

Quality Improvement of Education Through Teacher Collegiality

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Abstract

A beautiful symphony is the result of unity and harmony of each individual member of the orchestra. Working harmoniously in an institution is also like a symphony. If different capabilities, skills and expertise work, together with united mind and unidirectional for a single goal, the output will be as beautiful and sweet as a concert. Research has given evidences that, a strong collegial relationship among staff members is one of the secrets behind successful educational institutions. A culture of collegiality is essential for quality improvement of educational institutions. This article is a conceptual paper that gives a brief description on collegiality and its benefits.

Key Words: Collegiality, Parallel Play, Adversarial Relations, Congenial Relations

INTRODUCTION:

Traditional conceptions on educational institutions give a picture of isolated working of each member where there is no effective influence among colleagues. With the development of organizational theories and research, the concept is undergoing changes. Organizational theory models emerged in corporate sector emphasizes that teachers perform better when they work together professionally.

TYPES OF RELATIONS AT WORK PLACE :

According to Barth, there are mainly four types of professional relations in working place they are Parallel Play, Adversarial Relationships, Congenial Relationships and Collegial Relationship.

- Parallel Play : everyone busily engaged in their own working in a self absorbed way.
- Adversarial Relations : People will be competing by putting others down for one's own benefit
- Congenial relations: interactions and sharing will be there but not at professional level but only at social or personal level.

First two are not at all beneficial and advisable. Congenial relations will help neither professional nor institutional development. Here is the importance of Collegial Relationship. Here the focus is on professional betterment through discussion, sharing, articulation with a feeling of togetherness and commitment.

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COLLEGIALITY:

Collegiality generally refers to the relationship between colleagues where each member respects one another and is committed to work towards a common goal. It is working together in a joint intellectual effort. Collegiality is different from collaboration as collegiality includes professional and social interaction in work place and collaboration is professional sphere relationship. In collegial institutions, teachers will discuss on teaching and learning, observe one another and help for improvement. Teachers will work together while planning, designing, implementing and evaluating curricular and co-curricular tasks. Newly acquired knowledge will be revealed, shared and articulated.

BENEFITS OF COLLEGIALITY:

Collegiality leads to professional development, institutional success and actualization of learners' potential.

- In collegial institutions emotional bonding among members will be strong so it energizes each individual member.
- Open discussions, revealing, sharing and articulation of knowledge and skills leads to improved efficiency of teachers.
- Through reflections, drawbacks will be identified, discussed and rectified both at individual level and institutional level.
- Collective generation of ideas, suggestions and knowledge will give a strong base for functional edifice for the institution.
- Willingness to seek and give help, enhanced skills, emotional bonding to colleagues and commitment to the institution leads to development of positive attitude towards teaching.
- Teachers with right attitude, professional knowledge and skills lead to the maximization of student learning and realization of institutional goals.

Individual teachers can take initiatives to develop a culture of collegiality. Discussions with colleagues on professional aspects, seeking guidance from knowledgeable others, volunteering to cooperate in various activities, willingness to take responsibilities, etc are the ways to develop collegiality.

ROLE OF INSTITUTIONAL LEADER IN PROMOTION OF COLLEGIALITY:

To promote the culture of collegiality, leaders should serve as minesweepers, those who are disarming landmines in minds. (Barth, 2006). According to Judith Little, leaders can promote collegiality through stating expectations regarding institution and each individual. That will make a confidence in individual members of being valued and admitted. If the leader himself or herself acts as a model of collegiality that will inspire

subordinates to be collegial. Leader can project collegial behaviour of individual members. For example a principal can say "I observed something innovative in Neena's classroom last week. It was impressive. I have asked Neena to share it with us".

CONCLUSION

Developing a collegial culture is the precondition to do anything to strengthen efficiency of the educational institution. All are to be invited to be part of collegial environment than commanding. Strengthening of harmonious interpersonal relationship among teachers influence an institution's professional culture and will lead to increased involvement and ownership of teachers. Empowerment, recognition, satisfaction and success, these are the secrets of professionalism but it is possible only among a group of colleagues with collegiality.

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Community Based rehabilitation: Role of Teacher for Successful Inclusion

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Abstract

The race from segregation to inclusion is a world-wide concern on the main streaming of differently able masses. In this race a new field of remedy is promptly built up which is otherwise named as community based rehabilitation approach (CBR). This successive approach generates a serious concern for all the educational agencies, governmental or non-governmental to think over it on how to pull the liver of the issue.

In 1951 the United Nations Rehabilitation Unit was established. This step further followed with establishment of other rehabilitation organization i.e. International Labour Organisation (ILO), United Nations Educational Scientific and Cultural organization (UNESCO), and the World Health Organisation (WHO). CBR may be defined as "A strategy within community development for the rehabilitation, equalization of opportunities and social integration of all people with disabilities" (UN, 2003).

It is an established fact that, the facilities of existing rehabilitation centers and educational opportunities are very few and is confined to urban areas only. But the majority of population is in villages and has no scope of availing any rehabilitation, curative or supportive services under the existing pattern and the nature of the services. So with the help of education we can make aware of all individuals about the provisions and facilities provided by the government. In this, the role of teacher is more important as S/He plays a major role in mass awareness. So the knowledge of CBR should be provided to all the teachers and teacher educators. In this regard the present paper will focus on the concept of CBR following with need for CBR. And last but not least it will discuss the role of teacher for success of CBR.

Key Words: Segregation, Inclusion, Community Based Rehabilitation, Differently Abled, Equal Opportunity, Supportive Services)

INTRODUCTION:

The race from segregation to inclusion is a world-wide concern on the main streaming of differently able masses. In this context, the year 1981 was declared by the United Nation Organisation (U.N.O.) as the year of the disabled as to promote the education of disabled as well as provoke the world to consider the separated group and to regard them as much human beings as others. In successive decades, various International and National Researches conducted on to the substantial existence of services provided to these groups. In 1951 the United Nations Rehabilitation Unit (UNRU) was established to

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facilitate the transfer of these new medical and technical advances to developing countries and introduced the concept of Community Based Rehabilitation(CBR).

CBR may be defined, according to three United Nation Agencies i.e. ILO, UNESCO, and the WHO, as a "strategy within community development for the rehabilitation, equalization of opportunities, and social integration of all people with disabilities. CBR is implemented through the combined efforts of disabled people themselves, their families and communities, and the appropriate health, education, vocational and social services" (WHO, 1994). It differs from Independent Living in that, according to Lysack (1994), the entire community is the target of CBR programs which in turn resulted in the successful inclusion.

WHAT IS COMMUNITY-BASED REHABILITATION (CBR)

"A strategy within community development for the rehabilitation, equalization of opportunities and social integration of all people with disabilities" (UN, 2003). Further the concept has been defined by W.H.O.(2003) as "Community based rehabilitation involves measures taken at the community level to use and built on the resources of the community, including the impaired, disabled and the handicapped persons themselves, their families and their community as whole". The idea depicts that all the differently abled have equal right to live a good and righteous life like other members of society. The 4th CBR Africa Network Conference (CAN) launched new guidelines to empower persons with disabilities by supporting their inclusion in health, education, employment, social, skills training and other community services (ABUJA, ILO News, 2010). The ideas of CBR is that, whatever problem may be there in an individual, even if people learn very slowly, or have problems seeing or hearing, or find it hard to move about, S/he should still be respected for being men and women, a girl and a boy. No rejection from community or society will be entertained. Nobody has the right to make ill treatment or negative remarks on to the differently abled individuals

Briefly, the Community Based Rehabilitation is a systematic approach in which the differently abled group is provided with systematic and best services provided by their community members in their community. In addition to this, making the best use of local resources and helping the community become aware of their responsibility in this regard. Responsibility is also given to the disabled themselves as they are part of the community. The help they need should be available to them, at a low cost. It should be offered to them and their family in a way that suits their usual way of living, whether in a village, a town or a city. They should have education like everybody else. They should be able to take up jobs and earn their living. They should be able to take a full part in all the activities of their village, or town or city. So, we can understand the concept about CBR on the basis of following heads which helps in inclusion process:

CBR	CBR	CBR
• Treat the differently abled as equal members of community. • Equal distribution of responsibilities. • Maximum use of community based recourses	• Door to door services provided in a community. • Provision of Equal opportunities to differently abled too • Role of community members in service distribution.	• The differently abled persons are the equal recipients of services as well as the contributors to the community welfare. • Motivating differently abled to participate in community based activities and services

NEED FOR CBR APPROACH:

India is a country with large population in villages. But it is an established fact that, the existing rehabilitation centers and educational opportunities are very few and is confined to urban areas only. So it has very limited or no scope of availing any rehabilitation, curative or supportive services under the existing pattern and the nature of the services. In many places, costly transportation, over population and lack of infrastructure in rural areas prevent many differently abled people from participating in the available rehabilitation programmes. So we should explore an alternative approach to reach the millions of underprivileged and unreached population. That alternative approach i.e. CBR will be an effective approach only if it satisfies the following three important questions:

Distribution • Whom to distribute • How to distribute • When to distribute	Appropriateness • For which group • For which area • By whose services	Economical • For specific child • For parents • For community
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GUIDELINES FOR SUCCESSFUL INCLUSION:

Different recommendations were made by different organizations for CBR which helps in the successive inclusion of disabled in mainstream society. The International Consultation to Review Community-based Rehabilitation which was held in Helsinki, Finland (2003), WHO; the International Labour Organization; the United Nations Educational, Scientific and Cultural Organization; and the International Disability and Development Consortium – notably CBM, Handicap International, the Italian Association Amici di Raoul Follereau, Light for the World, the Norwegian Association of Disabled and Sightsavers – have worked closely together to develop the *Community-based rehabilitation guidelines*. They provided following four recommendations for CBR:

- Provide guidance on how to develop and strengthen CBR programmes;
- Promote CBR as a strategy for community-based development involving people with disabilities;
- Support stakeholders to meet the basic needs and enhance the quality of life of people with disabilities and their families;
- Encourage the empowerment of people with disabilities and their families.

On the basis of above guidelines, collaborative effort is needed for better inclusion of both differently able group and their parents, communities, organizations related to this field. Beyond medical care and rehabilitation, variety of activities should be included which can include the prevention, monitoring, supporting and evaluating services along with educational and training facilities for better inclusion.

ROLE OF TEACHER:

Community Based Rehabilitation (CBR) is a modern approach which eliminates most of the limitations of the conventional approaches. An important advantage of CBR is that the programme is geared to the individual needs of the disabled persons, taking into consideration such characteristics as sex, age, family situations, extent of impairment, and expectations from self and others, level of motivation etc. For the promotion of CBR, the first step is to sensitize the community; for which the local teacher's role is rather more important than anybody else.

The contemporary world is world of inclusion. For proper enhancement of inclusion the teacher should take active part in the up-liftment of school and community. Along with active participation, the teacher must act like an active medium for the disabled students to aware them about their rights and facilities provided by the Government and other agencies. The teacher should have proper knowledge about Individualised Educational Programme (IEP) and should also accommodate students according to their preferences. S/he should have the ability of modifying the assignments and tests and also should have

the capabilities to collaborate with other teachers, parents, community members and moreover with the organizations working for rehabilitations.

An Example: Deepa Malik is an Indian athlete. She is the first Indian woman to win medal in Paralympics games. She won a silver medal at 2016 Paralympics in the shot-put. Paralyzed from wrist down, Deepa Malik went to set records for biking and swimming. She is a set model before us that effective rehabilitation by effective teacher with positive attitude can change the concept from disability to having different capability.

CONCLUSION:

So for successful inclusion we can say that CBR is a positive step. Every child has equal right to enjoy all rights equally. If we want an inclusive society, even after having many hurdles on the way, we have to develop an attitude to solve the problems rather than just putting them aside. CBR is that process which not only requires infrastructure, resources, but also the positive attitude of the teacher towards excluded groups. So it would be better if the knowledge of CBR will be given to all the teachers and teacher educators for better inclusion of the excluded groups in society.

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