

# **Teacher Collegiality: Building Social Connections Among Health Science Teachers**

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# What is Teacher Collegiality?

- ♦ **Collegiality** – describes teachers' involvement with their peers on an intellectual, social and/or emotional level.
- ♦ **Collegiality** is a culture of teaching – “patterns of relationships and forms of association, between members of those cultures (Hargraves, p. 166).”
  - ♦ Other collegiality terms:
    - ♦ Networking
    - ♦ Collaboration
    - ♦ Professional learning communities

# Five Characteristics of a Strong Collegial Network

1. Shared beliefs, values, and vision.
2. Shared and supportive leadership.
3. Collective learning and application.
4. Supportive culture and context.
5. Shared personal practice.

# Research Studies

- ♦ Teacher collegiality is one of the most important factors in determining the quality of a school/program (Barth, 2006).
- ♦ Teacher collegial problem solving is a vital key to initiating positive school change (Darling-Hammond & Sykes, 2003).
- ♦ Teacher collegiality is the key to stimulating a professional community that successfully drives student learning (Newman & King, 2001).

# A Teacher's Role

## ♦ Teachers

- ♦ Take on the responsibility for instructional leadership.
- ♦ Take responsibility for helping their colleagues learn and grow.
- ♦ Play a part in determining school procedures.
- ♦ View their roles from a school-wide perspective.

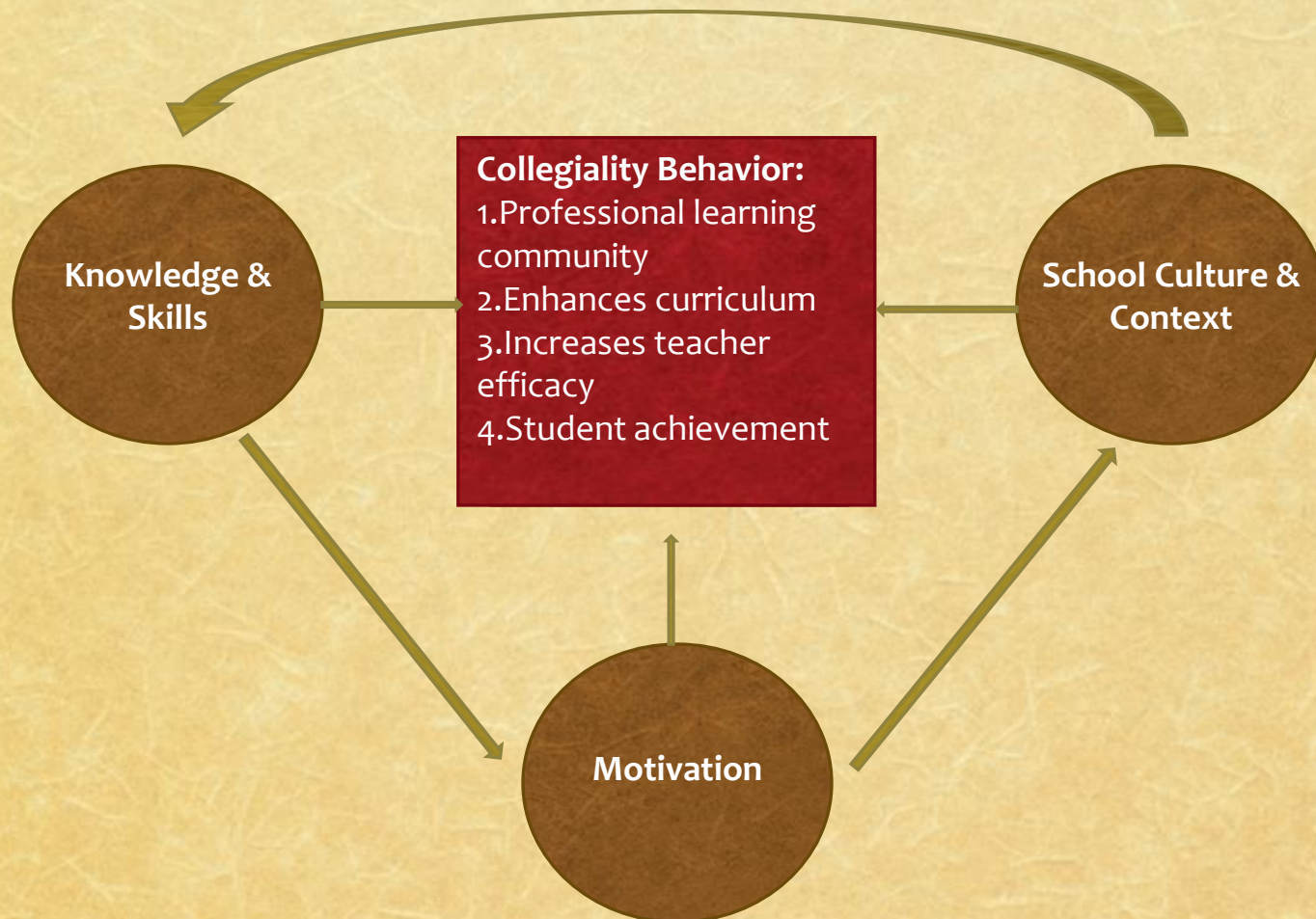
## ♦ Obstacles

- ♦ Time to collaborate.
- ♦ Poor training/knowledge/motivation/support.

# Measuring Teacher Collegiality

- ♦ **Teachers' knowledge and skills.**
  - ♦ Teachers' prior experience.
  - ♦ Teachers' use of technology.
- ♦ **Teachers' motivation and sense of efficacy.**
  - ♦ Teachers' individual efficacy beliefs.
  - ♦ Teachers' collective efficacy.
- ♦ **School culture & context.**
  - ♦ Academic organizational factors.

# Integrated Model of looking at Teacher Collegiality



# Interpret Results & Provide Feedback (Part 1)

What are preferred ways to network with other teachers?	%	n
Professional website where teachers can access information	68.2%	148
Regional meetings/conferences	67.3%	146
Regional professional development workshops	64.1%	139
Membership in professional teacher associations	26.7%	58
Online social networking (e.g., Tweeter, Facebook)	24.0%	52
Webcasting and video podcasting	19.4%	42
Other	4.1%	9



# Exercise & Discussion

# How Collegial is your team?

Scale: 1 = weak; 2 = somewhat strong; 3 = strong

1. Teachers in my program regularly meet to solve problems.      1      2      3
2. Teachers in my program learn from observing other teachers.      1      2      3
3. Teachers in my program regularly share information and curriculum.      1      2      3
4. Teachers in my program develop and align lesson plans together.      1      2      3

# Sooo... why do some teachers choose to work in isolation, while others network?

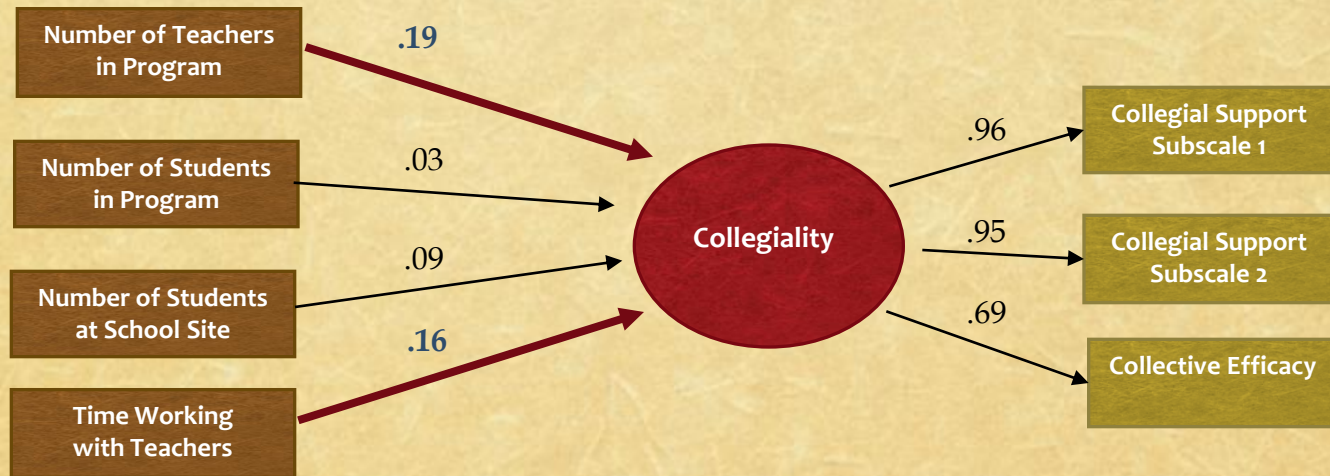


Teaching is not rocket science. It is, in fact, far more complex and demanding work than rocket science.

Richard Elmore professor of educational leadership at Harvard Graduate School of Education.

# Interpret Results & Provide Feedback (Part 2)

Path Model with the Program and School Factors Predicting Collegiality



Note: Standardized parameter estimates are shown. The bolded paths predicted the collegiality factor were significant at  $p < .05$ .

# Collective Teacher Efficacy

- ♦ **Collective efficacy** - a group's shared belief in its conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment (Bandura, 1997).
- ♦ **Collective teacher efficacy** – the perception of teachers in a school that the efforts of the faculty as a whole will have a positive effect on students (Goddard, Hoy, & Woolfolk Hoy, 2000).

# Collective Teacher Efficacy and Student Achievement

The relationship between collective teacher efficacy and student achievement is reciprocal.

Teachers' belief in their collective efficacy impacts student achievement, and increased student achievement impacts teachers' sense of collective efficacy (Tschannen-Moran & Barr, 2004).

## Small Discussion

## Student Learning and Motivation



# Three Key Collective Efficacy Questions

- ◆ Can we succeed at this task?
  - ◆ Do we want to do this task?
  - ◆ Why are we doing this task?
- 
- ◆ Motivation is multi-dimensional.

# What Causes Collective Efficacy?

- ◆ Our collective efficacy is controlled by:
  - ◆ Whether we believe we are in control and how effective we feel we can be as a team.
  - ◆ Whether we believe the environment provides us with resources that results in effectiveness.



# What Destroys Collective Efficacy?

- ◆ Unnecessary rules and policies
  - ◆ They act as barriers.
  - ◆ Too many procedures kill motivation.
- ◆ Changing performance goals
  - ◆ Goals are not challenging (tangible).
  - ◆ Goals are not concrete (measureable).
  - ◆ Goals are not current (relevant).
- ◆ Negative feedback

# Teams that Lack Collective Efficacy

- ◆ Will:
  - ◆ Engage in pessimistic thinking.
  - ◆ Attribute success or failure to external causes.
  - ◆ Prefer easy work (without much effort).
  - ◆ Get easily discouraged.
  - ◆ Avoid asking for help.
  - ◆ Easily give up.
  - ◆ Procrastinate or delay work (ran out of time).

# Strategies for Building Collective Efficacy in your School/Program

- ♦ **Vicarious learning** – social modeling – observing the performances of others.
- ♦ **Focus on teachers' efficacy**
- ♦ **Use persuasion/influence** (Cialdini, 2009)
  - ♦ Reciprocation – people say yes to those they owe.
  - ♦ Commitment & consistency – mean/do what you say.
  - ♦ Consensus – social modeling.
  - ♦ Scarcity – attracted to something that is rare.
- ♦ **E-mail as a strategy** – in a humanistic way.

# Contact Information

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