 Achievement Standards from science, chemistry, physics and biology standards and be fully externally assessed. Student achievement is

compared against prescribed standards gaining 'Not Achieved', 'Achieved' 'Merit' or 'Excellence' for each Achievement Standard. An accumulation of these standards gives a student 'Not Achieved', 'Achieved', 'Merit' or 'Excellence' for their endorsement of learning. The design of the Achievement Standards system allows schools more flexibility to create courses for students offering a range of levels in one subject e.g. Level 1 and 2 standards, or a range of subject areas represented in a year.   Much of the direction of the credits offered, mix of level credits and the balance of internal / external assessment in a course is the responsibility of individual schools.

Consistency with internal Achievement Standards has been a contentious issue (Hipkins, 2007) and is difficult to separate from issues of reliability (Locke, 2007). Moderation is

> …used to obtain consistency between markers and across test situations, whether at school or national level, and from year to year. Thus, we can refer to the moderation of test events on the basis of their level of difficulty, and the moderation of different markers on the basis of the way in which they interpret a set of criteria and the severity or leniency with which they apply them. (Locke, 2007, p. 106)

Internal moderation is reached through school checks on the NCEA related work, Managing National Assessment (MNA) visits by the NZQA as well as school assessment by the Education Review Office (ERO) and the requirement for performance appraisal and attestation by the MOE.   This has created increases in auditing as a result of monitoring the decentralized reform (Scott, Stone, & Dinham, 2001) contributing to the marked increase in teacher workload (Hipkins, 2007).

The PPTA were actively involved in the development of the NCEA but there were some general concerns about the introduction of the framework and the concept of standards based assessment (Baker, 2001). Parents' limited understanding of the process, employers' ability to understand assessment reports, failure of aspects of external moderation, questioning validity of internal moderation and between school consistencies, along with lack of teacher resources, moderated exemplars,

and the additional school administration, have all contributed to the unrest surrounding the topic of NCEA (Alison, 2005; Duff, 2007; Hipkins, 2007; Hipkins, Conner, & Neill, 2005; Peachey, 2005).

The NCEA has been part of a series of reforms that began well before the introduction of the National Qualifications Framework (NQF) from Level 1 to 8. The debate about the concepts of standards based assessment and norm referenced assessment was already in progress when the NCEA implementation began (Hipkins, 2007). Coupling this with the increased transparency of the system, which was aimed to help stakeholders understanding but in fact created some confusion, the whole package of the NCEA has created much attention (Locke, 2007). Schools and teachers became more accountable not only through the NCEA process but also through the Teachers Performance Management Systems.

While there have been concerns with the NCEA from all parties; parents, employers, boards of trustees, principals, teachers and students, there have been favourable impacts too and in Hipkins' (2007) research it was shown that the greater proportion of the population surveyed were supportive of the NCEA. Principals and teachers were the groups surveyed that are most influenced with working with the assessment framework. Their responses suggested that there have been both favourable and negative impacts on teachers' collegiality depending on changes to workload, PD and collaborative work (Alison, 2005; Boyd, 2005; Hipkins, 2007; Hipkins, Conner, & Neill, 2005; Hipkins & Neill, 2003). To understand this likely impact of the NCEA on teachers' collegiality in schools it is important to appreciate the role that collegiality has in school culture in more general terms.

1.2 COLLEGIALITY IN SECONDARY SCHOOLS

Collegiality is thought to be an important element for effective teaching in school, encouraging enthusiasm for teaching (Wylie, 1999) and the development of quality relationships (Nias, Southworth, & Yeomans, 1989; Senge, 2000). Johnson (2003), found that collaboration improved how teachers felt about themselves although it was recognised that it was potentially damaging for others. Collaborative teacher work has also sometimes been thought to have a positive influence on student learning (Hargreaves, 1997; Lee & Smith, 1996). This

perhaps is a fundamental reason for pursuing collegiality in schools. When looking at gains in achievement for early secondary school students in a large school study, Lee and Smith found schools that exhibited cooperation among teachers were more effective and equitable. They also concluded that the teachers' collective responsibility for student learning improved effectiveness of learning. These findings were supported by Goddard, Hoy and Hoy (2000) in their study of teacher efficacy in reading and mathematics. Collective efficacy positively associated with improved student achievement in these subject areas.

However number of writers also recognise that teacher collegiality is fragile. Concerns about a range of organisational issues have arisen due to collaboration being used as a solution to manage new initiatives according to policy rather than a stimulus to develop new initiatives in schools. Questions have arisen regarding the use of collegial groups purely as a means of getting work done due to an increased workload or a way to manage economical directives (Reay, 1998; Smyth, 1991). In these and other cases where collegial groups are working to strong guidelines or directives, they are being controlled and are not the holders of shared power with the associated creative direction. Another reason for the fragile nature of collegiality is when balkanization occurs, where strong loyalties within a small collegial group move away from the school wide direction, creating conflict among participants (Fullan & Hargreaves, 1992). These and any other processes of conflict and resolution are components of a collegial community providing the result is organisational learning remaining professional and the process does not become dysfunctional (Achinstein, 2002).

Some of these concerns with teacher collegiality and collaboration were likely to be present in secondary schools managing the NCEA and have become evident in this small scale study. Coping with the workload of the NCEA has been a common concern for a number of teachers (Alison, 2005; Hipkins, 2007; Hipkins, Conner, & Neill, 2005; Hipkins & Neill, 2003; Peachey, 2005) possibly creating the need for collaboration purely to manage the work load. It could also be a result of the greater transparency in the assessment process with teachers' colleagues taking up moderation roles particularly with the internal assessment. These situations with increased collegial contact may in turn put pressure on management / teacher power relationships and professional contact. Socialisation

of teachers too, could also have been negatively influenced by the workload experienced as a result of the assessment framework or possibly teachers have blended social interaction with professional contact.

The NCEA may have also had some positive impacts on teacher collegiality. Existing research points to increased networking between teachers in different schools, increased understanding, sharing and professional learning through a range of the NCEA related activities such as moderation, planning, sharing material and informal discussion in the early years of the assessment (Alison, 2005; Hipkins, Conner, & Neill, 2005; Hipkins & Neill, 2003). In the most recent survey Hipkins (2007) pointed out the perception of improved teacher collegiality amongst other factors was also influenced by the degree of favorability the participants felt about the NCEA generally. From the data collected in this research and the comparison with Hipkins' latest report, it will be the importance that teachers place on collegiality in the teaching of the NCEA and the situation as it is now six years on since the introduction of the assessment framework that will provide the most interesting insight to the impact of the NCEA on teacher collegiality.

1.3 RESEARCHING THE IMPACT OF THE NCEA ON TEACHER COLLEGIALITY

While there has been significant work on teacher collegiality in primary or elementary schools, for example Cousins, Ross and Maynes (1994), Jarzabkowski (2001), Little (1982; 1990), Nias, Southworth and Yeomans (1989), Rosenholtz (1989) and Zahorik (1987), there has been more limited research in secondary schools, especially in New Zealand. Research on the NCEA is also relatively sparse as it has only been the assessment model in New Zealand since 2002. Now six years on with initial teacher learning, planning and introduction experienced, it is important to look at the impact of the NCEA on teacher collegiality given the importance of collegiality in schools.

The key aim of this thesis is to explore the impact of the NCEA on teacher collegiality. Teachers have worked professionally to respond to the new assessment framework (Alison, 2005; Patience, 2007) and have generally been committed to making it work although there have been concerns about its impact

on their professional lives (Alison). Hipkins, Conner and Neill (2005) and Hipkins and Neill (2003) have researched the impact of the NCEA on secondary teachers generally, and Alison has reported on teachers' views of the NCEA. Hipkins (2007) completed the most recent research looking at the impact five years on. However the impact of the NCEA on teacher collegiality and the culture of supportive working relationships in schools has not attracted much specific research attention.

Teachers spend a significant period of time involved with the administration of NCEA. Principal's nominee (the person in the school that holds responsibility for communicating with the NZQA on assessment and quality management) have an increase in entries for each student, possibly up to 30 Achievement Standards as opposed to 5-6 entries for the previous norm referenced subjects at each year level, results reports sent to the NZQA throughout the year, all checked then confirmed at least once per year by teachers, heads of department (HODs), principal's nominees and students, along with the writing, modifying, marking, student acceptance of grades, reassessment opportunities and moderation processes for each Achievement Standard. Teachers feel constantly under pressure to provide quality classroom learning for their students as a result of reduced student focussed preparation time (Hipkins & Neill, 2003). With this pressure, their collegial communication may be reduced or frustrated and therefore they may not gain as much from it; it may even be that teacher communication becomes counter productive as a result of stress.

At the same time while the NCEA could have created pressure on some staff and their relationships, it has led to valuable collegial interaction which can be present at times when departments meet, collegial assessment marking, writing or modification of assessment tasks, internal moderation and regional subject meetings (Hipkins, Conner, & Neill, 2005; Hipkins & Neill, 2003). As to whether this interaction is truly collegial or contrived, will be valuable to know. It may be considered likely then that the NCEA has impacted both positively and negatively on teacher collegiality. This study focuses on the teacher perspective so a greater understanding can be developed.

The research questions guiding the study are:

- What were the features and patterns of teacher collegiality in secondary schools before the introduction of the NCEA?

- What impact has the NCEA or aspects of it, had on teacher collegiality?

- How can teacher collegiality be best supported under the NCEA?

The research is qualitative and interpretive to understand the teachers' interpretations and perspectives of working with the NCEA. The work is in the tradition of looking at the sociological impact of educational policy, in this case the impact of assessment policy on teachers' relationships within schools to understand the social context of the impact of the NCEA on teachers' collegiality.

A case study methodology has been used to get an in-depth appreciation of the similarities and differences between individuals or schools and the degree of impact. By using semi structured interviews I wanted to gain an understanding of teachers' collegial activities, the complexity of these relationships in practice and the value they placed in them from a practical point of view.

I chose four schools with a range in size, decile ratings, single sex, co-educational, integrated and state. Three teachers in each were interviewed; one principal's nominee, head of department (HOD) and assistant teacher of the NCEA.

I have a personal interest in the impact of the NCEA on teacher collegiality. As an experienced teacher and HOD I have helped oversee the introduction of the NCEA in my department and school. My experience of the NCEA has been both positive and negative. As an assessment framework it has better served the needs of many secondary students but there are significant work pressures for teachers. As well as this first hand view of the requirements and realities of the NCEA in schools, I have more recently taken on the role as Assistant Principal, being responsible for teacher welfare, professional standards and professional development as key areas. This role has impressed on me the importance of teacher relations, teacher collegiality and a positive school culture. From my experience I have felt the pressure created by the NCEA as a middle manager and noted the influence that this assessment framework has had on teachers from a management perspective with both the challenge of staff relationships through

high workload and stress, and the necessity of collaboration to understand the requirements and manage the workload.

This chapter has introduced the main direction and scope of the topic. The importance of this thesis as an opportunity to look at both the nature of teacher collegiality in secondary schools and to explore shifts in the nature of teacher collegiality under the NCEA has been acknowledged. With international literature on the way education reform is impacting on teachers, intensifying their work, this study aims to illustrate the extent to which this has become a problem in New Zealand under the NCEA. The rest of the thesis proceeds as follows:

In chapter 2, I review the importance of teacher collegiality in schools from the perspective of teacher / teacher and teacher / manager relationships and research highlighting the frail nature collegial relationships can take. I then turn to recent studies of the NCEA and how they can contribute to an understanding of the impact of the NCEA on teachers. Chapter 3 looks at the methodology of the research. The research data is presented in chapter 4 with the data given both within case study schools and across schools in order to clarify key trends and views expressed by the participants. Chapter 5 returns to the three research questions in the light of the research data. Conclusions are drawn and suggestions for future research are offered in chapter 6.

CHAPTER 2: A REVIEW OF RELEVANT LITERATURE

There are two main types of literature relevant to the question of the impact of the NCEA on teacher collegiality in secondary schools - that on collegiality and collaboration, with these terms used interchangeably in much of the relevant literature, and that on the impact of the NCEA as a school reform.

This literature review chapter will link these two key areas and provide the background for research into the impact of the NCEA on teacher collegiality.

2.1 TEACHER COLLEGIALITY AND ITS PLACE IN SCHOOLS

Collegiality impacts on a range of aspects of school life. Stoll (1998) says

> Collegiality merits further discussion because of the attention paid to it in the school improvement literature. This much used but complex concept involves: mutual sharing and assistance; an orientation towards the school as a whole; and is spontaneous, voluntary, development-orientated, unscheduled, and unpredictable. (p. 10)

The place collegiality has in teachers lives and the link between personal and professional relationships is relevant here as is how teacher collegiality contributes to the culture of schools (and vice versa). I begin though by considering education reform, work place organisation and how change may happen with teachers' learning by using what has been identified as superficial through to deep practice collegial activities.

2.1.1 Change, Reform and Collegiality

Change and reform in education impacts significantly on teachers as they are the ones at the chalk face adopting and implementing the change (Alison, 2005). Change in education has been part of what some see as marked change in communities set in place by economic globalisation (Locke, 2007). Bruner (1986) commented that human culture had gone through considerable change since the mid 1970s, moving from a structured set of rules to fit situations to

more flexible behaviours for varying situations. The degree of change in educational fields in New Zealand since the mid 1980s has been frequently noted (Baker, 2001; Locke; Peachey, 2005; Wylie, 1999). A number of these changes in schools have resulted from a move towards more of a business model in education according to Professor Michael Field (Gerritsen, 2006). It has been noted in the United Kingdom that parents are consumers, local market competition is driving school roles and "business practices such as target setting and performance monitoring, now play a key role in regulating schools" (Gewirtz, 2001). Fergusson (2000) also considered that competition, choice and performance indicators are underlying features of educational policy. This can be said of the New Zealand system with decentralised school management, increased school marketing, educational monitoring of targets through the MOE and the NZQA and performance monitoring of teachers.

The management of this change has been significant in New Zealand schools (Peachey, 2005).

> They [schools] have not been helped by poor change management by the government agencies, nor by under-resourcing in terms of funding, materials and time. The lack of robustness in the systems which are required to provide quality assurance for the new qualification, such as the delivery of consistently high quality external assessments and effective external moderation systems has also been problematic for them. (Alison, 2005, p. 157)

Fullan (2001) and Fullan and Hargreaves (1992; 1998) have discussed at length the impact of educational reform on school culture. Relevant to teachers of the NCEA and their ability to manage the change they have experienced since the beginning of 2002, Fullan (p. 84) argued that "new meanings, new behaviours, new skills, and new beliefs depend significantly on whether teachers are working as isolated individuals or are exchanging ideas, support, and positive feelings about their work". The increased collegial interaction and reduction of isolation has perhaps been the reason that teachers have coped with the change as they have and remained positive overall as shown in Hipkins' 2007 research.

Change must be organised to give support and provide conditions to motivate those who are part of the change (Fullan, 2001). Breaking down the barriers for change and the social interactive elements when looking at cooperative thinking, change and school culture has been highlighted in the work of Senge (2000). Senge has talked about the social nature of teachers, drawing energy from each other, solving complex educational issues cooperatively because of the difficulty of them being dealt with by just one person, and the fact that "shared visions have a way of spreading through personal contact" (p.72). All of this indicates the importance of personal relationships when looking at teacher collegiality.

The importance of teacher collegiality and collaboration in schools has been recognised by a number of researchers. Lortie first discussed issues of teacher isolation and presented views on the significance of interaction with colleagues in 1975. Since that time there have been important developments on the topic of collegiality and collaboration with contradictory ideas being presented. These discussions have served to highlight the complexity of this topic.

Managing teachers through change requires an understanding of the complexities of teacher collaboration and collegiality. This is raised by Kydd et al (2003, p. 1), in the statement "Managing people and teams is not the same as managing any other resource. Managing people involves recognising and dealing with the range of human nature, life choices and, importantly, feelings and emotions". With change bringing different emotions in different people it is important that schools manage this effectively. It may be that teacher collegiality plays an important role in this as it has perhaps done in the NCEA implementation.

2.1.2 Workplace Organisation

The organisation of the work place has been shown to have impact on the maintenance and development of collegial relationships. While Jarzabkowski (2001) has suggested improved collegial nature of teaching in recent times as a result of accepted school based management and collaborative work to develop educational goals, Senge has suggested that "teaching is one of the most isolated professions around. If you are a teacher the bulk of your time is spent separated from your colleagues and peers" (2000, p. 302). Teaching in isolation may be the

case with time spent in the classroom but collegial exchange has been shown to occur with those working at the same grade level or curriculum department, with proximity and availability contributing in smaller proportions (Hipkins, Conner, & Neill, 2005; Zahorik, 1987). The interaction between teachers about their teaching and student learning in curriculum areas has increased despite most time spent with students in classrooms being still an isolated activity. The physical organisation of a school with proximity of classrooms increases the opportunity for interaction also. Zahorik's study in an elementary school found that teachers on average spent 41 minutes discussing educational matters 20 minutes discussing other social matters and gave help to other teachers approximately 10 times per week while seeing that they only receive help approximately 8 times per week. It is important to note however that the value of the contact may be of more importance than frequency as commitment to collegiality may erode if it is perceived as being worthless (Little, 1982).

2.1.3 Types of Collegial Activities Valued by Teachers.

It is important to consider the most useful types of collegial interaction from the perspective of teachers. A number of studies suggest that collaboration can range from the superficial to that which is deeper and educationally stronger (Cousins, Ross, & Maynes, 1994; Little, 1982; Little, 1990). For instance sharing material may be seen as a superficial or functional task rather than one that develops a teacher's values or beliefs. In Cousin et al's study on teachers joint work on the implementation of school priorities, a depth of collaboration continuum was created with four 'implementation processes' given alongside 'knowledge use by implementors' (see fig.1). The information exchange activities are noted as instrumental through to joint implementation as deep or affective knowledge. The joint implementation, the deepest form of collaboration was found to be infrequent in the study.

New Zealand studies have shown that only small groups of teachers in the schools work at the joint implementation level largely due to time constraints, minimising the deeper collaboration activities (Hipkins & Hodgen, 2004). There are likely to be similar questions for the NCEA regarding the influence of time on workload and teacher relationships with colleagues although with the initial period of

change in policy over there may be a new perception and acceptance of joint implementation activities.

Depth of Collaboration Continuum
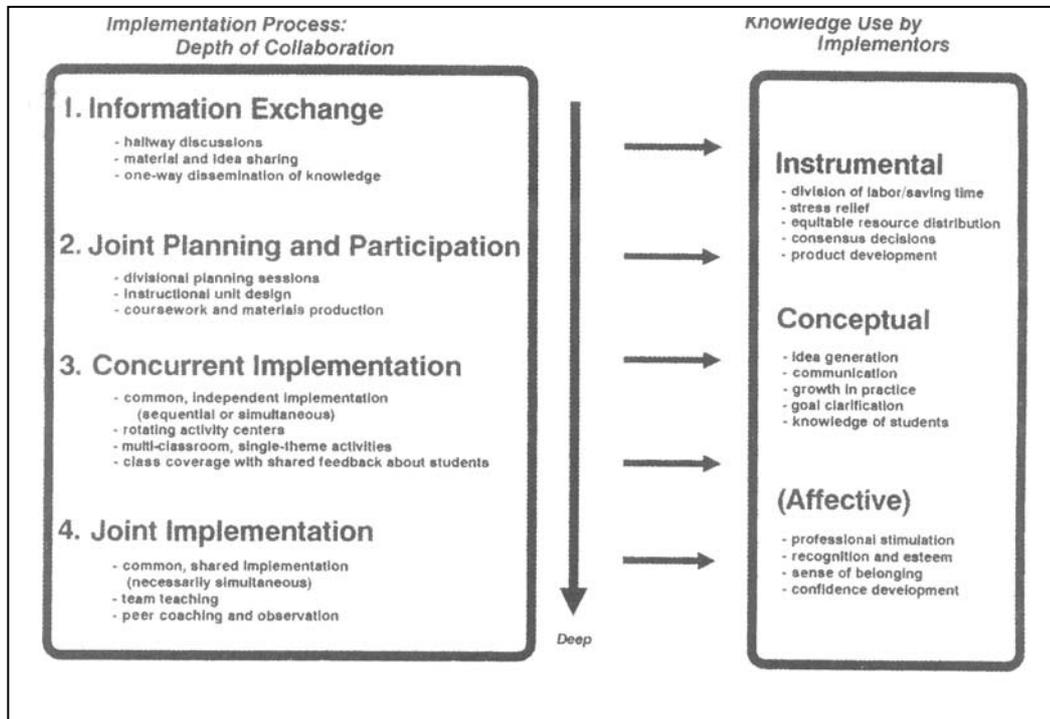
Fig 1: "The nature and consequences of joint work: depth of collaboration and knowledge use." (Cousins, Ross, & Maynes, 1994, p. 450)

In contrast Stevenson (2004) has attributed greater value to informal collaboration, which fits into the information stage of the depth of collaboration continuum. Stevenson's research on informal collaboration relating to technology found that teachers did value informal collaboration, finding it more valuable than planned professional development and more readily available. They suggested that grade level colleagues offered most support, with findings supported by Zahorik (1987) and Hipkins and Hodgen (2005). The spontaneous nature of the interaction was not often seen by the teachers as being work related conversation or being separated from their normal daily conversation. This was something that was common in their school, a sign that their school was collegial with teacher talk more continual (Little, 1982). Groups must question however whether their collaboration was 'comfortable' as described by Fullan and Hargreaves (1992) where sharing is advice-giving or 'trick trading' without reflexive practice.

2.1.4 Links between Personal and Professional Relationships

The importance of personal relationships in teacher collegiality is recognized by Fullan (2001, p. 84) who argues that "collegiality, open communication, trust, support and help, learning on the job, getting results, job satisfaction and morale are closely interrelated". This suggests that interpersonal rapport is a framework that holds the curriculum focus in a school together. Kydd et al (2003) suggest that interpersonal relationships including teamwork, cooperative working, consultation, interdependence and support between colleagues overlaps with teacher collegiality. It is perhaps due to the passion that teachers have for their professional skill, colleagues, pupils and school structure (Nias, 1996) that strong personal relationships are forged, strengthening teacher collegiality. Jarzabkowski (2001) has emphasized the social benefits of collaboration and suggests that the importance of positive personal relationship between colleagues has not been appreciated enough historically. Increased frequency in social or informal interaction leads to an increased likelihood that the conversation could move to educational issues encouraging collegial discussion of a professional nature (Kydd, Anderson, & Newton; Quinlan & Akerlind, 2000). Interpersonal familiarity can also make a teacher feel more at ease professionally and confident in expressing their ideas (Nias, Southworth, & Yeomans, 1989).

While interpersonal relationships made with colleagues are important in the communal life of a school, it is equally important that these strengthen professional relationships not hinder them. The compromising of professional relationships due to personal relationships is discussed in more depth under the fragile nature of teacher collegiality, but there are cases when colleagues do not stand up for their views for fear of jeopardising a friendship (Zembylas & Bulmahn Barker, 2007). If teacher collegiality refers to the work related output of workplace and interpersonal relationships as suggested by Kydd, Anderson and Newton (2003) the smooth effective management of teachers to support interpersonal relationships in schools is likely to impact positively on professional relationships.

The emotional responses to change are relevant for teachers. Collegiality and relationships with colleagues have been shown to help teachers understand,

change practices and make their own reality of the changes (Zembylas & Bulmahn Barker, 2007). Teachers need to understand that emotions differ and are fundamental to coping with change, with greater emotional intelligence needed to manage the process (Hargreaves, 1997). More emotion makes thinking more intelligent and thinking about emotions becomes more intelligent when experiencing change (Arnold, 2005). Emotional responses and interpersonal relationships can therefore all be linked to change, reform and teacher collegiality impacting on schools.

2.1.5 School Culture and Collegiality

Norms of collegiality have a symbiotic relationship with school culture. "Collegial practices in schools are therefore activities in which culture is being developed. Culture evolves in a particular way when teachers spend time working together" (Jarzabkowski, 2001, p. 3). A school culture that is supportive of innovation and sound interpersonal values will encourage growth in trust and collegiality. Strong collegial relationships founded on support and trust will in turn strengthen the school culture that supports collegiality (Fullan, 2001; Kydd, Anderson, & Newton, 2003).

While true collegial interaction is said to be spontaneous (Stoll, 1998), the development of shared norms of teacher collegiality are not spontaneous but instead emerge out of mutual respect. As teachers are not used to working together especially with deep change activities (Boyd, 2005; Cousins, Ross, & Maynes, 1994; Hipkins, Conner, & Neill, 2005; Ingvarson et al., 2005), the development of shared norms are important. They are support for groups working together developing new ideas, perspectives and building knowledge (Rosenholtz, 1989). There are however a number of concerns about the development and practice of teacher collegiality that are discussed more fully under the fragile nature of collegiality. Sharing norms of collegiality does not mean that teachers should lose individuality, creativity, passion and initiative (Little, 1990). The practice of individualism must be addressed while respecting teachers have their own views, development and strengths (Fullan & Hargreaves, 1992).

The motivation of teachers to cope with the complex, demanding approach to teaching is a concern. Using collaboration and developing collegiality to stimulate teachers may reduce associated stress, burnout and lowering of classroom effectiveness (Firestone & Pennell, 1993). Perhaps most importantly collegial interaction should be seen as a stimulus not a solution to a collaborative culture. If it is seen as a solution, the collaboration could become contrived, as discussed under the fragility of teacher collegiality (Fullan & Hargreaves, 1992) and the spontaneity, creativity and trust identified by Stoll (1998) may be lost.

2.2 THE FRAGILITY OF TEACHER COLLEGIALITY

It is reasonable to argue that teacher collegiality has an important place in their professional lives, whether it is their contribution to the school wide culture or interaction with colleagues. Fostering teacher collegiality in schools is an issue that school leaders must consider. However, it is unlikely teacher collegiality holds all the answers to changing school cultures or policies. As indicated previously collegiality can be fragile.

From a micro political perspective Achinstein (2002) found that collaboration and consensus, community building features, create conflict rather than prevent it in some cases. The management of this conflict was however the deciding factor of whether the conflict was used to generate positive change. If consensus through collaboration is the goal, conflict or differing views are likely to occur. Conflict is seen as productive when communities work through their differences resulting in "… contrasting potentials for organisational learning and change" (p. 450) with such differences not being seen as unprofessional or dysfunctional.

Avoiding conflict as a result of strong friendships can also influence change. Teacher collegiality that is based on friendship and politeness may compete with change so friendships are not compromised (Zembylas & Bulmahn Barker, 2007), and this avoidance may not address the issues as found by Achinstein (2002). With Zembylas and Bulmahn Barker's view that success of collaborative reform is based on teacher relationships, the frail balance of relationships in collaborative efforts assumes greater significance.

Little (1982) comments that communication that is teacher / student / learning focussed rather than social is required for professional learning and development. However while professional development and learning for teachers may be what is sought, more general social interaction encourages the personal safety to allow learning and sharing to occur (Jarzabkowski, 2001; Nias, 1996; Park, Oliver, Johnson, Graham, & Oppong, 2007; Quinlan & Akerlind, 2000; Senge, 2000). When there is less time spent developing social relationships, minimizing opportunities to develop personal trust, social relationships become more formalised, possibly contrived (Troman, 2000).

The concept of teacher collegiality being used in a contrived manner is relevant in the school setting. When power issues are not addressed, or collaboration is used as a means for getting a job done, the collaboration may become controlled or regulated (Reay, 1998; Smyth, 1991). Controlled collaboration may be a means for instigating collaborative groups but unless the experience becomes meaningful to the teachers involved, deep, lasting change will not take place (Fullan & Hargreaves, 1992) and true teacher collegiality will not be supported.

Balkanisation is a concern particularly in secondary schools when ties become strong and loyalties are associated with the group, possibly the subject department, not the school norms (Fullan & Hargreaves, 1992). With the organisation of departments in secondary schools and associated marketisation issues of student numbers in schools, choice of subject options, achievement and perceived subject value, balkanisation, while strengthening ties within a school group, can erode the wider culture of the school and impact on overall collegiality.

Little (1990) questioned whether collaboration gives creative development and well informed choices or the common ground between the group members. Achinstein (2002) refers to a danger of collaboration allowing group decisions to be made without questioning. Whether a decision is made reducing creativity or is the misuse of power to disallow discussion or dissent, the positive attributes of collaboration are not being encouraged.

While relationships have been identified as a positive feature of teacher collegiality, relationships with colleagues and management in schools have been identified as a source of stress for teachers (Troman, 2000). Teachers often feel that management want teachers to work as a team and contribute to collective work without the opportunity to contribute to decision making (Reay, 1998). As Reay recognises, rapid responses are sometimes needed and there are times that teachers do not have all the background information to make informed decisions (personal communication with principal). This does present concerns that teacher collegiality may result in a form of manipulation and a means to reduce resistance to damaging reform (Reay, 1998; Smyth, 1991).

In a recent Australian study conducted in two secondary and two primary schools it was found that teachers generally felt better about themselves and their work as a result of collaboration (Johnson, 2003). The collaborative activities were suggested to support efficiency and productivity and morale was recognised positively by 90% of the teachers resulting in reduced absenteeism and stress. The teachers found positive results through planning and discussion, feeling more motivated and supported with professional learning. However the study also showed there were teachers who thought that workload had increased, professional autonomy had been diminished and power struggles between groups in their school had resulted from collaborative activities. There were some teachers who felt threatened, but recognised that adaptation of thinking to continually question and reflect was required for this critical collaboration. Workload was increased in the view of 40% of the participants due to an increased number of meetings, discussion and planning tasks. "The reality seems to be that many teachers find that changing their work practices leads, at least initially, to an intensification of their workloads" (p.346). Loss of autonomy with pressure to conform to the team, and feeling that the collaboration was a management strategy, contributed to the negative impact. Factionism and balkanisation was an outcome in some of the schools. Johnson while recognising the positive outcomes of teacher collegial practices concluded that collaboration was complex and damaging for a minority of teachers recognising the fragility of collaboration.

The findings in Johnson's (2003) study may relate to findings on the impact of the NCEA on teachers. Some of the Australian teachers felt there was an increase in workload from collaboration which may be related to the perceived workload by teachers of the NCEA (Ingvarson et al., 2005) as collaborative efforts create less flexibility of their own time. Johnson goes on to say once the changes are fully installed the claims in workload efficiencies may be substantiated just as they may be with the initial introductory phase of the NCEA having recently concluded.

It is clear that the fragility of teacher collegiality and collaboration does provide potential issues for teachers and management in schools. The balance of the positive and negative outcomes may challenge teachers however collegiality can be fostered and encouraged in schools. Collegiality can also be colonised by policy. Smyth (1991, p. 325) suggested that "…in this era of increased centralism we need to be very sensitive to external forces that would institutionalise collegiality and use it to serve their own ends, not those of teachers and students". Understanding the delicate nature of collegial relationships emphasises the influence of personal relationships (Toremen & Karakufi, 2007) and the need for empathetic management by school leaders.

2.3 WAYS TEACHER COLLEGIALITY CAN BE FOSTERED

Teacher collegiality and collaboration is not a given, it can be fostered (or reduced) in schools. One way it can be fostered is through professional development and this in turn benefits from teacher collegiality. The link between professional development and collegiality is explained by Park et al (2007).

> Ultimately, the core recommendation from this research is that schools need to encourage groups of teachers to come together for and/or around professional development. Through teacher groups, whether organised for teacher learning, teacher support, both or something other, teachers share experiences, ideas, or curriculum materials. As a result, opportunities for developing collaborative networks and interactions among teachers grow and entwine with the purposes of the school. (p. 377)

Teacher collegiality through working together is thought to develop an understanding of the social rules and acts as a vehicle for professional development (Park et al, 2007). Teachers are able to learn new ideas and approaches from colleagues through team teaching or conversation. The regularity and openness of the invitation to interact professionally is also thought to influence the impact of developments (Quinlan & Akerlind, 2000). Planning and problem solving with colleagues is seen to be a contributing aspect to teacher effectiveness (Darling-Hammond, 2000).

School leadership is another key element in the mix of collegiality among teachers. Leaders have a significant role creating collaborative cultures that build better work environments giving greater teacher satisfaction, student achievement and willingness to change (Fullan & Hargreaves, 1992). Leaders may be put in conflicting situations where collaborative relationships of staff are the result of government policy or budgetary requirements (Reay, 1998), but they have the responsibility to adhere to these requirements. They must consequently manage change effectively by creating organised support and stimulating conditions (Fullan, 2001). Kydd et al (2003) presented two case studies, one where the leader had strong collegial relationships through varied communication, both personal and school related. Teachers appreciated the ease with which professional discussions took place, the sharing of ideas and the sense that the leader seemed to know them as a person as well as in a professional role. Alternatively the school where the leader had little informal contact the teachers missed the opportunity for non professional talk to grow into work related topics. The morale in this work place was low as was teacher motivation.

Finally school culture can impact on collegiality. The leaders role is central to school culture but it is also shaped by the school history, context, students, staff and community contributing to the culture (Stoll, 1998). These cultures can be fostered through the values, approach to problem solving, sense of team responsibility, goal setting and collegiality which in turn creates a school that values professional learning and development (Kydd, Anderson, & Newton, 2003). Collaborative cultures can also provide emotional safety nets (Hargreaves & Fullan, 1998), something isolated teachers or non collaborative workplaces do

not experience. There is a greater sense of support or low risk in a collaborative environment (Boyd, 2005) enabling teachers to better cope with change and be willing to adopt the new measures. Part of the complexity of this topic is that there is not one recipe to manage change within a school culture. Leadership, collegiality and change need to be personalised for each circumstance as education is not the same in all situations (Senge, 2000).

2.4 THE NCEA AND TEACHER COLLEGIALITY

Research on the NCEA is of course more specific to the New Zealand context. The NCEA's distinctiveness is noted by Terry Locke (2007):

> In New Zealand, with the development of the National Qualifications Framework (NQF), the concept of a syllabus was abandoned, a pure system of competence-based assessment (CBA) adopted, norm referencing demonised and done away with, and post-compulsory learning reduced to a multiplicity of discrete standards, each with its own number of credits, that could be packaged in an infinite number of ways for client consumption.
> (p. xx)

The NCEA has been a controversial change to the education assessment process in New Zealand (Peachey, 2005) and there has been much debate about the implementation and management of it (Hipkins, 2007). Alison (2005) referred to it as a major reform in secondary education with Hipkins pointing out that it was part of ambitious reform over the last ten years. The changes to the National Qualifications Framework (NQF) came simultaneously with the National Curriculum Framework (NCF), a possible reason for secondary school teachers scepticism about the reforms (Thrupp, Harold, Mansell, & Hawkesworth, 2000), and this not long after the decentralization of education administration. PPTA has always supported the change although they held robust discussion with the MOE and the NZQA regarding the assessment model (Baker, 2001) and have continued to do so since the inception (Duff, 2007; Graves, 2007). ERO has also been seen as offering support according to Wylie (1999) although Thrupp et al (2000) found no clear pattern among schools with this view.

On the whole teachers are supportive of the NCEA (Alison, 2005; Hipkins, 2007; Hipkins, Conner, & Neill, 2005; Ingvarson et al., 2005) however a number of New Zealand schools are not and have chosen to follow overseas examination based assessments for example Cambridge and International Baccalaureate for their senior students in one or more of students' senior years at secondary school (Education Counts, 2006). The schools opting for the alternative qualifications or parts of them in specific year levels include the reasoning that they are internationally recognised qualifications and they have been concerned with the validity of the standards based assessment (Maxim Institute, n.d).

This thesis is less concerned with the pros and cons of NCEA as an assessment system and the associated debate about standards based or norm referenced assessment. However research indicates many impacts on teachers, which may in turn have changed the way they socialise and work collegially.

Recent research has identified many relevant features of the NCEA in relation to teachers although the work is more on teaching practices relating to workload, assessment procedures, and professional development (Alison, 2005; Boyd, 2005; Hipkins, 2007; Hipkins, Conner, & Neill, 2005; Hipkins & Neill, 2003) rather than any direct research on the impact of the NCEA on teacher collegiality. Nevertheless the research makes it clear that the NCEA is likely to have affected the conditions of teachers' work in ways which has in turn impacted on collegiality. Below I consider six key studies, each of which indicates the impact of the NCEA relating to teachers.

"Shifting Balances. The Impact of Level 1 NCEA on the Teaching of Mathematics and Science" (Hipkins & Neill, 2003) was the first significant report looking at the assessment reform in schools. It was a small scale investigation with 18 case study schools chosen to be reflective of a wide range of school types and teachers were chosen because of their experience and positive approach to the implementation of the NCEA. The influence of experienced teachers with a positive view of the NCEA could have skewed the range in ideas given in this study however considering this there is a balance of feedback given regarding teacher collegiality, professional development and workload in the report. While

the teachers as a whole were positive about the NCEA they did identify that there had been hidden costs. They were willing to agree that their schools were coping with the implementation but were more reluctant to confirm that they were coping personally. Some felt that there was considerable pressure to make changes in their teaching but it was noted that the NCEA implementation had led to positive changes in their teaching. It seemed that department teams were developing the need to resolve decisions about the implementation process although the author did question whether working together in these teams had helped teachers deal with tension and address changes in pedagogy. Despite the conflict it did seem there was greater clarity in assessment tasks, instructions to students, what and how to teach. Marking and moderation models were discussed with variations from schools being identified from individual to team groups. Professional development and moderation were identified as means to develop collaborative teacher learning. One teacher did consider that the changes in teaching were reflective of the complexity of change in schools generally and not just as a result of the NCEA.

A second study, "The National Survey of Secondary Schools 2003" was carried out by Hipkins and Hodgen (2004) and was the first secondary school study carried out since the onset of Tomorrows Schools. While this research was focussed on education generally there were judgements made that related directly to the NCEA. The research covered a wide range of issues relevant in the secondary sector from funding, property, managerial support, school board composition, community involvement, policies, roll changes and ICT, and there were a number of sections relevant to my topic relating to staffing , workload and teacher morale. The sharing among teachers was commented on with the exchange of ideas, teaching and assessment resources, and lesson plans. Teachers did not however partake in the observation of each others teaching as a means of sharing. Workload was expressed as a concern with the NCEA; administration and paperwork being major contributors. A great deal of professional development occurred as part of the NCEA initiative with all teachers in the country involved in 'jumbo days'. Teachers found their peers to be the most useful source of ideas and advice and they noted the school wide professional development offered them valuable opportunities to share and interact with their

colleagues. Other aspects of professional development were identified as giving the potential for change in sharing were analysis of data, setting targets and setting goals, three practices not happening at the time. The study showed that there was a link between non-NCEA related professional development and perceptions of success in the implementation of the NCEA. Teachers who had taken part in school wide professional learning focusing on their own practice were more likely to feel they were coping with the NCEA development. Most importantly teachers' morale was lower overall. Teachers involved in collegial sharing and decision making were much more likely to have a higher morale than those who did not and those who perceived the implementation of the NCEA to be successful were more likely to have a higher morale. Interestingly teachers felt they were listened to but did not see that they had an active role in decision making in their schools.

"Shifting Balances 2. The Impact of the NCEA Implementation on the Teaching of Geography and Home Economics" (Hipkins, Conner, & Neill, 2005) is a third relevant study. This research identifies and describes changes to the teaching of home economics and geography building on "Shifting Balances 1" (Hipkins & Neill, 2003). The study describes the extent of the changes related to teaching priorities and professional development as well as changes resulting from the NCEA. As with the first study, this was a small scale, qualitative case study with additional individual interviews included to provide rich contextual information. The sample aimed to give a variation of schools but the final sample was not representative of the range of New Zealand schools. The geography schools were all high decile; all home economics teachers were experienced, being HODs. As with previous studies issues of workload were discussed. Teachers felt there were high stakes in the NCEA and they felt responsible for their students to do well. There was also a concern that senior staff did not have a real understanding of the amount of work involved in the NCEA process, development of resources or assessment. Collegial sharing was a focus of this study with the teachers appreciating the opportunity to work together partly to reduce the workload or not having to 'reinvent the wheel' but also being able to share with others more understanding of their subject requirements than with colleagues in their own schools. The balance of collaborating together with practical constraints was an

issue for the teachers. Some of the increased workload was the result of unavailability of suitable exemplars however this perhaps encouraged teachers to build strong network ties resulting in increased sharing and affirming responses from colleagues. The significance of professional learning through collaboration and sharing was identified in this research. While individual teachers helped others with understanding it also extended their own understanding and knowledge.

A fourth report, "Teachers Talk About NCEA" (Alison, 2005) is a PPTA report which focuses on teachers' views as the ones experiencing extreme challenges in intellectual and emotional change, and resourcing of material. Focus groups were set up to look at future directions for the senior secondary school generally but the expectation was that the NCEA would be part of the discussion. The recommendations highlighted the NCEA process and management with a small proportion of collegial interaction relating to professional development and workload. The need for urgent reviews regarding external assessment processes, the management process of the NZQA and the MOE, and student motivation were identified. Issues of credit values, adequate resourcing for professional development, effective school level management of internal assessment, teacher workload and external moderation were also noted. While the framework allows for flexibility and innovation there were concerns that schools were introducing wider options to cater for student needs contributing to the complexity and teacher workload which was already extensive from the implementation process. It was not clear at the time if the increased workload was going to be short or long term, once the introduction period had ended but teachers talked of the multiplicity of factors such as developing courses, moderating, assessment and management of results as a few of the issues. Teachers felt that the increases in the NCEA workload had a negative impact on pastoral care and co-curricular time, and on professional and social interaction between colleagues. Professional development was requested by teachers as they saw they needed on going professional development and continuing opportunities to talk with colleagues from other schools to develop knowledge and create informal networks. Many noted that taking a moderation role had increased their professional learning.

A fifth study addressed the issue of teachers' workload. The "Report of Secondary Teacher Workload Study" (Ingvarson et al., 2005) looked at the hours worked, the work performed and the manageability of it. This was a comprehensive survey of all secondary schools in New Zealand with case studies of six schools providing a cross sectional representation. While this was not purely about the NCEA, the NCEA was one feature of the research as the NCEA had been shown in earlier studies to increase teachers' workload over recent years. Most importantly, this study differentiated between hours worked and manageability of perceived workload. It was found that manageability of workload related more to stress and work satisfaction than actual hours worked. The study also looked at work / life balance, the impact of workload on quality of teaching and teachers getting to know their students. It was concerning to note that 66% of teachers did not feel they had the time to provide professional support to their colleagues which would directly impact on teacher collegiality. There were suggestions offered to improve the issue of workload some of which were: creating supportive, accountable cultures in schools, providing middle managers more collaborative time and their own time outside the classroom, and providing professional development to improve efficiency and effectiveness. Teachers identified that strong leadership and shared vision in school reduced stress.

Finally the sixth and most recent study: "Taking the Pulse of NCEA. Findings from the NZCER National Survey of Secondary Schools 2006" carried out by Hipkins (2007) is the second of the National Secondary School Surveys. It was a nation wide survey involving principals, teachers, trustees and parents. The aim was to give an accurate perception of the NCEA after the more negative views that had been given in the media. 69% of principals who responded were in the experienced age range 50 – 59 with a similar percentage of teachers spread between 40 – 59 years, also indicating a more experienced view and perhaps the increasing age of the teaching population. The background to the study noted that the NCEA had created more transparency for all parties, the intention being a greater understanding but in fact it may have undermined the qualification. The increased transparency had been challenging for teachers involved with processes and professional learning, but had also been more confusing for parents and employers in particular who still had poor levels of understanding among them.

Principals were shown to have the highest support for the NCEA with a greater number of teachers being supportive than not, with fewer being strongly against the framework than in 2003. Once again there were concerns with the workload impact of assessment and on the curriculum with the view that the NCEA is now driving the curriculum. The report identified the findings of Ingvarson et al (2005) on perceived manageability and the comparison of corresponding workload with other teaching professionals internationally when looking at workload. Along with workload teachers have concerns about the external moderation's creditability. Hipkins voiced the opinion that the NCEA may have become the 'lightening rod' for other concerns in education. Teachers who were positive about the NCEA were also positive about a range of other teaching issues: support, value of colleagues, life balance, management of workload, sense of appreciation. Those negative about the NCEA were concerned about recruitment and retention and workload. The positive teachers were abreast of changes in the curriculum and were implementing innovations where as others were wanting change to reduce administration, workload, have more non-contact time and fewer non teaching duties. Most interestingly in relation to this thesis, teachers positive about the NCEA were talking, sharing ideas and resources and learning from each other. They saw they had opportunities to learn from the interaction with colleagues and they were more likely to have been involved in observation. Those not positive about the NCEA were more isolated in their teaching, more inclined to see staff / principal relationships as poor and have no confidence in the appraisal process. Hipkins concluded that because the NCEA has been such a different approach to assessment it may have become the catalyst for discontent about education generally.

2.5 A DISCUSSION OF THE NCEA RESEARCH FINDINGS RELATING TO TEACHER COLLGIALITY

The research to date suggests the NCEA could have both improved and reduced teacher collegiality. In the NCEA environment, networking and sharing of tasks has been supportive and affirming (Alison, 2005; Hipkins, 2007; Hipkins, Conner, & Neill, 2005). Regional subject associations strengthened, offering support amongst group members and increasing network ties. Teachers noted that colleagues in same subject areas from other schools were often more

understanding, allowing informal discussion and cross moderation and they preferred advice from their peers over other sources. Sharing and planning was the most common form of collaboration with observation of colleagues less so (Hipkins, Conner, & Neill). Professional development has challenged teachers to focus on what they want their students to achieve, a positive aspect of professional training, and department teams have developed through the moderation process (Hipkins & Neill, 2003). Teachers noted there was an increase in collegial debate, clarity gained in ideas when explaining to others, more structured analysis, pooling of ideas, and teachers becoming more open to acknowledge mistakes.

It was also noted in Hipkins et al's 2005 research that one off courses provided slightly less support than colleagues in school, and reading and ongoing whole school professional development contributed to the top four sources of learning for teachers. Interestingly less than 1 % found cluster group meetings useful contradicting the idea of the importance of support from colleagues from other schools although there may have been other factors of time, workload and group dynamics as influencing factors. The view of professional development that is carried out in school and school wide is contrary to the views in the 1970s where teachers were less supportive of in school based professional development (Lortie, 1975). This change may be a result of the degree of change for the NCEA, a shift in culture to become less isolated as professionals in their schools or the experience that out of school workshops or conferences with no follow up leads to less relevant change in the classroom (Swaney, 2007). With the preferred source of learning for teachers of the NCEA being through collegial sharing with peers, strong teacher / teacher relationships are essential as found in oversees studies by Zahorik (1987). It may also lead to question whether the type of shared activities around the NCEA follows Cousins et al model (1994) where deep change occurs with in-depth collegial interaction as opposed to superficial exchange. Subject associations and moderation both in school and as external assessors have also contributed significantly to professional learning (Hipkins, Conner, & Neill, 2005).

2.5.1 The NCEA may however Reduce Teacher Collegiality in some Respects.

In 2006 (NZ Education Review, 2006) two-thirds of teachers had mixed feelings about the use of the NCEA with workload being the main reason although in Hipkins research (2007) 69% were supportive or strongly supportive of the NCEA. Stress on teachers in 1995 (Bloor & Harker, 1995) highlighting the emotional stress experienced, the decline in physical health, quality of family life and strained friendships could possibly be influencing the secondary teachers of today although this could be balanced with Hipkins (2007) view that teachers positive about the NCEA were positive about a range of issues including work / life balance and teachers with negative views about the NCEA were more likely to feel unfairly supported. Stress among primary teachers increased with responsibility for things other than in the classroom (Troman, 2000), another link between teaching, teaching related activities and the NCEA administration requirements, MOE requirements and other school responsibilities contributing to the overall workload of teachers. Teachers noted the imbalance between workload and work-life balance in Ingvarson et al's study (2005) with the perception of manageability relating more to stress rather than the actual number of hours worked concluded. In 2005 teacher morale was noted as being low particularly with those who were not involved in collegial activities with stress being noted as the highest for unmet teacher support needs (Hipkins, Conner, & Neill, 2005). The issue of workload was recognised by the government with the increase in non-contact time in the 2004-2007 Secondary Teachers Collective Agreement and while Hipkins' most recent study notes some change to these concerns they remain important when considering the NCEA and teacher collegiality.

New Zealand teachers have long discussed issues of high workload. In the 1950s classes were considered big, teaching methods created a lot of work preparation and marking and there were no non-contact lessons (Middleton & May, 1997). More recently prior to the NCEA, workloads for teachers were recognised as having increased between 1985 – 1999 (Alison, 2005; Bloor & Harker, 1995; Wylie, 1999) and then again with the introduction of NCEA there were further concerns about increased workload for teachers. NCEA has bought about clear changes to teachers' jobs in schools with marking and assessment workloads notably increasing (Alison; Hipkins, Conner, & Neill, 2005; Hipkins & Neill,

2003; Ingvarson et al., 2005; Peachey, 2005). HODs were vocal about the impact on workload (Alison) and were shown to be most affected by it (Ingvarson et al.), but it was the assistant teacher in talking about their workload increase noted the negative impact that workload had on professional and social interaction between teachers (Alison).

There is the common view that teachers in past years, prior to the NCEA, had more time to build collegial relationships and work co-operatively although according to Lortie (1975) the staffroom was the place to be able to go to get away from the business of teaching. Now lunch time is seen as a time to get more work done. One teacher who had been in a school for three years encompassing the introduction of the NCEA, found the staffroom to be a vital place at lunch times but two years into the NCEA it was empty with teachers working through the assessment workload (Alison, 2005). The management of this workload has been questioned from the perspective of the government agencies and school management. There has been concern from teachers that the senior managers in schools have little understanding of the amount of work required in relation to the NCEA (Hipkins, Conner, & Neill, 2005) but the MOE and the NZQA have also been identified as poorly managing change (Alison, 2005). One of the questions underlying this research has been to consider what support would benefit teachers. It may be that school management, the MOE and the NZQA can contribute to the improvement in this area.

2.6 CONCLUSION

This literature review has suggested the importance of teacher collegiality in schools but noted its complexity and fragility. The impact of collaborative work on student learning, school culture and management of reform is significant. Teachers as individuals within the work place need to be able to manage change. Their relationship between professional learning and their professional and personal collegial interaction contributes to their change management. Teacher collegiality may be fostered through professional development, leadership and school culture. Despite the positive features of teacher collegiality there are concerns about the use of collaboration for the management of change and the potential for interaction to bring conflict as well as collaboration.

This chapter has also shown that existing research on the NCEA suggests some impact on collegiality. Nevertheless there has not yet been any research directly on this issue and further research is required to developing a better understanding of the degree of socialisation and professional communication between secondary school teachers, the relationship between management and teachers, the management of NCEA workload and the place of professional development with the NCEA now through the introductory period. Chapter 2 outlines the methodology my study used in order to address these research concerns.

CHAPTER 3: METHODOLOGY

My study will employ a largely qualitative research design. Denzin and Lincoln's definition of qualitative research is "…. a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world" (2003a, p. 4).   The researcher's task then is to capture, interpret and understand the world of the participants.   As opposed to the numbers or percentages of the quantitative researcher, qualitative research involves a more in-depth understanding of the meanings, complexities and assumptions of what is being investigated, some of which can be hidden if not viewed through the eyes of the participants (Hesse-Biber & Leavy, 2004).

Qualitative research is seen by some as unscientific and subjective with little justification to judgements (Denzin & Lincoln, 2003b). The positivist approach believes that the social world has predictable patterns in contrast to the elaborate, vast breadth of constantly changing life situations viewed from the qualitative perspective (Hesse-Biber & Leavy, 2004). In talking about qualitative research Denzin and Lincoln say

> All research is interpretive; it is guided by a set of beliefs and feelings about the world and how it should be understood and studied. Some beliefs may be taken for granted, invisible, only assumed, whereas others are highly problematic and controversial. Each interpretive paradigm makes particular demands on the researcher, including the questions he or she takes and the interpretations the research brings to them. (p. 33)

My exploratory study is "an attempt to understand and interpret the world in terms of its actors" (Cohen, Manion, & Morrison, 2000, p. 28) or in this situation, the teachers in their world of the school. I am interested in teachers' interpretations of the demands that the NCEA has made on their collegiality and how they can best be supported. To do this there are three questions guiding my study.

- What were the features and patterns of teacher collegiality in secondary schools before the introduction of the NCEA?

- What impact has the NCEA or aspects of it, had on teacher collegiality?

- How can teacher collegiality be best supported under the NCEA?

The impact of the NCEA on teachers and their interactions can be seen as being in the tradition of policy sociology. This kind of research considers the impact of policies on the lives of those working within their influence. In 1990, Stephen Ball, an English policy sociologist commented in regards to education:

> What we have is a massive interconnected policy assembly, a complex of projects, initiatives, schemes, agencies, imperatives and legislation which is pushing education in new directions and is affecting the way teachers work, the way schools are run and organised, and the nature and delivery of the school curriculum. (p.98)

The same is true of education in New Zealand schools today with the assessment policy being one of many reforms in schools (Hipkins, 2007). The design of a level 1 to 8 National Qualifications Framework (NQF) and the move to standards based assessment created much debate. Changes to the National Curriculum Framework (NCF) at a similar time and the appraisal system based on professional standards in 1999 contributed to the reforms. In addition these reforms were made at the end of the 1990s, a time noted as having unprecedented change with more management responsibility going to schools and restructuring of central educational agencies (Baker, 2001).

Following the tradition of policy sociology I will be using a case study methodology where I aim to compare and contrast the situation of teachers within and amongst a number of schools (Bell, 2005). It will be a "study of all the players, or practitioners, involved directly, or indirectly, in the innovation. Further, it is a study of the practitioners' actions and the theories they hold about their actions" (Corcoran, Walker, & Wals, 2004, p. 11). The case studies will

allow me to explore the complexity of teachers responses to the NCEA, including the range of interpersonal, organisational and cultural influences in the context of the secondary school (Cousins, Ross, & Maynes, 1994; Zahorik, 1987). Burns (2000) considers that multi case designs can be most compelling as it is a form of multiple experiments with cases being selected to show contrary or similar results. This study could be used as a prelude to further social research or for posing further questions or hypotheses (Corcoran, Walker, & Wals). The intention is not to draw conclusions that would apply to all schools but raise preliminary questions about teacher collegiality and the impact of the NCEA.

Care must be taken with case studies as there may be challenging issues around what material to include or exclude and the power of the researcher (Lincoln & Guba, 2003). The researcher may have more power than the participant as a result of institutional sanctions and greater understanding of the background on which to support or build personal conclusions. The researchers 'self' could have greater weight in determining the emphasis of the interview so the contextual, societal and interpersonal elements should not be ignored in either the interview or the outcome (Fontana & Frey, 2003).

Alternative methodologies were considered for this exploratory study, in particular ethnography and action research. An ethnographic study would allow the development of an understanding of the impact of the NCEA in the social setting by sharing first hand (Bell, 2005). A more dynamic view of the interaction within the social group could be provided giving a basis for policy development and analysis on the implementation (Burns, 2000). However this methodology requires a large observational component and varying degrees of interaction through other research methods (Hesse-Biber & Leavy, 2004). The practicalities of spending the required length of time in a school ruled this approach out given the constraints of a small scale study.

Action research was also an alternative. It is " … a total process in which a problem situation is diagnosed, remedial action planned and implemented, and its effects monitored" (Burns, 2000, p. 443). This might have been an effective method to look at and work toward the research question to do with the best

support for teachers of the NCEA but less helpful for the more exploratory initial questions the study also involved.

The research design included four schools with a variation of identifying features e.g. size, decile and gender mix. I briefly considered carrying out one in-depth case study but one school would not be enough to explain the impact of a range of school cultures which was an important feature of this work.   Within the case study design three teachers in each school were interviewed; the principal's nominee, an HOD and an assistant teacher of the NCEA.

Given the objective of using case studies to gain understanding and meaning from the participants, interviews were chosen as the method that would best allow for understanding within the time available (Cohen, Manion, & Morrison, 2000; Coleman & Briggs, 2002). This method also allows the interviewee to express their thoughts and ideas so they could accept all relevant information was shared (Bell, 2005). The social and interpersonal experience of the interview with associated dynamics (Cohen, Manion, & Morrison; Denzin & Lincoln, 2003c) provides relevant data for this study in the social context.

Semi structured interviews were chosen to gain a comprehensive understanding of teachers' collegial activities. The flexibility of the semi structured interview allowed me to follow teachers responses to specific questions, encouraging rich data (Bell, 2005; Cohen, Manion, & Morrison, 2000; Coleman & Briggs, 2002) . Zahorick (1987) and Cousins et al (1994), used semi structured interviews to gain an understanding of the overall reality of teachers lives in terms of collegiality, and the depth and understanding of what collegiality looked like in their everyday professional world. Such studies had similarities with mine, hence my choice of using the semi structured, one off interview.

The use of a questionnaire was considered but the depth and accuracy of the information with teachers under pressure due to constraints of time and workload may not have given a true indication of their thinking about on the NCEA. I anticipated the responses to questions would take some explanation and teachers were not likely to contribute in-depth answers in a written questionnaire, largely

due to time constraints. The intention was the personal interaction with individuals through an interview may encourage richer responses if I was able to show them my interest in their responses to make them feel valued as participants (Cohen, Manion, & Morrison, 2000).

3.1 THE INTERVIEW DESIGN

The interviews were designed with most common questions between all three roles of principal's nominee, HOD and assistant teacher, although there were some specific questions for each role (see Appendix).

The first question "What are the administrative steps that you have in your school for teachers to work through relating to the NCEA?" required a recall response. This straightforward question was designed to provide some of the individual school background to the management of the NCEA but also allow the participant to feel comfortable in the interview situation with recall rather than a value response. The question design offered data to give direct comparison between the schools in terms of administration but also triangulation between school participants to ensure they were familiar with the NCEA process in their setting.

The next common question "Did you have experience in the administration of assessment before the NCEA? If yes, how does it compare with your current NCEA workload?" while requiring a values response, focussed on a very real aspect of their profession and one they would be likely to have some view on through personal experience.

At this point there was one question that was role specific focusing on relationships and workload. The principal's nominees were asked about the impact of workload on their relationships with their HODs, assistant teachers and management team; the HODs on the impact of workload on their relationships with their department teachers, principal's nominee and management team; and the assistant teachers their workload related relationships with department colleagues, HOD, principal's nominee and management team. This question while building on their views on workload from the previous question required them to think more deeply into the quality of their relationships with colleagues

and their thoughts as to how and why they existed as they did. The specific role comparisons were made to give the participants something tangible to consider rather than looking at relationships generally. It also provided the opportunity for some variation in response to role management.

The remaining interview questions were common for all participants. "What is your understanding of the meaning of teacher collegiality? How does it differ from collaboration?" was included early in the interview to help me gain a better understanding of participant responses relating to future questions. It was also designed to make participants aware that the focus of the interview was on collegiality and collaboration and not broader structural or ideological issues of the NCEA.

"What were the features and patterns of teacher collegiality in your school before the introduction of the NCEA?" and "What are the features and patterns of teacher collegiality in your school with the introduction of the NCEA?" were written separately to correspond with the research questions however the participants invariably answered the second question as part of the first question without being asked. Similarly: "What do you see as the value in the changes, if there have been some?" was also answered in the course of the explanation of the change in collegiality and collaboration in their school over the change period.

"Does your school work on the concept of regular professional learning through the development of the NCEA i.e. discussion of marking, planning or other teaching related tasks? How effective is this in comparison to one off courses?" aimed to collect data around the design of professional development but with the emphasis of the previous questions on collegiality and collaboration; it was intended that participants would retain this thread but if they didn't additional direction was given.

The next three questions "How do you think teacher collegiality can be best supported under the NCEA in your school?", "Do you think collegiality will change now the initial period of NCEA implementation is over?" and "How significant is the role of the leader/s in your school on the collegiality you

experience? Is it a priority for them?" were linked together in the interview schedule but with the semi structured interview the intention was to include them when the subject was drawn on by the participant. This most commonly happened during the interviews.

Finally the participants were given a series of teaching related activities from informal, less time consuming activities to activities that had been recognised by Little (1982; 1990) and Cousins et al (1994) as deep change activities, and asked to comment on how common they felt they were, how important they perceived them to be to teacher success with the NCEA and what the limitations were to carrying them out in their school (see Appendix).

As explained with semi structured interviews, the participants were given the opportunity to clarify the question and explain their response as they wished. In some instances I, as the researcher needed to offer further questions to clarify the participant's response to the original question. All participants were given the opportunity at the end of the interview to offer any further comment.

The interview included 12 questions in total, although two had separate parts. This was a large number of the questions for a semi structured interview of 35-60 minutes but there were several key areas to collect data from; the change as a result of the NCEA, relationships between colleagues, professional learning, management and support, and collegial teaching activities.

3.1.1 Ethical Considerations

Ethical considerations are paramount in the design of research. "It has long been acknowledged that the openings of field research gaining access, entrée and rapport, and developing a workable relationship with those one wants to study-involve serious ethical questions" (Thorne, 2003, p. 159). This research has fulfilled requirements of the University of Waikato Code of Ethics. There have been key areas of responsibility; voluntary participation, informed consent, privacy and confidentiality, right to discontinue and publication of findings (Burns, 2000).

Voluntary participation poses some problems if a random sample is required (Burns, 2000) but for the needs of this study there were several requirements other than random sampling that were part of the design. Firstly school selection satisfied a range in gender mix, decile and size. Principals were invited to participate then were requested to give voluntary consent on behalf of their board of trustees. Only one school approached did not respond. The requirement of participants to have experienced teaching prior to the NCEA and be currently teaching the NCEA limited the school sample to teachers with at least seven years experience. A range of subject areas were needed to give varied responses to account for subject area differentiation regarding the NCEA assessment requirements while also fulfilling the role responsibilities of principal's nominee, HOD and assistant teacher. Once the school sample was identified, the principals were asked if they had teachers they wanted to recommend as participants in the study. All principals were keen to offer their thoughts on teacher choice and with discussion, I was able to ensure subject balance and other role constraints, with school's suggested participants agreed on. The teachers were approached both by me and the principal in most cases, requesting their individual voluntary consent; it was granted from all approached. I made the request verbally to all participants outlining the study, the importance of voluntary participation and their rights as a participant. They were then contacted in writing with these points outlined. Both principals and teachers were required to give written consent for participation before the interviews were carried out.

Informed consent "… is the most fundamental ethical principal that is involved" (Burns, 2000, p. 18). Participant principals and teachers were informed of the nature and purpose of the study and their rights verbally at the initial contact from me, by letter and prior to the interview commencing. They were informed of their right to withdraw from the study up to December 19th and that they could refrain from answering questions at any stage during the interview. They were also ensured of their privacy and confidentiality.

The steps taken to ensure interviewees privacy and confidentiality were given regarding use of pseudonyms and presentation of data. Data was presented both in case study schools and cross case i.e. in the three teacher groups; teachers,

HODs and principal's nominees. Both the principals and the participants were assured that their school, themselves as an individual teacher or colleagues referred to by name would not be identified at anytime during the study or in the thesis. In the outline of the four schools involved every attempt was made not to specifically identify the schools i.e. reference was made only to the student gender mix and range of decile grouping. The size of the school other than in general terms was omitted as that could identify the school in combination with the other features. A brief summary of leadership and management organisation was given taken from the school's most recent ERO report. Once again, care was taken to ensure that schools were not easily identified. Records of teachers and schools and associated pseudonyms were destroyed once the data had been collected and recorded and all tapes and transcripts have been kept in a locked drawer. Participants were given the opportunity to verify the written transcripts of their interviews and have ownership of this data. Schools will also be given the opportunity to read the completed thesis once the assessment process has been finalised. If in the case of publication of findings in relation to this study, schools and individuals will be requested to give approval.

3.1.2 Selection of Participants

As outlined above the school and teacher selection was not random but instead represented a range in subject areas and school mix while fulfilling the teacher positions in the school.

Four schools in a small city with strong rural ties were selected for the purpose of this study. The schools chosen gave a range of single sex girls and boys, coeducational, state and integrated, school size and decile rating. The decile ratings fell into two groups: Group A with decile between 1-4 and Group B with decile between 7-10.

The features for each school listed below identify the student gender mix, decile and significant information from their most recent ERO report relevant to leadership and collegiality to give school context:

> Cape is a coeducational school in the B decile group. In their most recent
> ERO report it was noted that there was sharing of effective teaching

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practices within departments. There was strong, consultative type leadership in the school.

Heretaunga is a single sex school in the B decile group. In their most recent ERO report the leadership was said to be capable and open to change, supporting continuous development. Promoting consistency in effective teaching practices was identified as an area for improvement.

Kahuraniki is a single sex school in the A decile group. Their most recent ERO report noted the strong leadership and the professional discussion promoting student learning and teacher review processes.

Te Mata is a coeducational school in the A decile group. Their most recent ERO report noted the school wide focus of the leadership and staff professional development on teaching and learning.

Three teachers in each school were interviewed. The principal's nominee or person responsible for communication with the NZQA, an HOD involved with the NCEA and an assistant teacher with at least two NCEA classes. Teachers in three different roles were chosen to strengthen the data to include aspects from the three main perspectives, i.e. assistant teacher, HOD for administration and middle management, and senior management along with administration between the school and the NZQA. There was a mix of genders, 10 male: 3 female in an attempt to broaden the data but the influence of gender on the data was not taken into account with data analysis. All teachers had a range of teaching experience prior to the NCEA so they could give a comparison between the two systems. Teaching experience ranged from 7 to 30 years. By selecting the three teaching roles related to the NCEA, I had anticipated that the processes involved at various levels and the impact on the teachers would become evident, possibly creating links showing the influence on the school organisation (Bell, 2005). There was also consideration made to the representation of subject areas to account for variations in teaching and assessment activities for example practical assessment, largely or fully internally assessed or externally assessed courses. The subject areas represented were accounting, drama, economics, English, geography, health

education, history, mathematics, physical education and technology. As with gender mix, analysis according to subject area was not taken into consideration however there was some impact noted according to the experience of internal assessment prior to the NCEA and the proportion of internal Achievement Standards offered in a specific course offered by the participant.

3.2 UNDERTAKING THE INTERVIEWS

Trial interviews were carried out with my own teaching colleagues using early observations in the field to decide what was plausible (Hesse-Biber & Leavy, 2004). This gave me the opportunity to clarify the wording of questions if required and assess the time needed for specific areas of the interview and the total time taken. Their information was not collated as part of the study.

Permission to carry out these interviews was sought from the Principal and the teachers involved.

These trial interviews showed that the case study methodology with interview methods were sound and worked in practice. There was the opportunity to clarify the school processes for the NCEA data administration, gather individuals views both prior to and the current involvement in the NCEA, and consider the means of triangulation in the school with the three different roles.

The trial did highlight the need to determine whether the prior and current periods of the NCEA for participants were in the same school and if they weren't, to ask if the school cultural differences impacted on their views.

The interviews were carried out at a time and location that was convenient to the participant. Their class contact time was not used, reducing impact on learning for students or planning for teacher relief. The location of participant choice was preferred to recognise the balance of power between myself as researcher and the participant. The participant was reminded of their right to refrain from answering any question, to withdraw from the study, be given verification opportunity of the interview transcript, have confidentiality and use of pseudonym, and their ownership of the data collected during the course of the interview. The procedure

for the use of the data for the thesis, and the ownership of the data interpretation being the researchers was explained. The final date for withdraw was clarified.

Field notes were taken with an emphasis on body language, strength of response and tone. This information contributed to their verbal responses using all sources of information as identified by Coleman & Briggs (2002).

3.2.1 Familiarisation

Delamont (1992) identifies the issue of being blinded by familiarity and this was a problem that I, as a teacher of the NCEA and senior manager in a school, had to keep in mind. Having experienced the introduction of the NCEA as an HOD, the associated work load and the significance of collaborative work from my perspective, it was important for me, as the researcher not to impose my opinions through the transcription of information or the questions asked through the semi structured interview. My interest in the topic of my thesis has however been strongly guided by my experience. Having a background in health and physical education has strengthened my value in team work and collaboration, so this was another perspective I made every effort not impose during the course of the research.

3.2.2 Balance of Power

"Increasingly, qualitative researchers are realising that interviews are not neutral tools of data gathering but active interactions between two (or more) people leading to negotiated, contextually based results" (Fontana & Frey, 2003, p. 62). The power, gender, race and class of the interviewer and the participant must be considered in the selection of the interview (Fontana & Frey) alongside the openness, emotion and engagement that an interviewer tries to create with their participant to get rich data (Denzin & Lincoln, 2003c).

Consequently balance of power was important to ensure that my position as a senior manager in a school in the area did not influence the participant responses, particularly with the assistant teachers who may have considered me to offer some threat as a senior manager. For this reason, I chose four schools which fitted the profile required for gender mix, size, decile, state or integrated, but that I had little

contact with in my role as a senior manager or as a parent. The participant choice of interview time and location was also chosen to accommodate their busy time schedule but also encouraged their sense of strength in the interview. There was also the possibility participants may have considered themselves to be in a greater position of power than I was. A number of the schools were significantly larger than the school that I have a role in, and my experience had lead me to believe that they had little respect for integrated schools, as I am involved in, having experienced similar peculiarities in teaching of the NCEA.

3.2.3 Transcription of Interviews

All interviews were transcribed personally to get a greater understanding for the interview responses. With a small size study this was possible. "Transcription involves the complicated process of translating from oral discourse to written language. The interview is an oral, visual, and kinaesthetic dance between two living, active bodies with multiple levels of communication" (Miller & Crabtree, 2004, p. 200). Capturing the reality of the interview is essential to then allow analysis reflecting the thoughts and ideas of the participants.

Transcribing throughout the interview process was also carried out as interpretation is on going in qualitative research (Denzin & Lincoln, 2003a; Hesse-Biber & Leavy, 2004; Miller & Crabtree, 2004). Data collected during the course of one interview has had the opportunity to place an emphasis on subsequent interviews, following previously unknown or unappreciated trends. This ongoing analysis occurred in relation to the features and patterns in collegiality prior to the NCEA. One participant's ideas were clarified when they thought of the staffroom during a lunch time when considering collegial activities so this was used for other participants if they were unsure of the question.

Recordings were made with corresponding school pseudonyms and teacher role in the school. They were analysed both in case and cross case to capture information specific and common between schools relating to the NCEA but also role specific responses according to participant's position in the school. The main subject area was also noted to identify any subject related trends which may have been influenced by the proportion of internal assessment or sense of responsibility by

the teachers' e.g. completion of literacy credits for students. This was not intended to be a major influencing factor in the analysis but rather a feature that may have contributed to participant's responses. For each group of responses the common elements, differences and variation of range was noted to reflect the participants' views.

3.3 HOW THE INTERVIEWS WENT

As the geographical area selected has not been a researched population, willingness from both principals and teachers was forth coming. There was only one school principal who did not respond to the request to have his / her school to participate. All teachers contacted were willing to be involved although getting teachers to respond to the initial general messages at school was difficult. The decision was made to contact the teachers by phone to explain the study before a written request was made. Once the teachers understood the request they were quick to respond to carry out the interviews.

Putting the participants at ease was very important to ensure that a rapport was built in a short time prior to commencing the interviewing. Talking with them about their work and school while going to the interview location allowed this to happen while also spending time to explain the study experience and research project prior to the interview beginning. The most difficult group to achieve this with was the principal's nominee possibly as a result of heavy demands placed on senior management members in schools and their offices were in the administration block so there was reduced lead in time. All participants were some what uneasy realising the interview was to be recorded, even though they had been told verbally and in the letter outlining the study. Having a small device helped make this very unobtrusive.

The participants were obliging with their opinions and did not appear worried answering questions that highlighted areas of concern between colleagues or management in their schools. This was in part because they were put at ease but more importantly they did not see the study putting them personally in the spotlight but instead the topic of the NCEA. The emphasis was not on their

professionalism as an individual or school but instead the impact of the assessment policy.

Carrying out the interviews over a longer period of time would have increased the opportunity for ongoing evaluation and transcription. Designing an order for the interviews would have also allowed for clearer recognition of trends in roles for example interviewing the HODs from each school consecutively would have strengthened the ongoing evaluation for participants in this role. This would have also enabled more questioning across schools on features of leadership and school culture. In my study interviews were carried out in the order that suited the participating teachers.

The participants had strong views of the NCEA generally indicated by the lengthy explanations that were not relevant to the questions asked during the course of the interviews. My impression was that they saw that I, as a fellow teacher in the area, was someone they could identify with so the interview gave them the opportunity to express their concerns. I offered no threat or in fact no means for change in the system, but instead was someone who was willing to listen to their views about the pros and cons of the assessment process. My attempts to ensure balance of power and an emotional connection were also contributing factors.

The following chapter sets out the data collected from the case studies contributing to this study. The data has been presented both within the case study schools and across all the schools according to teacher positions and roles. Trends and similarities in data between schools and roles across schools have come to the fore, signifying some interesting concepts in relation to the management of the NCEA, the interaction between teachers in schools and the management of the assessment framework. Perhaps the most important feature is the range of suggestions to assist schools best manage the NCEA support to the teachers.

CHAPTER 4: FINDINGS OF THE IMPACT OF THE NCEA ON TEACHER COLLEGIALITY

This chapter presents the data collected from the interviews in four case study schools and the trends that have emerged. The first section relates to the administration and workload for the NCEA process with responses being collated across all schools and positions i.e. principal's nominees, HODs and assistant teachers. The analysis has been done across schools as the workload has been presented with the administration requirements common for the NZQA compliance, as they impact on each other.

The second section presents findings from response to questions about relationships between colleagues, again across the schools. This has allowed the influence of management roles on collegial relationships to be explored. Firstly responses from the principal's nominee's from the four schools referring to relationships with assistant teachers, HODs and management team have been presented, then the HOD s responses on their relationships with their department teachers, principal's nominee and management team. Lastly the assistant teacher's data on relating to their HODs, principal's nominee and management team has been included.

The third section presents findings within each case study. This includes data relating to teacher collegiality and collaboration; changes since the introduction of the NCEA, the perceived importance by management, the range of activities practiced and their value, and support for teachers. These responses have been presented within case studies to illustrate how the findings related to the school culture.

4.1 ADMINISTRATION AND WORKLOAD OF THE NCEA: CROSS SCHOOL ANALYSIS

4.1.1 Administration

Schools have a series of compliance steps to ensure they fulfill the NZQA requirements and it was felt by the teachers that the administration required has increased the workload markedly. A number of these steps relate directly to the

planning, moderating, assessing and recording of Achievement Standards. As a result schools manage the process in very similar ways although there are peculiarities within some schools designed to give them a process that works within their school culture, for example Cape High School ensures that all necessary information is on the school web site as this is an effective means of communication to their student body, Te Mata has moderation meetings each term specifically focusing on moderation of student work in comparison with Heretaunga whose HOD moderates the majority of the student work .

Schools establish policies to fulfill the NZQA and MOE requirements and these along with the curriculum and Achievement Standard guidelines create the blue print for HODs and Teachers in Charge (TIC) to design their courses. The principal's nominees check the courses against the school policies. Principal's nominees set up the electronic mark books providing class lists, Achievement Standard numbers and record assessed grades. Many teachers use the electronic record along with other forms but their responses indicated that the process was straight forward and efficient now they had become used to the system.

Principal's nominees spoke of the submission of information to the NZQA and the number of entries and checks that were required. It seemed that the beginning and end of the year was the time where the majority of entries were made although principal's nominees managed this differently partly in response to the school size and student needs. In Cape, a large school, the Principal's Nominee when talking of the number of entries per student in comparison with the previous norm referenced process identified the increase in administration of the NCEA:

> [There are] 700 kids entered here [at the school], 701, that's 2300 entries. So that's 2300 results. Although it's electronic in some respects there is a lot of toing and froing that there was never before. [For individual students] Standards in, standards out, take them out of that one, there weren't here [for the assessment], put them in that one [a new standard], they did that one last year [so they have to change standards]. Yeah, a lot more.

In a comparison with the previous norm referenced system for administration the Kahuraniki Principal's Nominee felt:

> There is a lot more for NZQA, there's a lot more. So with 6th form Certificate you only just got busy around accrediting time, around the meeting, where we had to do analysis of the marks. You had to do some analysis to get a link between the subjects and … you'd give out the grades and you had a certain amount of leeway to play around with. But this is a lot more. A lot more bulkiness.

Both Cape and Kahuraniki Principal's Nominees talked specifically of sending their student assessment entries away monthly throughout the year so students had regular updated records of their results.

> The first set of entries go away May 1st. From May 1st it's about every month from then on. At this time of year, I'd send them more than once. This is a crucial time. We had a huge week last week [end of September] where all our externals had to be absolutely right, not so much worry about the internals, and also the students are up lifting their grades now. A few of our students, not a lot of our students. Some of our students are going on to their site, to see … if their internals are not there, they're grizzling so I try to send a file away every couple of weeks now.
> Kahuraniki Principal's Nominee

All schools had similar checks on the recording of grades for internals with lists being printed, normally at the end of the year. Students were encouraged to keep an accurate record of the grades so they could check the grades and sign to verify them before returning to the principal's nominee. All internally assessed work is retained throughout the year in case of an appeal on the grade recorded.

Moderation was identified as a significant contributor to the workload within schools. However the moderation while impacting on teachers' workload also had developed strong collaborative processes although it can be questioned whether these were contrived as a means to manage the policy requirements or collegial

with associated values of shared power, trust and innovation. Cape teachers tended to mark their own work then moderate within their department with teachers at the same level if there was more than one class. The Cape Teacher said "I'd have to say I think it [moderating with colleagues] is our weakness but then again, finding time to get together, we are so busy, the time that might suit me might not suit". Heretaunga had developed a system of meeting to discuss the assessment prior to student completion, marking most of their class work then meeting part way through the process to talk through concerns and panel mark the excellence questions if needed. The HOD felt this gave consistency for all students but also the opportunity for teachers to talk through issues and agree on the challenging problems. Moderation was done within the department but the HOD checked all Excellence graded work. Kahuraniki moderated in a similar way to Cape however, two of the teachers interviewed were sole teachers at specific year levels. One used another department to moderate the work and the other used a colleague in another school teaching the same year level to moderate. In both cases teachers felt that they made choices based on trust and professional respect which helped them as individuals but also provided for the students. Te Mata had developed a system of having internal moderation department meetings twice each term. This was set up by the Principal's Nominee to improve the quality management process and it was recognised that it was still going through the development phase. The HOD felt that there was reluctance from teachers to attend the moderation meetings but from the management point of view it had served an important purpose of increasing teacher talk, understanding and work expectation. The assistant teacher talked of the same meeting as being difficult due to the accountability and the need for trust and development of confidence. This situation could be seen as contrived but one that is in the process of introduction and change.

It is clear that schools have created systems that fulfill the NZQA requirements and while using similar processes have developed differences. The impact on collegial relationships with such contact is significant.

4.1.2 Workload

The impact of workload has been discussed in a number of NCEA research studies presented in the literature review and has been noted in the comments from teachers relating to the administration. When questioned specifically about the workload the teachers in this study were strong in their responses to the change from prior to the NCEA to now. Two of the responses were "Terrible. There's too much to do. And the casualty is holistic learning" (Teacher Heretaunga) and "Massively, massively more, it's so much greater; we have assessment driving the system. It's crazy" (Principal's Nominee Heretaunga).

Some of the change has been as a result in the increased accountability according to the Te Mata Principal's Nominee:

> It [the workload] has increased significantly in so far as quality management systems go. There's a lot more high powered assessment and you have to have the high powered systems in place. For a classroom teacher? There was some internal moderation, I was a geography teacher we had no internal moderation but internal assessment. It was never externally moderated, our internal assessment, so we always knew that it was scaled back to the exam results so you knew what ever you did it never actually … I think there is a lot more high powered meetings that happen between colleagues now where you … those colleagues know they are going to be checked by someone else, the principal's nominee, and the principal's nominee knows they are going to be checked by someone else again. There is a lot more accountability in this system, which does create a lot more accountability between staff.

For a number of teachers the availability of internal assessment increased the associated workload. One teacher who had not taught internally assessed work prior to the NCEA felt that the lack of experience in the system had increased the workload but suggested for someone who had done so previously they wouldn't have been so affected. However for another teacher experienced in bursary physical education internal assessment they considered the work to be a lot more, largely as a result of reassessment opportunities. Another said:

Yes but you're writing a lot, all the time you are writing your own Achievement Standards or modifying all the time. With internal assessments there is just paper everywhere. As HOD I can't really compare, but I would say that it is … in physed we didn't have Level 1 so that's really a positive. There's now a recognised qualification at Level 1 for PE but at the same time it's proven to be a workload issue.

HOD Kahuraniki

The relevance of workload in this study is to determine the influence that it may have on teachers' collegial relationships. The data is discussed more fully when looking at the change in patterns of collegiality within the case study schools and again between teacher roles and influence of relationships in the following section.

4.1.3 Overview of Section One

There have been some general trends that have emerged that are relevant to administration management and teacher workload. The teachers interviewed, while having reservations about aspects of the NCEA had accepted that they needed to work with the system and learn how best to use it for the betterment of their students. They appeared to have come to terms with school processes and procedures for the management to the administration at the same time expressing concerns with the workload. Schools have designed their own systems but they all have similarities. The impression was they accepted the workload was being driven from the NZQA and the MOE and their school policies were a result of this, not unreasonable school management expectations. Collegial sharing and interaction has increased most probably as a result of the workload. Primarily working collaboratively has reduced the workload although there have been other advantages identified by some teachers discussed within case data. The work required for internal moderation has also been identified as generating high levels of work as has the external moderation of Achievement Standards. Offering more internals than in the past has increased the workload not only for teachers new to internal assessment but for all teachers.

4.2 THE IMPACT OF THE NCEA ON COLLEGIAL RELATIONSHIPS UNDER THE NCEA. CROSS SCHOOL ANALYSIS

Relationships and how they have been affected by the NCEA have been examined across the cases to see if there is a variation between teachers' experience in different roles. The principal's nominees have been in the senior management team or had close links directly with the deputy principal in the school. They have responsibility for ensuring the school follows the NZQA policies. The HODs as middle managers are responsible for teachers in their departments and subject administration. They report to the principal's nominee on NZQA matters. Assistant teachers work using the NCEA framework and are responsible to their HOD although they may also have direct links to their principal's nominee. The senior management has an over arching leadership role and as teaching and learning is the prime school role, the influence of the assessment framework may also impact on the relationships that each group has with the management.

It is difficult to separate relationships between colleagues and the influence that school culture has on these relationships. School culture is looked at within case study schools but trends have understandably come through in this section. The emphasis however in this section is the impact of the NCEA on the individual's collegial relationships within their given role.

4.2.1 Assistant Teacher Perspectives

Kahuraniki Teacher was reflective about the introduction of the NCEA and the impact that the change in policy had on teacher relationships. The potential for balkanization was a concern although as explained this did not happen in this school.

> There was that initial whole school wide, nation wide debate on assessment change, and those who welcomed it and those didn't and those who were unsure. That has certainly led to a lot of discussion, and sometimes it was quite fraught. Sometimes there were differences in departments. I know that maths and science teachers viewed it differently than social science teachers or teachers who were already doing a lot of internal assessment.

We weren't particularly frightened by it and that is by and large out of the way we are and have been using NCEA.

Kahuraniki Teacher

Relationships with colleagues. The degree of contact between colleagues has increased under the NCEA and under positive conditions it has strengthened the relationships.

There's a lot of not necessarily formal meetings, but quiet cooperation between teachers to make sure we are doing this at the same sort of time. Probably an increase in intra departmental communication. There used to be a lot of … in quite a few schools, where you used to go to your classroom and just got on with it and you didn't come out until the end of the year.

Heretaunga Teacher

It may even tip towards the positive because with everybody marking internals, I have had a lot to do with the English department, and what goes on there, there is a lot more sharing of marking and of course you take difficult papers that I am uncertain about, or something a student has challenged, I take that and have got to involve other staff in the process…..
It seems to me there is a lot more communication, debate and involvement across departments and staff, which I think would be fair to say is a positive element.

Kahuraniki Teacher

The impact of school wide professional development on collegial relationships was highlighted by some teachers. The assistant teacher at Cape felt that increased value in professional relationships had been appreciated as a result of the interdepartmental contact but it was also noted that the compulsory requirement was still an issue even though the positive aspect had been identified.

… but we have this PD on Friday morning and this has been quite good because we have a small department and we go with some of the English people and drama people and music. Sometimes it's really interesting to

hear what's going on in their departments in terms of problems or solutions to this and that and that's quite nice. To share in that regard. So certainly it's increased the sharing in some ways. It's been force upon us because of the PD we've had to do.

The professional contact under less positive conditions was discussed by the Kahuraniki Teacher:

I can think of one or two departments where they have had some real difficulties with personality clashes. So obviously the more frequency of meeting has increased the tension. But then again that has really been about individuals and personalities and now it has been resolved successfully, it is now a very positive circumstance..… I suppose the increased contact; the frequency of meetings had exacerbated the situation. It might be a reasonable generalisation to make that the right person in the right job is greater now than it might have been.

When questioned about the influence of professional relationships and the interaction of personal relationships, two of the teachers, the most experienced, did not have a close connection with the two of them. One commented that the increase in contact is 'more of a professional element'. The third teacher, less experienced and new to teaching just prior to the introduction of the NCEA felt that there was more trust, confidence and less formality in sharing ideas than seeking help from a colleague where there was also a personal relationship. The sense of risk in was not as great. Other colleagues were identified as very helpful but if there was an element of perceived personal risk involved they would be less likely to be the first choice for help.

Relationships with HODs and principal's nominees. Teachers did not feel there had been change to their relationships with their HODs or the principal's nominees as a result of the NCEA. They commented that they were more aware that there was a teacher in the school who was responsible for communication with the NZQA, the principal's nominee, where as prior to the NCEA they would

not have been aware of who communicated with educational authorities about student achievement.

Organisation and willingness to help were the teachers' requirements of their principal's nominees; all teachers spoke positively about those who held these roles feeling like they offered good collegial support.

One teacher spoke very positively about how the HOD "…does all the crappy stuff that we don't want to do, and he leaves us to do the teaching so it works very well" (Teacher Heretaunga). This may have been possible as a result of the experience of the department members but one principal's nominee stated "I think that HODs if we call them middle managers, I think they are the most hard done by in a school". Another spoke of the personal characteristics of their HOD being a reason for the open communication in their department.

The general sense was that the teachers were aware of the workload of the HODs and as a result did not want to place any greater responsibility on them. They understood that the school policy directives for the NCEA came directly from the principal's nominees and teachers were informed school wide rather than from their HOD. The Kahuraniki Teacher, while very comfortable with the relationship that was in place between themselves and the Principal's Nominee, identified the potential for strained relationships particularly relating to external moderation of internal Achievement Standards.

> I suppose if you felt threatened by it because you were not up to scratch or you didn't agree with the standards being set, it could be fraught. If I was very negative about NCEA and resented its application I would then possibly resent the steps being introduced to… accountability steps. But as I don't I haven't found it difficult. One of the areas that you could get difficulty in is getting material back from outside moderation. Of course the report goes to, in this case the Deputy Principal, and you are given a piece of paper to comment your response to what they have identified, the action needed and what steps you have taken to remedy it. But I haven't had, although I do know some staff have got quite up tight about the process, not

so much about what is happening in the school but what has come from outside moderation.

4.2.2 Head of Department Perspectives

HODs discussed generally the challenge of being good leaders of their departments under the NCEA conditions. They felt there had been an increase in sharing between department members leading to improvement and workload support. They had not felt the workload itself had created issues with relationships but there was some comment about the management of conflict.

> But again my relationships with staff, we get through these issues. I think if people are professional and constructive its OK but it hasn't been a smooth ride…. The only thing that has helped me, it's all to do with school organisation, how the school works. If the school has really good systems to support these times when there is conflict, I'm not talking about personality conflict but professional conflict, it has helped.
> HOD Te Mata

Another felt that the NCEA has provided a new opportunity for change management within their department as a result of the policy changes:

> It has, I think it is for the better because we tended to be a department that did our own thing, and as HOD I was only ever involved because what happened when I was HOD before NCEA. I was actually the junior in the management structure to the… I had teachers in my department who were all above me [in the management structure]. So that made it quite tricky in terms of how I ran the department, and basically we all had our own areas, it was very fixed and we stuck to them. As long as the results were fine at the end of the year there was rarely, seldom any call back or feedback or any of that. We only met for basic administrative tasks; we didn't meet in a professional sense in terms of sharing of ideas or getting better at our subject. So NCEA came along and I think it was a new ball game and it was a new playing field and we all had to work in together.
> HOD Heretaunga

Relationships with department members. The importance of collegiality within the department was expressed by the HOD at Te Mata:

> Within our department it has probably bought us together, despite all the conflicts and little blips, it has brought us together and I see in the future, collegiality is a really vital issue to make it work. In fact NCEA would never have worked without it. But I do sense that it has not brought all departments together, that interdepartmental stuff hasn't happened. And this is peculiar to English, because there is enormous pressure in a low decile school on English results….

Equally important for the Kahuraniki HOD was the social dimension of collegial relationships and the depth that this dimension provided to the relationships as a whole. Changes occurred as a result of the NCEA from the perspective of the HOD, but the importance of having time to know the people you work with is still valued but is difficult to achieve.

> We, as you know, Physeders are running quite often anyway. We don't have formal meetings as much as we should be. I can't get everyone together after school because they're off coaching sports teams and things. But at the same time, we are often over at the gym so it's more informal contact we have. I think the social thing is our strength. We don't sit and chat about life really. I try to, as HOD keep in touch with peoples lives, but it is really hard to just sit and chat, you feel like you are wasting time and you are wasting their time as well. I think that's a big issue in itself. You hear of, not teachers in our generation, but other teachers saying they used to have so much time at lunchtime to sit. Some of them used to play bridge or something like that. You'd never ever see that in a staff room now. And I don't say you should go back to that but surely some informal chats about life in general…?
>
> [As HOD do you value knowing your department members well?] Definitely. That can swing how a person's whole work ethos and things…. All of a sudden someone's really stressed and you're thinking 'what's going

on?'. It's not necessarily school stuff. [Does it develop some understanding?] Definitely. I think so, and I think that's really important. Sometimes that's lacking.

The Kahuraniki HOD was female, whereas the other HODs were male. None of the male HODs noted the importance of the social dimension of the collegial relationship in the initial part of the interview however with further questioning later in the interview they both recognised the significance of understanding the person as well as the professional they were responsible for. This leads to possible questions regarding leadership styles, values and gender.

Relationships with principal's nominees. HODs were the teachers who had the greatest contact with the principal's nominees having responsibility for the policies in place at the grass roots level. The principal's nominees shared policy directives with teachers school wide but the HODs helped with the processes within departments. The HODs interviewed were happy with the relationships, support and direction given by the principal's nominees and they appreciated the organisation, up to date information and ease of communication.

Relationships with management teams. The management and leadership skills required by senior managers in the schools generally were a key to teacher collegial relationships and the NCEA seems to be one policy area with the potential to strengthen or weaken relationships. The HODs interviewed were positive about their relationships with their management teams. The HOD Heretaunga who was also a member of the school management team commented "It is part of every decision we make in terms of the vision. We are always testing NCEA".

The importance of the management team developing sound school policies around the NCEA was very important to the HODs and in the case study schools they felt they were supported by their management teams as a result of the policies. The feeling of support and having a common process for dealing with the NCEA has encouraged the HODs to value the collegial relationships with their management teams.

If you left it to departments it became really inequitable among the students. For example a classic would be re-sitting; one department gives you 25 re-sits and we say none because we don't have time. After the first couple of years the school came up with policies that work and those policies are followed. They [the policies] are really helpful and 'this is what is says'. The kids have all signed it so [when there is a query] I go back to it and say 'it says…'.

HOD Kahuraniki

The potential for judgment of teachers and accountability could be an issue creating pressure on relationships between HODs or assistant teachers and the management team. The HOD from Te Mata highlighted this potential:

There is so much more data available. They [the management] do query, if this class is not doing this or this class is not doing that, they do query. The database is massive and it's… I guess it could be used as a management tool…. It could be if you weren't performing, the raw data is there.

4.2.3 Principal's Nominees Perspectives

Two of the principal's nominees were the deputy principals in their schools and therefore part of the senior management structure and two worked with the deputy principals in their schools with joint responsibility for the reporting and compliance with the NZQA. They all felt a strong sense of responsibility to their staff and tried hard to provide them with up to date information and structured processes to help teachers manage the requirements of the NCEA. The principal's nominee's sense of empathy for teachers and HODs in their schools was clear but they were also aware that managing the change was a big part of the success in their school. When talking of the impact of the NCEA on relationships with the HODs, the Cape Principal's Nominee said:

Generally, generally but not always successful. You get people who have been doing a job for 30 years, change to something they do not believe in. [With increased contact with HODs has that provided the opportunity to

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develop stronger relationships with them?]   I think so but not sure it is welcome all the times. (Explanation of given of moderation reports being honest, identifying areas of action plan; for subject areas things we need to look to change; 'bit of a tricky area'). In some ways yes the relationship is definitely closer, and I think that there wouldn't be anybody here who didn't feel they hadn't been supported, I support in terms of I constantly am downloading, helping and that kind of … making sure that people have got the latest information for assessment specifications, with revised standards, all of that. Constantly do that. So that I think is a real positive but along side that comes the fact that I am doing that, but I am also looking at other things that may need some slight modification too!

When asked "Are relationships with tricky situations put under pressure more often with NCEA?", Cape Principal's Nominee was strong and clear with the response "YES…yes"; a clear indicator of the need for sound skills in people management for those in the principal's nominee role.

Relationships with teachers. With the two principal's nominees being the deputy principals, the dual role seemed to create interesting dynamics that could in turn influence relationships with teachers. The Te Mata Principal's Nominee felt that having the two roles was difficult:

… because being a principal's nominee and DP [deputy principal], the roles are quite grey…. The whole area of assessment has more importance and when it's not done properly, in time it becomes an appraisal issue or a staff management issue which probably wasn't there before.

In consideration of appraisal and professional standards issue the response from the Cape Principal's Nominee provides an interesting perspective and perhaps a balance between teacher expectations and practice under the NCEA.

I think yes, both positive and negative [the change in relationships with teachers]. Positive, I feel that teachers now, don't know if aware is a good word, but I'll use it, are more aware of exactly what they are teaching and

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what they need to teach. …you are more aware of exactly what needs to be taught to ensure that students can be assessed successfully against the curriculum. I suppose, it's definitely more detailed.

Aside from the accountability required under the NCEA the Heretaunga Principal's Nominee identified the frustrations of teachers with NCEA as a challenge with implications to relationships just as the Te Mata Principal's Nominee had identified the 'irritation factor' teachers' felt:

… there is an affect in terms of the frustrations that you are having to deal with people. I am dealing with a lot more of those, that people have dealing with the system, or the system changing…. I'm dealing with the frustrations of teachers more often. I don't think it has affected my relationship with them, I am probably communicating better in some respects than I was before.

When the Te Mata Principal's Nominee was asked about needing to work harder on relationships after an explanation of the 'irritation factor' of the NCEA experienced by teachers, the response was:

I don't think so, no. As a manager, you have to work harder as a leader than being just a manager because you end up… you can very easily get bogged down in micro-management all the time, and therefore you are not actually changing anything, you are just managing systems. Therefore you get bogged down basically. [So the leadership is important?] I think so. I think making sure you focus on leadership rather than management, otherwise you get bogged down with micro management and I think it is the same for HODs where it is very easy to get bogged down in systems and paperwork where their main role should be structural leadership, where their main role should be teaching and learning but they get bogged down in making sure their files are correct for external and internal moderation for the principal's nominee.

Appreciating the frustrations and the empathy of the principal's nominees is expressed in the comment:

> I have to chase them along for things but I mean … it may affect the way they perceive me but it doesn't affect the way I see them. I just say what I have to say. Fine, I realise… I try to take the point of view that they are all under a reasonable amount of pressure. Some of them need more help and prompting than others. They're just teachers and teachers in schools have a variation in ability to do administrations tasks and listen to instructions and follow instructions carefully. So I just blaze along really. I don't see it as really conflicting; I try and make it as easy as I can for them ….
> Cape Principal's Nominee

Relationships with HODs. The increase in administration and workload has been expressed by all teachers and from research there has been a noted increase for the HODs. This has the potential to impact on the relationships between the HODs and principal's nominees. The Te Mata Principal's Nominee felt there had been no change in the relationships then went on to say:

> Not negatively but I think that comes down to the relationships you generate as a person anyway. I don't think the job … I think if you ensure the job you've got to do, you depersonalize that part of it, it is not going to affect the relationship that you have.

In consideration of the responses made I think the principal's nominees have changed or been more understanding in their leadership and management style to accommodate the expectations been put on teachers and HODs in schools as a result of the NCEA.

Relationships with Management Teams. The two principal's nominees who were not members of their management teams felt very supported by the management and considered their link, the deputy principal in both cases, represented their view at the leadership level.

One principal's nominee who was on the management team noted the way the NCEA had formed had bought the group together in terms of their views:

> In some ways I think the fact that it has been so… it's been very random in its forming, it has probably made the group a little bit… I mean we have the same view. The group has the same view of where NCEA sits so collectively we are not divided by it. We have got it in its place I suppose. But then again there are lots of times spent on finicky issues or policies issues that suddenly emerge.

Overview of the impact on relationships: cross case studies. The NCEA appears to have been managed well within the case study schools and all teachers participating in this study have a positive perception of the relationships with their colleagues. All teachers had an appreciation of the workload and responsibility of others. They identified few if any changes in teacher collegiality when asked questions initially but comments made during the interview indicated there had been some change. This lack of recognition of change in teacher collegiality may be an aspect of teachers' willingness to get on with the task of working with the NCEA as identified in other research without reflection on the change in practice they have made. It could be that teachers are so busy getting on with the NCEA they have not considered the means they have used to do so. Collegiality within departments has increased in most cases as a result of the NCEA despite the stress of an increased workload. HODs and principal's nominees have noted the increased awareness of problematic situations and the need to manage them effectively for resolution. Where teachers have shared situations of conflict, the policies in place and the skills of management have assisted teachers and HODs through them to result in a resolution. This has been achieved mostly with teachers working through the change and occasionally, in the early stages of the NCEA, with personnel change within the school.

4.3 IN SCHOOL CASE STUDIES

As explained in the introductory paragraphs this section includes data relating to collegiality and collaboration, support for teachers under the NCEA, the perceived importance of management's value of collegiality and the range of collegial

activities teachers use and value. Specific attention has been made to the influence of professional development both as a means to support collegial discussion but also school culture. What is important varies in each school. The teachers have shared key features of the NCEA management and how it contributes to school culture.

4.3.1 Cape Secondary School

Cape is a co-educational secondary school in the decile B group (7-10). The teachers commented on the supportive staff and the sense that they were all following the same direction with the NCEA. The staffroom was a central meeting point, in particular during interval.

> We have a very friendly and supportive staff and that's one thing that's remarked on by teacher trainees that come in; how friendly everyone is. And it does carry on to sharing work and supporting each other and so on. So that [the NCEA] hasn't altered anything…. There is a bit of sharing in terms of … can you look at this work, I've got a problem here… can you suggest some solutions?
> Teacher

This response brings into question the concept of collegiality through the eyes of the teachers. Is collegiality in fact congeniality, collaboration, socialisation, professional interaction or a combination of them all? The congeniality, socialisation and sharing are key features of the teachers response above but the importance placed on these features seems to vary with each participant. Two of the teachers felt that collegiality and collaboration were much the same. However the Principal's Nominee considered collegiality to be more positive than collaboration:

> I would probably use the word collegiality rather than collaboration; I don't know why. To me that infers teachers working together, usually within departments to ensure that assessments and the marking of assessments are

done as professionally as possible. And it's also an easing of workload, you know?

Principal's Nominee

Possible change in collegiality since the implementation of the NCEA. There are two key areas in change since the implementation of the NCEA suggested by the participant responses although when asked about the change directly they considered there hadn't been any. The two areas are socialisation and collegial activities.

The comment "I think that the collegiality hasn't changed but the staffroom looks different" (HOD) summarizes the views of the three teachers.

I think beforehand you would have seen a lot more people in the staffroom, you go through there now and there are few people there. Most are working through their lunch hour. The workload side of it has probably strained it [collegiality] a bit. Otherwise that's probably the main thing. If you went through there now I bet there is probably be half a dozen to eight people there, whereas before you always had a LOT of people there.

There was more socialisation, now there is less of that. That's in the lunch hour. Interval is still the same. Everyone just drops tools and heads over there.   [Has this created a different atmosphere?] I don't think so, I think the staff are still a big unit here, everyone gets on with everyone, it's a nice environment to work in. I don't think that has changed at all. You would see some people less that would be it.

HOD

The Principal's Nominee noted that things had "changed dramatically" when referring to the socialisation that went on in the staff room at lunch times prior to the NCEA with memories of a pool table in the staff room and people regularly going out to play golf straight after school. All teachers questioned the reduction of socialisation perhaps also being the result of the increased age of the staff and the fact that they were tired.

But yes it used to be a lot more social. I am not convinced that that's NCEA but rather that we are still all here 20 years later. But the job is harder, so people are …it is an aging population, which it is with teachers. It is probably quite likely that people are basically tired.

Principal's Nominee

Questions have arisen from the views that the socialisation and getting to know colleagues on a personal basis may be influenced by workload or an aging teacher population. The older teachers may have had time to build relationships under a lighter workload drawing on these connections under more stressed conditions of the NCEA. This may be a concern that younger teachers will not have this background to contribute so the relationships may be more collaborative, working as a means to achieve an end goal rather than collegial with trust, shared values and a common direction.

There has been a change in professional collegial activities since the implementation of the NCEA partly as teachers can no longer work in the isolation that they once did and due to the workload there has been an increased sharing.

If I said collegiality changed a little bit it's only because in some subject areas, basically you didn't have to work along side another teacher teaching the same subject at the same level, because in most subjects you were doing your own thing in your own room. Then at the end of the year, you might ask each other occasionally during the year what are you up to, then at the end of the year there was a big exam. So, now, because of internal assessment there is obviously more interaction, more collegiality in terms of writing assessments and marking and making sure there is some intra department moderation, that kind of thing.

Principal's Nominee

It was later noted by the Principal's Nominee that there had been no change in the willingness to help each other out but the 'mechanics' of the NCEA had "forced

people together more; willingly". The contradiction of teachers being "forced" "willingly" leads to the notion of contrived collegiality, and this may have been the case with the early implementation of the NCEA policy with the willingness being more reflective of the working environment in recent times. The importance of sharing was identified throughout the Teacher's interview "… you hear about these groups who never get to share and I think it's a real pity so I think it's a strength when we get to share".

The weekly professional development programme run school wide has had an impact on the development of collegial sharing and relationships for the participants. The initial reaction by the staff was not entirely positive with the view "Not sure if it's been force upon us" (Teacher), although the positive nature was clearly identified along with the influence that collegial interaction may have had on the socialisation of teachers.

There has been some reluctance at times; there was some question about that. But there's also been some positive things come out of it. Just sharing ideas with other departments, you really don't get to see what other people are doing, they're having the same sort of issues that you might be. So that's been quite good. It is a new thing, it's been positive. I'd say more positives than negatives. It is new.

[Do you think that this form of professional development has influenced the collegiality experienced by the teachers?] Yes I think it has developed collegiality because it has been within the school and we've been able to … I mean you work along side these people and sometimes you don't really know them.

[So it has developed personal relationships as well in your view?] I believe so, yes. It has, I can see that.
Teacher

[Do you think this type of professional development with teachers working together contributes to teacher collegiality?] Absolutely. Sharing best

practice…. It has to contribute in terms of sharing what people are doing in their classrooms and the evaluation of that, and other people taking it on. Principal's Nominee

There was varied response to the attendance of courses outside of school with some subject associations providing valuable professional development while others did not. The Principal's Nominee, a sole teacher in a subject, did note the importance for attending subject courses outside of the school to get to meet and work with other subject teachers, which is a collegial activity.

How does the management in the school actively develop collegiality?. Noting that all three teachers had commented on the supportive nature of their school, there was not a strong response to this question. It was appreciated that it was important in the school but it wasn't easy to remember actions taken by the management in this area. The support and celebration of special occasions was recognised from the management. "The climate is there to enable it to happen" and "[It is] A quality that exists despite workloads" were responses made by the Principal's Nominee, identifying the presence of collegiality and the role that the management takes in that role.

Collegial activities and their value. Cape participants identified the supportive working environment noting the sharing and development of collegial activities through the professional development and the NCEA requirements. Creating a clearer picture of the collegial activities and the value of them in practice is important to fully understand the notion of collegiality in schools working under the NCEA.

The sharing of material is common school wide. "I think it's valuing another professional view. So I don't think we see ourselves as being isolated units" (Principal's Nominee) and useful so individuals are not "reinventing the wheel" (Teacher).

How teachers regularly strengthen their professional learning in an intensely pressured work environment is influenced not only by the learning activity and

time but also the personal interaction and meaning for the teacher. The informal sharing of ideas was common partially for the practicalities but also for the relevance.

> They might say, I don't see how that will work so you talk it through, and they say 'have you tried doing this?' They put a different slant on it, and you say 'oh I hadn't really thought about that' and I believe you are never too old to learn something. If you go to a course and you pick up one new thing it's worth it. You pick one new thing from a colleague no matter how experienced they are, you know? I talk to Margaret our first year and she will say 'I don't understand that' and I will say 'you are right, it's not that clear cut' and she just puts a different perspective on it. We all do that so yes it's all the time as it would often give another view point and was quick, on the spot help.
>
> Teacher

With much attention focussed around development of internal Achievement Standards for the NCEA there was little joint effort in writing the material but instead teachers found it more efficient to write individually then have it checked by a colleague with modifications then made. The efficiency of working together was also a key factor in the moderation process with the teachers marking then a colleague checking a sample. Both these activities had the potential for deeper collegial interaction with joint decision making and discussion but the significance of workload and available time, encouraged these types of interaction only if there were specific concerns.

Department meetings were a regular part of the professional development programme and informal department meetings happened on a needs basis. The meetings some of which were NCEA focussed, served the function of management rather than professional learning.

Any form of team teaching, teacher observation or joint planning was not common. Teacher observations were completed as an appraisal requirement once a year except in the physical education department however this was more by

chance than planning. Due to weather constraints classes shared teaching space or observation occurred as the result of the office placement with view through to the gymnasium. An experienced teacher noted the value of these chances for observation:

> I look and say 'what's he trying that for?' or little progressions, innovative ideas you see. I'm often looking, which is pretty bad because I'm not doing my own work.

> [Do you see this type of observation as a form of professional learning?] I think it is. It would be even better to be in there in some ways to see all the progressions. I just see little snap shots.
> Teacher

Reviewing teaching varied. In one department it was as part of the appraisal process and happened at the end of the year over several meetings. Another department dealt with feedback and review as part of their regular department meetings on a needs basis. The other department involved a sole teacher so review was done individually. The preference for review regularity may be controlled by desire for professional learning and change. The teacher discussing review occurring at the end of the year was more outcome focussed in comparison with the teacher preferring regular on-going review focussed on practice with outcome being a result of best practice.

Cape teachers were involved with a range of collegial practices although there were many recognised in research and their own experience as positive for professional learning that were not happening in the school. Time was the most common factor limiting the activities such as collegial observation, marking and moderation, and funding for release time.

> Time and whether you actually do it. You would have to free up some staff, then you have to pay for a reliever, then you have to pay for that so it comes

down to dollars and cents. You could do it but it comes down to funds and schools don't have the funds.

HOD

There were a number of other constraints given. Timetable construction limited suitable time for shared planning and teaching. Manipulation of the timetable even in the large school was seen as a problem and concerns were made that flexibility for teachers could place constraints on student options. Teacher only days were seen as a preferred means of creating time for teachers to work collegially as relievers and the associated planning for them created more workload stress. The continued practice of isolation in the classroom may encourage some people not to be keen to have colleagues in their class observing.

How can teacher collegiality be best supported under the NCEA? In light of the support and degree of sharing and other collegial activities practiced, the participants were able to offer suggestions as to how they felt supported under the NCEA system and could be in the future.

Currently the school's package of guidance, house structure, administration systems were seen as positive in supporting teachers through student management and pastoral care. The location and arrangement of departments was identified unifying departments and their members allowing greater opportunity for sharing both formally and informally. The technology department was structured as one big department in one area of the school, not split into the separate specialist areas. This gave them a strong sense of identity. The opportunity for departments to meet together in allocated time was noted because teachers were busy doing their 'own thing' and coordinating time for all teachers to meet was challenging particularly if they are involved in co-curricular activities. The school wide professional development programme was seen as a means of supporting teachers and continuing to get experts in to present and develop the latest ideas was important. The role that the principal's nominee played was central to teachers feeling supported with the NCEA. They must be helpful and keep HODs and teachers up to date with current developments and provide good systems for teachers to manage the administration.

In addition to the current support the teachers suggested more opportunity to meet developing the time to share with other departments leading to greater empathy and new ideas. Also the opportunity to share with the same departments from other schools as "That's really refreshing to see what they are doing" (Teacher). Financial support to try new things is important; this may include resources or teacher training. Providing teacher only days to give teachers time together was preferred rather than relief due to issues of time setting work, cost and follow up with students.

Summary of Cape Secondary School Case Study. The general view of Cape Secondary School from participating staff is that they have a supportive school culture and do practice collegial activities of sharing material and ideas to benefit the students and the teachers. There are structural issues of time and timetabling associated with the collegial activities that involve working closely along side colleagues in practice such as observation or shared teaching as well as the change in attitude from preferring isolation in the classroom. The location of departments in the school and the strong department identification of the members have contributed to the collegial nature of the school culture as has the school wide professional development programme. While the leadership team were not noted to be responsible for developing collegiality in the school it was recognised as strong, something that they would have a significant influence on. The biggest changes for the participants as a result of the NCEA have been the reduction in social interaction and opportunity for socialisation among the staff, the increase in workload and an increase in collegial activities in particular sharing of material. These changes have shifted the emphasis in collegiality from socialisation to professional interaction.

4.3.2 Heretaunga Secondary School

Heretaunga is a single sex, intermediate and secondary school in the decile B group (7-10). The school has a very stable staff with a number of teachers bringing previous experience in education beyond the position they hold in the school. Co- curricular involvement impacts on the teachers' week however this dimension of the school was seen as being positive.

The participants had opinions on the difference and similarities between collegiality and collaboration. Two were of the view that collaboration was more subject specific and collegiality was the sharing of school wide values. The HOD had a thorough response:

> They're different. I see collegiality is how you work professionally, how you get on and work with everyone on your staff, if you like. Where as collaboration, I see that as being a way of working specifically, working with people to get a goal, to reach a goal or to strive for a goal. So to be collegial you have to have a wider view, you have to be able to mix and work in with, in a professional way, with the whole wider staff. Where as collaboration, you are more likely to be working with those people in your department for the common goal.

> [Does it help if you are working collaboratively that you get on with your colleagues collegially?] Very much. I think its really hard to divorce, if you don't get on, its very hard to work collaboratively, although professionally you probably could if it was an important goal you were working for, you could do that but it is far more satisfying and you are likely to get more passion and a better outcome if you are collegially in sync as well.

Possible change in collegiality since the implementation of the NCEA. The teachers all noted a change in collegiality resulting from the growth of their school since the implementation of the NCEA, the increase in workload, the sense of creating a united front to cope with the pressures created by the MOE and NZQA, and the change in socialisation of teachers within the school.

The NCEA was seen to force a change in collegiality although the NCEA wasn't the only instigator of change in the school at the time. There was a marked increase in the roll creating a busier time for teachers and management. There are "… a lot more outsiders coming in and that changed the focus and has taken the buzz out of the staffroom into their own areas" (Principal's Nominee), along with these changes "people [are] being swamped by [the NCEA] paperwork". The

changes created the need to work collaboratively in order to cope with change and increased work requirements.

Creating a united front against the MOE was another reason given for strengthening collegiality in the school with teachers and management being challenged by the administration of the NCEA over a number of issues.

> We in some respects, we are probably more collegial because we are more united against the Ministry, I don't know, it seems more them and us, there is more stuff being handed down so we are more unified, if that's being more collegial I don't know.
> Principal's Nominee

Prior to the NCEA there had been more social events among the staff and less of a professional connection between them.

> I think prior to NCEA we had more social events, I think less professional, more social. I think we, sort of had more fun in the staff room, if you like. We seemed to have more…. I mean everyone did their own thing but we all… the common thing we did was all get together in the staff room and 'chew the fat' if you like. Not necessarily about academic things. NCEA, I think has made you more…, you have more collegiality if you like but with your own department, so it has sort of fragmented it a little bit. Its meant there are a lot of staff doing a lot more professional development so there are a lot more staff away, there's a lot of staff…. We are meeting a lot more often, informal meetings. So you are actually again breaking away from the group. Yes I think the social pattern has changed a bit.

> [Has the reduction of socialisation had any impact on teacher collegiality?] Yes I think we are more fragmented. As a whole unit, as a staff, we are more fragmented than we were. So I guess it has had an impact. It doesn't mean we can't operate together as a staff, it just means we are doing less of that.
> HOD

The HOD also noted the change in staffroom dynamics and socialisation with a changing gender mix ratio. With the increase in female staff to now approximately 50% the staffroom is less outrageous and quieter.

School wide professional development had less of an impact at Heretaunga than at Cape although there were some noted changes as a result of it. The development of camaraderie and the slow process of change has happened as a result.

> But there is a good feeling and a bit of banter when something comes off the printer in the workroom – 'Oh a mind map' so there is an experience. Not all the staff have bought into it but that's their choice, and more and more it's eking into little bits here and there.
> Teacher

Professional development still has a strong departmental influence but there has been a more focussed approach to course selection. There has also been more sharing of learning on return to the school.

> … because someone goes away, they come back and shares because there's a hole perceived by others. Where as in the past you just went and did what you needed or what was on offer and not necessarily shared it. [Has this sharing influenced departmental relationships?] Yes I think it's made the staff relationships more professional so it's more business.
> HOD

The teachers interviewed, on the whole had a positive response to the NCEA with the experienced Teacher saying "I think this is actually a positive. We are slightly born again teachers and we are better at it because of the cooperation". Collegiality within departments was thought to be stronger as a result of needing to talk more with colleagues in particular.

How does the management in the school actively develop collegiality? One teacher interviewed was part of the school executive and was very clear in

expressing that supporting collegiality among the staff was a big part of the management process.

> It [collegiality] is certainly a big part of the management process; we are looking at that all the time. Everything you are trying to do in the end is trying to have people work towards the same goal which is collegial isn't it.
> Principal's Nominee

Contradicting this was the comment from a middle manager saying that collegiality is not as significant as the management thinks it is. "Management quite likes to think they have a huge impact on collegiality, but I actually think that collegiality operates despite the management". All staff had, during their interview commented on the 'tight knit' staff, the sharing and positive communication between colleagues, so the question arises as to who influences this sort of culture in the school and who has greatest impact; the staff as a whole or the management?

The management has clear guidelines for the NCEA within the school. The school has a policy that there are no unit standards offered in conventional courses and there are a minimum number of credits offered at each year level. The NCEA and related matters are discussed at management level frequently. The guidelines however may influence the collegiality or potential contrived collaboration experienced by the teachers.

> I didn't realize until I became in the management team how often the management team actually discusses academic things in terms of courses. I always thought you had autonomy to go off if you wanted to do something with a class; you just went off and did it, and you can't.
> HOD

Collegial activities and their value. The experience of this teaching staff may well have an impact on the need or desire for collegial activities. The HOD had referred to the 'isolated islands' that the departmental staff were before the NCEA changed the emphasis on collegial activities. Experienced teachers also have a

potentially greater source of knowledge to draw on when they are motivated to do so. The influence of age was also raised feature of the current state of collegiality.

Sharing of material was common in the school partially due to the increase number of option classes at one year level and also the changing requirements under the NCEA. "Yes any sharing you do helps your thinking" (Principal's Nominee).

> Yes it happens all the time. It is very important under NCEA particularly. Because, basically the ground keeps changing so you have to keep adapting to that. Every time you go in for an audit, what's important shifts and every time. They sit the externals, things you thought were in concrete are not very important any more and so you have to be having conversations and getting together and sharing things to stay on top of that.
> HOD

Informal sharing of stories and ideas was very important. Teachers were busy so it helped to keep them in touch. There was an effort in the school to keep meetings to a minimum so this form of sharing was helpful to ensure that passing on of knowledge happened.

> It is common and very useful. Again if you're busy teaching away, you don't always have time to think up something new. Sometimes new things just happen because a kid just happens to find a new trick on the calculator so it's good to show your colleague that trick. You all gain. It's collegial, it may only be two minutes but you all learn. It wouldn't work if you said 'sit down in the room and share'.
> Teacher

There was little or no change to the degree of student focussed discussion between teachers although the NCEA has made communication more task rather than student focussed.

With negative experiences of writing exemplars the teachers have relied on buying material and modifying it. The initial changes are done by one teacher then checked by others in the department. Marking and moderating is done in much the same way in most departments but the HOD interviewed relies on a combination of individual and panel marking. The panel marking contributes to professional learning while supporting student assessment as well as giving the HOD quality time with the department members.

> Yes consistency across the board and also by the time you get together you actually have a really good handle on what is the expectation and you actually see things that you might not have seen, so when a student goes that way there's more chance that you have actually thought that way through. It just widens your vision I think.
> HOD

Department allocated meeting time was appreciated so everyone was available, something that was difficult to achieve with the responsibility for a comprehensive co-curricular programme. Full attendance reduced confusion particularly around the NCEA.

Classroom observations were present but done on an informal, brief basis. Advantages and disadvantages were noted by the Principal's Nominee:

> Probably as a school we have more of that than in the early days when I was here with School Cert and Bursary. Every time it happens in a senior class it's around NCEA. It's about people keeping in touch and having good teaching practice ideas shared. Yes

> I suppose if someone gets an idea or value from what's happening. I guess from the person coming in to say, if it breaks the flow of the lesson for five minutes, then you have to get them [students] back for the next 5 or 10… you know how it is.
> Principal's Nominee

It's always just popping in because you always have something else to do and while you're there you might just pick up some vibes or an idea but no formal classroom visits. [Are these popping visits common?] Yes. Again tends to be in clusters. Mitch and I are away from other math teachers so we are not in each others pockets but probably once a day one of us might be in the other ones room. Might just be at the end of the lesson as the kids are leaving but you look at the board and see what's going on.
Teacher

Significant visits or observations were not common except for provisionally registered teachers (PRT) or as part of the appraisal system.

Shared teaching was not common. Some teachers did work off the same plan but feedback was very much assessment or outcomes driven rather than focussed on teaching and learning. Team teaching did not take place.

Review of teaching was done at the beginning and the end of the year in the two departments represented. There was a formal review done yearly with the HOD reporting to the Principal and the Principal's Nominee.

The limiting factors for more of these collegial activities to occur. While a number of the collegial activities were of interest to the teachers interviewed, particularly the team teaching and collegial observation, they identified limiting factors in their school.

Time constraints and the structure of the timetable limited teacher availability for observations and shared teaching activities. Relief created problems if teachers are taken from their class to work with other teachers at the same time largely because colleagues cover the teacher relief creating a heavier workload although better quality cover.

The degree of co-curricular involvement required of teachers reduced the time available for after school meetings with colleagues. "Time when some teachers would stay on and meet over a cup of tea at work, which I imagine would happen

in schools where teachers are not locked into as much extra curricular…"
(Principal's Nominee)

The experience of a number of teachers contributed also: "I think experience is another factor. People just seem happy with what they're doing, there is not the need, or doesn't seem to be the need" (HOD). This may be a reflection of this department, the school culture or in fact experience.

How can teacher collegiality be best supported under the NCEA? The teachers interviewed felt supported by the school but they had concerns about the support experienced from the MOE and the NZQA with inequities between schools' standards of work and the constant changes in administration required without satisfactory support. This presented constant frustrations experienced by management and teaching staff.

Specific ideas for supporting teachers within the school were considered carefully. Continuing financial support for professional development and department budgets were high on the list for developing teacher skills and innovations that could be introduced.

Time was a common feature identified as it had been in Cape. Meetings were kept to a minimum in Heretaunga in comparison with Cape, with teachers requesting more time within departments for meeting rather than school wide. Time for teachers was needed for managing the NCEA tasks but not linked to specific tasks or professional development.

The roles of the Principal's Nominee and HODs minimizing tedious roles and providing continuing support with new initiatives was important.

Summary of Heretaunga Secondary School case study. The stability and experience of the teachers at Heretaunga Secondary School has enabled them to manage the NCEA and associated systems while retaining the strengths they see in their experience and the additional contact time of extensive co-curricular activities. There seems to be a unified approach, sometimes in conflict with the

MOE and NZQA resulting from frustrations in the systems. This in turn has impacted on collegial communication of teachers and managers alike but the Principal's Nominee has developed stronger communication skills to accommodate teachers' needs. The teachers' involvement in co-curricular activities has created collegial sharing, marking and moderating procedures to manage the workload. Much of the planning, writing and moderating has been carried out by individuals due to time constraints. One department represented did do panel marking and members expressed the collegial value in doing so.

4.3.3 Kahuraniki Secondary School

Kahuraniki is a single sex secondary school in the decile A group (1-4). The school, in a professional development task carried out not connected with this study, identified a "connectedness between the teachers and the students" (Teacher). The three teachers interviewed felt a strong sense of collegial rapport with their colleagues and two of them had thought about the relevance and importance of collegiality prior to being approached to participate in this research. The teachers expressed a significant sense of responsibility in helping their students gain success using the NCEA framework ensuring that all students left school with qualifications reflecting their ability.

The teachers considered the terms collegiality and collaboration to mean the same although the HOD later in the interview considered there may be a difference when asked "how do teachers respond if they are asked to work together but haven't bought in to the development?". Another teacher identified the conflict that occurred in the school with initial discussions of the NCEA but now a very strong sense of the togetherness was present among staff.

> That's one thing I've been looking at because in the past, 15 or 20 years ago we had been looking at teaching styles and [then] achievement based assessment came in. There were really big discussions, very robust discussions and there has been a huge tendency away…, and at times it was quite confrontational and unpleasant and we just don't experience that any more. I've thought are we therefore avoiding issues we disagree on or … I don' t think that is the case. I think there has been a huge buy in collectively

as to what we are doing and why we are doing it. And although I know that a number of staff are not completely convinced about standards based assessment and still hanker after… they have let it go in a sense because this is what we have and we will just go with it. Very occasionally there will be some remark to remind you that they still have reservations.

Teacher

Possible change in collegiality since the implementation of the NCEA. The three teachers felt there hadn't been a change in collegial relationships when asked but then went on to share a range of features that had contributed to a change in collaboration and collegiality from their perspective although this was achieved only through further questioning. The socialisation had changed as it had in the two previous case studies, the school wide professional development had an impact on relationships and continuing discussion, there had been a development of protection of relationships between teachers, teaching had become less isolated and for one teacher the regularity of departmental meetings had developed stronger ties and collegial activities.

Social interaction was more common prior to the NCEA with teachers frequenting the staff room at lunch time where as now the staffroom was empty and people were at computers, catching up with work, attending meetings or supervising re-assessments. The time that teachers spend in social contact with others was highlighted:

I still think the socialization of teachers has changed. I don't know if everyone is worn out, whether it's the age of teachers. I am not sure if that's an issue or whether people are working harder because of the administration aspect; more administration than we ever had to do before. As soon as that's over you just want to head home to your families.

HOD

The Teacher noted the change in attitude to teacher social contact during the school day with "… staff used to play bridge at lunchtime. People would be shocked now. It would be seen as frivolous or by some as unprofessional". The

Principal's Nominee felt that teachers used to have more energy for other things around the school that were student related for example, sports teams. While now teachers are busier and there is less time for socialisation this teacher felt that relationships had not changed.

The school had recently had a discussion on the benefits of school wide professional development identifying it was more valuable than single teacher development. The Principal's Nominee preferred day courses with the timing of school wide development happening often after school not encouraging teacher learning. The HOD considered the management could make more of the opportunity for development after a recent experience of school wide learning on a teacher only day.

> She [the facilitator] was awesome, she was fantastic, and that was really good because what that did, for the next few days people talked about that with colleagues, not necessarily in their department. [So that sparked some more communication between colleagues?] Definitely. Some more reflection. We talked about…we don't perhaps do that enough. So we are really going well but there are some things we can do better which is part of this contract. So she was part of that, and we are probably going to do a little more of that than we normally do which I think is really valuable.

> [Do you think that might strengthen the way people might work together collegially?] Absolutely, but what I think is that the management needs to use that in that way but I don't know if they will. They have this way of doing lovely, awesome professional development then it's gone. It's a shame because I think it's a really good way of getting the collegiality happening. Because everyone was really motivated as well, you could tell because of the buzz in the staffroom afterwards, it's the perfect opportunity to start getting everyone heading in the same direction. And how do you do that? Get everyone together and discuss how?
> HOD

The NCEA seems to have had some influence in the development of protection of relationships in the school as a result of the 'buy in' to the assessment policy according to the Teacher.

> We have been focusing on what makes our school work. There has been some focus on us doing some things really well. The word connectedness has been used between staff and students but also among staff as well. The fact of looking after relationships really well and it's something we are just starting to appreciate and to focus on. That's what we do. In many cases we will not pursue certain personal focuses in order to protect the personal relationship. Until that was … until we have had some staff wide meetings and we have bought some people in to talk about those things and we are starting to focus on it, we are starting to realise we protect the relationships between people, to work together and see that as a priority.
> Teacher

One of the teachers involved in a large department met every week. As an experienced HOD in another school the regularity of the meetings was a surprise and thought unnecessary although as the interview progressed a number of positive responses directed back to the strength in relationships created by the meetings. "It's a very good idea to touch base because if you don't things can get out of line [with the NCEA] and you don't realise" (Principal's Nominee). Collegial activities especially informal discussion, sharing and informal observation of teaching in action between the department colleagues was strengthened as a result. Another teacher, not in this department had experience where the dynamics in their department had not been so positive and the increase in sharing and meeting frequency exacerbated the circumstance. Both cases highlight the importance of managing people for successful outcomes.

As a result of the change in collegial interaction in schools, mostly in response to the NCEA the teacher identified the reduction in teacher isolation:

> Probably, this is a huge statement to make, I worked very much in isolation in the past and in a sense I still do where as people in larger departments

have probably never experienced that. There is a lot more contact because there needs to be a lot more understanding between standards; of assessment tasks; how best to prepare students. I have seen a huge increase, and I am sure this is not subjective, in department contact. Department meetings, instead of being once a month they are now weekly, sometimes there could be two meetings within a math or English department; one involving junior teachers and one involving senior teachers in the same week.

Teacher

How does the management in the school actively develop collegiality? Collegiality was identified by the three teachers as being important to the Principal and managing people was a strength. The Principal worked hard to maintain relationships and through this, confidence in ability and decision making was developed. The support the management team gave the Principal was also identified as contributing.

While the three teachers recognised their management team did probably consider collegiality to be important they were not definite about how this was promoted other than through supporting the Principal.

One teacher had previous experience in a range of decile schools and came to the conclusion that teachers "stuck together" in lower decile schools and they had a strong sense of togetherness. This feature, in conjunction with the leadership could be the reason for Kahuraniki teachers having such strong collegial relationships.

Collegial activities and their value. Sharing of material was common largely due to managing the workload of the NCEA and working to strengths with colleagues. It can however identify weaknesses in some teachers' practice, creating concern for others.

[Sharing is] Very common …. We all realise we are under so much pressure. The NCEA seems to have chopped things up into little bits, so

you are continually going. You are doing this one, then this one. So you are head down. So everyone helps each other and hopes it will be returned of course too…. I think there's more of a need now for it in a school.

[Has sharing strengthened relationships?] Yeah? Yeah... um...generally it has helped. Some people get exasperated with some people who are not very …. It might show teachers that other teachers are… they might get the feeling that someone is not really onto it and then they get more concerned because they know, they find more of what's going on and that scares them a bit. Generally it doesn't stop them from sharing; it just makes them aware there are problems.

I was initially threatened by it but have come to terms with it and understand that my contribution is in a different way and we have come to a reasonable balance in the end.
Teacher

Informal sharing of stories and ideas was also common and of all the collegial activities given, it was noted as the most valuable by one teacher. Teaching was noted as such a busy profession during the school term and this form of communication gave quick manageable support. Both within and out of the department teachers it was felt that teachers must feel free to talk about their work and how they manage situations. Teaching can still be isolated, "it is you and 30 students in the classroom" (Teacher) so sharing strategies can reduce this sense of isolation and reduce stress.

Material for the NCEA was taken mostly from the TKI web site with adaptations made. This was done by one teacher then approved by another. Teachers did not feel encouraged to write their own Achievement Standards due to being "knocked back a bit with [external] moderation in earlier days" (Principal's Nominee). With the introduction of the NCEA when there was very little material available, some of the writing occurred at the jumbo days. It took a while to find colleagues from other schools that had similar ideas and values however writing together was encouraging.

Moderation was also done by one teacher and checked by another. One department represented had formed a relationship with another school and Level 3 moderation was done between the schools. This contact for moderation had proven valuable as a respected source of feedback and range of ideas in the subject area.

Student focussed discussion "…always has and always will" be common (Principal's Nominee). Questioning what is good, what worked, discussing ideas, especially with colleagues with a similar teaching style being valuable. They tend to be informal discussions not bought up in department meetings.

The significance of the department meeting weekly for the Principal's Nominee and the development of a strong sense of camaraderie as well as professional focus were discussed earlier. The impact on the perspective of these collegial relationships especially those with a higher risk of professional accountability was significant.

> Not that common to formally go in and observe another teacher. [Popping in to see a class in action?] I don't know. I tend to do it a lot. We tend to do it because we all know each other. So I'll pop in and be having a look at what they're doing, make a bit of a nuisance of yourself before you walk out of the room. But its interesting though isn't it? I always find it really interesting to see other people's classrooms. [Why?] You pick up a lot from just going in, you can see how the teachers run their classes, you can see just what they're doing, you can see where they're up to…. I think people should feel free to come in and out of classrooms, I think that's very important. Not that you go in and tell people how to do their job.

> [You feel comfortable with colleagues coming in and out?] Yes. It probably has a lot to do with us having the meetings. We get together and grizzle and groan and we'll make jokes, have a bit of banter then carry on. I think that's important. That probably leads to taking… now I think about it; it makes it more collegial.

More formal observations only happen as part of the appraisal process or with new teachers to the school. As with the other schools the only teachers who observed in a more formal capacity were the teachers who carried out appraisal observations and they were likely to be middle or senior managers.

Shared teaching or classes were not common. Timetabling was the main reason given for these not occurring. In physical education, an area where they did happen on occasions, they were found to be a very valuable source of professional learning and created reflection on teaching practices.

Review of teaching happened both formally and informally. One department had a regular student review process, informal discussion took place among the teachers involved and this led on to the formal review process. This was found to be valuable not only to develop strengths and make changes but also as a means to build a deeper understanding of professional practice. The HOD valued personal interaction within the department so made the experience educational while also building the camaraderie in the team. The department that met regularly talked about their teaching, progress and success in an on-going manner and during the course of the interaction developed strong interpersonal ties. The last department spoke about the formal review as their main school review process commenting that it was very precise. This was a small department so the teacher questioned that this led to minimal shared discussion on review throughout the year.

While there were many positive expressions, both verbally and through body language, of the collegial activities and their value, there were a number of reasons that they did not occur on a more regular or school wide scale.

The timetable limited the options for shared teaching or team teaching. Teachers needed to be on the same line with the same year level and subject to make it possible. Two of the three teachers were interested in using team teaching as a learning opportunity but were unsure that the practicalities in school would allow it to happen unless there was some creative planning at management level. It was noted the stress of organising relief for professional development, for leaving your class to observe or team teach did not encourage teachers to do so.

Busy co-curricular involvement along with the current workload of the NCEA especially with subjects involved with a lot of internal assessment, limited the extra time available to develop the use of the collegial activities.

How can teacher collegiality be best supported under the NCEA? As with the other schools, teachers did feel that they were being supported by the school with time and resources made available. Some consideration was made that the MOE may have some responsibility for encouraging the development of collegial interaction through the allocation of time.

The impact of the destructive teacher was identified, with the minimisation of negativity needing to be controlled by management. Use of school wide professional development and the associated benefits of developing unity were suggested as a means for getting the destructive teacher to work towards common goals.

Care needs to be taken with sole teachers as they can be isolated within school. The development of inter school networks is very important to minimise the subject isolation but the individual still must have collegial support within the organisation. Similarly, support needs to be given to new teachers especially those new to New Zealand as it can put a great deal of pressure on the HOD of these teachers.

Nation wide developments such as an increase in non contact hours negotiated by the PPTA should be put in place as soon as possible. Acting on these directives gives the staff a clear indication of support.

Teachers with stressful loads need to be looked after. This may be done by staff stepping in to help with marking and proof reading of reports but the management must be aware and encouraging of this collegial support. This was identified by the Teacher as a current strength in this school:

Our staff are very good at stepping in and taking jobs from these people to look after them if they become stressed or under pressure in terms of marking, proof reading of reports; all sorts of things.
Teacher

Flexibility on course structure with the number of credits offered and the input of key dates in the school year e.g. school exams contributed to teacher ownership when under pressure.

Management timetabling of regular department meetings so members touch base to stay on track helped functioning under the NCEA. The teacher who experienced weekly meetings noted the camaraderie developed among the department as a result of these regular meetings. The department with members involved in a range of co-curricular activities appreciated timetabled meetings so all members would be present.

Summary of Kahuraniki Secondary School case study. The discussion previously taken place in this school had identified a number of features around teacher relationships, their role or usefulness in school and the controlling impact that they can make in both a positive and negative manner. As a result of this discussion, two of the teachers in particular had spent time reflecting on the notion of collegiality and offered a valuable insight to their personal opinions and the culture of the school. The school culture seemed to be influenced by a range of practices in the school such as school wide professional development, strong ties of support for colleagues especially when they were under pressure, perhaps leading to protection of relationships, and the management of the school providing strong respected leadership. The influence of the department meetings for one teacher was a significant feature for them although the benefit of this contributing to collegiality was not firstly recognised by the teacher. The teachers were interested in possibilities of collegial activities, especially ones that provided the greatest possibility of risk but also the greatest professional value although they were quick to sense the structure and time constraints would lead to difficulties.

4.3.4 Te Mata Secondary School

Te Mata is a coeducational school in the A decile group (1-4). They have a school wide focus of leadership and staff professional development on teaching and learning according to their most recent ERO report. There is a strong sense of responsibility for the achievement of their students emphasised by their innovation and flexibility in managing the NCEA assessment framework. The management is encouraging of risk taking within the framework to best provide for the students although there are clear lines of accountability. This has increased collegial activities but has provided some challenging situations.

All three teachers expressed thoughts on the relationship of collegiality and collaboration. This was the first school where all teachers had a contribution to make. This suggests that the notion of collaboration and collegiality may be discussed or a focussed part of their school culture. "I see collegiality as professional collaboration and cooperation" (HOD) highlights the co-existence of both. The Teacher considered you needed both of them to have the other – "I don't think you can work well with other staff members if not everyone can share their ideas. If you are not collaborating ideas, you are probably not going to get collegiality". The interplay of both terms in the school was expressed by the Principal's Nominee:

> … if you've got a staff that is quite collegial and you've got a lot of collaboration then that would suggest that people are willing to accept advice, accept support and that people are giving advice or support on trust basis, they are not doing it to hold them accountable. I think if you don't have good collegiality, you are not going to have good collaboration.

Possible change in collegiality since the implementation of the NCEA. Much of the discussion around the change in collegiality from the NCEA was centered on leadership and management features of discussion, meetings and resolution rather than collegial activities. Professional development school wide did feature prominently for two of the teachers in particular.

If we just want to define it [collegiality] as professional cooperation, there has been a much greater emphasis on collegiality; much greater. I don't mean it's kind of mindless conformity and trying to be civil, there has been a lot of dissent and conflict, but its part of the professional cooperation that's constructive. We must debate, we must be free to debate and we have done a lot more of that in recent years as a result of NCEA. If you are looking at personalities it has raised some issues regarding personality because some teachers who were used to having a lot of autonomy and doing their own thing and don't have the personality of working with others, they have struggled. But again my relationship with staff, we get through these issues. I think if people are professional and constructive its OK but it hasn't been a smooth ride.

HOD

The conflict created as a result of the NCEA and collegial interaction was also highlighted by the Principal's Nominee:

What I have seen change, there is more professional discussion going on and sometimes that leads to conflict. Conflict where a staff member in a department if they are…if they go to an internal moderation meeting and there are four or five department members there, then some of the work is criticized, its not been up to standard or the assessment has not been up to standard then it is very easy for the person to take it personally, where there is potential for relationship breakdown. Where I don't think that would have happened before because… you still had the internal moderation within departments but it wasn't as high powered or important. So HODs have quite crucial roles in terms of managing those relationships within those meetings.

The Principal's Nominee went on to point out that pre the NCEA teachers with potentially conflicting personalities were unlikely to be put in a situation to critique work. The NCEA had created this situation but it was the teachers within who had caused the conflicts to surface. The development of trust between colleagues was essential to be able to work through the process of moderation in

particular. The importance of professional discussion to lead to improvement was also noted by this senior manager.

The Teacher, relatively inexperienced in comparison with the other teachers interviewed in this school and other case studies, noted the need for confidence to be able to cope and contribute to moderation meetings and collaboration. The fear of work not being up to standard did not encourage open participation.

The moderation meetings referred to are a new initiative in the school so the conflict may also be a result of the change experience. It could also be that teachers felt the collaboration was contrived. The HOD, responsible for running the meetings set up by the Principal's Nominee as a quality management system said:

> I think there is an underlying feeling that staff at school feel disappointed with the extra work they have got to do. I have sensed a reluctance to come to moderation meetings. And I think that has been stressful to staff when there has been a point of conflict but you know that is just a change in culture. There is willingness for teachers to cooperate professionally. By and large people have brought into it but there is an underlying resistance to all the meetings.

"I think that in school professional learning or professional development has increased significantly and it has coincided with NCEA and I think that has just lifted the bar" (Principal's Nominee). The school wide professional development has created more discussion between staff which has led to discussion about teaching and professionalism. "What it does do is challenge a wider group of people to think about what they are doing and that's better really" (Principal's Nominee). The HOD who had a fragmented department found the professional development acted as a team building activity bringing the department together:

> "What happens with external stuff is that one person goes off because it is normally constrained by resourcing, and that person comes back and shares

but you never get the benefit of the course from a 10 minute presentation late in the afternoon so it just doesn't work".

HOD

As with the previous case studies participants discussed the change in socialisation of teachers with reduced interaction in the staffroom at lunchtime. This has made little impact on the professional relationships from the HOD's perspective although the long term impact was considered. The view was made that the camaraderie between colleagues prior to the NCEA had helped them through the process and management of the NCEA change but new teachers will not have that to draw on when faced with similar challenges.

How does the management in school actively develop collegiality? The importance of developing a shared culture was identified by the Principal's Nominee/ Deputy Principal:

I think deep down though there needs to be a shared culture, shared values, shared direction even, if you don't have those I don't think you will have much collegiality so you have to work on getting those shared directions really. If you have some going in this direction and others going in that direction, there is no way that that person is going to feel part of the team. [How do you go about achieving this?] Constantly talking about direction at briefings, the expectation of the staff, getting people…the whole idea of shared leadership is the ultimate but is very difficult to achieve a lot of the time.

From the management perspective the encouragement of risk taking and innovation has been an important means of supporting teachers. This has been a focus in the school with changing timetables and flexible courses.

The two teachers not in the management structure were unclear as to the importance they felt the leadership team placed on collegial relationships. One in particular was aware that there had been talk of collaborative efforts in the staff but felt that it was just talk. It was also noted that the leadership team were busy

with their own compliance issues as were the teachers, with constant pressure on time, intensified by the decile of the school drawing constant attention from the MOE and the NZQA.

Collegial activities and their value. The impression given by the teachers was that they were coming to terms with new initiatives and student focussed course planning so collegial activities were very much used to manage workload. They used and developed what was practical and useful although considerable interest was generated from questioning on activities they didn't currently practice.

Sharing material was common from primarily the workload reduction. It was also noted as being most undervalued in terms of development of teaching practices. Informal sharing of ideas was very common, "That happens. In the staffroom, the corridor or someone's classroom" (HOD). It was seen as an efficient means of 'cutting through issues'.

> It's probably more valuable [than formalized discussion] in a way because it sort of reflects the culture of the school. If it happens regularly, it is going to happen more than in those formalised occasions and I think the formalised occasions will help someone with some things where as I think this other dialogue every day is probably more supportive for them.
> Principal's Nominee

Writing of tasks was done by individuals moderating pre-written material. The moderation was significantly different than the other case study schools with moderation meetings held twice a term within departments. The conflict, need for trust and confidence and the professional learning developing in this new system has been discussed previously but seemed to be experiencing some success. It is perhaps an example of a new initiative that is contrived currently as collaboration is enforced but it is the hope of the Principal's Nominee that it will become collegial while fulfilling the compliance to NZQA.

Observations were completed as part of the appraisal process. The Teacher commented on the value of observing in this role:

[When] I first started being an appraiser, I would see some of the things that they [the teacher] were doing and I would think that would work with my class so yes that is something I learnt. Now I go in and think 'I wonder what I am going to learn today?'. It is just a change of focus.

The Principal's Nominee also considered the value of observation:

A lot of value. We as a SMT [Senior Management Team], myself and the other DP, we go around classes twice a week, just pop in. I think a lot of feedback from staff is they find it really supportive. If we did it just on the odd occasion they would probably think 'what are you coming to check up on me for?' It's regular.

Shared teaching, another deep collegial activity was not common except for the physical education department during sharing of facilities. The Principals Nominee was very expressive in explaining the value it may have:

You go to your classroom and no one interrupts that and anything can happen. It would be good if it happened more regularly, then there would be more informal discussion about what happened in that classroom. You could probably just about teach for 20 years and count the times that people have been into your classroom.

[Do you see shared teaching as a good learning activity?] Big time and I think under, it does work for the PRTs [provisionally registered teachers] and it works for me. I am seeing things and I think maybe I should be doing that as well. Or seeing the teacher afterward and saying that went really well. Those comments are really significant because some people never get them.

The review process in the departments varied but the size of the department tended to impact on the formality of the review process. All departments completed a formal review for the management.

How can teacher collegiality be best supported under the NCEA?. Features in the school currently providing support are the quality management policies and the encouragement of innovative student programmes as outlined earlier. The new moderation process had mixed responses; it was seen as a positive development for professional learning (Principal's Nominee), it provided good steps for accountability between colleagues but there was reluctance from the teachers (HOD) but it required the presence of trust and confidence to cope with the process (Teacher).

Time, if given would need clear outcomes to ensure productivity. What this time could be used for was not given. The importance of good professional development to provide support and professional learning was identified as essential for progressive change (HOD).

The addition of the deeper collegial activities such as team teaching and observation were considered when looking at the collegial activities but were not identified again when asked about supporting teachers under the NCEA.

The teachers at Te Mata may well have been very happy with the support they had in their school or the interview process may have limited their thoughts because they did not offer many suggestions, however I had a sense they were weighed down by the process and responsibility for providing for their students.

Summary of Te Mata Secondary School Case Study. Te Mata teachers had experienced considerable change with the NCEA, in part due to the framework and compliance requirements as had other schools but there were some other significant features. There had been a progressive change from the externally assessed norm referenced assessment to the combination of external / internal assessment of the NCEA. Due to the disinterest of their student population to complete external assessments the teachers had worked to change to a high internally assessed component. This change impacted on accountability, producing internal assessments, marking and moderating as opposed to marking within school only. They were also experiencing change in accountability with the introduction of the moderation meetings and a more fully structured quality

management processes. These features combined with their perception of increased external monitoring and other general educational developments and initiatives e.g. literacy and numeracy projects. Considering this, they valued the innovation and progression of the NCEA in their school and this possibly encouraged the collegial interdependence between staff.

CHAPTER 5: DISCUSSION

This exploratory study has provided an opportunity to look more closely at the impact that the NCEA has had on teachers' collegial relationships. The change experienced under the assessment policy, the management of that change and how teachers can best be supported has been explored. The shift in sociability among teachers, school wide professional development, value of collegial activities in practice and the influence of school culture have been identified as contributing features. This chapter discusses these features in two key areas: the change that has occurred and the impact of the NCEA on collegiality, and how support can be given to teachers in schools to foster collegiality while working under the assessment policy.

It is important to appreciate that the NCEA, while being the most noteworthy change in secondary education over the last decade has been accompanied by other reforms the effects of which can not be easily disentangled when considering the impact of the NCEA. Nevertheless it seems likely there has been an increase in a number of collegial activities as part of the NCEA compliance as well as shifts in leadership style to manage conflict; these developments have contributed to collegiality.

5.1 CHANGE AND THE IMPACT ON TEACHER COLLEGIALITY

Most participating teachers considered collaboration and collegiality to mean the same. There were some who had considered the terms prior to their involvement in this study and understood that collaboration was about people working together to achieve an end goal, a feature of collegiality. Collegiality also includes shared values, power and a more personal than purely professional relationship. For those who looked at this from a functional collaborative perspective, there was an appreciation of the importance of personal understanding of colleagues for successful collegial relationships. For this reason I consider that the teachers have a similar understanding of the terms but had not considered them prior to the study. I have therefore taken collegiality to mean "… mutual sharing and assistance; an orientation towards the school as a whole; and is spontaneous, voluntary, development-orientated, unscheduled, and unpredictable" (Stoll, 1998,

p. 10).   The interplay of the terms collegiality and collaboration was discussed by the teachers from Te Mata with the Teacher saying "If you are not collaborating ideas, you are probably not going to get collegiality" and the Principal's Nominee saying "I think if you don't have good collegiality, you are not going to have good collaboration".

Teachers initially considered there had been no change in relationships or collegiality with the introduction of the NCEA. This response was perhaps influenced by the positive approach and dedication that teachers have adopted the change in assessment (Alison, 2005), relying on strong collegial bonds developed prior. It may also be their response to little change in congeniality or camaraderie among teachers. The participating teachers clearly identified the reduction of isolation and a change in a number of collegial activities, in particular an increased sharing of material, moderation, networks with teachers from other schools, more discussion created from professional development and other NCEA related tasks. This has developed stronger interdepartmental links, appreciation of other subject areas, clarity on values and teaching expectations, team building and empathy. These changes, linked to collegiality show there has been a deepening of collegiality while retaining the congeniality among the teachers. This is also expressed in the empathy they have for their colleagues in contrast to Hipkins, Conner and Neill (2005) who found that teachers felt management did not appreciate the requests being placed on them as part of the NCEA. This study found teachers accepted responsibility in performing their own role to minimize the negative impact on others e.g. the Heretaunga HOD completing the tedious tasks for compliance to reduce teacher workload and the Cape Principal's Nominee working to provide extensive support for teachers.

The impact of workload as a result of the NCEA has been documented in research as it has been identified in this study but there has also been a link shown between increased collaboration and workload (Johnson, 2003) that should be considered when looking at the balance of the two. The nature of the assessment framework with internal Achievement Standards, moderation and auditing processes has introduced new collaborative tasks for teachers, therefore the encouragement of further collegial tasks needs to be considered.   40% of the participants in

Johnson's research noted the increase in workload as a result of meetings, discussion and planning in a non NCEA environment. Taking this finding and recognising the increase in tasks of the NCEA compliance, the impact on the workload through collaborative work may be exacerbated.

Sharing of material was very common as found by Hipkins, Conner, & Neill (2005) and Hipkins & Hodgen (2004) with a need to increase this activity purely as a means to manage the workload of the NCEA. It was seen by participants in this study as an efficient way to 'cut through the issues', was directly to the point and provided the essential information for the teachers to get on with the job. Sharing material also reduced workload and provided new practical relevant ideas. This collegial activity reduced the isolation of teachers while supporting professional discussion. It was seen by many as being undervalued and more useful than formal discussions on teaching practices supporting Stevenson findings (2004).

The professional development occurring at the onset of the NCEA made some in roads towards developing collegial networks with regional Jumbo days providing colleagues in the same subject areas to meet (Hipkins & Hodgen, 2004). For some these networks have continued through subject associations and others through their own interaction. The collegial support from these networks for most was extremely valuable but more from a professional perspective in comparison with the valued personal interaction with their own school colleagues. A significant shift in professional development being school wide has made an impact on collegial relationships among teachers. Peers have been noted as the most useful source of information (Hipkins, Conner, & Neill, 2005) and the school wide professional development has provided the opportunity to discover the similarities of the NCEA peculiarities between departments and learn new ideas from those colleagues they work alongside. This has helped develop interpersonal relationships with colleagues providing a stronger sense of collegiality and understanding. The other contributing feature of school wide professional development is the continued teacher talk, encouraging further development of collegial interaction around educational issues. This contributes to the team building within the staff, creating a 'buzz' in the staffroom. This in

fact has been an opportunity missed by management for further professional learning and development of collegiality according to the HOD from Kahuraniki.

The NCEA, through the process of change, has created situations of conflict and the potential for more has been recognised. The nature of the assessment model has created the necessity for teachers to work together more closely than they have had to in the past. This has intensified personality and potential conflicts (Teacher at Kahuraniki) forcing teachers to work together (Cape Principal's Nominee). The collegial interaction of internal moderation under the NCEA has increased accountability from colleagues and with external moderation from school management. Schools have a great deal of data and can use this to hold teachers accountable if students or classes are performing under expectation (Te Mata HOD). Similarly schools work through audit processes through the MOE and NZQA with management and student learning under focus. Conflict that has arisen has been managed by schools successfully in the case study schools largely due to school NCEA policies developed and the management and leadership skills of those responsible. The HODs in particular have felt supported by these policies providing clear direction for resolution.

The changing nature of collaborative efforts required for the NCEA and the increased workload has the potential to create contrived situations of collegiality in schools. Teachers have recognised the sharing of material is functional in managing workload and the moderation process is seen as a task rather than a learning activity, creating the situation of collaborative work being done as a means to an end rather than a shared meaningful experience. The increased number of meetings required and the transparency of the assessment process has led to the increased opportunity for controlled, regulated pathways for teachers to follow.

Balkanisation is also increasingly likely under the NCEA. The Teacher from Kahuraniki discussed the differences between department views with the initial robust discussions with the introduction of standards based assessment. The inequities of credit value and work expectations between different subjects were identified by the Te Mata HOD and the Heretaunga Principal's Nominee. The

HOD also talked of responsibilities for the English department with requirements for student literacy placing greater demands on one department. This combination of factors could create strong bonds within departments to cope developing collective power that draws them away from the school wide values.

While collegiality leads to the feeling of more support for many, some teachers have felt threatened by the loss of autonomy and the increased sense their work is being monitored scrutinisation of work (Johnson, 2003). The teacher from Kahuraniki recognised the threat presented with the change from working in a small department in isolation to the sharing and development of material with colleagues. Once the strengths of individuals involved were recognised and drawn on, the relationship of shared power was able to be consolidated. Working collaboratively also identifies teachers with weaknesses in practice, creating concern among others that they are the 'weak link' (Teacher Kahuraniki). The fear that they themselves may not be up to standard was also recognised as providing a threat (Teacher Te Mata). The strength of the school culture becomes vital in this situation to ensure that they are supported and encouraged and there is a development of trust and increased confidence as it was in the case study schools.

Kahuraniki school had recently done some work on what made their school successful, identifying their connectedness with students and between teachers. Through this process of identifying strengths they also recognised their protection of relationships. This can be seen as positive, as was the view of the teacher who discussed the observation. However this also has the potential to lead away from the notion of shared power and innovation of collegiality (Zembylas & Bulmahn Barker, 2007) and the avoidance of issues so as not to compromise friendships and relationships (Achinstein, 2002).

Another marked change has been the reduction of social interaction between teachers as a result of the NCEA workload. Teachers talked of years past with bridge, pool and golf games played at lunchtime or after school with the comment that this could now be been seen as unprofessional (HOD Kahuraniki). This has reduced the time that teachers have to talk either on a personal or professional

scale. Understanding and knowing colleagues on this level has been identified as being important by teachers in this study. This limited opportunity to get to know working colleagues on a personal level creates questions regarding collegiality now but importantly in the future. Teachers commented on the importance of sound collegial relationships in having managed the change of the NCEA. They had previously had the opportunity to get to know their colleagues building trust and understanding on which to support professional relationships through this period of change. With the reduction of this time as a result of teachers working through lunch times, the future of sound collegial relationships may not have the depth to cope with major change as has been experienced by the current teachers in secondary schools. While not minimizing the influence of workload on socialisation, features of the aging teaching population and gender mix were discussed. As teachers have become more experienced the suggestion is that they do not have the energy for social interaction, wanting to return to families instead of extending their school day to interact socially with colleagues (Kahuraniki HOD). They also have the years of previous interaction to build on if they have spent time in one school. The gender mix of staff changing in a single sex school was also a feature discussed with the opinion given that female teachers have had a quieting impact on the staffroom (Heretaunga HOD). This was not a feature in this research but gender impact on collegiality could be a question asked in future research.

Several features have combined in my view to impact on the collective responsibility experienced by teachers of the NCEA. The transparency of the assessment process has increased teacher accountability (Hipkins, 2007) contributing to workload in increased sense of responsibility to students. The responsibility to students was a common thread throughout the interviews and was important in all schools. This, along with the increased workload, discussed previously, may have contributed to the togetherness that has developed among teachers as a collective body. Alison (2005) talked of the way that teachers have just got on with the change required due to the NCEA and the responsibility they have accepted despite poor change management by the MOE and the NZQA. The Heretaunga Principal's Nominee talked of the collective them versus us feelings

between teachers and the MOE and NZQA especially in light of the 'shifting sand' notion expressed by the Heretaunga HOD.

The Te Mata HOD identified the pressure they felt as a school being a low decile school under regular audits of student achievement. It is perhaps understandable that schools have grown stronger collegial bonds to manage these issues.

Some leaders noted the change in their need to manage challenging situations relating to staff as a result of the NCEA and consequently the way they communicate with staff to minimise conflict or dissatisfaction. All the principal's nominees had empathy for their colleagues working under the NCEA. They tried hard to provide them with information and direction to give the greatest support. They also understood the frustration that teachers felt as a result of the NCEA and worked hard to minimise this impact. Many of the principal's nominee and HODs noted the increase and challenge of dealing with situations of conflict and management of the NCEA.

Interestingly, the teachers not involved in the management teams were not able to easily identify the priority that the management in schools gave to collegiality as part of the school culture. While they knew that the notion was part of the school culture and important to them, they did not see it actively being developed. In contrast to this the participants also part of their management teams identified collegiality as one of the most important things that leaders were aware of and wanting to foster. Perhaps this is the silent nature of collegiality. It is difficult to measure, hard to recognise and perhaps not appreciated fully until it is put under threat. As the Cape Principal's Nominee said "I would say it's encouraged from the top but could never be insisted. So yes, the climate is there to enable it to happen".

All schools have identified the close, supportive school culture they experience. They emphasised different strengths; the connectedness between teachers at Kahuraniki; the close knit staff at Heretaunga; the friendly and supportive teachers at Cape; the trust developed and the willingness to take risks at Te Mata. Teachers did not note the change in school culture as a result of the educational

reforms but they have discussed some features that may contribute to the school cultures as they are now. In light of this it would be fair to say that school cultures are likely to have shifted or changed but because the teachers are focusing on their prime task of educating students or the lack of preparation time to consider such a deep issues during the interview they may not have considered these changes.

Changes that have emerged as a result of the NCEA, both supporting and challenging collegiality have impacted on teachers in schools. In order to help manage this change and the process of the NCEA teachers need to be supported to provide the most effective learning environment for students. To do this consideration must be given to how teachers and their collegial relationships can best be supported under the NCEA.

5.2 HOW CAN TEACHER COLLEGIALITY BE BEST SUPPORTED UNDER THE NCEA?

Teachers can be better supported through the development of a range of teaching practices, leadership awareness and organisational steps to provide them with the opportunity and direction for collegial interaction.

5.2.1 Development of Collegial Activities for Teacher Support

In this study teachers were asked to discuss the frequency and value of a range of collegial activities relevant to the NCEA. These activities were chosen to be reflective of the studies done by Little (1982, 1990) and Cousins et al (1994) to consider teachers' collegial activities, the effect on teachers and the value of the resulting change. The activities ranged from the superficial information exchange through to deep, joint implementation identified as leading to more permanent change.

The information exchange activities of sharing material and informal discussions were greatly valued by teachers as discussed as part of change resulting from the NCEA. The importance of sharing material and informal stories contributing to professional learning was undervalued according to some teachers. Teachers respond to information and guidance by colleagues (Hipkins, Conner, & Neill,

2005; Zahorik, 1987) increasing the value of this interaction. These views support the findings by Stevenson (2004) that the nature of this learning is relevant and therefore meaningful to teachers resulting in change to professional strategies. However this needs to be balanced with the concern that the sharing does not become comfortable or trick trading (Fullan & Hargreaves, 1992). If these activities and evaluation of them can be incorporated into teaching review processes the practice could give added value offering teachers support.

Student focussed discussion while still valued, has not changed in frequency as part of the NCEA but has become more task rather than student focussed. It tends to be used informally rather than during meetings and provides valuable information on student management and general features of groups rather than individual students. This practice then falls into the informal exchange of providing support.

Informal based collegial sharing activities, highly valued by teachers could be under threat with the reduced sociability and time available for teacher talk. As a result of the workload and teachers using lunchtimes to attend to work related tasks, teachers do not have the opportunity for discussions to happen as frequently. The value of the personal interaction as part of collegiality (Fullan, 2001) and the social discussion leading on to professional interaction has been identified (Kydd, Anderson, & Newton, 2003; Quinlan & Akerlind, 2000). With the significance of this type of interaction also being important to teachers of the NCEA it is concerning that they are not being encouraged with the opportunity to do so. This is supported by Ingvarson et al's findings (2005) that 66% of secondary teachers do not feel they have time to support their colleagues.

Working with colleagues marking and moderating would be considered as joint planning and participating on Cousin, Ross and Maynes' (1994) model, developing ideas, communication, practice and goal clarification. Teachers of the NCEA do not regularly do these tasks jointly but instead work individually then pass on material to another colleague to critique. This minimised opportunity for collegial interaction and growth is due largely to the factor of time. With the impact of the workload, teachers struggle to co-ordinate time to work on these

tasks together. In the case study schools the value of collegial support and growth both professional and personally has been noted.

Writing internal Achievement Standard exemplars has been reduced in all schools since the introduction of the NCEA as a result of the moderation process. Teachers have been confused and frustrated by the response to writing their own material and discouraged from taking risks in designing assessment tasks. This frustration has negated the affirming benefits of joint exemplar writing found by Hipkins, Conner, and Neill (2005). The Te Mata HOD talked of wanting to get the department members to the point of feeling safe and encouraged to write their own material but recognised that at the stage they were at in the process of change, this might be some time away. The development of this collegial activity may be a joint responsibility of schools and the NZQA. Jumbo days were held early in the introduction of the NCEA and time was spent on writing tasks. Perhaps now, teachers have more experience in the process, more professional development time with fellow subject teachers may provide the opportunity for valuable collegial interaction and innovation.

Deep collaborative activities of shared teaching or collegial observation were rare. This finding was supported by Boyd (2005) and Hipkins and Hodgen (2004). All case study schools carried out observation as part of the appraisal process or provisionally registered teacher programme but not as a collegial activity with shared power. Some of the teachers involved in the study did visit their colleague's classes with varying degrees of regularity with an intention other than observation. In both the appraisal observations and the informal short visit the benefits of doing so as a collegial learning activity were highly valued. Some responses from participants were:

> It's about people keeping in touch and having good teaching practice ideas shared.
> Heretaunga HOD

I always find it really interesting to see other people's classrooms. [Why?] You pick up a lot from just going in…

Kahuraniki Principal's Nominee

[When] I first started being an appraiser; I would see some of the things that they [the teacher] were doing and I would think that would work with my class so yes that is something I learnt. Now I go in and think 'I wonder what I am going to learn today?' It is just a change of focus.

Te Mata Teacher

A lot of value. We as a SMT [Senior Management Team], myself and the other DP, we go around classes twice a week; just pop in. I think from a lot of feedback from staff they find it really supportive. If we did it just on the odd occasion they would probably think 'what are you coming to check up on me for?' It's regular.

Te Mata Principal's Nominee

Many of the teachers expressed an interest in having the opportunity to observe colleagues in practice but considered the limitations of setting relief with time to set work, having to revise this and losing valuable teacher / student contact time being too significant.

Shared or team teaching was another deep collaborative activity that teachers expressed an interest in but had generally not participated in. The benefits of working alongside a colleague were similar in expectation to observation. Timetable constraints, even in the bigger schools were considered as limitations as teachers rarely had classes, same year levels together or non contacts times fitting their colleague's timetable.

Review and reflection of teaching with colleagues was varied throughout the schools and departments. The smaller departments with one or two teachers, tended to carry out the process informally. Some departments reviewed regularly in department meetings while others completed their review at the end of the year. Schools had formal processes of review required but these tended to focus on the

outcome of student learning more than the process and interaction between staff. With limited possibilities being provided or taken for collegial team teaching or observation, the process of review for collegial sharing of knowledge, experience and success seems essential if shared norms and values of collegiality are to be developed.

Department meetings in management timetabled time were appreciated by all teachers. HODs found them valuable to have all teachers present and did not feel under pressure of encroaching on department members' time. Teachers also found the opportunity to share, learn and discuss issues useful from a professional view but the meetings also encouraged collegial relationships. The Kahuraniki Principal's Nominee in discussing regular weekly department meetings linked the collegiality between department members developed through the meetings to their willingness to discuss, share and feel comfortable with frequent informal classroom visits.

The support for teachers under the NCEA could be developed through these collegial activities outlined. Teachers in the study have recognised their significance and value however are limited by time availability, current workload and timetabling restrictions. Breaking down the barriers of isolation was also identified because the deep collaborative activities of shared teaching and observation created situations of risk and threat for teachers not familiar to these activities. The importance of trust and the development of confidence to manage these collegial activities successfully would possibly be tested under the schools' current cultures and individual teachers' acceptance.

5.2.2 Professional Development as Support

Professional development as identified in the change experienced since the introduction of the NCEA has been noted by the teachers to be valuable in terms of professional learning as well as the development of relationships between colleagues. As suggested by the Kahuraniki HOD, the opportunity to develop collegial bonds through effective school wide professional development has been lost as a result of infrequent follow up. The Te Mata HOD also identified the team building developed as a result of department and school wide professional

development. While the professional development may not have a specific NCEA focus but instead a broader pedagogical focal point, the value of collegial development for those working under the requirements of the NCEA would be useful.

5.2.3 The Importance of Personal Interaction and Understanding for Support

Teachers in this study have talked about the importance of working alongside colleagues as part of the NCEA assessment process and in some cases being forced together. The HOD Kahuraniki expressed this concern:

> It is really important that people work well together. To do that you need to be working in the same direction in terms of goals and values but you need to be able to appreciate and understand your colleague as a person, not just a professional in your school. It adds another dimension, deepens the relationship. This helps you understand and trust them more.

This recognition of the benefit of developing trust and respect for these colleagues especially when working through professionally high risk tasks of moderation and the potential for deep collaborative tasks of observation or team teaching was common among all participants. For these levels of trust and collegiality to be developed interpersonal relationships must be given the opportunity to grow. With the reduction of social interaction between teachers as a result of the increased workload these links need to be fostered in other ways. Recognising the important contribution of these relationships is the key to encouraging the connections to be developed through other professional activities such as school wide professional development, department meetings, the NCEA administrative tasks and informal sharing.

The leaders in schools have a vital role in the appreciation of interpersonal relationships. The teachers from Kahuraniki identified the significance of the principal in this feature of the role with the management team offering support. HODs and the principal's nominees also have an important role in managing the teachers they work with as a result of the NCEA, with additional challenges that it provides in administration and resolution of conflict. The Te Mata Principal's

Nominee identified the importance of leadership for HODs rather than management saying that it is easy for these middle managers to become absorbed in the micromanagement of the tasks of the NCEA and lose sight of the importance of leading their department members on broader educational issues.

5.2.4 Teachers' Support Suggestions

Teachers in the schools offered a range of practical support suggestions both those currently experienced and for consideration. These revolved around organisational features of timetable, teacher only days, development of strong policies to manage the NCEA and the timetabling of set departmental meeting times by the school management. Other support ideas dealt with the importance of leadership and management by the leaders in the schools, the Principal's Nominee and HODs. Support of teachers to minimise stress and isolation, and minimizing the influence of destructive teachers were noted as needing to be recognised by management. The need for financial assistance to maximize learning opportunities provided through professional development was highlighted as a common need. Many of these suggestions were given with a very balanced view of the school requirements and responsibilities for the school organisation and student learning.

Teachers recognised the constraints placed on schools by the MOE and the NZQA. Consideration was given to the need for schools to be supported in the form of teacher time and funding for a number of the deep collaborative tasks to be manageable.

CHAPTER 6: CONCLUSION

The impact of the NCEA on teacher collegiality has been significant. This exploratory study has identified some key features of change under this assessment policy namely shifts in socialisation, school wide professional development, value of collegial teaching activities and their contribution to school culture. There has been a deepening in collegiality largely through an increased sharing of teaching and assessment material, and an increase in professional communication through moderation and professional development cumulating in a heightened respect for professional practice and understanding of personalities. This has been under threat from reduced socialisation, pressures of workload, loss of autonomy and feeling of threat from collegial sharing, and the fragile nature of collegiality. These changes have contributed to a shift in school culture with the NCEA being one significant contributing factor.

Teachers have been required to work together developing collegial communication and professional transparency. This has in some cases been contributed to and resulted from the necessity to manage the workload of the assessment policy. Collegial interaction through moderation of Achievement Standards has been most common although the influence of school wide professional development, some of which has been NCEA focussed has been noted. Informal collegial sharing has been valuable from the teachers' perspectives as it is convenient, less time consuming and relevant to their needs. While interested in the deeper collegial activities of shared planning, team teaching and classroom observation, they feel pressured with time, responsibility to cover the curriculum and difficulty in managing timetable constrictions. While these changes have provided some challenges many teachers have valued the increased depth of interaction and benefited from it both professionally and personally.

The role of school wide professional development in the development of collegiality was noteworthy. While not always directly related to the NCEA, the development of increased understanding between colleagues and sharing of ideas contributed to the professional respect they developed but also the depth of the

relationship with increased personal understanding. The change in the relationships did directly impact on the professional interaction relating to the NCEA.

The teachers participating had a clear view of the roles they took in the process of the NCEA and the administration. They appreciated the role that management took particularly the principal's nominees in efficient functioning of the requirements.

While the development and value of collegiality has increased since the introduction of the NCEA there have been some challenges. The frustrations felt by many teachers have led to strains on relationships and the need for a greater empathy and skill in personnel management by HODs and senior management. Perceived inequities between subject areas also credited some discussion and feelings of frustration. The reduction of practicing in isolation while positive for many has provided challenges for others. Feelings of insecurity, inadequacy and threat from colleagues contributed to these challenges.

The degree of collegial social interaction as part of teachers' lives has declined since the introduction of the NCEA. There was a sense from the participants that they missed this interaction and the relationships that had been previously developed through social interaction helped them through this period of challenging change.

Teachers had given little consideration to the notion of collegiality or collaboration in their schools, or the changes that may have occurred as a result of the NCEA implementation. They initially felt there had been no changes but this could have been due to their view that there had been little change to the camaraderie or congeniality within the staff. During the course of the interviews they clearly identified the change in collaborative activities and the significance of collegiality to their professional lives. They valued the functional aspects of collaboration and most importantly the interpersonal strength integrated as part of collegiality. The clarity in their personal views of collegiality and collaboration,

and the significance of them as part of their schools lives, developed significantly during the course of the interview process.

School culture, or teachers' views of it, seemed linked to the value they placed in their collegial interaction and collaborative efforts. All participants valued the positive, supportive culture they considered their school to have but had given little thought about how it had been created. On the whole teachers did not appreciate the efforts that the management made to enrich school culture or collegial relationships but did accept that they helped create the climate for a positive school culture to be fostered.

Teachers working under the NCEA policy would be best served with support from management in schools but also further research to develop a fuller understanding of the relationship of collegiality with the NCEA. This study has found many features that support other research about the NCEA but the clearer picture of teachers views on collegiality as part of school culture, the activities of value and their needs of support has been presented.

A richer understanding of the benefits and challenges of collaborative work as part of the NCEA management would enlighten teachers and managers about the development and value of practices under this policy. This study has highlighted the advantages of informal sharing activities but there is little information on the deeper collegial activities because they are uncommon in schools.

Further study on the impact of professional development on teacher relationships and collaborative practices would enable more structured planning for professional learning with this in mind. Currently the focus is on professional development with benefits of collegial interaction happening more by chance that planning.

There are some general concepts about collegiality in education if researched would broaden the knowledge and understanding within secondary schools. The features that influence socialisation and sociability for teachers such as the impact of the aging population among teachers and the experience they bring to

relationships. This is particularly relevant in the New Zealand setting with the ageing teacher population and the question as to whether young teachers will develop such strong relationships with limited social interaction with colleagues to help them through significant periods of change. The gender mix of staff and the influence of gender directly on collegial relationships and school culture are also not well understood and while there are still a number of male teachers in the secondary sector of education there could be the possibility of the primary sector trend with few male teachers in years to come.

The interest of collegiality in conjunction with the NCEA has been explored in this study but the impact on school culture in the broader perspective would be valuable for schools. With school culture being so complex and the change with the NCEA having created such a significant impact on schools, understanding the relationship between these aspects would allow schools to better understand the future direction and management for school culture development and support with this assessment policy in place.

The MOE and the NZQA also have a role to play in the support required with the development of opportunities for schools to encourage their teachers to develop the deeper collegial activities of shared writing of assessments, marking, moderation, classroom observation and review.

The NCEA, while an assessment policy designed to enhance student achievement, has impacted significantly on teachers' work and school culture. Teachers' collegiality has been an important feature affected which in turn impacts on implementation and success of the policy.

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APPENDIX

Note: Interview guides for Assistant Teachers and Principal's Nominees were the same as for the HOD with slight variations in question 3 as outlined in chapter 3.

INTERVIEW GUIDE FOR HEAD OF DEPARTMENT
RESEARCH PROJECT: THE IMPACT OF THE NCEA ON
TEACHER COLLEGIALITY IN SECONDARY SCHOOLS

- **Thanks for your willing participation**
- **Introduction of who I am and the research project being carried out**
- **Reminder that you may withdraw from the project at any point up to the 19th December 2007. You may do this directly with me or my supervisor Professor Martin Thrupp of the Policy, Cultural and Social Studies in Education Department, University of Waikato**
- **Outline research procedure – you will be invited to verify written transcripts from interview. Principal and teachers will be invited to read the completed thesis available once it has been assessed.**
- **As an semi formal interview, you are to feel free to discuss any aspect of the NCEA influence on teachers and their teaching**

Head of Department: _____   _____
DEPARTMENT   **SCHOOL Pseudonym**

General question guides as required –
1 What are the administrative steps your department goes through do when working through the NCEA related tasks?

2 Did you have experience in the administration of assessment before the NCEA? If yes, how does it compare with your current NCEA workload?

3 How does the administration and teaching workload related to the NCEA impact on the relationships that you have with
- Your department teachers?

- Your principal's nominee?

- Your management team?

4 What is your understanding of the meaning of teacher collegiality? How does it differ from collaboration?

5 What were the features and patterns of teacher collegiality in your school before the introduction of the NCEA?
Are you in the same school?

6 What are the features and patterns of teacher collegiality in your school with the introduction of the NCEA?

7 What do you see as the value in the changes, if there have been some?

8 Does your department work on the concept of regular professional learning through the development of the NCEA ie discussion of marking, planning or other teaching related tasks? How effective is this in comparison to one off courses?

9 How do you think teacher collegiality can be best supported under the NCEA in your school?

10 Do you expect a change in collegiality now the initial period of change in the NCEA is over?

11 How significant is the role of the leader / s in your school on the collegiality you experience? Is it a priority for them?

12 How common are the following in your department? How important do you see them as being to teacher success with NCEA?

ACTIVITY
Sharing material with colleagues

Informal sharing idea or story

Student focussed discussion relating to NCEA

Writing teaching material with colleague/s

Marking with 1 colleague/s

Moderating with
colleague/s

Department meetings with
NCEA focus – in
management allocated
time

Department meetings with
NCEA focus – in own
time

Brief observation of
colleague with NCEA
focus

Significant observation of
colleague with NCEA
focus

Shared teaching at same
time / different classes

Shared teaching at same
time same class

Review of NCEA teaching
with colleague/s

For the least common in the table above, what are the limiting factors for
including them in your professional work in school?

13 Any other comments?

Reminder that you will be invited to verify a transcript of the interview if you
wish to.
Thank you for your time.