Use of the Collegial Leadership Model of Emancipation to transform traditional management practices in secondary schools

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The Collegial Leadership Model of Emancipation (COLME) is used to address the concerns of transforming traditional management practices (TMPs) in secondary schools. This model is based primarily on the principles of collaboration and participation that facilitate collegial leadership practices to flourish in an environment characterized by shared decision-making, shared values, shared vision, and shared leadership. Inevitably, this process impacts on all stakeholders. The positive effect that collegiality has on the improvement of learning and improved teacher participation and commitment suggests that the effectiveness of a school need not be synonymous with privilege nor should inefficiency be synonymous with the disadvantaged community. For the positive effects to be sustained, the collegial practices need to be evolutionary and emancipatory in order to evoke the values of collegial leadership set out in this article. Research conducted at ten secondary schools strongly supported the principles espoused in the COLME. It was evident from the interviews that the ex-model-C schools were better equipped and had appropriately qualified personnel to incorporate elements of the COLME. This was not the case with all the historically disadvantaged secondary schools (HDSS). However, all the respondents agreed that collegiality was a key component in transforming traditional management practices in our schools. The COLME provides a suitable framework to achieve this noteworthy goal.

Introduction

The traditional emphasis on bureaucracy is being challenged by a normative preference for collegiality in many parts of the world, including South Africa (Manz & Sims, 2001; Kouzes & Posner, 1997; Bush, 2003:70). Traditional management implies that the "ideal organization is orderly and stable, that the organizational process can and should be engineered so that things run like clockwork" (Kouzes & Posner, 1997:15). Collegiality, on the other hand, is a collaborative process that entails the devolution of power to teachers and other stakeholders in order for them to become an integral part of the leadership processes of the school that are guided by that school's shared vision (Sergiovanni, 1991:26). Collegiality is therefore considered as a process of assimilation that involves encouraging personal visions to become part of a shared vision built on synergy (Singh & Manser, 2002:57). This process is possible because collegial strategies tend to be more lateral or horizontal rather than being vertical and hierarchical, reflecting the view that all stakeholders should be involved in decision-making and "own" the outcome of discussions (Bush, 2003:70). As pointed out by Kouzes and Posner (1997:12), leaders "know that no one does his or her best when feeling weak, incompetent, or alienated; they know that those who are expected to produce the results must feel a sense of ownership".

Leadership, according to Kouzes and Posner (1997:30), is the "art of mobilizing others to want to struggle for shared aspirations." They state that "people in positions of authority can get other people to do something because of the power they wield, but leaders mobilize others to want to act because of the credibility they have". Collegial leadership therefore focuses on the stakeholders' capacity to play a participatory role in the leadership of the school (Lofthouse, 1994; Senge, 1990; Singh & Manser, 2002). Under these circumstances, collegial leadership should be viewed as a process that encourages and accommodates shared decision-making and shared leadership in the spirit of enabling people to want to act.

Recent research (Manser, 1999; Msila, 2000; Lokotsch, 2000; Singh & Manser, 2002) reveals that there is a major flaw in the way that collegial strategies are contemplated and implemented in our schools. This is evident in many historically disadvantaged secondary schools (HDSS). In most of these HDSS, a shared vision is regarded as a once off happening rather than as part of an evolutionary process of collegiality at the school (Manser, 1999; Msila, 2000). The mistake often made is that the change in leadership strategy is regarded simply as a final product rather than it being a continuous process. The absence of collective attitudes and virtues and hence, the absence of a meaningful shared vision could be the reasons for such schools having an apparent lack of direction and commitment (Singh & Manser, 2002:63).

In order for a school to provide quality education, collegial leadership should be carefully nurtured by those who have been empowered to lead the transformation of the school to address the challenges of the new millenium. Collegial leadership can be effectively utilised to extract the best from people and the most effective and efficient educational climate can be created at a school when collegiality is employed (Lofthouse, 1994:6).

The COLME (as it appears in this article) was developed by the author. It evolved from a preliminary study conducted in 1999 (Manser, 1999). The research in this preliminary study supported the need for the development of the COLME to address the concerns of stakeholders regarding traditional management practices (TMPs). Its structure is supported by, and is based on, several research findings that focused on the various components of the COLME (Manser, 1999; Msila, 2000; Lokotsch, 2000; Singh & Manser, 2002; Singh, Mbokodi & Msila, 2004). Therefore, the findings in this study are based on the application of the COLME. The framework of the COLME is set out in Figure 1 and discussion of the model is based on this figure.

Motivation to develop the COLME

The primary purpose of developing the COLME was to address the concerns of stakeholders pertaining to TMPs in secondary schools. Creating an enabling environment in which all stakeholders can participate as partners in joint decision-making is crucial to the implementation of collegial leadership practices in a secondary school. Sharing the values, vision and goals of the institution is essential to realise the objectives of shared leadership and this is set out clearly in the COLME. As aptly pointed out by Kouzes and Posner (1997:xx), the leadership challenge is about "how traditional systems of rewards and punishments, control and scrutiny, give way to innovation, individual character, and the courage of convictions".

The COLME provides a broad framework to develop healthy collegial leadership practices in secondary schools as it outlines procedures to develop and use the potential of all the stakeholders of a school in order to create and foster quality education. The principles of collegiality are flexibly applied in order to create a climate in which all stakeholders are able to express themselves freely and hence feel that they are part of the democratic decision-making process. Stakeholders need to feel that they are able to have an influence over what should happen and happens at the school rather than be subjected to the decisions of those placed in positions of hierarchical power (Rowan, 1993). Hence, the COLME breaks the grounds of TMPs in order
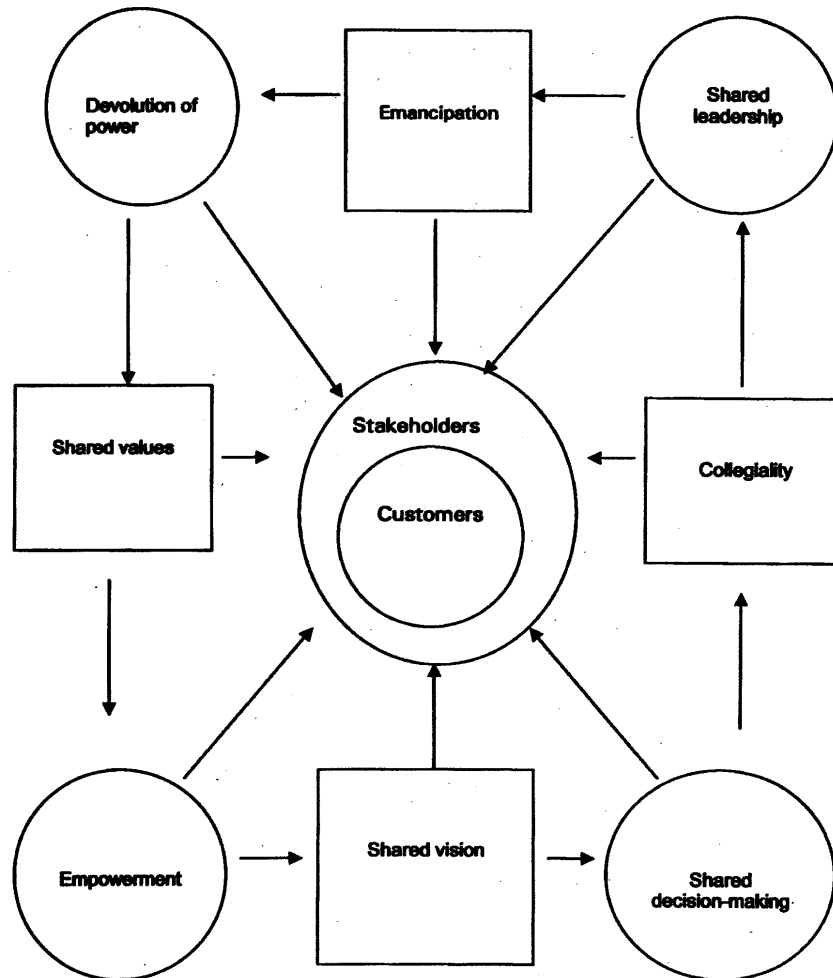
Figure 1 Collegial Leadership Model of Emancipation

to engage all stakeholders in participatory decision-making in a secondary school to ensure the provision of quality education for all learners.

Discussion of the Collegial Leadership Model of Emancipation

Four metaphorical pillars

The COLME is developed around the conceptualisation of four metaphorical pillars which illustrate the multiplicity of collegial emancipation (see Figure 1). The four pillars are collectively employed to shape an emancipated climate (free from traditional management practices) in secondary schools. These pillars are: devolution of power, empowerment, shared decision-making, and shared leadership.

Devolution of power

Devolution of power simply means giving away power. Kouzes and

Posner (1997:185) observed that credible leaders prefer to give away their power in service of others and for a purpose larger than themselves. Such leaders accept and act on the paradox of power: "we become the most powerful when we give our own power away" (Kouzes & Posner, 1997:185). Collegial leaders take the power that flows to them and connects it to the other members of their team. As pointed out by Kouzes and Posner (1997:187), when leaders share power with others, they are demonstrating profound trust in and respect for other's abilities. Such leaders are most respected and most effective, not as traditional management myth has it, the highly controlling, tough-guy boss.

Collegial theories (Dalin, 1994; Whitaker, 1995; Maeroff, 1993; Rowan, 1993; Royal & Rossi, 1997; Raywid, 1993; Sergiovanni, 1991; Bush & West-Burnham, 1994) focus on the relationships between teachers, leaders and managers who are expected to possess an authority of expertise. In a collegial climate, schools make decisions

and policies through the processes of discussion and consensus in lieu of their shared vision. There is power sharing amongst members of the school who should have a clear understanding about the objectives of the school (Bush, 1993:52).

Research (Manser, 1999; Mbokodi, Singh & Msila, 2003; Singh, Mbokodi & Msila, 2004) reveals that HDSS do not make maximum use of external stakeholders as promulgated in terms of the South African Schools Act of 1996 and therefore restricted themselves to the professional skills of the teaching staff at the school. However, the Department of Education (1996:6) strongly believes that parents, teachers, learners and other stakeholders must participate in the activities of the school. Capacity building is a prerequisite for stakeholders to assume their designated role in the governance of schools as spelt out in the South African Schools Act of 1996.

Empowerment
The empowerment of stakeholders depends on the devolution of power by leaders. Traditional managers cling onto power as an entitlement of their positions. In contrast, collegial leaders share their power base in order to flatten hierarchies (Kouzes & Posner, 1997:xvi). Empowered stakeholders therefore demonstrate a greater commitment to complete a task based on their increased sense of self-confidence, self-determination and personal effectiveness.

Empowerment also refers to the freedom of experts to take part in the decision-making process because of their expert ability rather than their position in a hierarchy (Bush, 1993:33). In order for stakeholders to play an active role in governing the human resources of a school, they need to be empowered to fulfill the functions as set out in the Schools Act of 1996. The parents of learners are empowered by the South African Schools' Act of 1996 to take an active role in the governance of schools as well as raise funds on behalf of these schools. Hence, parents are considered to be the customers, stakeholders and partners of these schools as their vested interest should be the school's primary concern that is, providing quality education to their children (Coleman, Bush & Glover, 1996:57).

Shared decision-making
If empowerment has taken place and individuals, interest groups and institutions are given the opportunity to accept responsibility, they will then need to be accountable for the decisions that are made. With empowerment comes accountability and in a collegial model, the concept of shared decision-making. This suggests that those who form part of a shared decision-making process are responsible and accountable for the way they govern the institution.

Decision-making is therefore predominantly participative. It is no longer the sole responsibility of the principal and his/her senior management team, but rather it becomes a responsibility that is shared by the entire staff (Bush, 1993:14). The school can establish working groups to determine proposals for decisions that require the attention of the entire staff. These working groups should acquire expertise in their specialist area, drawing on external expertise whenever such assistance is required. Groups should expect their proposals to be scrutinised and criticised by the entire staff before they are accepted (Campbell, 1985:152-153). Teachers must feel that they own the decisions made in a collegial leadership environment.

Shared leadership
For collegiality to be effective, the processes of shared leadership need to prevail. Groups of stakeholders and shared decision-makers should obtain the advice of experts from inside or outside the school. Leaders of these groups are identified as a result of their expertise and their leadership ability. According to Bowring-Carr and West-Burnham (1994:121), the leader, through his/her actions, shows everyone what to follow and through such actions enables the followers to become leaders in their own right. The practical utilisation of a variety of leaders and opportunities for leadership development should enhance the prospects of shared accountability, effective empowerment and shared decision-making. Bush (1993:33-39) identified three main advantages of collegiality that have their roots in the development of shared leadership:
• teachers participate fully in the management and leadership of the school;
• the quality of decision-making is improved when the teaching staff participate in this process and take the lead in finding solutions to problems; and
• the contribution of the teaching staff is important because they take the responsibility of implementing changes in policy.

Kouzes and Posner (1997:xx) succinctly capture the essence of shared leadership by pointing out that:

> ... leadership isn't the private reserve of a few charismatic men and women. It's a process ordinary people use when they're bringing forth the best from themselves and others. Liberate the leader in everyone, and extraordinary things happen.

Four hypothetical pivots
The framework of the COLME includes four hypothetical pivots situated between each pillar. These pivots are: shared values, shared vision, collegiality and emancipation. The interaction of the four hypothetical pivots with the pillars results in the emancipation of stakeholders from TMPs.

Shared values
Values are the "deep-seated, pervasive standards that influence every aspect of our lives: our moral judgments, our responses to others, our commitments to personal and organizational goals" (Kouzes & Posner, 1997:212). Manz and Sims (2001:203) note that rigid bureaucratic controls (as is evident in traditional management practices) can stifle the initiative, creativity, and commitment required for excellence. They (Manz & Sims, 2001:199) point out that the values captured within the culture of an organization provide meaning, purpose and commitment for employees. Shared values make a significant difference in work attitudes and performance as is evident below (Kouzes & Posner, 1997:213):
• They foster strong feelings of personal effectiveness.
• They promote high levels of loyalty towards the organization.
• They facilitate consensus about key organizational goals and stakeholders.
• They encourage ethical behaviour.
• They promote strong norms about working hard and caring.
• They reduce levels of job stress and tension.
• They foster pride in the organization.
• They facilitate understanding about job expectations.
• They foster teamwork and *esprit de corps*.

The organisational climate and culture of a school can be described as the espoused values, norms and behaviours of the members of a school. When changes occur within the school, appropriate norms and behaviours need to be developed (Coleman, 1994:194). When a school seeks to become effective in achieving its objectives, it does so by creating a climate or culture in which the range of shared values is high and commitment to these values will translate into innovation and the effective use of limited resources (Murgatroyd & Morgan, 1994:80).

Shared vision
Coleman (2003:158) defines vision as "a desirable future state of the organisation." She points out that it relates to the intended purposes of the school, expressed in terms of values and clarifying the direction to be taken by the institution. She suggests that the vision should be inspirational so that the members of the organisation are motivated to work towards it with pride and enthusiasm. Conger and Kanungo (1998:196) observed that when "organizational members perceive the vision as their own ... they will feel internally driven to achieve the organizational objectives dictated by the vision". They point out that a sense of powerlessness is created amongst members when the leader installs "structures and mechanisms that foster a sense of control over the resources needed to perform meaningful tasks required for the vision's accomplishment".

What is important to the school in terms of its values, norms and behaviours should be reflected in the school's shared vision. Individuals at the school will be required to share their values, norms and behaviours and direct their decision-making to support the path that the school has chosen for its future development. Those experts empowered to make changes will need to be guided by the shared vision if they are to make a meaningful contribution to the school. The goals are determined by consensus, therefore decision-making needs to support the determined goals. If they don't then the collegial system will begin to disintegrate, as empowered individuals will begin to make decisions that disregard participation and consensus (Coleman *et al.*, 1996:16). The result could mean a return to autocracy and bureaucracy.

Collegiality
In a collegial leadership model policies are determined and decisions are made through a process of discussion leading to consensus (Bush, 1993:52). There is power sharing based on expertise and mutual understanding of the school's shared vision. The authority of expertise advocated by a collegial approach encourages teachers to collaborate through shared values and establish decision-making skills based on their expertise. This implies that teachers should mostly be held accountable when they are included in the decision-making process in a meaningful and collegial manner. Collegiality therefore may be described as the way in which teachers and principals share common values, common goals, accountability and a sense of trust built on a foundation of congeniality (Sergiovanni, 1991:17). Collegial strategies can therefore be associated with the demonstration of professional behaviour towards colleagues, based on attitudes and virtues that are enshrined in the school's shared vision.

In a collegial leadership model the imposition of decisions on staff is morally unjustifiable and inconsistent with the notion of consensus (Coleman *et al.*, 1996:13). Hence, the COLME places collegiality as the link between shared leadership and shared decision-making.

Emancipation
The verb "emancipate" and the noun "emancipation" are defined in The Living Webster Encyclopedic Dictionary of the English Language (1981:319) as follows:

emancipate.　To restore from bondage to freedom; to free from bondage, restriction, or restraint of any kind; to liberate from subjection, controlling power, or influence.

emancipation.　The act of emancipating; deliverance from bondage or controlling influence; liberation.

According to Kouzes and Posner (1997:16), traditional "management teachings suggest that the job of management is primarily one of control: the control of resources, including time, materials, and people". They point out that leaders "don't command and control; they serve and support". A collegial leader can be classified as an emancipator seeing that s/he contributes extensively to create an environment for emancipation. The emancipation of teachers as decision-makers and leaders refers to the creation of a climate in a school that encourages teachers to participate in the development and change process in governing their school. Emancipation in a collegial climate will mean that teachers, who demonstrate power through expertise, are given the same opportunities and leadership rights as those placed in positions of hierarchical power. They need to feel comfortable in their capacity as decision-makers and be unafraid to take decisions based on professional work ethics and collegial principles. Emancipation does not mean that teachers are given unconditional freedom, but rather it includes the assumption of responsibility and accountability within an individual's particular field of expertise. With freedom comes responsibility and commitment to the school's shared and chosen direction.

Holonomy has an impact on the emancipatory process of stakeholders in education. The concept of holonomy implies that teachers act autonomously but interdependently. In other words, teachers have the freedom to participate in the decision-making process as indivi-

duals but do so as internal stakeholders and not as a single entity (Garmston & Wellman, 1995). Holonomy is also described as collaborative individualism and this refers to the emancipation of individuals within a system of collaborative teamwork, shared leadership and transformational development (Heenan, 1999).

The nucleus of the COLME
The nucleus of the COLME comprises the institution's stakeholders and its customers. The continued existence of any educational institution depends on the cost-efficient and effective utilization of its human resources to deliver the services as required by its customers.

Stakeholders
Coleman, Bush and Glover (1996:45) define stakeholders as a distinct group of people or organisations either inside or outside the school that have an actual or potential interest in the school. According to Bush (2001:2), the concept of stakeholders "has become fashionable" in many countries and this includes South Africa. He maintains that the notion is based on the assumption that certain groups and individuals have an interest, or stake, in the activities of an institution. Stakeholders have a legitimate interest in the continuing effectiveness and success of an institution (Waring, 1999:180). This implies that whilst learners themselves will naturally be regarded as the primary clients, publicly funded organisations in a democratic society need to respond to a diverse range of expectations and demands from its clients.

Apart from the professional teaching staff, other members of the school's community must have an active role to play in the decision-making processes of the school provided that they operate within the specific areas of their expertise and that they share the school's values and objectives. This gives rise to the notion of the school as an open organisation in which all stakeholders have a significant role to play. Different schools may identify different stakeholders, but in a collegial environment, all identified stakeholders have an integral influence on the strategic planning, marketing, financial considerations, curriculum development, vision, recruitment and required standards of the school.

The external environment provides a constant source of information that assists the school in its decision-making processes. Bush (2001:1) points out that the

> empowerment of school level governing bodies is one of the manifestations of the many education systems in transition yet it is largely a matter of faith that these institutions can deliver what is expected of them. This is especially true in those countries, such as South Africa, where there is no tradition of democratic involvement for most of the population.

Kouzes and Posner (2001:85) point out that "leadership is a relationship between those who aspire to lead and those who choose to follow". They state that at the heart of this relationship is trust. Without trust one simply cannot lead. Exemplary (collegial) leaders devote much of their time and effort to build sound relationships based on mutual respect and caring. Kouzes & Posner (2001:85) further point out that long before empowerment "was written into the popular vocabulary, leaders understood that only when their constituents feel strong, capable, and efficacious, and when they feel connected with one another, could they ever hope to get extraordinary things done".

Customers
Without learners, there can be no schools. They are the primary customers in our schools. The provision of quality, equal education must be offered to all our learners in a collegial milieu. The curriculum of the school must ensure that this goal is realized. Quality cannot be treated like a commodity that is mechanically controlled or discarded whenever one so desires. This is confirmed by West-Burnham (1997: 6) when he asserts that "cynical, quality is the 'management flavour of the decade', a fashion, a bandwagon which in time will be replaced by another set of prescriptions". As West-Burnham (1997:39) aptly points out that the "quality organisation exists for its customers and has no purpose other than providing products and services that satisfy customer needs."

Relationship between the various components of the COLME
Evidently, as explained above, the various components of the COLME are interrelated in order to emancipate the stakeholders from TMPs. Shared leadership results from shared decision-making and the devolution of power. This inevitably leads to the empowerment of stakeholders who would consequently share the values and the vision of the institution. Without the latter, the hierarchical, top-down approach to controlling resources would be evident. This TMP would naturally curtail the inputs of stakeholders in sharing the goals of the institution in meeting the needs of the customers. Hence, the effects of the pillars and the pivots have a direct bearing on (joint) goal attainment by stakeholders which would impact on the quality of education offered to the learners (customers).

Research supporting the application of the COLME to transform TMPs
Method
The primary purpose of this research was to determine the relevance of the COLME as a framework to transform TMPs in secondary schools. The qualitative research method was used to conduct this investigation. Qualitative research suited this investigation because it is a "process of understanding based on distinct methodological tradition of inquiry" that explored a social and human problem related to leadership practices in secondary schools (Creswell, 1998:15). Qualitative research further enabled the researcher to build a holistic picture of collegial leadership and TMPs by conducting the investigation in the natural settings of the selected secondary schools.

Purposeful sampling was used to select the ten schools in Port Elizabeth. The five ex-model-C schools are situated in well-developed urban areas. These schools appear to have sufficient support from external stakeholders because of their location. However, the five HDSS are situated in townships that are predominantly inhabited by poor blacks. The latter communities have no choice but to send their children to the schools selected for this study. As pointed out by Burns (1998:370), purposeful sampling "serves the real purpose and objectives of the researcher of discovering, gaining insight and understanding into a particularly chosen phenomenon." Purposeful sampling enabled the researcher to select participants on the basis that, because of their relevant experience and knowledge, they could provide the required information deemed essential for this investigation (Schloss & Smith, 1999:89).

Copies of the COLME were handed to the 40 participants of five HDSS and five ex-model-C secondary schools in the latter part of the year 2000. The respondents were required to determine the application of the COLME in order to transform TMPs in their secondary schools. The COLME was discussed in detail with all the respondents during the pre-interview stage to ensure that they were knowledgeable about it. Also, at this initial stage of contact with the interviewees, prior to implementation, the various components of the COLME were explained. Consequently, all the participants had the required knowledge to satisfy the requirements of the investigation. Therefore, it was expected that all the interviewees had the basic knowledge to distinguish between TMPs and collegial leadership practices in all their activities in the application of the COLME at their respective schools.

Interviews were conducted during the third school term in 2001. Unstructured interviews with the principal, a member of the school governing body (SGB), a head of department and a teacher from each of these schools were conducted over a period of six months after they received the COLME. This gave the participants adequate time to determine the effectiveness of the COLME to address their concerns regarding TMPs. Quality education depends on collegial leadership practices being firmly in place and the kind of response obtained from the respondents confirmed the need and the significance of the COLME within this context.

McMillan and Schumacher (1993:386) justly point out that because no investigator observes, interviews or studies documents exactly like another investigation, the issue of reliability is immensely difficult. However, in this study, various techniques were used to corroborate the findings for the purpose of reliability. A tape-recorder was used whilst interviewing the respondents. The interviewees did not object to the use of a tape recorder seeing that this media was used to verify the notes taken down during the interviews. They were also requested to verify the synthesis of the data obtained. Furthermore, the participants were asked to modify any misrepresentations that they detected in the data presented to them. In the verification of the data, it was evident from the feedback obtained from them that the requirements for credibility, confirmability and dependability were satisfied to a large extent (Marshall & Rossman, 1995:143). Confidentiality was ensured throughout the interviews. The main question presented to the participants was:

> To what extent can the COLME be used to transform TMPs in your secondary school?

Discussion of findings
Traditional management styles
The interviews revealed that much of our current leadership crisis in many schools is based on the old-fashioned top-down bureaucratic style of management. The principals at the HDSS admitted that much has still to be done in order to espouse the values of leadership presented in the COLME. All the principals interviewed concurred that leaders would normally consult their entire team, immaterial of rank, before binding decisions are taken whereas traditional managers would demand that the work be done to the satisfaction of those higher up in rank. They agreed that it was impossible to equate leadership practices with traditional management approaches. All respondents acknowledged that individuals in positions of authority can get things done through other people because of the power these individuals wield whereas leaders would mobilize others to want to act because of their credibility. One principal actually remarked that "Collegial leadership and TMPs are poles apart!"

Seventy percent of the principals also complained that much of their quality time was spent on basic administrative tasks such as ensuring that the paperwork was done instead of focusing on the leadership aspects of the school. This impeded their ability to effectively implement collegial leadership principles as spelt out in the COLME. The issue of faulty and poor time management constantly came to the fore as a factor that impeded the transformation of TMPs in secondary schools, especially the HDSS. However, all respondents agreed that a new approach was evident in their relationships with their staff members after being exposed to the COLME. One principal remarked:

> I don't jump to conclusions now. I listen carefully to my staff and weigh the options before embarking on a course of action. If no support is forthcoming from my staff, then I realise that alternatives have to be sought to address the issues jointly in a way befitting of collegiality.

A principal from a HDSS pointed out:

> I've learnt my skills from observing those that I worked under. Coming from a disadvantaged background, such a model was fraught with deficiencies that still haunt us. How to shed the old management styles and introduce new leadership approaches based on collegiality is a major challenge for all of us in our country. It will take some time to change our attitudes towards joint decision-making as envisaged in the COLME considering our history.

Sixty percent of the principals mentioned that it was not possible to completely transform traditional management practices within the period of a few months. Eighty percent of all the respondents concurred that at least two years are required before collegial leadership practices could replace TMPs.

Shared vision
All the respondents agreed that a shared vision is vital for collegial leadership practices to materialise in schools. They also concurred that no single person should be the sole custodian of the school's vision. One principal's remark summed up the feelings of 95% of the respondents:

The principal can no longer regard himself/herself as the authority figure to impose rules and policies without consensual decision-making. It's imperative for principals to serve as co-ordinators of several interest groups among the entire school community who would then jointly determine the future direction of the school.

Five percent of the respondents (made up of principals) strongly believed that the leader's vision determined the successful attainment of the school's goals. Members of the SGBs strongly contested this minority viewpoint and referred to the Schools Act of 1996 regarding the empowering all stakeholders to make an equal and just contribution to delivery of quality education in our schools. Furthermore a shared vision created a healthy educational climate for a highly motivated staff to give off their best. A teacher at a HDSS observed:

The newly formulated shared vision of my school serves as an inspiration and motivation to me and my colleagues to make a positive contribution to the quality of education offered to our learners.

A teacher from an ex-model-C school pointed out that a shared vision:

... allows us to be easily identified with the goals of our school. It is no longer your vision. It is part of my vision to excel in the work I do and it is also part of our vision as a team that works in the school.

A member of the SGB expressed her satisfaction of shared vision underpinning collegial leadership practices. She expressed her satisfaction that:

With the shared vision being part of collegial leadership, SGB members feel part of the school. We are not treated like intruders ... our voices are now heard in all the decisions taken at the school.

All the respondents concurred that a shared vision was dependent on shared values. A teacher at a HDSS proudly remarked that he was now a "shareholder" of his school's vision and values.

Collegial climate and environment

The interviews confirmed the assertion that educational transformation was devoid of any meaningful change without a concomitant shift in paradigm to accommodate the newly envisaged processes in collegial leadership. Currently this is a major challenge facing stakeholders, even more so in under-resourced HDSS. For a collegial climate to be created within the educational milieu, it was absolutely essential for a visible paradigm shift to come into effect. Conventional bureaucratic, restrictive management norms fail to address the metamorphosis required in education. All principals concurred with this notion. One actually remarked:

The principles of democratic leadership demand a participatory style of governance in a system in which equity of representation and equity of accountability are present.

Enabling others to act equally

All the principals agreed that leadership was not the reserve of a few men and women appointed in official positions by the Department of Education. They pointed out that equity of access into leadership roles could no longer be the sole domain of principals. Teachers now enter schools with advanced training skills that make it possible for them to share in leadership responsibilities. All the respondents supported the application of the COLME as an effective framework to get total involvement of all stakeholders, both internal and external, so as to ensure effectiveness and efficiency in the utilisation of all resources. Recognising the role of teachers and parents (as well) in making major decisions is a key departure to what prevailed in the past. A teacher at a disadvantaged school said:

The COLME breaks the stronghold that principals had in making and pushing down policies without any consultation whatsoever. Many principals still believe that they have the monopoly of controlling all the resources in a school. This myth has to explode. The input of every stakeholder needs to be recognised and appreciated in order to govern the school in a collegial way. There

is no room for derision of teachers by senior members of the management team any longer.

The teachers pointed out that limited participation in programme development, meetings and decision-making had a direct negative impact on their job performance. This traditional approach to management had a debilitating effect on their confidence and commitment levels. They were extremely happy that the COLME created opportunities for unleashing their leadership skills which failed to take place within a traditional management environment. All agreed that:

Within the broad parameters of the COLME, the feelings of powerlessness can be eradicated.

This has inevitably strengthened their beliefs in their own capabilities to handle organisational tasks in innovative and cost-effective ways.

Leadership training programmes

All heads of departments interviewed concurred that a major hurdle in introducing innovative leadership styles in schools was based on improper PRESET and INSET programmes. Upward mobility in leadership positions was not adequately supported by effective training programmes. One asked:

How can you manage a department or even an institution without any academic and professional training? Will you appoint a pilot without the relevant training and qualification? To govern, to many managers, means to rule and control the institution in an autocratic way. Without effective training from the higher education sector, how can you expect us to succeed in implementing collegiality?

Another remarked in a similar vein:

The current method of promotion from teacher to principal in our country is beset with problems. How can a new principal introduce the COLME when he or she does not even understand the nuances of collegiality in running a school?

All the respondents agreed that there was a dire need for leadership training programmes. They believed that the ETDP-SETA should assume responsibility to address this dire training need as they (ETDP-SETA) have the budget to do so.

Support for collegial leadership

It appeared from the interviews that the well-resourced ex-model-C secondary schools applied most, if not all, of the basic values inherent in the COLME. Decision-making at these schools is collegial in nature and teachers are entrusted with the responsibility accorded to them. Consequently, they are held accountable for all the decisions made by them. This does not imply that the principal abdicates his or her role in terms of his/her appointment and professional responsibility to the department of education. In contrast, a collegium as advocated in the COLME justifiably expands the notion of authority and accountability. The latter is not centred at the apex alone. All the respondents agreed that the COLME addressed the concerns of leadership in our schools in several ways. Principals observed that:

Collegial leadership strategies compel us to think and behave in a collaborative way. It completely changes our bureaucratic approaches to control the resources in our schools.

Notwithstanding the historical imbalances between the poorly resourced and the well-resourced schools, the COLME served as an effective benchmark to ensure that all the stakeholders involved guaranteed quality education. This domain can no longer be confined to the office of the principal. As evident in the framework of the COLME, managing human resources and offering quality leadership is a collective effort. To govern an institution does not imply that there is no room for collegial leadership practices to prevail.

Recommendations

The findings of this study strongly supported the application of the COLME to transform TMPs in our secondary schools. Apparently, there is a cry for more leaders than traditional managers in these institutions! Kouzes and Posner (1997:15) observed why people are reluctant to answer the cry for leadership. They believe that:

... this cautiousness results not from a lack of courage or competence but from outdated notions about leadership. Just about everything we were taught by traditional management prevents us from being effective leaders.

According to Manz and Sims (2001:68-69), a fundamental reason for shifting employees from dependence to independence "is to improve bottom-line indicators such as productivity and quality while the follower benefits as well. Clearly, this would not be possible unless every employee was considered a true self-leader". Instead of merely complying with the institution's vision and externally induced measures, the COLME also successfully addressed the following concerns of the stakeholders in transforming TMPs:

• Commitment to a vision that they jointly created.
• Self-design of tasks.
• Facilitation of opportunity thinking.
• Self-observation and self-setting of goals.
• Internal reinforcement for task accomplishment; motivation being based on the natural rewards of the work done.

A collegial environment needs to be created within the institution for employees to be able to engage in self-criticism, self-planning and self-problem solving. They must be empowered to question traditional approaches and have the capacity to emancipate themselves from conventional restrictive practices. This will enable them to be free to actually take part in the decision-making process as dictated by their ability and to accept ownership of the goals of the institution through joint decision-making.

According to all the educators interviewed, to attain collegiality in a school, certain measures had to be put firmly into place in order to optimize the realisation of collegial leadership practices. In support of the COLME, they noted that the consultative process ensuring equality of access in decision-making as partners was a major initial step to take towards a collegial leadership style. Hierarchies had to be flattened in order to achieve this goal of collegiality. All the stakeholders of the institution had an entitlement to participate fully in deliberations affecting the various functions of the institution, the key one being the provision of quality education to the learners by committed teachers. There was no room for an oligarchy if the objectives of collegiality had to be realised.

Creating a harmonious environment was also cited as the next major step forward towards the realization of collegial leadership. Freedom to participate, being empowered and recognised as significant role players will lead to joint accountability and responsibility. This contrasts with the industrial model that ignores consultation at the lower levels of the hierarchy in a bureaucratic management style. Meintjies in the Sunday Times Business Times dated 6 May 2001 (2001:24) points out that in "the business arena, management is tilled and nurtured; leadership is a worry only during succession. Without doubt, management is essential, but it really only achieves excellence if mixed with generous amounts of leadership". He believes that leaders "are indispensable for coaxing technicians to give up time-honoured ways of doing things." He asserts that leaders are the "holders of values, and play a key role in supporting people in that fearful process of reshaping values".

Being goal directed naturally creates ample opportunities for joint decision-making that leads to a participatory leadership style. Leadership, based on collegial principles, is then characterised by a unified effort that affords all individuals the opportunity of formulating policies and thereby enabling them to be owners of what they have implemented. The latter will ultimately influence the quality of the institution's outcomes. To govern the school then is no longer the prerogative of the principal alone!

Conclusion

The recognition and acknowledgement of the role of teachers and parents in the decision-making process, especially in HDSS, is a major departure from the bureaucratic practices of the past. For a collegial climate to be created within a bureaucratic environment, it is therefore essential for a paradigm shift to take effect amongst its stakeholders.

Role isolation consequently dwindles when the principal and his/her staff work together in managing the resources of the school. Evidently, shared leadership accommodates equity of representation and equity of accountability. Empowerment does not imply a takeover by a specific group of stakeholders but it connotes empowering stakeholders to participate fully in the decision-making process of the school. This study supports the application of the COLME as a framework to gain the commitment of all the stakeholders of the school.

Being a leader requires the person to promote an organisational passion for quality. It is a myth that principals are entrusted with absolute power to manage all the resources of the school. Collegiality forms the backbone of shared leadership. Collegiality is about sharing responsibilities and being accountable for one's actions. This should be the goal of all institutions. Nothing less should be acceptable. All the interviewees acknowledged that collegiality was an important component to transform the traditional management styles in our schools. Evidently, the COLME provides a suitable framework to achieve this goal. Hence, the COLME can be effectively employed to transform the management of HDSS in their efforts for quality education for their learners.

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