

Collegiality as a Strategy for Teacher Professional Development: Teacher Narratives

**A Thesis Submitted to the Department of English Education
In the Partial Fulfillment for Master of Education in English**

Submitted by

Bhawana Luitel

Department of English Education

Faculty of Education

Tribhuvan University,

Kirtipur, Kathmandu, Nepal

2024

**Collegiality as a Strategy for Teacher Professional Development: Teacher
Narratives**

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for Master of Education in English**

**Submitted by
Bhawana Luitel**

**Department of English Education
Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2024**

T.U. Regd. No. 9-2-1-158-2015

Date of Approval of the Thesis

M.Ed. Fourth Semester Proposal: 28 November, 2023

Exam Symbol No. 7628012/076

Date of submission: 23 July, 2024

Recommendation for Acceptance

Mrs. Bhawana Luitel has successfully fulfilled the requirements for her M. Ed. thesis on the topic of **Collegiality as a Strategy for Teacher Professional Development: Teacher Narratives**, under my mentorship and supervision.

I endorse and submit her thesis to the Department of English Education for approval.

Date: 23 July, 2024

Dr. Kamal Raj Devkota (Supervisor)

.....

Lecturer

Department of English Education

Faculty of Education

Tribhuvan University, Kirtipur,

Kathmandu, Nepal

Recommendation for Evaluation

The thesis has been endorsed for evaluation by the **Research Guidance Committee** listed below:

Dr. Gopal Prasad Pandey

Reader and Head

Department of English Education

T.U., Kirtipur, Kathmandu

Signature

.....

Chairperson

Dr. Harimaya Sharma

Lecturer

Department of English Education

T.U., Kirtipur, Kathmandu

.....

Member

Dr. Kamal Raj Devkota (Supervisor)

Lecturer

Member

Department of English Education

T.U., Kirtipur, Kathmandu

.....

Date: 28 November, 2023

Evaluation and Approval

The thesis has been approved by the following **Research Evaluation and Approval Committee listed below:**

Signature

Dr. Gopal Prasad Pandey

.....

Reader and Head

Chairperson

Department of English Education

T.U., Kirtipur, Kathmandu

Dr. Ram Ekwal Singh

Reader

Expert

Department of English Education

T.U., Kirtipur, Kathmandu

Dr. Kamal Raj Devkota (Supervisor)

.....

Lecturer

Member

Department of English Education

T.U., Kirtipur, Kathmandu

Date: 14 August, 2024

Declaration

I, hereby, declare that to the best of my knowledge this research is original; no part of it was earlier submitted for the candidature of research to this university.

Date: 23 July, 2024

.....

Bhawana Luitel

Dedication*Dedicated to**My father Mr. Bhoj Raj Luitel**&**My mother Mrs. Pharsa Maya Luitel*

Acknowledgements

I would like to express my heartfelt appreciation to my esteemed and respected supervisor, **Dr. Kamal Raj Devkota**, Lecturer, the Department of English Education at Tribhuvan University, Kirtipur, Kathmandu. His invaluable guidance, support, insightful suggestion, and constructive feedback have been instrumental in shaping the direction of this study. Dr. Devkota's timely advice, thorough review, scholarly input, and scientific methodology have significantly contributed to the successful completion of this endeavor.

Furthermore, I am grateful to **Dr. Gopal Prasad Pandey**, Reader and Head of the Department of English Education, for his motivation and support. I also extend my thanks to **Dr. Harimaya Sharma**, Lecturer in the Department of English Education, for her valuable suggestions and feedback during the defense of my thesis proposal. Additionally, I am deeply appreciative of my External supervisor **Dr. Ram Ekwel Singh** for his guidance, comments, and feedback during the thesis defense.

I express my deep gratitude to all my esteemed **Gurus and Gurumas** who have imparted their knowledge and motivated me to do my work. I am also appreciative of the kind cooperation extended by **Mrs. Madhava Khanal**, the administrative staff at the department. I extend my sincere thanks to the respondents and the scholars whose works I have reviewed. Ultimately, I am immensely grateful to all my colleagues who have consistently provided encouragement and assistance in completing this study. Lastly, I am truly privileged to have the unwavering support of my husband, **Mr. Khem Raj Rauteda**.

Abstract

The study entitled **Collegiality as a Strategy for Teacher Professional Development: Teacher Narratives** aims to explore the perceptions of English language teachers regarding the role of collegiality in their professional development, identify and analyze the strategies/practices that English language teachers adopt to foster and enhance collegiality in classroom, and suggest the applicable pedagogical implications of collegial practices for classroom teaching and for the professional development.

The study employed a qualitative methodology, specifically using narrative inquiry as its research framework. Data were gathered by using in-depth interviews with three secondary level English language teachers who teach indifferent schools of Itahari Sub-Metropolitan City, Sunsari. The target population included all secondary level English language teachers teaching in public schools. The participants for the interview were purposively selected. The interviews were undertaken with them at individual basis. Their interviews were audio recorded and the main ideas they communicated were written in the field note. Then the interviews and field notes were transcribed, coded, categorized, and made thematic analysis. Findings were organized into three key areas: teachers' perceptions on collegiality as a strategy for Teacher Professional Development (TPD), their collegial practices, and the pedagogical implications of collegiality in TPD. Results indicated that the teachers regarded collegiality as an effective means for enhancing confidence and individual empowerment, as well as a valuable resource for research, writing, and community building. The study also highlighted the role of collegiality in fostering peer relationships and its application in participatory action research, ultimately contributing to improve student learning. It prepares teachers to engage students in formative assessment. It was ascertained that collegiality can be utilized to enhance collaborative and innovative teaching and problem-solving efforts, promote a supportive school environment for TPD, and create a culture of trust, respect, and collective accountability within professional learning communities.

This research is structured into five chapters. The initial chapter, known as the introduction, encompasses the background of the study, statement of the problem, objectives,

research questions, significance, delimitations, and operational definitions of key terms. The subsequent chapter focuses on reviewing theoretical and empirical literature, as well as discussing its implications. Additionally, it presents the conceptual framework. The third chapter is dedicated to the methodology, covering the study's design, population, sample, research tools, data sources, collection and analysis procedures, and ethical considerations. Moving on, the fourth chapter involves the analysis and interpretation of data. Lastly, the fifth chapter presents the findings, conclusions, and recommendations derived from this study.

Contents

<i>Declaration</i>	<i>iv</i>
<i>Recommendation for Acceptance</i>	<i>i</i>
<i>Recommendation for Evaluation</i>	<i>ii</i>
<i>Evaluation and Approval</i>	<i>iii</i>
<i>Dedication</i>	<i>iv</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Contents</i>	<i>ix</i>
<i>List of Abbreviations</i>	<i>xii</i>
Chapter I	1
Introduction	1
Background of the Study	1
Statement of the Problem	3
Objectives of the Study	4
Research Questions	4
Significance of the Study	5
Delimitations of the Study.....	5
Operational Definitions of the Key Terms	6
Chapter II	8
Review of Related literature and Conceptual Framework	8
Review of Related Theoretical Literature	8
Teacher Professional Development (TPD).....	8
TPD Strategies	10
Introduction to Collegiality	15
Collegiality and Constructivism	16
Benefits of Collegiality in Teacher Professional Development	17

Collegial Practices	19
Collegiality as a Strategy for Teacher Professional Development (TPD)	21
Review of Empirical Literature	22
Implications of the Review for the Study	27
Conceptual Framework	28
Chapter III.....	29
Method and Procedures of the Study	30
Research Design	30
Population, Sample, and Sampling Strategy	31
Research Tools	31
Sources of Data	31
Primary Sources.....	31
Secondary sources	31
Data Collection Procedures	31
Data Analysis and Interpretation Procedures	32
Ethical Considerations.....	32
Chapter IV	33
Analysis and Interpretation of Data.....	33
Analysis of Data and Interpretation of Results	33
Background of the Respondents.....	33
Teachers' Perceptions on Collegiality as a Strategy for TPD	34
Collegiality for Confidence and Empowerment	34
Collegiality for Researching, Writing and Presenting	37
Collegiality as a Community of Sharing	39
Collegiality as a Problem Solving Strategy	41
Teachers' Collegial Strategies/Practices	43
Collegiality as a Rapport Building Strategy	44

Participatory Action Research as a Strategy of Collegiality	46
Collegiality as a Method for Increasing Student Learning Achievement	48
Collegiality as a Means of Formative Assessment	50
Pedagogical Implications of Collegiality in TPD	53
Findings and Discussions	55
Chapter V	59
Conclusion and Recommendations	59
Conclusion.....	59
Recommendations	60
Policy Related.....	60
Practice Related	61
Further Research Related.....	61
References	63
Appendices.....	68
Consent Form	68
Interview Guideline Questions.....	70
Sample Interview Transcripts.....	72
Interview I.....	72
Interview II	82

List of Abbreviations

AR	Action Research
CAR	Collaborative Action Research
CPRE	Center on Policy Research and Evaluation
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
FGDs	Focus Group Discussion
ICT	Information Communication Technology
MAP	Missouri Assessment Program
M.Ed.	Master of Education
M.Phil.	Master of Philosophy
PAR	Participatory Action Research
PD	Professional Development
PLCs	Professional Learning Communities
PTA	Parent-Teachers Association
R	Respondent
SMC	School Management Committee
TPD	Teacher Professional Development
TSG	Teacher Support Group
TU	Tribhuvan University
ZPD	Zone of Proximal Development

Chapter I

Introduction

This is the introductory chapter of this study entitled **Collegiality as a Strategy for Teacher Professional Development: Teacher Narratives**. The chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, and the operational definitions of the key terms.

Background of the Study

Collegiality has been emerged as a prominent concern in the realm of academia during the 21st century. This concept revolves around the idea of camaraderie and collaboration among colleagues who bear academic responsibilities. It encompasses a democratic approach to decision-making and interdependence among educators. Collegiality serves as a prevalent method for fostering professional growth among teachers through collaborative efforts. By joining forces, two or more teachers work together to attain their individual or shared objectives, acknowledging the notion that group work tends to yield greater effectiveness compared to individual endeavors (Burns, 1999; Peterson, 2009; Richard & Farrell, 2010).

The concept of teacher collaboration was introduced by Lortie in 1975 which has remained a successful professional practice throughout the 21st century. DuFour (2011) defined collaboration as “a systematic process in which teachers work together interdependently to analyze and impact professional practice and improve results for their students, team, and school”. In a similar vein, Sevier County Special Education (2009) states a teacher collaboration model may include the following characteristics: valuing individual contributions equally; having a shared goal; sharing responsibility; possessing shared accountability for whatever results that might occur; building upon shared resources; and believing in the importance of shared decision making, trust, and respect (as cited in Wimberley, 2011).

At the present time there are many forms of teacher collegial practices have been used for professional development such as Workshop, Seminar, Mentoring, Supervision, Conferences, and Teacher Support Group (TSG) which are also called study groups, teacher networks and learning circles from which teachers can get hand-on experiences. It directly deals with scaffolding and reciprocal learning. TSG are found to be a most common and effective means of collegiality. So, Lieberman and Grolnick (1998) further say that TSG plays an important role in providing opportunities for teachers to validate both teacher

knowledge and teacher inquiry (as cited in Joshi, 2012). Hence, collegiality plays a vital role in the professional growth of novice teachers in their in-service venture. In today's academic landscape, the emphasis is more on collegiality rather than viewing teachers as individual theorists in terms of their professional development. Similarly, Vygotsky (1986) highlights the significance of language and social interaction in the process of learning and knowledge construction. Consequently, collaborative activities such as teacher group work, peer classroom observation, group discussions, and mentoring have emerged as prominent strategies in the field of teaching and learning, particularly among language teachers in the current educational context.

Teachers need to update and engage themselves in the number of collaborative learning, self-reflective practices, and experiments. According to Nameghi and Sheikhamadi (2016), teachers also need to cooperate with each other to develop themselves professionally. Traditionally, teachers need to follow certain methods, techniques and strategies to make a teaching learning effective and comprehensive. In the past teacher development was only limited on classroom, students, school, curriculum and textbook. The concept of teacher staffing and teacher networking was very limited. In the present scenario of Nepalese schools, college and educational institution, teachers are developing themselves professionally by staffing, networking, communication and collaboration. Furthermore, collegiality is also used synonymously with teacher study group. This is the situation where teachers learn from sharing together. This also develops the sharing culture. As Head and Taylor (1997) generalized the result of their study a cohort of educators has discovered that through collaborative meetings, they are able to enhance their English proficiency collectively. Through recognizing their individual learning requirements and establishing a customized plan for self-improvement, these teachers are actively participating in professional development. In this respect, collaboration is a core process in teacher learning process for their professional development.

Teaching has been post modernized and the teacher is seen as a transformative intellectual as per the need of the time. In this context, Lim & Lee (2014) elaborate on the transformation of teachers' professional learning structures towards demand-driven models, with teachers taking on an active role. Consequently, teachers are engaging in collegial practices within educational institutions to enhance their professional skills in response to current demands. This collaborative effort involves discussions on curriculum, instruction, methodologies, techniques, and strategies. It serves as a secure and non-judgmental space for teachers to connect with peers, participate in professional development activities, and share

their experiences on classroom teaching practices, strategies, and tools that promote interactive learning. They can further involve in joint research activities. So, studies focused on the collective meaning making construction through dialogues and group work. Thus, my interest goes to explicate the condition of real life collegial practices practiced by secondary level English language teachers in public schools of Nepal for their professional development.

Statement of the Problem

Without good skills, methods and techniques, we cannot enhance the professional development. Because of lack of professional experience and expertise, the quality of education is also not satisfactory in the context of Nepal. After teaching is recognized as a profession in Nepal, the government of Nepal implemented the policy of Teacher Competency Framework (2076). The framework deals with the eight competencies and skills that one teacher need to have to become a professional teacher. They consist of content knowledge, pedagogic knowledge, knowledge about children, learners, learning environment and classroom management, communication and collaboration, continuous learning and professional development, legal bases and professional conduct, and finally, information and communication technology.

This shows that teacher professional development is a crucial aspect of education worldwide, including in Asian countries such as Nepal. Currently, the concept of 'collegial culture' has gained significant prominence in the field of teacher professional development. This term emphasizes the importance of institutional and social aspects of professional development, rather than focusing solely on individualized approaches. Numerous studies have highlighted the significance of collegiality in language teaching. However, the literature on teacher professional collegiality also acknowledges several barriers that hinder meaningful interactions among teachers. These barriers include time constraints, fragmented visions, competitiveness, conflict avoidance, and a lack of administrative support. Various researchers, such as Dipardo (1997); Knop et al. (1997); Kruse & Louis (1997), and Friend & Cook (2000), have repeatedly highlighted these barriers in their work. Johnson (1990) also emphasizes the challenges posed by these barriers in fostering effective teacher professional collegiality.

Teachers' varied personalities and beliefs also pose a unique challenge to building effective collegiality (Shah, 2011). The most prominent barrier to shared work activity among educators is the ubiquitous issue of time (Friend & Cook, 2000 as cited in Shah, 2011). Successful collaborative planning, consultation, and evaluation require a major time

commitment. The study conducted by Leonard and Leonard (2003) as cited in Shah (2011) configured that teachers did not think it appropriate that they should be expected to utilize after-school time for collaborative activities. In their research, the major barriers to collegial activities mentioned by teachers included paucity of time, apparent attitude and lack of commitment by teachers, lack of compensation, and resistance to change, competition, and lack of interest in doing things differently. The participants of their study talked of teachers who wished to avoid additional work as well as those who prefer “to work alone” and stay in their “comfort zone”. References were also made to “resistance to change”, “competition” among teachers for high test scores, and a genuine “lack of interest” in doing things differently and creatively. Other noted barriers to collegial opportunities included tight scheduling (especially in smaller schools), teacher personality conflicts, and lack of administrative support.

As stated by Diez and Blackwell (2002); Bezzina (2006), teachers who have been trained to work independently in their classrooms may be hesitant to give up some of their autonomy in order to engage in successful collaboration. However, collegial learning can serve as a potent tool to develop teacher professionalism collectively. Thus, this research aims to explore perceptions and experiences regarding the use of collegiality as a strategy of teacher professional development.

Objectives of the Study

The study has following research objectives;

- i. To explore the perceptions of English language teachers regarding the role of collegiality in their professional development.
- ii. To identify and analyze the strategies/practices that English language teachers adopt to foster and enhance collegiality in classroom.
- iii. To suggest the applicable pedagogical implications of collegial practices for classroom teaching and for the professional development.

Research Questions

The study has following research questions;

- i. How do English language teachers perceive collegiality concerning their role in professional development?
- ii. What specific strategies or practices do English language teachers use to build and maintain collegial relationships in the classroom?

- iii. How can the collegiality be integrated into daily classroom practices to professional development, building network and promoting skills for classroom teaching?

Significance of the Study

The study aims to explore the efficacy of various modes of teacher learning, both individual and collective, in the context of professional development in the 21st century. While traditional methods like reading books and delivering concepts in the classroom persist, contemporary research suggests that collaborative learning platforms offer superior benefits. This shift is underscored by the capacity for collective learning to facilitate the simultaneous acquisition of diverse perspectives, experiences, ideas, and solutions, thereby enriching the professional growth of educators. One of the primary rationales behind prioritizing collective learning lies in its potential to mitigate stress while fostering a culture of sharing and collaboration among peers. By transcending the isolation often associated with solo learning, educators can establish a supportive community conducive to ongoing development.

This study specifically delves into the significance of teacher staffing, mentoring, peer support, support groups, and networking in fostering collegiality for professional development among English language teachers, learners, ELT practitioners, policymakers, and stakeholders in English language education. It is anticipated to be particularly valuable for novice and in-service teachers seeking support from colleagues and exploring innovative teaching methodologies.

Additionally, the study extends its relevance to private tutors operating in various tuition centers, aiming to enhance rapport between head teachers and staff members within educational institutions. Educators across all levels directly or indirectly involved in the teaching and learning process stand to benefit from the insights gleaned.

Furthermore, this study serves as a foundational resource for future researchers interested in investigating related aspects of professional development within the educational landscape. By illuminating the transformative potential of collective learning in fostering a vibrant community of educators, this research contributes to the ongoing discourse on effective pedagogical practices and teacher empowerment.

Delimitations of the Study

Each research investigation is constrained by specific limitations regarding the scope of the study and the chosen research methodology. This suggests that a single research project cannot encompass all aspects related to the topic due to ethical constraints and the

need for justification on the matter. Consequently, researchers are required to restrict their study within defined boundaries.

The research was limited by the following constraints:

- J The research focused on Teacher Professional Development (TPD) in general, with a specific emphasis on collegiality.
- J A qualitative approach utilizing narrative inquiry was chosen as the research design.
- J In-depth interviews were employed as the primary data collection method.
- J The sample included only three English teachers who teach English in secondary level, despite the target population was all secondary level English teachers who teach in public schools of Nepal.
- J Non-random purposive sampling was used to select the participants.
- J The study was confined to the professional development of university teachers in Itahari Sub-metropolitan City, Sunsari District.
- J Three English language teachers participated in in-depth interviews.
- J The interviews were recorded, transcribed, and analyzed using a thematic analysis approach.
- J The data collected was transcribed, analyzed, and interpreted through thematic analysis.
- J The results and findings are applicable only to the target population of this study.
- J The study was conducted using only the specified methods and procedures.
- J The structure of the study has followed American Psychological Association (APA) 7th edition.

Operational Definitions of the Key Terms

The following are the key terms used in this study:

Teacher development: The process of preparing and supporting teachers in their personal, social and professional life. It is ongoing process.

Professional Development: A continuous and voluntary process of developing teachers' competence, proficiency, capacity knowledge and skill. A process of enhancing teaching's professional career and status.

Collegiality: The cooperative relationship among colleagues who share responsibilities and work towards common goals within a professional setting. It embodies mutual respect, support, and collaboration, promoting a positive and productive work environment.

Strategy: It refers to the methods, techniques, procedures and processes that a teacher uses during instruction. Hence, in this study, it refers to the collaborative strategies and techniques that teachers used for their professional development.

Secondary Level: School education that consist of class 9-12 in the context of Nepal.

Narrative inquiry: It is a qualitative research methodology that focuses on exploring and understanding the experiences of individuals through their personal stories and narratives. This approach emphasizes the ways people make sense of their lives, identities, and experiences by narrating them.

Chapter II

Review of Related literature and Conceptual Framework

This chapter deals with the review of theoretical literature, empirical literature, implication of the review for the study and conceptual framework.

Review of Related Theoretical Literature

This section aims to expand the scope of knowledge within the relevant field of study. The purpose of conducting this review is to investigate the gap between previous literature and the upcoming study. It encompasses topics such as Teacher Professional Development (TPD) strategies, introduction to collegiality, collegiality and constructivism, the advantages of collegiality in teacher professional development, collegial practices, and lastly, collegiality as a strategy for teacher professional development. To achieve this, I examine scholarly works from both my home country and abroad. Ultimately, these reviews are conducted to gain insights regarding the content, methodology, and organization of the literature.

Teacher Professional Development

Professional Development (PD) includes both formal experiences such as attending at workshops, professional meetings and informal experiences such as reading professional publications, watching TV documentaries related to the profession (Glatthorn, 1995). Supporting the idea Hayes (2014) states "Professional development (PD) is a multi-faced life long experience, which can take place inside or outside the work place" (p. 5). In a similar vein, Evans (2008, as cited in Bhandari, 2021) asserts that teachers can enhance their teaching in specific contexts by engaging in various professional activities such as sharing ideas, conducting action research, and reading and writing academic works. These activities enable teachers to learn and adapt their teaching methods. Given that teachers play a crucial role in fostering improvement in teaching and learning activities, it is imperative for them to actively participate in professional endeavors.

TPD is the process of making teachers proficient at applying the knowledge and skills they have obtained in the classroom practice (Gnawali, 2016). So, it is an ongoing and comprehensive process which starts with the pre-service teacher education, in-service trainings and continues until the retirement which fosters improvement in their profession (Richards & Farrell, 2010; Villegas-Reimer, 2003). Collaborative practices perceiving the teacher as a reflective practitioner are integral components of a collective process. Consequently, there exists a pressing necessity to transition away from conventional methods of PD towards innovative and student-centered approaches. These transformative practices

not only enhance educators' proficiency but also contribute to the advancement of students' academic accomplishments.

TPD is the process of development where teachers develop their skill, ability, knowledge and expertise by engaging in the related field of profession and organization. It helps teachers to be multi-dimensional. In this regard Horsley (1986, as cited in Joshi, 2012) defines professional development as “opportunities offered to educators to develop knowledge, skills, approaches and dispositions to improve their effectiveness in their classrooms and organizations”. Hence, it is a long-term school based plan which directly integrated with the improvement of education and aims to personal and professional refinement of teachers. Day (1999) similarly provides a detailed explanation of TPD, highlighting it as a mechanism through which teachers engage in reflective practices to enhance their role as change agents in education. Moreover, TPD is a continuous process throughout one's professional life where one has to master new skills, widen knowledge, and develop or innovate insights in their pedagogy, practice, and understanding of their own needs (Rauteda, 2023). Therefore, this process involves continuous review, renewal, and extension of their dedication to the ethical objectives of teaching, as well as the acquisition and critical development of knowledge, skills, planning, and pedagogy in collaboration with students, colleagues, and throughout various stages of their teaching careers.

TPD is a bottom-up process in which teachers keep themselves engaged in learning and expanding their expertise. TPD is neither focused on specific areas of teaching nor has any immediate objectives. Ur (1996) says that teacher development takes place when teachers working as individuals or in a group, consciously take advantage of such resources to forward their own professional learning. After gaining the experience and expertise for years in teaching systematically a teacher achieves professional development. So, TPD is commonly recognized as the method of cultivating professional proficiency through the acquisition of knowledge, active participation, cooperation, hands-on experience, and the application of novel obstacles encountered within educational endeavors.

PD is not a single concept. It is vivid and it has many different principles. In this regard Clarke (1994); Clarke (2001); Clarke (2003) as discussed in Hismanoglu (2010), there are different principles of professional development. The first principle is to effectively foster teacher professional development, it is essential to involve groups of teachers from various schools and garner the support of school and district administrations, students, parents, and the broader school community. Similarly, the second is recognizing and addressing the numerous impediments to teachers' growth at the individual, school, and district levels is

crucial. Moreover, the third principle is in-service sessions should utilize teachers as participants in real classroom activities or as students in real situations to model desired classroom approaches, providing a clearer vision of the proposed changes. Allowing time and opportunities for planning, reflection, and feedback is vital for reporting successes and failures, sharing practical wisdom, and discussing problems and solutions related to individual students and new teaching methods is the next principle. In a similar vein, the fifth principle is that it is important to enable participating teachers to gain a significant degree of ownership by involving them in decision-making processes and regarding them as true partners in the change process. Acknowledging that change is a gradual, challenging, and often painful process, opportunities for ongoing support from peers and critical friends should be provided is the sixth principle. Finally, encouraging teachers to set further goals for their professional growth will help sustain their development and motivation is the last principle.

The journey of PD commences when a novice teacher steps into the classroom and immerses themselves in a hybrid linguistic and cultural environment, embracing classroom diversity and managing the classroom effectively. In this setting, it is crucial for teachers to familiarize themselves with the classroom dynamics, students' psychology, school environment, classroom diversity, available resources, as well as the methods, techniques, and strategies required for effective teaching and learning. Teachers primarily enhance their professional skills through classroom practices and the exploration of new ideas and concepts. Therefore, it is recommended that teachers begin with manageable projects that enable them to successfully navigate their instructional responsibilities. Consequently, teachers must seek solutions to overcome any challenges they encounter during the resolution phase. Thus, TPD involves the exploration and engagement of new experiences, challenges, and responsibilities within personal, social, and institutional contexts. This allows teachers to expand their repertoire and embrace new responsibilities and challenges. In relation to this, Guskey (1995) emphasizes that PD should be viewed as an ongoing process rather than a one-time event, providing teachers with specific, practical, and applicable ideas that directly relate to their day-to-day classroom operations.

TPD Strategies

Strategies basically refers to the activities that are taken to get developed professionally. For example; workshops, self-mentoring, action research, peer coaching, teacher mentoring, and Teacher Support Group (TSG).sStrategies are further said to be the techniques used to achieve the desired outcomes in a comprehensive way (Paudel,

2021). Supporting the idea, Richard and Farrell (2010) argued that “strategy for teacher development often involves documenting different kinds of practices, examining beliefs, values and principles, conversations with peers on core issues and collaboration with peers on classroom projects.” It further reveals that documenting practices, evaluating the assumptions and working collaboratively for professional growth is the essence of TPD strategies. Moreover, the practices are possible by collegial leaning. Therefore, the procedures and the ways one apply to develop professionalism are called TPD strategies.

Roberts (1998) suggests that teachers can develop themselves by adopting various strategies like teaching professional collaborations, innovation and research, helping others learn formal courses, self-study and language learning. Teacher’s professional development cannot be possible without presentation of new ideas and the opportunity being involved in conference, seminar, articles and regular chat with colleagues. Teachers should be motivated to update their professional development when they begin their teaching career by doing negotiation, discussion, cooperation, collaboration among the teachers as well as with students. Thus, TPD strategies refers to the procedures followed by teacher professionals for examining, exploring, experimenting and updating for a regular basis for achieving a desiring goals such as personal expertise and growth, institutional success and change in instructional practices.

In this way teacher uses various stratifies for their professional growth whether individually or in group which depend upon their needs an interest. Richard and Farrell (2010) has presented following strategies for Teacher Professional Development:

Workshop. This is one of the most powerful strategy for enhancing teacher professional development activities. It gives hands-on- experiences on the related issue or topic. Richard and Farrell (2010) defines a workshop as an intensive, short term learning activity that is designed to provide an opportunity to acquire specific knowledge and skills. It is a period of discussion and practical work on a particular subject. Similarly, the group of teachers engage in discussion and shares their knowledge and experience. There is always one leader who is considered as an expert and other participants in the workshop and it is led by the expert in the workshop topic. It is conducted to explore different educational issues, collect different knowledge and ideas and discuss on solution focused activities.

Self-monitoring. This is also the effective means of strategy for professional development. It is a process of evaluating and accessing own teaching behaviors. It assists teachers to develop their professionalism in better way. As discussed by Paudel (2021) it is

the act of observation and regulating own behavior in a social context. It is a systematic approach to observe and evaluate one's own behavior in order to achieve a better understanding and control over behavior. It is very helpful for teacher to evaluate himself. It helps teachers to improve their own understanding, affirm the validity of individual's subjective experiences, enhance the individual's capacity to become more self-aware and self-directing and provide guidance for the management of teaching.

Teacher Support Group (TSG). Study groups consist of a number of teachers and administrators tending to exchange ideas, plan lessons, analyze students' works and even discuss school policy (Murphy, 1992). This is a group of some teachers who shares common characteristics and work collaboratively to achieve a final goal. Similarly, it is also called study groups, teacher networks and learning circles. Similarly, Richard and Farrell (2010) defines a teacher support group as "two or more teacher collaborating to achieve either their individual or shared goals or both on the assumption that working with a group is usually more effective than working on its own". The discussion can be more effective regarding relationship with another teacher, teaching learning environment, classroom instruction and teaching approaches, methods, techniques and strategies. Hence, TSG is regarded as a strong and independent form of TPD which directly corporate with teacher staffing and networking or collegiality in the single term.

Teacher Journal. It is the sequential written document consisting personal and institutional information, ideas, thoughts, practices, improvements. Teacher can write anything in the journal because it is informal and for the private use. Richard and Farrell (2010) state that teaching journal is an ongoing written account of observations, reflections, and other thoughts about teaching usually in the form of notebook, book or electronic mode, which serves as a course of discussion, reflection or evaluation. Thus, they are reflective in nature and lead teachers toward further improvements.

Peer Observation. This is a process of monitoring fellow teachers' class by participating in teaching learning activities. It is an effective medium for learning and developing professionalism by observing, interacting, understanding and giving feedback. It is cyclic and reciprocal process where both observer and observed gain equal opportunity to learn. So, it is a form of collaborative action research. In this regard Paudel (2021) says that "it is one of the strategies of classroom research, through which teachers can develop a better working relationship with colleague and help them to develop classroom management and pedagogical skills, thereby develop them professionally".

Teacher Portfolio. In general, teaching portfolio is a compilation of various documents such as teaching materials, techniques and strategies they employ during the process of teaching and learning. According to Joshi (2012), a portfolio serves as a tool for reflection. It consists of a set of different types of documents and artifacts about the teacher and his profession". Richard and Farrell (2010) define teaching portfolio as "a collection of documents and other items that provides information about different aspects of the teachers work". They further defines its functions as promote collaboration with other teachers. Therefore, it is a collection of teachers' efforts done to change in students' performance, their own performance and professional identity. Similarly, Seldin (1993) discusses teaching portfolio is a valuable tool for educators to enhance their professional growth through effective course organization, teaching delivery, assessment and feedback procedures, and staying up-to-date in their field. Thus, it is also a tool for self-assessment for further improvements.

Analyzing Critical Incidents. In general, critical incident signifies the unplanned event which happens immediately in a particular context. Here, in the context of teaching and learning, it refers to the unplanned and unanticipated event which occurs immediately in the classroom and teachers need to find out the immediate solution without any plan and practices. Richard and Farrell (2010) discuss a critical incident is an unplanned and unanticipated even that occur during a lesson and that serves to trigger insights about the same aspects of teaching and learning." This process of documentation and reflection provide opportunity for teachers to learn more about their teaching. It is also a strong way for developing professionalism because it guides teachers towards solution focused activities and build up for decision making along with handling the situation.

Case Analysis. It is also called case study. The case analysis starts with 'case' and analysis refers to the study of that case. A case represents a unique occurrence within a group of objects or entities. In the same vein, a case study involves the thorough examination and investigation of a particular subject. Therefore, a case study entails delving into the details of that specific occurrence within its relevant context. Case analysis, on the other hand, involves gathering data over a period of time regarding a specific teaching scenario, and utilizing this information to gain a deeper understanding of the situation and to extract valuable principles from it (Richard & Farrell, 2010). Essentially, it involves studying a single case as an individual instance and entity in its entirety. Furthermore, the primary aim of case analysis is to observe the characteristics and behaviors of the individual instance, and to implement effective strategies to enhance the current state of the case.

Peer Coaching. It is also regarded as one of the professional development strategy which represents the reciprocal visits of two teachers whereby they provide each other with feedback and advice about their teaching. In peer coaching both acts like coach and coachee in each other's class which help to create sustainability in learning. Richard and Farrell (2010) define peer coaching as "a procedure in which two teachers collaborative to help one or both teachers improve some aspect of their teaching". Similarly, it aims to observe the one another's classrooms to promote collegiality and ensure the quality of teaching. Furthermore, it is a real means of professional support and promotion which helps to identify teacher staffing and networking. Thus, teachers can find out the better solutions for the problem which are existing in the classroom instruction through peer coaching.

Team Teaching. Team teaching is a collaborative approach in which a group of educators work together in a purposeful and cooperative manner to instruct a cohort of students. This pedagogical method involves teachers collectively establishing objectives for a course, crafting a syllabus, creating individualized lesson plans, delivering instruction, and assessing outcomes. Consequently, team teaching fosters increased interaction and collaboration among the educators involved (Buckley, 1998). Co-teaching and pair teaching are alternative terms used to describe this instructional model. It serves as a cooperative framework for professional growth and development among teachers. As Richard and Farrell (2010) assert, team teaching entails multiple teachers sharing the responsibility for teaching a class, including planning the curriculum, delivering instruction, and facilitating follow-up activities. The advantages of team teaching, as outlined by Richard and Farrell (2010), encompass collegiality, diverse roles, combined expertise, and opportunities for teacher development.

Action Research. Action research is a systematic and meticulous process in which individuals involved in education to critically analyze their own practices. This approach utilizes research techniques to thoroughly examine and understand the educational context. Specifically, action research focuses on the localized and small-scale research conducted by teachers within their own classrooms. It recognizes teachers as researchers who engage in self-reflection and learning. Consequently, action research is centered on teachers' investigations into their instructional methods. This form of professional development encourages collaboration between teachers and principals, as they collectively address the issues they have identified. This collaborative approach is commonly referred to as "Collaborative Action Research." Similarly, Richard and Farrell (2010) define action research as research conducted by teachers within their classrooms, aiming to clarify and resolve

practical teaching challenges. The primary objective of action research is to enhance the teaching and learning conditions within schools and classrooms.

Behind the strategies as discussed by Richard and Farrell (2010) there are other strategies which play significant role in PD such as; teacher induction, mentoring, and supervision. Teacher can gain a lot of knowledge and expertise by engaging in such reflective practice work.

Introduction to Collegiality

In education, collegiality is a co-operative and collaborative partnership between teachers. Teachers' Collegiality is interconnected with collaborative learning. Dickinson (2009, August) writes, "The definition of collaborative teaming involves a group of people working interdependently to achieve a common goal through analysis to impact professional practice in order to improve individual and or collective results". It helps teachers to explore the innovative alternatives for teaching and learning as well as make teaching as a professional field and recognizes teachers as a professionals. In this regard, collegiality is regarded as the way for developing teacher's proficiency through interaction. The professional development of teachers plays a crucial role in improving the quality of education and classroom practices (Loughran, 2014).

In the similar vein Little (1982, as cited in Wimberly, 2011) discusses the four specific behaviour of teacher collaboration. Firstly, in teacher collaboration teachers constantly talk about the practice of teaching. Secondly, teachers commonly observe other teachers while they teach and provide them some points of improvement afterwards. Thirdly, teachers work together in planning, designing, evaluating, and preparing instructional materials. The fourth behaviour is teachers teach their colleagues about the practice of teaching.

It is a prolonged and ongoing process. As educators strive to enhance their level of professionalism through the utilization of TSG and action research, the effectiveness of one-time events like seminars in instigating changes in teaching practices is questioned (McConnell et al., 2013). Consequently, the focus of teachers' professional development is shifting towards demand-driven models where teachers actively engage in the learning process (Lim & Lee, 2014). Communities of practice are identified as potential facilitators in the professional growth of teachers, fostering innovation (Bruining, 2007). These communities consist of individuals who share a common interest or passion and collaborate regularly to improve their practices (Wenger, 2011; Wenger et al., 2002). Through collaboration within these communities, a shared understanding, language, and routines are

developed (Bruining, 2007). Moreover, Gurau (2019) highlights the importance of teacher collaboration, particularly in discussions related to lesson planning, student needs, curriculum, instruction, and professional development. These interactions provide a supportive and constructive environment for teachers to exchange ideas, enhance their teaching practices, and acquire new skills and strategies for the classroom.

In a similar vein, the concept of collegiality in classroom pedagogy encompasses the notion of scaffolding, which plays a crucial role in facilitating teaching and learning through collaboration, as discussed by Vygotsky (1978) in his theory of social constructivism. Scaffolding, in its literal sense, refers to providing support for learners, wherein they are guided through collaborative discussions and supportive dialogues with their peers and co-participants. However, teachers may encounter challenges while implementing this approach in their teaching practices. Moreover, there are various related concepts associated with scaffolding, including input modification, negotiation of meaning, providing hints or clues to students, fostering discussions and collaboration, facilitating supportive dialogues, promoting interaction, offering feedback, enhancing motivation, encouraging cooperative learning, utilizing appropriate materials that aid in comprehensive understanding, and providing continuous guidance (Ellis, 2005). Similarly, Poudel (2074) emphasized the significance of employing scaffolding techniques in the classroom to ensure effective learning outcomes, but also stressed the need for caution in its implementation. Scaffolding also necessitates the consideration of the Zone of Proximal Development (ZPD), which refers to the learning area where learners require assistance from someone more knowledgeable to grasp new knowledge (Poudel, 2074). Therefore, scaffolding serves as a fundamental pillar of collegiality in pedagogical practices within schools, where teachers engage in a culture of sharing knowledge and experiences that strongly supports collegial practices in the classroom. Consequently, collegiality directly contributes to the professional growth of teachers and fosters a sense of teacher professionalism.

Collegiality and Constructivism

Constructivism, as described by Simons (1993), is a language learning theory that emphasizes the learner's active construction of internal knowledge representations and personal interpretations of experiences. This theory is characterized by its goal-directed, diagnostic, and reflective nature. There are two main branches of constructivism: individual constructivism, which centers on the learner's mental processes during learning which was

proposed by Jean Piaget, and social constructivism, as proposed by L.S. Vygotsky, which highlights the importance of social interactions in facilitating learning.

Constructivism posits that learning involves the process of interpreting information and experiences. In order to learn constructively, learners must be in an environment that promotes collaboration and is embedded in real-world activities and contexts (Vygotsky, 1978). This theory also underscores the significance of sociocultural learning, highlighting how interactions with adults, more skilled peers, and cognitive tools are internalized by learners to develop mental constructs within the zone of proximal development. It emphasizes collaboration, collective learning, mutual engagement, shared repertoire, joint enterprise, participation, cognitive apprenticeship, authenticity, coaching, mutual practice, articulation of learning skills and stories (McDougall et al., 2010). Additionally, the concept of collegiality is crucial for the professional growth of teachers through constructive group discussions, scaffolding, mentoring, supervision, networking, and collaborative efforts. Therefore, Social interaction theory underscores reflection, collaboration, negotiation, and shared understanding among educators and peers, promoting learning through shared dialogues and meaning-making.

A constructivist approach to professional development offers teachers the chance to build their own knowledge within a supportive environment among colleagues and learn from them. According to this theory of learning, knowledge is constructed in unique ways within personal and social contexts. This approach not only fosters a collegial culture among staff members but also empowers teachers to become independent learners. Additionally, constructivist pedagogy places great emphasis on collaborative learning, as it provides opportunities for the development of positive social skills. These skills include the ability to justify ideas or solutions to peers in a rational manner, to critically yet respectfully listen to the opinions and perspectives of others, and to establish networks of peers that facilitate connections with individuals who share similar experiences (Vijaya Kumari, 2014).

Benefits of Collegiality in Teacher Professional Development

Collegiality is considered a valuable tool for establishing strong relationships with colleagues and fostering connections with various organizations outside of the classroom. When educators engage in professional collaboration, they are able to draw from their unique experiences, teaching methods, and subject knowledge (Goddard & Goddard, 2007). This not only offers emotional support but also encourages the exchange of personal and professional insights, contributing to the growth and development of teachers. In essence, collegiality facilitates the socialization process among professionals. Reeves (2003) also highlights the

advantages of collaborative work, emphasizing its role in promoting trust and dependability among educators. As a result, the classroom transforms into a community of learners where shared responsibilities, a coherent curriculum, and the implementation of effective teaching strategies, decided upon collaboratively, work together to enhance student performance.

Collaboration among educators plays a crucial role in enhancing their pedagogical knowledge and fostering a sense of shared responsibility for the academic development of their students. Howe (2007) says, “Teachers who engage in collaborative practices are better equipped to make informed decisions and provide effective instruction. Despite the potential for conflicts to arise during collaboration, these disagreements can actually strengthen the bonds between teachers who have undergone collaborative training” (as cited in Wimberly, 2011). Howe also outlines five key advantages of teacher collaboration, including focused discussions, curriculum integration, enhanced instructional practices, improved interpersonal relationships, and constructive debates. Furthermore, students can also benefit from teacher collaboration, as educators who actively participate in collaborative groups tend to exhibit traits of openness, interactivity, and extroversion. By applying the knowledge gained from collaboration in their classroom practices, teachers can contribute to the enhancement of student achievement. Schmoker (2007) supports this notion by emphasizing that teachers who engage in collaborative efforts tend to set high expectations for both their students and colleagues, while also fostering creativity in the classroom and demonstrating a strong commitment to the teaching profession.

According to Richards and Farrell (2005), teachers can derive several advantages from participating in teacher support groups within collaborative work. Firstly, teachers can enhance their understanding of the intricate issues involved in language teaching by exchanging their experiences with colleagues in a group setting. Secondly, being part of a group can boost a teacher's motivation to engage in other professional development activities beyond the support group, such as delivering presentations, attending seminars, and participating in conferences. Thirdly, being a member of a teacher support group can result in more effective and innovative changes in teaching practices through the sharing and critiquing of different approaches and methods by individual members. Additionally, these groups often focus on issues related to learners and learning, which can directly benefit the learners. Lastly, since teachers typically work in isolation within their classrooms, participation in a teacher support group can help alleviate this isolation and promote a culture of sharing among teachers.

Therefore, collegiality is an effective medium for all teachers involved in teaching any subject including language. There are different perceptions regarding the significance of collegiality. Some argue that it helps teachers to improve their classroom instruction whereas some argue that it only supports for teacher's professional development. In this regard, DuFour(2011) proposed, "The fact that teachers collaborate will do nothing to improve a school. The purpose of collaboration can only be accomplished if the professionals engaged in collaboration are focused on the right things". In overall, collegiality improves teachers' organizational skills, engage in research regarding current practices of education, develops confidence, enhance problem solving ability, deconstruct the areas of knowledge and reconstruct argumentative ability by criticizing, synthesizing and reflecting which directly and indirectly guides etchers to make change in their teaching instruction. It helps in the administration, governance and leadership aspect of schools.

Collegial Practices

It is found by many researches that when novice teachers start their professional career slowly and gradually, they starts to engage with colleagues for receptive peer supports, any kind of information to receive, to get the ideas on the school environment and any other kind of formal and informal reasons. When they talk and conversation in group, obviously it develops the rapport between them. Then after this collegial conversational talk become a medium of learning in the context of Nepal.

For example, they can involve in workshop together, or in group, write a paper in collaboration and present it on seminars and conferences. Professionals are engaging in collaborative writing by analyzing the significance of it. In this context, Luna and Ortiz (2013) assert that "collaborative writing involves students teaming up with one or more peers to engage in the writing process". They further elaborate that the strategy of collaborative learning in writing is highly recommended in educational settings where students are expected to be actively involved in the learning process and interact with their peers. This approach is also applicable to teacher collaboration and professional development. English educators are encouraged to promote peer and self-correction among students. Montero (2005) emphasizes that collaborative writing not only offers a motivating learning experience for EFL/ESL students but also serves as a creative pedagogical tool for teachers.

The example of another overwhelmed recent practices of collaborative teacher learning is collaborative action research. In general term, action research signifies the teachers' research regarding their classroom issues where teacher themselves find out the

issues, explore the core reasons and dig out the solutions for overcoming it. Lockhart (1996, as cited in Garces & Granada, 2016) states that action research typically involves small scale investigative project in the teachers' own classroom, and consists of number of phases which often recur in cycle: planning, action, observation and reflection. The definitions and description focuses on the individualistic perspective of AR. In the current context, educators and academic professionals have placed significant emphasis on Collaborative Action Research (CAR). According to Burns (1999, as cited in Garces & Granada, 2016), "CAR processes strength the opportunities for the results of research on practice to be back into educational systems in more substantial and critical way". The authors further elaborate that their decision to engage in collaborative work stems from the fact that when Action Research (AR) is combined with collaborative efforts, teachers involved are presented with numerous opportunities for professional development. Similarly, Flores and Lopez (2010) present the findings of a CAR focused on the training of administration professionals, highlighting how teamwork, responsibility, and commitment contribute to the professional growth of team members.

The improvement of the school environment can also be enhanced through collaboration with the head teacher, administration, School Management Committee (SMC), and Parent-Teachers Association (PTA). This collaborative effort reflects the practice of collegiality in educational institutions. For instance, Lambson (2021) conducted a study on Hermosa Elementary, a unique public elementary school located in a high-poverty district in the Southwestern U.S. The key stakeholders, including the administration, teachers, and parents, engaged in political activism against the state's English-only policies. Despite challenges, the school successfully maintained its bilingual and dual language programs with the support of parent communities. Teachers and administrators diligently advocated for and sustained their balanced literacy program in response to district-supported scripted reading programs. Additionally, Hermosa administration collaborated with university faculty from a nearby state university to develop PD initiatives. They initiated discussions on the fundamental question, "What is reading?" and utilized teacher case studies and book groups to explore these concepts with educators. Throughout the PD process, university faculty made weekly adjustments to the content based on teacher feedback, ensuring that the professional development was tailored to address teachers' comprehension and needs.

Collegial practice is also seen in school between head teacher and other staff members. Regarding this, Lamichhane (2020) describes the collegial practice in school management system in the context of Nepal and says that "The work is concerned itself with

the production and exposure of knowledge: which is created and used by practitioners in the context of their practice. Current trends in management are encouraging Head Teachers to develop the school along collegial lines and the early stages of attempts have been made to do so. The progression of this work is ethically, morally, philosophically as well as educationally founded, because it concerns itself with the correct things to do, the correct ways to do them, and the correct ways to behave as a leader in a school". Alison (2005, as cited in Lamichhane, 2020) asserts that the introduction of change and reform in the field of education has a profound influence on teachers, as they are the individuals responsible for embracing and executing these modifications. In Nepal, the execution of reliable external assessments and efficient external moderation systems has encountered challenges. Furthermore, the arrangement of the educational environment has been found to significantly affect the sustenance and growth of collegial relationships.

In the same vein, Owen (2005) elucidates the significance of integrating professional development into teachers' work through team teaching and joint curriculum planning, as outlined by the Center on Policy Research and Evaluation (CPRE). This entails the establishment of teacher networks that foster professional communities with shared subjects or commonalities, as well as empowering teachers to engage in research. At the school level, the focus should be on enhancing teaching and learning by deepening the understanding of key concepts. This can be achieved by striking a balance between school improvement, career advancement, and individual teaching and learning. Additionally, it is crucial to allocate more time and reinforce the roles of teachers in planning and delivering professional development, as emphasized by CPRE (1995).

Collegiality as a Strategy for Teacher Professional Development (TPD)

Collegiality has emerged as a valuable platform for educators to enhance their learning experience by engaging in discussions, comparisons, contrasts, analyses, interpretations, syntheses, and constructive criticisms regarding contemporary teaching and learning issues within a group setting. The proverbial saying "two hands are better than one" aptly captures the essence of this approach. Teachers have started utilizing collegiality as a tool to foster their professional growth and expertise. Likewise, the quality of relationships among staff members and their level of expertise significantly influence the success of a school. According to Barth (2006); Jarzabkowski (2003), and Retallic & Butt (2004), research consistently highlights the positive impact of strong collegial relationships on school improvement and success. Successful schools often exhibit a high level of collegiality among their staff members as one of their defining characteristics.

Varieties of research on collegially between teachers has found to be an effective strategy for PD. Working in the group is always beneficial for teachers to innovate new ideas in innovative way. According to Richard and Farrell (2010), teachers' often work in isolation. Their teaching provides them with an opportunity to work collaboratively and therefore promotes collegial relation among its members. At the present scenario of pedagogy, collegiality is found to be a strong pillar for teachers' personal and professional growth, knowledge building and professional expertise along with academic improvement of schools. In this regard, Little(1987)stated that "as teacher collaborates, they use their combined, organizational skill and resources to attempt innovations that would exhaust the energy, skill, or resources of an individual teacher. A proficient and well-organized group are greater than the accomplishments of isolated individuals" (as cited in Wimberely, 2011, p.16).

Review of Empirical Literature

Numerous research studies have been conducted on TPD and collaborative learning. However, there is a limited amount of research focusing on the current collegial practices within educational institutions. This section specifically examines previous research on TPD in relation to collegial practices. Upon delving into the realm of TPD, I engaged with journal articles, theses, and dissertations to gain insights into research problems, methodologies, content, and organizational aspects. The empirical literature serves as a guide for researchers on how to approach their research, which issues to tackle, and how to distinguish their work from others. Therefore, I have scrutinized various journal articles, theses, and dissertations as part of the empirical literature for this study.

Chaurette (1991) conducted a multi-site case study titled "Implementation Characteristics of Collegial Support System for Teachers in Middle School" to investigate the extent to which components within middle school organizations facilitate the implementation of nurture programs. The primary sources of data collection were a survey questionnaire and interviews. The survey questionnaire was primarily used to assess the current level of program development in the local area and select the case study sites. Data was collected at each site through interviews, direct observation, and document review. The researcher employed triangulation of data sources to ensure reliability and validity. Through this process, emergent themes were identified. The findings were presented using a cross-case analysis format, where cross case issues and information from the individual cases were integrated throughout the data presentation and analysis. The study revealed new insights in two key areas. Firstly, it shed light on the efforts made by middle school organizations in

implementing collegial coaching programs. Secondly, it provided a deeper understanding of the nature and implementation cycle of these programs within the case studies. The study's results indicated that the impact of teamwork and shared planning time on school climate, along with the empowering effects of increased teacher autonomy, were key factors in the successful execution of coaching programs across various locations. Additionally, the study delved into the importance of teacher responsibility and empowerment in curriculum development, scheduling, student grouping, professional development, and staffing. As coaching programs became integrated into the school environment, coaching practices evolved to be more informal. Lastly, the study highlighted the role of time constraints and teachers' hesitance to take on quasi-administrative duties as notable obstacles in this specific domain.

Wimberely (2011) conducted a quantitative research study entitled *Teacher Collaboration and Student Achievement*. The study involved the invitation of five hundred twenty-three school districts to participate. From the 201 responses received from an online survey directed towards Professional Development Chairpersons in Missouri, 100 public schools were randomly selected. The schools were then categorized into two groups: collaborative and non-collaborative. Collaborative school districts were identified as those utilizing contracted time or time within the school day for staff collaboration, while non-collaborative school districts did not meet during contracted time and instead collaborated during workshops, book studies, and planning within the school day. The analysis carried out by the researcher aimed to assess the effectiveness of collaboration between these two groups. Additionally, the researcher examined the eighth-grade student achievement scores in Communication Arts and Math from the 2009-2010 Missouri Assessment Program (MAP) to establish a connection between collaborative and non-collaborative school districts. The application of a t-test revealed a significant correlation between schools and districts that utilized contracted time for teacher collaboration and higher student achievement.

Sharma (2012) conducted a research study titled "Collegial Relationship between Novice and Experienced Teachers for Professional Development" to explore the significance of collegial relationships between novice and experienced teachers for professional development. The data collection process involved both primary and secondary sources. Specifically, primary data was gathered through interviews with twenty English teachers at various levels in secondary schools in Kathmandu valley, as well as student teachers. The researcher utilized a snowball sampling technique to select a sample from the population. Subsequently, the collected data was transcribed, analyzed, and interpreted thematically. The

study findings indicated that the majority of teachers across different levels in secondary schools emphasized the importance of collegial relationships between novice and experienced teachers. Teachers often sought advice from colleagues they were familiar with. However, many teachers noted the existence of a gap between certain individuals, which could be detrimental to professional development. Despite a desire to collaborate, both educational institutions and teachers seemed reluctant to work together in a collaborative manner.

Shahi (2015) carried out a study with the objective of investigating teachers' attitudes towards maintaining a teacher journal for their professional growth and the practices followed in academic institutions. Through the use of non-random judgmental sampling, data was gathered from forty English language teachers at the secondary level in both private and public schools in Kathmandu valley using a questionnaire. The results of the research indicated that teachers were cognizant of the benefits of maintaining a teacher journal for their professional development. The researcher asserted that teachers held a favorable view towards journaling, with a majority strongly agreeing that a formal system for journaling should be implemented in educational institutions to support teacher professional growth.

Gurau (2019) conducted a study on Professional Development through Teacher Collaboration: A Narrative Inquiry. The main objectives of the research were to investigate the advantages of teacher collaboration in Teacher Professional Development (TPD) and to examine the current instructional practices of teachers acquired through collaboration for professional development. The researcher emphasized that while both primary and secondary sources were utilized for data collection, the study primarily relied on primary data sources. Data were gathered from five secondary level English teachers teaching at different schools in Kirtipur through individual in-depth interviews. The data were then analyzed using narrative inquiry, a qualitative research design, to interpret them thematically. The results of the study indicated numerous benefits of teacher collaboration in professional development, such as teacher training, personal growth, triangulation of students' learning relationships among teachers, parents, head teachers, students, and school management committees, personal learning networks, improvement in teaching performance, emotional and psychological support from colleagues during collaboration. The researcher also noted that all participants agreed that encouragement, support, and collaboration within the institution, among colleagues, and in the societal environment positively influenced their personal and professional identity. Additionally, the findings revealed that teachers discussed local curriculum, primary and secondary teaching materials, teaching methods, lesson planning, student seating arrangements, and formative assessment of students during collaboration.

Therefore, collegiality was identified as a strategy for both personal and professional growth of teachers, as well as for enhancing student learning.

The research study conducted by Kilgyle (2019) entitled 'The Role of Collegiality in Academic Work' aimed to gain a deeper understanding of the significance of collegiality in contemporary higher education. The study sought to challenge simplistic notions of collegiality by exploring the misconceptions within the field of critical university studies and engaging with post-cultural and post-foundational theories. Kilgyle approached collegiality as both a discursive category and a practice, employing an iterative process that involved assembling theoretical concepts and examining their interaction with the empirical phenomenon of collegiality. To gather data, the researcher utilized various sources such as academic and online texts, as well as interviews with academics from Australian and New Zealand /Aotearoa universities. Kilgyle interpreted collegiality as a fantasy, a tactically polyvalent element of discourse, a constellation of practices, and an affective attunement to academic contexts. These theoretical perspectives allowed for a fresh understanding of the role of collegiality in academic work and facilitated an examination of the mechanisms through which the collective imaginary of collegiality is constructed, contested, maintained, and negotiated. Moreover, these interpretations enabled the researcher to redefine collegiality as a relationally and dynamically constituted concept. Ultimately, by analyzing various collegial practices from different angles, Kilgyle argued for the creation of a pluralistic, open, and socially just academic environment.

The study carried out by Pokhrel (2022) focused on exploring the perceptions of English teachers regarding the effectiveness of workshops and conferences as strategies for their professional development. The researcher employed a simple random sampling technique to select thirty English teachers from Pokhara Metropolitan city for the survey questionnaire. The data collection process involved the use of close-ended questions. Descriptive analysis was conducted on the collected data using basic statistical tools. The findings of the study revealed that workshops and conferences play a crucial role in enhancing teachers' professional development. Specifically, the results indicated that participating in such events enabled teachers to acquire subject-matter knowledge and pedagogical expertise. Additionally, workshops and conferences were found to promote collaborative learning, ICT-based knowledge, and the application of practical knowledge. These events also provided opportunities for teachers to practice their skills and receive valuable feedback. Moreover, the study highlighted that attending workshops and conferences revitalized teachers' existing knowledge and allowed them to effectively utilize it

in their classroom practices. Importantly, the research concluded that both workshops and conferences were recognized by all teachers as significant tools for their professional development.

Poudel (2022) conducted a study titled "Action Research for Teacher Professional Development" which aimed to investigate the perspectives of English language teachers in community schools regarding the use of action research for professional growth. The researcher employed a narrative inquiry approach within a qualitative research framework. A purposive non-random sampling technique was utilized to select three English teachers from secondary level schools as participants. Data collection was carried out through semi-structured interviews with the selected teachers. The collected data was analyzed and interpreted using a thematic analysis approach. The study findings indicated that action research plays a significant role in addressing teaching and learning challenges in the classroom, offering practical solutions and fostering innovation in teaching practices. The results also highlighted that action research is an effective strategy for teacher professional development, leading to positive outcomes for student achievement. However, many teachers reported a lack of support from colleagues, principals, and administration. The study identified challenges such as inadequate teaching materials, time constraints, large class sizes, and limited knowledge of action research as major obstacles faced by teachers during the implementation of action research initiatives.

Based on the literature reviewed above, I came to know that it has become evident that collegiality plays a crucial role in facilitating continuous learning among teachers through group activities and peer discussions within the field of education. This concept is highly significant in the realm of teacher professional development. Upon examining the research landscape on collegiality, it is apparent that numerous studies have been conducted on collaborative learning. However, only a limited number of studies have specifically focused on collegiality itself as a distinct concept. Furthermore, there is a scarcity of research on collegial practices within educational institutions such as schools, colleges, and universities. This scarcity of literature on current collegial practices in academic settings has posed challenges in understanding the actual state of affairs. As a result, the discrepancies between policies and practical implementation have spurred my interest in conducting further research in this area.

This study sets itself apart from other research studies in terms of its research problem, area of focus, objectives, and methodology. While drawing inspiration from various researchers to gain methodological insights and develop theoretical understanding in the

field, it also shares similarities with Gurau's (2019) study. Despite having a similar research problem and underlying research design, the objectives and scope of both studies differ, leading to distinct findings. As a result, this study aims to bridge existing gaps by investigating the collegial practices of bachelor-level teachers in their professional development.

Implications of the Review for the Study

The literature review holds significant importance in the realm of research studies. As stated by Creswell (2012) literature review is the written summary of journal articles, books and other documents that describes the past and current state of information, organizes the literature into topics, and documents a need for the proposed study. Moreover, it aids in categorizing the literature into relevant topics and substantiates the necessity for the proposed study. Consequently, I have meticulously examined diverse journal articles, research papers, theses, and dissertations to identify any gaps between my study and previous scholarly works.

I have reviewed both theoretical and empirical literatures. I have taken an ideas regarding theories and methodological parts of this study from various studies for research problem, theoretical understanding and methodological aspect. From the reviewed literatures above, Richard and Farrell (2010) and Joshi (2012) provided valuable insights that supported me to identify the research problem. Additionally, the research conducted by Khulal (2015) and Rauteda (2022) supported the identification of research objectives and research questions, and gave insight to develop the conceptual framework. Richard and Farrell (2010) also served as a reliable source for enhancing the theoretical understanding of the research problem. Furthermore, the studies conducted by Hayes (2014); Bhandari (2021); Loughran (2014); and Gnawali (2016) contributed to the expansion of theoretical and conceptual knowledge on teacher professional development, collaborative learning, and collegiality. Moreover, the research studies conducted by Villegas-Reimer (2003); Hismanogtu (2010); Wenger, McDarment, and Snyder (2002); Bruining (2007); Luna and Ortiz (2013); Montera (2005); Garces & Granada (2016); Flores and Lopez (2010); Lambson (2021); and Lamichhane (2020) shed light on the current practices of collegiality in schools, colleges, and universities. These studies also provided valuable insights into methodological aspects such as population, sample and sampling strategies, data collection tools, data collection procedures, and data analysis procedures.

National and international theses and dissertations were reviewed for empirical review. Hence, the thesis and dissertations done by Chaurette (1991); Wimberely (2011);

Sharma (2012); Shai (2015); Gurau (2019); Kilgyte (2019); Pokhrel (2022); and Poudel (2022) are revised in this study.

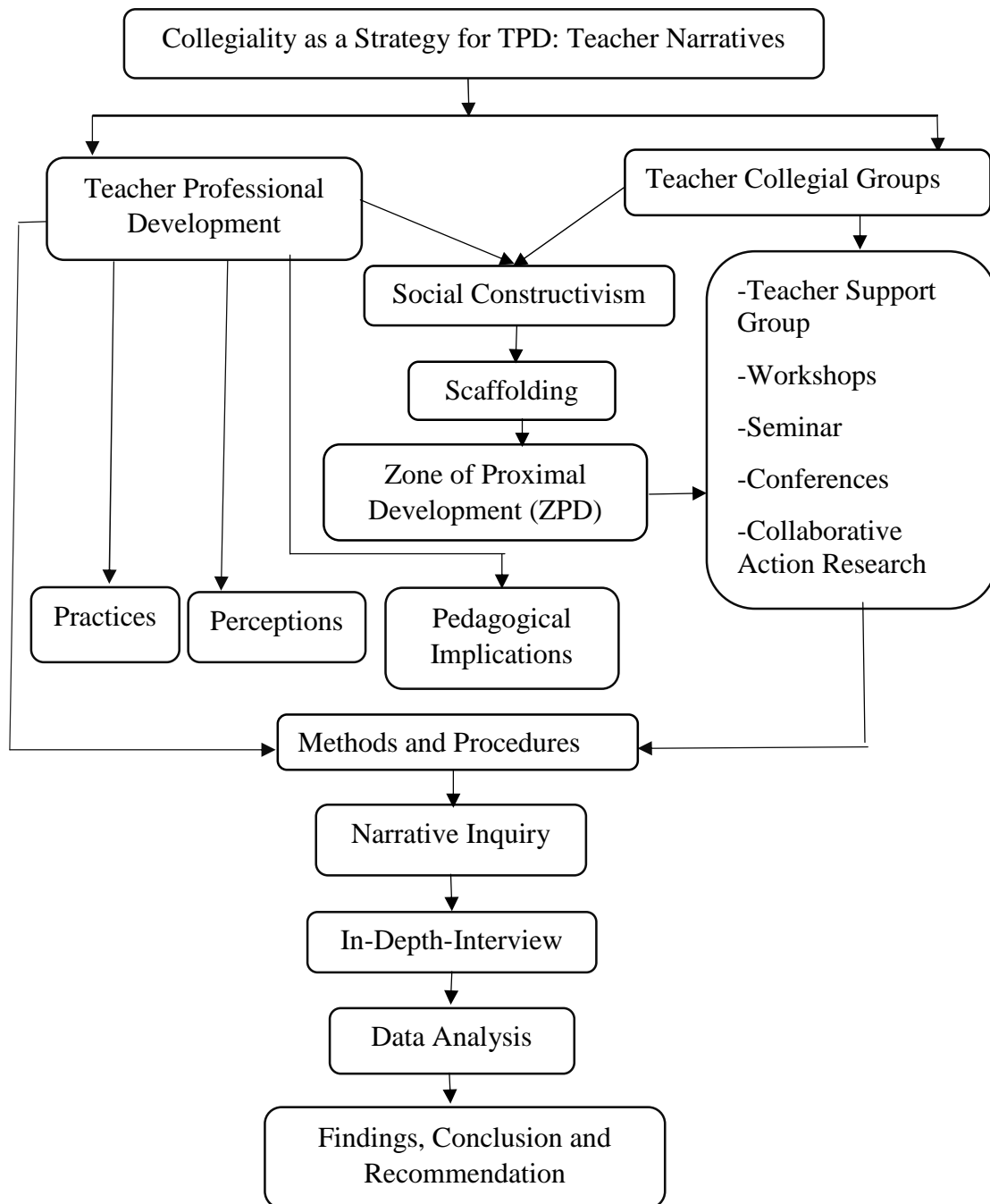
In conclusion, these various literary works have played a crucial role in my study since the very beginning, providing a strong foundation in terms of theoretical understanding, conceptual framework, and methodological aspects. They have offered support from different perspectives and have helped me gain clarity on concepts and theories related to the research problem, current trends, and existing gaps in the field. Additionally, they have provided valuable insights into the formulation of research objectives, the creation of research questions, the design of a conceptual framework, and the implementation of methodological procedures.

Conceptual Framework

The conceptual framework is a graphical representation of the research study that depicts the study's main theme. As stated by Kumar (2012), the conceptual framework is the core of the research problem, usually focusing on specific sections (as cited in Rauteda, 2022). It outlines the elements that the researcher has selected from the theoretical framework to form the basis of the inquiry. Therefore, it serves as a visual representation of the overall research study.

Here, the conceptual framework of this study entitled “Collegiality as a Strategy for Teacher Professional Development: teacher Narratives” is presented in figure one.

Figure: 1. Conceptual Framework



Chapter III

Method and Procedures of the Study

Research methodology refers to the systematic plan and approach that guides the collection, analysis, and interpretation of data in a research study. It encompasses the overall strategy and the specific methods or techniques employed to gather information and answer research questions or test hypotheses. According to Patel and Patel (2019), "Research Methodology is science of studying how research is done scientifically." Thus, it is a way to systematically solve the research problem by logically adopting various steps.

This chapter of the study focuses on various aspects such as the research design, population, sample, sampling strategy, research tools, and sources of data, data collection procedures, data analysis and interpretation procedures, as well as the ethical considerations. Consequently, I employed the specific methods and procedures to arrive at the desired outcome.

Research Design

As there are lot of designs in the field of research under quantitative qualitative and mixed method approach, I adopted the narrative inquiry as a research design for the study as the study objectified to explore the experiences and narratives of the participants. It is underlying philosophy and access that enables the illumination of real people in real settings through the 'painting' of their stories.

In order to enhance the systematic, valid, contextual, and reliable nature of the study, I planned to utilize in-depth interviews as a means of data collection. The interviews consist of open-ended questions to encourage detailed responses from the participants. Additionally, methodological procedures will be carefully selected and applied based on their relevance to the stepwise narrative inquiry design.

In summary, the methodologies that employed in this study include:

- Formulating the objectives and crafting the research questions
- Choosing the focus of the investigation
- Creating the instruments for data collection
- Conducting fieldwork
- Gathering data
- Recording, transcribing, coding, and categorizing the data
- Analyzing and interpreting the data

- Deriving findings and conclusions

Population, Sample, and Sampling Strategy

In this particular study, the target population consisted of secondary level English teachers were teaching at different public schools of Nepal. Similarly, three secondary level English teachers teaching in different public schools of Itahari sub-metropolitan city were sample for the study. To form a sample for the study, a non-random purposive sampling strategy was employed.

Research Tools

Unstructured in-depth interview was used as a research tool in the study. I developed research guidelines, based on which the participants were interviewed. Additionally, interview guidelines were employed based on specific requirements. The practice of in-depth interviewing is deeply embedded in the interpretive tradition, involving multiple face-to-face interactions between the researcher and participants aimed at grasping the informants' viewpoints on their personal narratives, experiences, and circumstances articulated in their own language.

Sources of Data

Both primary and the secondary sources were used.

Primary Sources

As a primary sources of data, I used the information collected from in-depth interview. So, secondary level English teaching in public schools of Nepal were used as the primary sources of data in this study.

Secondary sources

I used earlier literatures, books, online journals, thesis, policy level documents, and theories were used as the secondary sources of data.

Data Collection Procedures

Data collection commences once a research problem has been identified and a research design plan has been established. As a researcher, I employed systematic procedures to gather data from primary sources. Initially, I created the necessary tools in accordance with my research design and the characteristics of my respondents. Subsequently, I visited schools and built up rapport with the teachers particularly teaching English language. By following this, I explained the purpose of my study to the participants, ensuring clarity on privacy and confidentiality. Then I conducted in-depth interviews using a pre-developed interview protocol. Data were recorded using a field note and mobile phone. Upon completion, I

expressed gratitude to the participants and return home. The next steps involve transcribing, coding, categorizing, analyzing, interpreting, and identifying themes within the data. Through this process, I aimed to identify discrepancies between perceptions, practices, and pedagogical implications based on the collected data.

Data Analysis and Interpretation Procedures

In order to conduct a thorough analysis of the data, I started to analyze and interpret by employing a qualitative approach under grounded in theory. Utilizing an interpretative method, I transcribed, coded, and identified themes within the gathered data. By identifying commonalities among responses and practices, major themes were derived across various topics and sub-topics. The data were carefully analyzed and interpreted, ensuring the authenticity, reliability, and validity of the interviewees' responses. Ultimately, all findings were connected back to existing literature.

Ethical Considerations

It is imperative for researchers to give credit to the previous researchers and scholars for their contributions. By acknowledging their work, researchers can ensure that their own study is original, authentic, and free from plagiarism. In order to achieve this, I recognized and attributed the ideas I have drawn from earlier researchers and scholars. Moreover, I prioritized the consent, accessibility, privacy, and confidentiality of the respondents. As a responsible researcher, I clearly communicated the purpose of the study to the participants before conducting interviews to avoid any misunderstandings. Additionally, I obtained consent from the relevant authorities. Since I chose the narrative inquiry research design, my aim was to delve into the past stories and experiences of the respondents in a natural setting.

I made every effort to avoid causing any harm to the feelings and experiences of the participants. I paid attention to their mental well-being and show respect for their expertise, abilities, and professional practices within the organization. Furthermore, the gathered data were subjectively analyzed and interpreted to represent the target population. Likewise, only the suggested methodology, structure, and layout were utilized to ensure the research's validity and reliability. Similarly, the confidentiality of the respondents were carefully considered.

Chapter IV

Analysis and Interpretation of Data

In this chapter, the collected data from both primary and secondary sources was critically examined, analyzed and interpreted by using the data analysis procedures proposed in the study to derive the findings in relation to the objectives of the research.

The primary focus of the research was to investigate the practical collegial activities of teachers in real-life settings in order to understand how collegial practices serve as a means for enhancing teacher professional development among the ELT teachers at schools in Nepal. Through the examination and analysis of data gathered from in-depth interviews conducted with -, the subsequent findings and discussions have been formulated.

Analysis of Data and Interpretation of Results

This section encompasses the presentation, analysis, and interpretation of gathered data from in-depth interviews. The research aimed to investigate the ELT teachers' perceptions and experiences of using collegiality as a strategy of their professional development and growth. To achieve these objectives, narrative inquiry was selected as the research design. Both primary and secondary sources of data were utilized, with in-depth interviews serving as the primary source and related literature including books, theories, journal articles, theses, and dissertations as secondary sources.

Furthermore, the data collected from both primary and secondary sources were subjected to thematic analysis. Given that the research adopted a qualitative approach, the data were analyzed iteratively. As a researcher, my initial step involved establishing a rapport with the relevant authority, followed by conducting in-depth individual interviews with the respondents. The responses were documented using a cellphone, and subsequently transcribed, coded, categorized, and analyzed. Ultimately, a set of themes emerged from the comprehensive analysis of the data obtained through the in-depth interviews.

Background of the Respondents

Three secondary level English teachers who were teaching English in public schools of Itahari Sub-metropolitan city, Sunsari were interviewed. To maintain anonymity and for the ease of data analysis and interpretation, the participants have been pseudonymized as Prakash, Sonia, Suraj. The backgrounds of the participants have been briefly presented below.

Prakash: For the past fifteen years, he has been imparting his knowledge of the English language in various schools and colleges. Currently, he is engaged in teaching

English in secondary level. His academic journey includes the successful completion of a Master degree in English Education from Tribhuvan University. Furthermore, he has also accomplished an M.Phil. from the same institution and is currently pursuing a PhD. As a dedicated research practitioner, he has conducted numerous research papers on topics related to English language teaching, including teacher professional development, English as a Medium of Instruction (EMI), mother tongue education, and other relevant areas.

Sonia: She has been instructing English at secondary level since 5 years.

Furthermore, she successfully completed her master's degree in English Education from Purwanchal University. Currently, she is actively pursuing her M.Phil. from Tribhuvan University, located in Kirtipur, Kathmandu. As she mentioned she is planning to write research papers, conduct action research, involve in seminars for doing PhD in her life. As she said she is planning for writing individual and peer researches.

Suraj: He is an esteemed English teacher in secondary level. As per his account, he successfully attained his master's degree from Tribhuvan University. Recently, he is pursuing his M.Phil from the same institution. He proudly mentioned his authorship of a few research papers on the subject of teacher education and teacher training. Presently, he is actively engaged in the composition of additional research papers.

Teachers' Perceptions on Collegiality as a Strategy for TPD

As the study objectified to explore the teachers' perceptions on collegiality for their professional development, I as a researcher conducted in-depth interviews with three teachers teaching in two different public school of Itahari sub-metropolitan city, Sunsari. After transcribing, coding, and categorizing of data, the following sub-themes have been developed as a results and discussions of the study.

Collegiality for Confidence and Empowerment

Collegiality within educational settings fosters an environment conducive to the confidence and empowerment of teachers. Defined as the mutual respect, collaboration, and support among colleagues, collegiality cultivates a sense of belonging and professional camaraderie. When teachers engage in collegial relationships, they benefit from shared expertise, diverse perspectives, and constructive feedback, all of which contribute to their professional growth and efficacy. Through collaborative endeavors such as lesson planning, curriculum development, and peer mentoring, teachers not only enhance their pedagogical skills but also bolster their confidence in their abilities to meet the diverse needs of their students. Moreover, collegial interactions provide a platform for teachers to voice their

concerns, celebrate successes, and seek guidance, thereby nurturing a culture of continuous improvement and collective responsibility. By valuing and prioritizing collegiality, educational institutions empower teachers to thrive in their roles, fostering a positive work environment where they feel supported, respected, and empowered to make meaningful contributions to the educational community.

The study found that collegial practices among school teachers to boost their confidence level in particular academic field as well as it is also being a pillar for their professional empowerment. Hargreaves (1990) discussed that collegial practices in colleges are very supportive for teachers to improve their skills by working closely and practically with each other, especially where that process is genuinely voluntary, where teachers have high control over determining and reflecting about which skills are to be coached, and where critical reflection about the content and context of those skills is not only permitted but actively encouraged.

As I interviewed the teachers, one of the respondent Prakash (pseudonym) shared his perception as:

I believe in learning through collaboration. I am sure that collegiality boost up the confidence, and empowers teachers in various ways. We can change ourselves with the collegial techniques. So that collegiality is for the transformation of the teachers.

Hence, the excerpt showed that collegiality transform the teachers in different ways. As the informants shared, teachers believed on the collaborative learning to be empowered. Moreover, the narratives revealed that collegiality helps to boost up the confidence which is the foundation for every steps to be taken ahead.

Similarly, the same respondent Prakash shared his perception as:

For me learning with colleagues is the first and foremost. I believe on two heads are better than one head. So, I learn from different webinars, sharing of research findings, workshops, trainings, and peer feedback. I learn both content and pedagogy from these activities.

The provided excerpt highlights the importance of collaborative learning with colleagues as a primary mode of professional development. The respondent expressed a belief in the principle that "two heads are better than one," indicating a preference for learning through shared experiences and insights. The methods of learning mentioned include attending webinars, sharing research findings, participating in workshops, receiving peer feedback, and engaging in trainings. This multifaceted approach to learning allowed the

participant to acquire both content knowledge and pedagogical strategies. The emphasis on collaborative learning suggested a recognition of the value of diverse perspectives and collective expertise in enhancing one's own understanding and practice.

Likewise, another respondent Sonia (pseudonym) shared her perception as:

Participating in seminars and conferences, I exchange experiences with peers, gain new ideas and solutions. Collaborating on shared challenges enhances problem-solving skills and professional development. Observing each other's classrooms and providing feedback further enriches our growth.

Hence, the snippets showed that teachers participated on team teaching, seminars, conferences, and peer observations as a collegial techniques for their professional development. It further shows that collegial practices are significant for problem solving, and idea generating. The informant further believed that shared practices are must to get more confidence in skills and pedagogy. Thus, it can be said that the collegial practices not only solve the current problems but also make teachers ready to tackle the difficulties which occur in the days to come. Moreover, it shows that sharing culture is a building block for teacher professional development.

Another respondent Suraj also shared his perception as:

We can do many different professional tasks if we have harmonious professional relationship among the members of the same institution. Collegiality helps to impart collective feeling and positivity among the individuals/professionals in the professional fields.

These excerpts highlighted the significant impact that harmonious relationships and collegiality have on professional effectiveness and workplace culture. Harmonious relationships among team members enabled the smooth execution of various professional tasks by fostering an environment of mutual respect and cooperation. This reduced workplace conflicts and enhances efficiency. Collegiality, on the other hand, it built a strong sense of community and positivity, which further motivates individuals and encourages them to work collaboratively towards shared goals.

Finally, the data found that collegiality plays a crucial role in building confidence and empowerment within professional settings by fostering a supportive and collaborative environment. When colleagues maintain respectful and cooperative relationships, they create a space where individuals feel encouraged and validated. This mutual support and constructive feedback help individuals recognize their strengths and identify areas for growth, enhancing their self-esteem and confidence.

Collegiality for Researching, Writing and Presenting

The collaborative culture among teacher educators facilitates research conducted in pairs, peer groups, and larger teams. This collaborative approach extends to writing research papers and presenting findings collectively. Analysis of data suggests that engagement in collaborative academic work fosters innovation, generating numerous new ideas related to classroom pedagogy, reflective practices, and institutional development. This phenomenon heralds a novel paradigm in research within the field.

In the interview, one of the respondent Sonia shared her practice as:

I co-authored a paper with Laxman sir on cooperative approaches in English Language Teaching (ELT) about 2-3 years ago, which we published together. We collected data both collaboratively and individually. Peer writing is crucial because it allows us to provide feedback and suggestions to each other. When writing individually, there may be some overlooked issues. Collaborative writing helps address these challenges in the writing process, including findings, paper structure, and data collection.

The provided raw data offers insights into the experiences and perspectives of a teacher who engaged in collaborative research within the context of English Language Teaching (ELT). The participant reflected on co-authoring a paper with another individual, Laxman sir, focusing on cooperative approaches in ELT, which was published jointly. They highlighted the collaborative process of collecting data, both collectively and individually. Furthermore, the participant underscored the importance of peer writing, emphasizing how it enables them to receive feedback and suggestions, thus enhancing the quality of their work. They acknowledged the limitations of individual writing, noting that it may result in overlooking certain issues. Collaborative writing, on the other hand, is seen as a means to address these challenges, including refining findings, structuring papers, and ensuring comprehensive data collection. This narrative provided valuable insights into the benefits and challenges of collaborative research in the field of ELT. It underscored the significance of peer collaboration in improving the quality of research outputs and highlights the importance of collective efforts in addressing inherent challenges in the research process. Such insights could serve as a foundation for further exploration through narrative research, delving deeper into the collaborative experiences of educators in ELT and their impact on professional development and pedagogical practices.

Similar to Sonia, another respondent Prakash shared his practices as:

I attended seminars and conferences focused on ELT, including one organized by Tribhuvan University last year. Although I didn't present any papers due to scheduling, I had valuable discussions on English language teaching and learning. Participating in such events helped me recognize the importance of professional development activities like seminars, workshops, and research-based activities in enhancing teaching and learning practices. This realization inspired me to pursue a career as an English teacher and engage in research activities, including writing research papers, conducting action research, and participating in seminars to further my academic journey.

The provided narrative reflects on the participant's engagement with seminars and conferences in the realm of English Language Teaching. They recount attending a seminar organized by Tribhuvan University, where discussions on ELT and learning were prevalent. Despite being unable to present any papers due to scheduling conflicts, the participant acknowledged the invaluable opportunities these events provide for professional development.

Their reflection underscores the transformative nature of such engagements, shaping their career aspirations and commitment to academia. Inspired by their experiences, they express a newfound dedication to pursuing a career as a lecturer and actively engaging in research activities. This includes writing research papers, conducting action research, and participating in seminars to further their academic journey.

From a research perspective, this narrative offered insights into the pivotal role of professional development activities in shaping educators' professional identities and career trajectories. It highlighted the significance of continuous learning and scholarly engagement in fostering personal and professional growth within the field of ELT. Further exploration through qualitative research could delve into the nuanced experiences and outcomes associated with participation in such professional development endeavors, contributing to a deeper understanding of their impact on teachers' professional journeys.

The research revealed that collaborative research endeavors play a vital role in facilitating the personal and professional development of teachers. However, it also uncovered potential challenges within collegial research practices. For instance, disparities in the level of engagement between researchers can hinder the effectiveness of collaborative efforts. Additionally, instances were observed where one author included another's name on a

research paper without their active involvement in the research process. This phenomenon was noted particularly in cases involving spouses, relatives, or close friends. Such actions may be interpreted as attempts to gain academic recognition or enhance one's reputation.

Collegiality as a Community of Sharing

Collegiality, beyond its conventional association with professional collaboration, embodies a deeper ethos of community and sharing within educational institutions. At its core, it represents a culture of mutual respect, trust, and camaraderie among academic peers. Within this framework, collegiality serves as a catalyst for knowledge exchange, pedagogical innovation, and collective growth. One of the key facets of collegiality as a community of sharing is the informal exchange of ideas and experiences among educators. In such environments, teachers freely share insights, strategies, and resources, enriching each other's practice and fostering a sense of collective ownership over the educational process. This informal sharing often occurs organically, facilitated by open communication channels and a culture that values collaboration.

Moreover, collegiality extends beyond individual interactions to encompass structured collaborative endeavors. This can take various forms, such as professional learning communities, interdisciplinary projects, or curriculum development teams. In these collaborative spaces, teachers pool their expertise to address common challenges, explore new teaching methodologies, and design innovative learning experiences. By leveraging the diverse skills and perspectives of its members, the community achieves synergistic outcomes that benefit both educators and students alike. Central to the concept of collegiality as a community of sharing is the notion of reciprocity. Within this community, members contribute their knowledge and support to others while also benefiting from the collective wisdom of their peers. This reciprocal exchange fosters a culture of generosity and mutual assistance, wherein individuals feel valued and empowered to contribute to the common good. In this scenario, collegiality proves beneficial for the exchange of pedagogical knowledge and experiences among subject teachers, whether within the same discipline or across different subjects such as science, social studies, Nepali, ICT, and mathematics.

Teachers engage in sharing their unique teaching and learning approaches while exploring both commonalities and distinctions in methodologies. For instance, while teaching language skills like listening, speaking, reading, and writing, or language aspects such as grammar and vocabulary, English language teachers employ different methods. Consequently, collegiality facilitates the sharing of methodological insights across various

subjects, fostering the generation of innovative teaching ideas and strategies for classroom practice. As a result, training sessions are often considered effective strategy for Teacher Professional Development (TPD) through collaborative practices among colleagues. In one interview; a participant, Prakash shared:

We teachers learn via sharing in a group. We discuss on the problem of class. Sometimes we discuss on the methodology, technology, and the current affairs of teaching and learning. Not only this, we also sometimes shared the pedagogical paradigms, and content. Thus, I believe that collegiality is a sharing community where individual shares and learns.

The information suggested that teachers engage in collective learning through sharing within a group setting. They discussed various aspects of teaching and learning, including classroom challenges, teaching methodologies, technological advancements, and current educational trends. Additionally, they exchanged pedagogical perspectives and content knowledge. This highlighted the role of collegiality as a community of sharing, wherein individuals actively contribute and learn from one another's experiences and expertise.

Similar to Prakash, another participant, Sonia shared in the interview:

I recall instances of collaboration with my fellow teachers, particularly during a general training session where I shared my experiences related to teaching English. During the discussion, we explored methods for teaching the aspects of language, innovated problems and solutions.

The data emphasized the importance of collaboration in teacher professional development. By engaging in discussions and sharing experiences with fellow teachers, the speaker actively participated in a process of learning and growth. This collaborative approach allowed teachers to expand their pedagogical repertoire and refine their teaching practices.

The specific focused on teaching English underscores the relevance of targeted professional development. By concentrating on a subject area, teachers can delve deeper into specific challenges and opportunities within their field. This targeted approach enhances the effectiveness of professional development efforts, allowing teachers to address the unique demands of their subject area.

The data mentioned various teaching methodologies during the collaborative session. This highlighted the importance of continuous exploration and innovation in teaching practices. Through discussions and exchanges with colleagues, teachers can discover new methods, adapt existing strategies, and refine their approach to instruction, ultimately enhancing their effectiveness in the classroom.

The mention of innovating problems and solutions indicated a proactive approach to addressing challenges in teaching. This aspect of collaborative learning encourages teachers to critically examine their practices, identify areas for improvement, and develop innovative solutions. By fostering a culture of problem-solving and innovation, collaborative professional development contributes to ongoing improvement and growth among educators.

Overall, the data suggested that collaborative learning experiences, such as the one described, play a crucial role in teacher professional development. By actively engaging with colleagues, exploring teaching methodologies, and seeking innovative solutions, teachers enhance their pedagogical knowledge, skills, and effectiveness. This underscores the importance of creating opportunities for collaborative learning and professional growth within educational institutions.

Collegiality as a Problem Solving Strategy

Formal, informal and non-formal collaboration between teacher practitioners became a tool for solving a different problems such as administration related, classroom related, curriculum related, student related, classroom management related and other academic problems which occur accidentally in classroom practices. Based on the gathered information, it is found that different subject teachers talk and discuss in different academic issues when they gather either inside institution or any informal places such as tea corner, cafe and other places. Similarly, based on the perception of respondents it is analyzed that discussion between fellow teachers and staffs give them ideas to find out the new ways to solve classroom problems. In a similar vein, it also helps practitioners to new sight from multiple vision along with multiple insight regarding the issues.

Regarding collegiality as a strategy for solving problem, one of the respondent Prakash shared:

In this school there is good environment to share, discuss which we could share our problems, issues, difficulties. Then we come up with solutions. So, that sort of good

environment we have developed. We also discuss how to develop students' speaking skill or maybe listening skill or maybe reading or writing. So, this is a way how we grow ourselves.

This excerpt showed a positive and collaborative learning environment within the school, where students feel encouraged to share their problems, issues, and difficulties openly with their teachers and friends. Based on the nature of problems, they found out the solutions. It made learning more creative and context specific. So, according to the information, there is a culture of support and mutual aid among students, facilitating the exchange of ideas and solutions.

In the similar vein, same respondent further shared:

We share the problem and find solutions. I share that I found such sort of problems and difficulties. When I share it to others, they will give their ideas. If they have experiences the same problem and solve that, they give us ideas what to do and how to do. Another thing is that problem will be different and solution will be also different. This make us aware how to solve this problem, issue or challenges.

In overall, these excerpt underscores the collaborative problem-solving approach within the school community. They highlights the process of sharing personal challenges and receiving input and advice from peers. By sharing problems openly, students not only seek solutions but also benefit from the diverse experiences and perspectives of their peers.

Similar to Prakash one of the respondent Suraj shared:

We have teachers group in school but not regarding particular subjects or subject areas. As I told earlier we all subjects' teachers come to discuss either in free time or in canteen or somewhere. When we gather we start to talk on own classroom practices, curriculum, subject matter and other methodological aspects. I found that it helped me to explore the areas of problem in academic aspects such as classroom diversity, low students' achievements/ performance, curriculum designing, classroom management and so many others.

This excerpt shaded light on the collaborative efforts among teachers within the college to discuss various aspects of teaching and education. Unlike subject-specific groups,

the teachers come together informally, often during free time or in casual settings like the canteen, to engage in dialogue about their classroom practices, curriculum, subject matter, and methodological aspects. The mention of exploring areas of problem in academic aspects such as classroom diversity, low student achievement/performance, curriculum design, and classroom management highlights the practical benefits of these discussions. Through collective brainstorming and problem-solving, teachers can identify challenges and work collaboratively to address them, ultimately enhancing the quality of education provided within the college.

Sometime, there are some critical incidents happens in the classroom which teachers never expected. Before 2/3 years the same incident happened in my classroom. I don't feel safe to share what was actually happened. As a teacher I fallen down in big problem. I shared my problem with my staffs and contact with administration. Later we draw out solutions and closed the issues.

This excerpt highlighted the occurrence of unexpected and critical incidents within the classroom environment, which can pose challenges for teachers. The mention of feeling unsafe to share the specifics of the incident suggests its sensitive nature, possibly involving student behavior or other unforeseen circumstances. The collaborative efforts between the teacher, colleagues, and administration to draw out solutions and address the issues highlight the importance of teamwork and communication in managing challenging situations effectively.

In overall, collegiality in school settings served as a vital problem-solving strategy by fostering a collaborative and supportive environment among faculty members. Through the pooling of expertise, brainstorming sessions, and cross-disciplinary collaboration, schools can tackle complex issues more effectively. Collegial relationships also provide emotional support, encouragement, and opportunities for professional development, contributing to a culture of trust and respect within the school community. By leveraging the collective knowledge, skills, and perspectives of its members, universities can address challenges more comprehensively and innovate for the benefit of their students, research endeavors, and broader societal impact.

Teachers' Collegial Strategies/Practices

As I objectified to explore the collegial practices of teachers for developing

professionalism inside the classroom, I collected the data from the respondents who are practicing collegial teaching learning in the classroom. Based on the collected data the following sub-Themes have been developed.

Collegiality as a Rapport Building Strategy

Collegiality is seen as a rapport building strategy between students, teachers and school administration. It is the strategy for building a rapport between teachers and students in the classroom. For example, if teacher is teaching language skills and aspects in classroom, they can use different communicative activities such as role play, simulation, essay writing competition, think pair share and so many other activities. It meant to say they should teach students by engaging in various communicative activities. Similarly, collegiality also develops the habit of mutual sharing, problem solving, discussing and interacting between institutional members which also creates good relation between the stakeholders.

The study found that teachers applied collegiality as a strategy for developing rapport between teachers-student and students-students in the classroom. This strategy also deals with collaboration mutual collaborative learning between male students and female students where most of the time they hesitate to interact and learn together in the context of Nepal.

One of the respondent of the study, Prakash shared:

As I told earlier also if you do not have friendly and good environment, or good relationship or rapport what you are talking about, that may not help in professional development. As a whole, if you see it in an institutional level, if there is no good relationship between teachers, that institution may not grow, our students may not be benefitted from that. So that it is very important.

The data highlighted the significance of positive relationships and a supportive environment in professional and educational settings, suggesting that these factors are crucial for both individual growth and institutional success, ultimately benefiting students.

Moreover, the same respondent further shared:

Yes, of course, collegiality is a good strategy for rapport-building in the classroom. The collegial strategies like co-learning, peer sharing, and peer observation among students, and between teachers and students, emotionally connect them which makes the

classroom learner-friendly and positively influences learning by empowering learners.

So, it is analyzed that teachers use collegiality for building a rapport between teacher-students and students- students in the classroom. It helps both teachers and students to connect emotionally and create a learner friendly classroom environment.

Similarly, in one interview; another respondent Suraj shared:

Collegiality can be taken as a good strategy for building rapport between teachers-teachers, teachers-students, teachers-administration, and teachers-School Management Committee (SMC). I have implemented this strategy in my class. When there is winter season, we have to deal with cold foggy weather for two-three month. Sometime we face this sort of weather for a whole day. When I found that the day is little sunnier than other days I ask students to gather in playground. I ask them to sit either in circle or sit as they feel comfort. Then I ask them to sing a song, tell a joke, do a caricature, ask a quiz questions or any sort of other activities. So, I found that this sort of activities assists for developing rapport between students in classroom. Similarly, engaging in the group also creates rapport between staffs and SMC, Parent-Teacher Association (PTA).

The data emphasized the important of collegiality in classroom practice as a rapport building strategy. The data suggested that implementing collegiality as a strategy can effectively foster rapport among various stakeholders in the educational setting, including teachers, students, administration, and the School Management Committee (SMC). The implementation of this strategy involved engaging students in interactive activities during the winter season, characterized by cold and foggy weather, to build connections and rapport within the classroom. The data also found that by gathering students in the playground on little sunnier days, the teacher encourages them to participate in activities such as singing, telling jokes, drawing caricatures, or quizzes, fostering a sense of camaraderie and mutual respect among students. So, this approach not only enhances the classroom environment but also strengthens relationships between students and teachers.

Furthermore, the data suggested that extending this collegiality beyond the classroom to involve staff members, SMCs, and Teacher-Parent Committees also contributes to building rapport and fostering a supportive educational community. By engaging in group activities and collaborative efforts, stakeholders can enhance communication, teamwork, and mutual

understanding, ultimately benefiting the overall educational experience for everyone involved.

Participatory Action Research as a Strategy of Collegiality

Research is the inevitable aspect of any academic work. Action Research (AR) is the route of classroom practices. It is the strategy for teachers to learn from their day to day classroom practices. In the classroom a teacher can do a research by engaging students in the research process. Similarly, teachers can do collaborative inquiry, involve students in shared decision making process, peer to peer learning, community building, teacher student partnership, and action oriented research and celebrating students' achievements in classroom. Participatory Action Research (PAR) heavily depended on reflective practice of the researchers in action. This reflective practice translates views of structural problems and their values about the systems under study in the process and leads to more creative 'wonders' and solutions (Morales 2016).

Johnson (2012, as cited in Morales 2016) relates PAR and AR to teacher accountability consequently; trying to make teachers more accountable for the performance of their students is ineffectual unless they are also endowed to make the decisions that are best for them and their students. Hence, it showed that collegiality works as a pillow for PAR in classroom which also helps teachers to grow up professionally.

In this regard, as I interviewed, one respondent Sonia shared:

The students sometime do not pay attention in the classroom, sometime they do not submit their assignments timely, and sometime how much we try harder to improve their skills, and they cannot improve anything. So, in this case we used to share with other teachers and for the solution we also discussed staff meeting, SMC meeting and general meetings as well. So, in this sense we also decide to conduct remedial classes which were exam oriented and for the language development.

The excerpt found that the teachers were dealing with common classroom challenges that many teachers encounter, such as students' lack of attention, assignment problems and lack of improvements. Similarly, teachers were actively finding solutions for the particular problem. Similarly, it is found that in this context teacher seeks support from their peers, recognizing the importance of collaboration in addressing these issues. The decision to conduct remedial classes indicated a proactive approach to supporting students' academic

needs, particularly in areas where they may be struggling. Overall, the excerpt highlighted the teachers' dedication to finding effective strategies to help their students succeed academically despite the challenges they face.

Another respondent Prakash shared:

What I did I talked to students, I collected their problems and tried to find out their problems and challenging issues. The problem was on the writing skill. They did not have much experienced writings such as how to spate an essay paragraphs, how to write topic sentences, or maybe supporting details. I encouraged them to do that. I did it before three months in grade eleven. As I told you before that I did action research. Before doing that I discussed about the issue I found in the classroom and asked what about other colleagues.

In the similar vein, Suraj shared:

I also engage myself in doing action research from where I take two type of benefits. Firstly, it helps me to find out my classroom problems regarding students learning, students aptitude of learning, classroom diversity, available classroom resources.

This excerpt also showed that teachers seek to find out emerging classroom issues which is happening in their classroom practices. The problem may occur in language aspects and skills in language classroom. Sometime problems may occur in different areas such as low participation of female students in speaking skills or low number of Dalit's students in the classroom. In such a context teachers' tried to find out the area of problems, and the reasons and solutions through action and reflection. Thus, it is analyzed and interpreted that collegiality has become a source for participatory action research.

Moreover, another respondent Prakash shared in the interview as:

Collegiality is a strategy of participatory action research in classroom where collaborative participation is a must. Collegiality and collegial practices always ensure equal participation in sharing ideas and working together. Thus, it is taken as a strategy of participatory action research which is helpful for learner empowerment, self-empowerment and professional development.

Here, in the context of PAR, collegiality is positioned as a strategy. PAR involves active involvement of teachers and students in researching their own issues, with the aim of effecting change. Collegiality, within this framework, ensured that all participants are engaged in the research process, contributing their perspectives and insights in the classroom.

The data found that fostering a culture of collegiality within the classroom can lead to positive outcomes for both students and teachers. It created a supportive and learner friendly environment where everyone has the opportunity to contribute meaningfully, leading to enhanced learning experiences and professional growth. Thus, the respondents have been facilitated by applying collegiality in collaborative Action Research in the classroom.

The excerpts showed that collegiality plays a crucial role in PAR by fostering a collaborative and inclusive environment where all participants can actively engage in the research process. Similarly, it develops mutual support and respect between teachers and students in learning along with equal participation, shared authority, learners' empowerment, and collaborative learning. Moreover, it encourages collective decision making and shared ownership of the research process and the outcome. Therefore, collegiality is taken as a good source of PAR in the present context of Nepalese education.

Collegiality as a Method for Increasing Student Learning Achievement

Many research has shown that students' learning achievement is guided by many factors such as students' age, level, aptitude, classroom environment, teaching methods, and teachers' attitude along with other socio-political factors. Similarly, the data found that good rapport and collaborative relationships of teachers, students and administration plays the crucial role. According to the data it is analyzed that teaching through group, peer, project work, and role plays are better than individualized learning to increase learning achievement. In a similar vein, these learning strategy offers for immediate error correction which helps learners for sustainable learning.

In the interview one respondent Prakash shared:

I just try to remember some incidents where I got the inculcation sharing with math teachers. I remember when I participated training but it was general training not subject specific. At that time I got to share my experiences regarding math and there was computer teacher also. We discussed regarding how to teach but method we use how to teach math as well as English. It is found similarities and differences. So, similarities in the

sense that making students active in the classroom. So, they can learn easily or effectively in the classroom rather than making them passive.

This excerpt reflected an experience where teachers participated in a training session that was not specific to any subject. In the training the respondent met with English teacher where they discussed the similar methods both informants use to teach and math and English. The data concluded that collaboration makes both students and teachers active in teaching learning process through interdisciplinary collaboration and reflective practices.

Similarly, another respondent Suraj shared his experience:

It ultimately increases learning achievement because it creates context and gives a platform for teachers to share, innovate, and ask. Working with colleagues gives me idea about critical classroom incidents, classroom diversity, the way of teaching and learning and curriculum designing which encourages me to learn in accordance with learners' psychology. I found that it also helps to grow up students learning achievements. I found that students can collect various ideas from doing projects works in group. Similarly, they become creative and critical when they learn from such sort of practical work. So, in my experience collaborative works in classroom have strong impact in learning achievement of students.

The excerpt revealed the importance of collegiality in promoting effective teaching practices and enhancing student learning outcomes. By fostering a culture of sharing, innovation, and teamwork, educators can create enriching learning experiences that empower students to achieve their full potential.

Throughout the data it is explored that Collegiality plays a vital role in enhancing learners' achievement by fostering collaboration, sharing of ideas, and innovative teaching practices among teachers. Through collegiality, teachers can exchange insights, experiences, and strategies, ultimately leading to a deeper understanding of learners' needs and preferences. This help learners to improve their learning and achieve their goals. Similarly, this collaborative environment promotes creativity, critical thinking, and active engagement in the learning process, thereby enhancing students' academic success and achievement. Therefore, collegiality creates a supportive context for professional growth and development, ultimately benefiting learners through enriched educational experiences.

Collegiality as a Means of Formative Assessment

Formative assessment refers to the classroom assessment which ultimate goal is to improve the learners' learning via different classroom practices. For formative assessment classroom practices should be practical and realistic. Collegiality in formative assessment includes the collaborative efforts among teachers to gather, analyze, and use assessment data to support student learning by fostering collaboration, feedback exchange and professional dialogue.

The information found that teacher practitioners found collegiality as a tool for formative assessment. It meant to say when teachers interact and collaborate regarding different practitioners' different classroom issues, they get ideas about collaborative teaching methods, techniques and strategies. Then they try to apply those methods, techniques and strategies in classroom in innovative way. When teachers' practice it in many more times regularly in the classroom, it is found that it helps to improve the student learning.

In this context, one of the respondent Prakash shared:

It can be used as a means of formative assessment in various educational context. I engage students in peer works for teaching different contents with contexts. Similarly, I engage them in group projects, class discussion, collaborative problem solving activities and reflective activities. Then from these practices I found that students learn to evaluate each other's work based on established criteria, which not only helps them develop a deeper understanding of the subject matter but also enhances their communication and critical thinking skills. In a similar vein, they also enhance problem-solving abilities, and communication skills. These works also give guidelines for teachers' to judge students' problem-solving processes, teamwork skills, and ability to apply knowledge in practical situations. So, I strongly say collegiality is a good tool of formative assessment.

This excerpt highlighted the role of collegiality in facilitating collaborative learning experiences and leveraging peer interaction as a formative assessment tool. It is found that by creating opportunities for students to engage in collaborative activities and peer evaluation, educators can promote deeper learning, enhance critical thinking and communication skills, and gather valuable insights to inform their teaching practices.

Similar to Prakash Sonia also shared:

As Prakash sir said that he applied group work, collaborative problem solving and pair work to teach different contents such as dialogues, sometime language functions, to teach drama. Stories. As a result as Prakash sir said I found students' learning was increasing. Then, I found student achievement was also increased. So, I also say it is also good means of formative assessment.

This excerpt described how the informant utilized various collaborative activities such as group work, collaborative problem-solving, and pair work to teach different content areas such as dialogues, language functions, drama, and stories. The speaker acknowledged that, according to Prakash sir, these teaching methods led to an increase in students' learning and achievement. This information underscored the value of collaborative teaching methods in promoting student learning and achievement across different subjects. It emphasized the role of collaborative activities as a means of formative assessment, providing valuable insights into students' progress and informing instructional decisions.

Similarly, another respondent Suraj shared:

As a formative assessment I am using collegiality in classroom as doing a pair work, peer work, project works in group, question answer, collaborative problem solving. And here, I found that it really works to increase students' interest rate, participation and engagement in learning. They enjoy working in group in comparison to individual work. In my opinion, it is the practical practice of formative assessment not only in colleges and universities but in schools too.

This excerpt illustrated how the speaker employs collegiality as a formative assessment tool in the classroom through various collaborative activities such as pair work, peer work, group projects, question-answer sessions, and collaborative problem-solving. This is what constructivists say in terms of learning. The speaker observed that employing collegiality as a formative assessment tool leads to an increase in students' interest, participation, and engagement in learning. Students enjoy working in groups and collaborating with their peers, which enhances their motivation and involvement in the learning activities. This suggested that collaborative activities foster a positive learning environment that encourages active students' participation.

Collegiality served as a powerful problem-solving strategy in schools by promoting collaboration, innovation, support, cross-disciplinary exchange, professional development, and a culture of trust and respect among faculty members. By fostering strong collegial relationships, universities can better address challenges and fulfill their missions of teaching, research, and service.

Thus, the results have been generalized that collegiality in schools served as a vital problem-solving strategy by fostering a collaborative and supportive environment among faculty members. Through the pooling of expertise, brainstorming sessions, and cross-disciplinary collaboration, colleagues can tackle complex issues more effectively. Collegial relationships also provide emotional support, encouragement, and opportunities for professional development, contributing to a culture of trust and respect within the university community. By leveraging the collective knowledge, skills, and perspectives of its members, universities can address challenges more comprehensively and innovate for the benefit of their students, research endeavors, and broader societal impact.

In this way collegiality is crucial for teacher professional development, fostering an environment where educators collaboratively engage in continuous improvement. Linking collegial strategies such as teacher support groups, workshops, seminars, conferences, and collaborative action research with the principles of constructivist theory can significantly enhance the effectiveness of professional development initiatives. Constructivist theory posits that learning is an active, social process where knowledge is constructed through interaction and collaboration. The key parameters of this theory, scaffolding and ZPD, provide a robust framework for understanding how collegiality can support teacher growth.

TSG exemplify the constructivist principle of learning as a social process. These groups create a supportive environment where teachers can share experiences, discuss challenges, and collaboratively develop solutions. Scaffolding is evident in these groups as more experienced teachers provide guidance and support to their peers, helping them navigate complex educational issues. This support allows teachers to operate within their ZPD, tackling challenges that are just beyond their current capabilities with the help of their colleagues. By engaging in these collaborative discussions, teachers can construct new knowledge and refine their instructional practices.

Workshops, seminars, and conferences further enhance collegiality by offering structured opportunities for professional learning. These events bring teachers together to explore new pedagogical approaches, share best practices, and gain insights from experts in the field. Within these settings, scaffolding occurs as presenters and facilitators provide the necessary support to help teachers understand and apply new concepts. These professional development activities are designed to align with teachers' ZPD, presenting content that is challenging yet attainable with the right support. This alignment ensures that teachers can progressively build their skills and knowledge, leading to sustained professional growth.

Collaborative action research is a particularly powerful collegial strategy that embodies the constructivist approach. In this process, teachers work together to identify educational challenges, implement interventions, and assess their impact. This collaborative effort not only promotes reflective practice but also fosters a sense of shared responsibility and collective ownership of student success. Scaffolding is present as teachers support each other through the research process, offering feedback and guidance. By working within their ZPD, teachers can experiment with new strategies and approaches, gaining deeper insights into their practice and its impact on student learning. This iterative process of inquiry and reflection leads to meaningful professional development and enhances the overall quality of education.

In conclusion, collegiality is essential for effective teacher professional development, providing the support and collaboration needed for continuous improvement. By leveraging collegial strategies such as teacher support groups, workshops, seminars, conferences, and collaborative action research, teachers can engage in constructivist learning experiences that promote growth and innovation. The principles of scaffolding and the ZPD ensure that professional development activities are appropriately challenging and supportive, enabling teachers to construct new knowledge and refine their practices in a collaborative, supportive environment.

Pedagogical Implications of Collegiality in TPD

Here, pedagogical implication of collegiality in teacher professional development refers to application of collegiality in day to day practices of teachers which enhance teachers personally, socially and professionally. Similarly, it also signifies the application of collegiality in teachers' attitude, aptitude, knowledge, and skill development.

Beyond the direct enhancement of teaching practices and the creation of a supportive school culture, collegiality has several additional pedagogical implications. One significant implication is the promotion of reflective practice among teachers. When teachers engage in collegial interactions, they are encouraged to reflect on their own teaching methods and classroom management strategies. This reflection is often prompted by discussions with teachers who offer different viewpoints and experiences. By continuously examining their practice, teachers can identify areas for improvement, set professional goals, and track their progress over time. This reflective practice is critical for personal and professional growth, ensuring that educators remain responsive to the evolving needs of their students and the educational landscape.

Collegiality is a good strategy for collaborative knowledge sharing. Teachers can exchange teaching strategies, effective classroom management techniques, and instructional resources enhancing their pedagogical repertoire. Similarly, Constructive feedback from peers helps teachers reflect on their teaching strategies, identify areas for improvement, and implement evidence-based instructional approaches to enhance student learning. Moreover, it helps practitioners to create supportive school environment in the institution along with fostering collaborative learning communities. In addition, it is a good tool for peer observation and feedback. In this way there are many application of collegiality in teacher professional development.

Collegiality among teacher practitioners fosters a culture of continuous learning and professional growth. Through collaborative interactions, teachers can enhance their pedagogical repertoire by engaging in meaningful dialogues, sharing experiences, and discussing best practices. Peer observation and feedback are vital components, as observing teachers' teaching methods and receiving constructive critiques provide fresh perspectives and insights into effective teaching strategies. This collaborative approach not only helps educators refine their instructional techniques but also promotes the implementation of evidence-based practices, ultimately enhancing student learning outcomes. Furthermore, collegiality supports teachers in researching diverse educational areas, presenting collaborative papers, and exploring new teaching methodologies, thereby contributing to their professional development and the overall academic environment.

In addition to enhancing teaching practices, collegiality cultivates a supportive school culture where educators feel empowered to take risks with new strategies and seize

opportunities for professional growth. Professional Learning Communities (PLCs), such as Teacher Support Groups, facilitate a culture of trust, respect, and shared responsibility for student learning. These groups engage in collaborative goal setting, data analysis, and lesson planning to address instructional challenges and support student achievement. Moreover, participatory action research driven by collegial interactions empowers educators to collaboratively identify and solve institutional and classroom problems. By maintaining collegial relationships, teachers can continuously assess and improve their practices, benefit from peer feedback, and actively participate in decision-making processes related to curriculum development and school improvement initiatives. This collective approach fosters a sense of shared ownership and collective responsibility for student success, ultimately creating a more dynamic and effective educational environment.

In conclusion, collegiality emerges as a cornerstone of effective teacher professional development, underlining the importance of collaboration, shared learning, and supportive relationships among educators. Embracing collegiality as a guiding principle not only strengthens the bonds within the teaching community but also cultivates a dynamic learning environment where educators thrive, continuously evolve, and collectively contribute to the advancement of education.

Findings and Discussions

The study's objectives have been met by categorizing and presenting the significant findings linking with the reviewed literatures, theories and the result of the study. At the present time teacher professional development is the trending practice in every educational institutions. Similarly, co-learning has become an associated form of TPD. So, TPD and collegiality cannot be isolated from each other's. Hayes, 2014; Ur, 1996; Richards & Farrell, 2010; and Villegas-Reimer, 2003 discussed that while PD's broad and enduring nature supports sustained growth, its effectiveness hinges on the quality and accessibility of resources and the educators' proactive engagement, the research study also found that professional development is broad term and its enduring nature allows teachers to stay updated with new methodologies, research, and tools necessary for effective teaching. Similarly, Richard and Farrell (2010) has critically discussed on some TPD strategies such as workshops, seminars, teacher journal, action research, teacher support groups and mentoring for their professional development. Linking with the theory teachers' use these strategies to develop their professionalism. However, the difficulty is found in the time management and

application. Moreover, it is found that teachers prefer to use these strategies collaboratively which directly constitutes the theory of constructivism developed by Vygotsky (1978). Theory of constructivism deals with supervision, mentoring and co-learning which are termed as Zone of Proximal Development (ZPD) and Scaffolding. In this regard, Dickinson (2009) discussed collaborative teaming and PD can significantly impact classroom practices by enhancing teacher effectiveness, promoting student engagement, and ultimately improving overall educational quality.

The study found many effectiveness of collegiality such as teachers' confidence building and empowerment, collaborative researching and co-problem solving. Supporting the result Howe, (2007) also found that while collaboration can enhance instructional quality and decision-making, its effectiveness depends on the dynamics of the team, the commitment to genuine cooperation, and the provision of time and resources for meaningful collaboration. Similarly, the study found that teachers' are practicing collegiality in colleges and classroom for rapport building, as a tool for formative assessment and as a strategy of participatory action research in Nepalese English language classroom. In this regard Lamichhane (2020) described collegial practices in the school management system of Nepal, highlighting that the work involves the creation and utilization of knowledge by practitioners within their practice contexts. Furthermore, the Ministry of Education Science and technology, Government of Nepal has implemented the policy of teacher professional development of pre service teachers and in-service teachers through different trainings and other activities such as certification training, modular training and local need based training. Recently, the same ministry implemented the Teacher Mentoring Implementation Procedure, 2080 and Teacher Professional development Framework, 2080. It is revealed that collaborative approach not only enhances teaching effectiveness but also promotes innovation, professional growth, and ultimately improves student outcomes by leveraging collective expertise and support. In the similar vein, the research of Research by Barth (2006), Jarzabkowski (2003), and Retallic & Butt (2004) underscores the significant positive impact of strong collegial relationships on school improvement and success. Schools characterized by high levels of collegiality tend to foster collaboration, shared goals, and mutual support among staff members. These all literatures along with research finding foster collegiality as a strategy for effective teacher professional development by fostering a collaborative environment where educators share knowledge, provide mutual support, and engage in continuous learning

The objectives of the study basically categorized in three areas; teachers' perception, practices and implication of collegiality. So, the study found that teachers' perceptions of collegiality vary widely across different dimensions of their professional lives. When collegiality is viewed as a means for confidence and empowerment, it is often seen positively, fostering a supportive network where teachers feel valued and motivated. This environment encouraged them to take risks, innovate in their teaching practices, and engage in continuous professional development. In terms of research, writing, and presenting, teachers generally appreciate collegiality for the collaborative opportunities it provides. Working together can enhance the quality of academic work and provide valuable peer feedback. However, potential issues such as competition, disparities in expertise, and conflicts over authorship can create a less positive perception. As a community of sharing, collegiality is often seen as beneficial, promoting the exchange of resources, ideas, and experiences, which can improve teaching practices and foster a sense of belonging. Yet, unequal sharing or dominance by certain members can lead to resentment and exclusion. Similarly, when used as a problem-solving strategy, collegiality can be effective if all voices are heard and valued, leading to innovative solutions. Conversely, if collaboration is not genuine or inclusive, it can result in biased or ineffective outcomes. Hence, teachers' perceptions of collegiality depend significantly on the quality and authenticity of their collaborative interactions.

The second area of the study was teachers' institutional practices of collegiality. It is found that teachers' practices of collegiality as a rapport-building strategy is integral to creating a cohesive and supportive educational environment. By engaging in regular, open communication and collaborative activities, teachers can build strong professional relationships, fostering trust and mutual respect. This rapport not only enhances their own job satisfaction but also creates a more positive atmosphere for students. Similarly, participatory Action Research (PAR) is another strategy where collegiality plays a crucial role. In PAR, teachers collaboratively investigate issues, implement changes, and assess the outcomes within their educational context. This process allows teachers to engage in reflective practice, share insights, and develop evidence-based strategies for improvement. Furthermore, collegiality as a method for increasing student learning achievement underscores the importance of collaborative planning, resource sharing, and peer support in enhancing instructional quality. When teachers work together to design, implement, and refine teaching strategies, they can better address diverse student needs and improve learning outcomes. Similarly, collegiality as a means of formative assessment involves teachers collaboratively

analyzing student work and assessment data, providing constructive feedback, and developing targeted interventions. However, for these practices to be effective, they require a culture of trust, transparency, and a willingness to engage in ongoing professional dialogue.

Finally, the third area was the pedagogical implications of collegiality in TPD. It fosters a collaborative and supportive educational environment that enhances both teaching and learning. When teachers engage in collegial practices, such as collaborative planning, resource sharing, and peer mentoring, they create a professional culture that encourages continuous improvement and innovation in instructional methods. Moreover, this collaborative atmosphere enables educators to address diverse student needs more effectively, share best practices, and develop more cohesive and comprehensive curricula. For students, witnessing and experiencing a collaborative teaching environment models positive interpersonal skills and teamwork, which are essential for their future careers and personal development. Additionally, collegiality in formative assessment practices ensures that student progress is continuously monitored and supported through constructive feedback and tailored interventions, ultimately leading to higher student achievement.

Chapter V

Conclusion and Recommendations

The chapter encompasses conclusions and recommendations. The conclusions are formulated from the key findings obtained from the results and discussions of the research. Additionally, the recommendations are developed based on the findings and conclusions of the study.

Conclusion

Throughout the recursive analysis of the data, various perspectives on collegiality as a strategy for TPD were identified. As the study suggested, I found collegiality as a strategy such as a confidence and empowerment, researching, writing and presenting, community of sharing and problem solving. Similarly, it was used as a strategy for rapport building, participatory action research, increasing learners' learning outcomes, and formative assessment. Additionally, the research proposed several educational implications. These include the importance of fostering a school environment that promotes both risk-taking and professional development, empowering teachers through meaningful group discussions and active participation, and implementing various academic strategies. Consequently, the study's results have been deemed relevant not only for enhancing teacher professional growth but also for improving classroom instruction and facilitating meaningful learning experiences, ultimately leading to optimal learning outcomes.

According to the research study, collegiality is viewed as a method to enhance teachers' professionalism by fostering engagement, discussion, collaboration, constructive dialogues, meaningful interactions, and practical practices. As collegiality as a strategy, teacher practitioners' perceived it as a tool for developing their confidence in teaching along with empower them in regular teaching learning practices. Similarly, it is perceived that collegiality is good for researching, writing, and presenting in collaboration which gives the ideas of problem solving. Further, they perceive collegiality as a community of sharing their daily life practices regarding their own subjects and subject matter. Finally, it is also perceived that collegiality is the good strategy to find out the solutions of practice related problems.

In the context of Nepal practicing collegiality in daily life practice is a difficult task. Different policies has been made to engage teachers in different sort of collaborative activities but applying in real practice very rare to see. So, the gap has been seen between

policies and practices. However, it is found the teachers are practicing collegiality inside institutions and classrooms to foster their professionalism along with engage students in learning. Collegiality was practiced as a strategy for building a rapport between teachers-students, students-students in the classroom along with SMC and administration. Similarly, it was used as a good source of participatory action research which directly helps teachers to engage in research activities. Moreover, it is also practiced as a method for increasing students' learning achievements by engaging students in different collaborative tasks in the classroom. Finally, teachers were also practicing collegiality as a source of formative assessment.

Finally, collegiality has many pedagogical implications. It can be used as a source for fostering students' learning achievements, promoting trust, respect, and shared responsibility within Professional Learning Communities (PLCs), developing the sense of collective responsibility for student success, enabling ongoing assessment and support of teaching practices through collegial relationships. Similarly, it provides effective peer observation and feedback for reflection and improvement. Moreover, collegiality is seen as a cornerstone of effective teacher professional development and millstone for improving school environment along with students' outcomes.

Recommendations

The findings of the study and conclusion have led to the formulation of recommendations that can be implemented at both the policy and practice levels.

Policy Related

This research study suggests that policymakers should consider certain factors when developing policies related to teacher professional development, training, teach mentoring and others. For instance, the Mo EST, Government of Nepal recently introduced the Teacher Mentoring Implementation Policy, 2080. Below are some recommendations that can be applied at the policy level.

-) The Government of Nepal should focus more on collaborative model of teacher education and teacher professional development.
-) Though Government of Nepal has focused on collaborative teaching and learning in the recent practices, there are very few programs and policies to address teachers' collegiality in school/colleges. So, the government should bring new models and approaches along with improvements and changes in old models.

-) The policy makers should give more focus on teacher training from grassroots level.
-) Teachers' work should not be analyzed in the basis of periods they taught. They should be measured based on the involvement in research based works.
-) Policies should be made on Collaborative Action Research as teachers are practicing in colleges where action research signifies only one teacher's classroom research.

Practice Related

This study holds significant applicability for a wide range of individuals due to various reasons. It is widely acknowledged that this study can serve as a valuable guide and supportive tool for teacher practitioners, textbook writers, and future researchers. The following recommendation can be applied in the practice level.

-) Based on the research findings, it is recommended that curriculum designers prioritize collaborative projects over theoretical content in a greater quantity. For instance, if the objective is to promote collaborative projects, the curriculum should limit the inclusion of theoretical content and instead emphasize the integration of collaborative project works.
-) Teachers greatly benefit from receiving clear and precise guidelines for designing the training course, initiating training sessions, and addressing any practical challenges that may arise during live sessions.
-) Practitioners are encouraged to apply the knowledge and classroom management skills acquired through teacher collaboration in addressing diverse classroom issues.
-) The guidance provided will assist professionals in understanding how to effectively practice collegiality, as well as in recognizing the appropriate contexts in which collegiality can contribute to their professional growth.

Further Research Related

Each research investigation is bound by specific constraints concerning its scope, approach, and target population. It is widely acknowledged that no research is exhaustive, and no single study can encompass all facets of a particular field of study. Therefore, I propose additional research suggestions for future researchers to explore in their forthcoming studies. The following are some potential areas for further research:

-) This research has been conducted in the realm of teacher professional development, with a specific focus on collegiality. The scope of the study is confined to the perceptions and practices of three English teachers teaching at different public schools

of Itahari, Sunsari. Therefore, future researchers would benefit from exploring the population of secondary education and investigating instructional practices beyond the English language.

-) This research has focused on in-service teachers' professional development. So, it would be more applicable to see how teachers benefitted through the teacher collaboration.
-) This research was confined to the Sunsari district, exclusively focusing on secondary level English teachers. Consequently, forthcoming scholars have the opportunity to carry out analogous investigations in different districts, geographical regions, and among diverse populations.
-) This research was carried out using a narrative inquiry research design, with a sample size limited to three English language teachers. To enhance the study, it is recommended to incorporate Focus Group Discussions (FGDs) and classroom observations. Future researchers should consider employing alternative research designs and utilizing various data collection tools to further enrich their investigations.

References

- Barth, R. S. (2006). Improving relationships within the school house. *Educational Leadership*, 63 (6), 8-13.
- Bezzina, C. (2006). The road less traveled: Professional communities in secondary schools. *Theory into Practice*, 45(2), 159-167.
- Bhandari, B.L. (2021). Activities undertaken by the English language teachers for professional development. *Journal of NELTA Gandaki*, 4(1-2), 71-82. Doi: <https://doi.org/10.3126/jong.v4i1-2.42645>
- Bruining, T. (2007). Didactical ergonomics for learning communities. *VELON Tijdschrift Voor Lerarenopleiders*, 28(2), 1–20.
- Burns, A. (1999). *Collaborative action research for English language teachers*. Cambridge University Press.
- Chaurette, C.L. (1991) *Implementation characteristic of collegial support system for teachers in middle schools*(Unpublished doctoral dissertation). Gratitude School of the University of Maschusettes.
- Cresswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th edition)*. Pearson.
- Day, C. (1999) *Developing Teachers: The challenges of lifelong learning*. Falmer Press.
- Dickinson, E. B. (2009). *The impact of collaborative teacher teaming on teacher learning*. A master's thesis. <http://digitalcommons.wku.edu/>
- Diez, M., & Blackwell, P. J. (2002). *Collaboration for teacher development: Implications for the design and implementation of advanced master's programs*. National Council for Accreditation of Teacher Education.
- DiPardo, A. (1997). Of war, doom, and laughter: Images of collaboration in the public-school workplace. *Teacher Education Quarterly*, 24(1), 89-104.
- DuFour, R. (2011). What is a professional learning community? *Educational Leadership*, 61(8), 6-11.
- Ellis, R. (2005). *Understanding second language acquisition*. Oxford.
- Flores, C. M., & Lopez. G. T., (2010). Collaborative research: An experience in the development of an educational project. *Ciencia Administrativa*, 61-67. Retrieved from <http://www.uv.mx/iesca/files/2012/12/colaborativa2010-1>.
- Friend, M., & Cook, L. (2000). *Interactions: Collaboration skills for school professionals*. Longman.

- Garcés, A. Y. C., & Granada, L. M., (2016). The role of collaborative action research in teachers' professional development. *PROFILE Issues in Teachers' Professional Development*, 18(1), 39-54. <http://dx.doi.org/10.15446/profile.v18n1.49148>.
- Glatthorn, A. (1995). Teacher development. In L.W. Anderson (Ed.). *International encyclopedia of teaching and teacher education*(2nd ed.). Pergamon Press.
- Gnawali, L. (2016). English language teacher development through teacher associations. *NELTA ELT Journal*, 70(2), 170-179.
- Goddard, Y. L., & Goddard, R. D. (2007). A theoretical and empirical investigation of teacher collaboration for school improvement and student achievement in public elementary schools. *Teacher College Record*, 109(4), 877-896.
- Gurau, M.K. (2019). *Professional development through teacher collaboration: a narrative inquiry*(Unpublished master's thesis). Tribhuvan University.
- Guskey, T. R., (1995). *Result oriented professional development: in search of an optimal mix of effective practices*. North central region educational.
- Hargreaves, A. (1990). Individualism and individuality: Reinterpreting the teacher culture. Paper Presented at the Annual Meeting of the AERA, Boston.
- Hayes, D. (2014). Innovation in the continuing professional development of English language teachers. www.britishcouncil.org
- Head, K. & Taylor, P. (1997). *Reading in teacher development*. Oxford.
- Hismanoglu, M. (2010). Effective teacher development strategies for English language teachers. *Procedia Social and Behavioral Sciences*, 2(2), 990-995. <http://www.docstoc.com/docs/46996627>.
- Jarzabkowski, L. M. (2003). Teacher collegiality in a remote Australian school. *Journal of Research in Rural Education*, 18 (3), 139-144.
- Johnson, S. M. (1990). *Teachers at work: Achieving success in our schools*. NY: Basic Books.
- Joshi, K.R (2012). *English language teacher development*. Intellectual Book Palace.
- Kilgyle, G. (2019). *The role of collegiality in academic work*(Unpublished master's thesis). The University of Sydney, Faculty of Arts and Social Sciences.
- Knop, N., LeMaster, K., Norris, M., Raudensky, J., & Tannehill, D. (1997). What we have learned through collaboration: A summary report from a national teacher education conference. *The Physical Educator*, 54(4), pp. 170-180.

- Kruse, S. D., & Louis, K. S. (1997). Teacher teaming in middle schools: Dilemmas for a school-wide community. *Educational Administration Quarterly*, 33(3), 261-289.
- Lambson, D. (2021). Collaborative professional development: one school's story. *The readingteacher*, 68(6), 1 -10.
- Lamichhane, U. (2020). Collegial modes in the basic level school in Pokhara. *A Peer Reviewed Journal of Multidisciplinary Studies*, 1, 25-35.
- Lim, C. P., & Lee, J. C.K. (2014). Teaching e-portfolios and the development of professional learning communities (PLCs) in higher education institutions. *The Internet and Higher Education*, 20, 57–59. doi:10.1016/j.iheduc.2013.10.002
- Loughran, J. (2014). Professionally developing as a teacher educator. *Journal of Teacher Education*, 65 (4), 271–283. doi:10.1177/0022487114533386
- Luna, A. M. R., & Ortiz, L. S. H. (2013). Collaborative Writing to Enhance Academic Writing Development Through Project Work. *HOW*, 20(1), 130–148. Retrieved from <https://www.howjournalcolombia.org/index.php/how/article/view/27>
- McConnell, T. J., Parker, J. M., Eberhardt, J., Koehler, M. J., & Lundeberg, M. A. (2013). Virtual professional learning communities: Teachers' perceptions of virtual versus face-to-face professional development. *Journal of Science Education and Technology*, 22(3), 267–277. doi:10.1007/s10956-012-9391-y
- McDougall, A., Murnme, J., Jones, A. & Reynolds, N (2010). *Researching IT in education, theory, practice and future directions*. Routledge.
- Montero, A. (2005). What a feeling! Motivating EFL students through collaborative writing with poems. *English Teaching Forum*, 43(3), 36-38.
- Morales, M.P.E. (2016). Participatory Action Research (PAR) cum Action Research (AR) in teacher professional development: A literature review. *International Journal of Research in Education and Science (IJRES)*, 2(1), 156-165.
- Murphy, C. (1992). Study groups foster school wide learning. *Educational Leadership*, 50(3), 71-74.
- Nameghi, S., & Sheikahmadi, M. (2016). From teacher isolation to teacher collaboration: Theoretical perspectives and empirical findings. *English Language Teaching*, 9(5), 197-205.
- Owen, S. (2005). The power of collegiality in school-based professional development. *Australian Journal of Teacher Education*, 30(1), 1-12.

- Patel, M., and Patel, N. (2019). Exploring research methodology: review article. *International journal of research & review*, 6(3), 48-55.
- Paudel, B. (2021). *Strategies adopted by secondary level English teachers for their professional development: a narrative inquiry* (Unpublished master's thesis). Tribhuvan University.
- Peterson, L.K. (2009). *Mentoring as a support mechanism for teaching practice by teacher in higher education*. Eastern Institute of technology.
- Pokhrel, R. (2022). *Teachers' perception towards workshop and conferences as strategies for teacher professional development* (Unpublished master's thesis). Tribhuvan University.
- Poudel, G.P. (2074). Scaffolding in English: Teacher's classroom practices to scaffold learners in classroom, *Shikshya*, 193-207.
- Poudel, S. (2022). *Action research for teacher professional development* (Unpublished master's thesis). Tribhuvan University.
- Rauteda, K.R. (2022). *Translanguaging as a pedagogical resource in multilingual ELT classrooms: Exploring perception and practices* (Unpublished master's thesis). Tribhuvan University. Department of English Education, Kirtipur.
- Rauteda, K.R. (2023). Teacher training as a strategy of professional development: Perceptions and practices. *Journal of NELTA Gandaki*, 6(1-2), 98-108. <https://doi.org/10.3126/jong.v6i1-2.59716>
- Reeves, D. B. (2003). *High performance in high poverty schools: 90/90/90 and beyond*. Cambridge, MA: Center for Performance Assessment, Harvard Graduate School of Education.
- Richards, J.C., and Farrell, T. (2010). *Professional development for language teachers*. Cambridge University Press.
- Richards, J.C., & Farrell, T. (2005). *Professional development for language teachers: Strategies for teacher learning*. Cambridge University Press.
- Roberts, J. (1998). *Language teacher education*. Arnold.
- Schmoker, M. (2007) *Results now: How we can achieve unprecedented improvements in teaching and learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Seldin, P. (1993). *Successful Use of Teaching Portfolios*. Anker Publishing.
- Shah, M. (2011). Barriers to teacher development. *Academic Leadership: the Online Journal*, 9(4). <https://scholars.fhsu.edu/alj/vol9/iss4/3>

- Shahi, N.B. (2015). *Keeping teaching journal for professional development: Teachers' perceptions and practices* (Unpublished master's thesis). Tribhuvan University.
- Sharma, B.P. (2012). *Collegial relationship between the novice and experience teachers for professional development* (Unpublished master's thesis). Tribhuvan University.
- Simons, P.R.J. (1993). Constructive Language: The Role of Learner, In T.M. Oreffy, J. Lowyck & D.H. Jonassen (Eds). *Designing environments for constructivist learning* (pp 291-31). Berlin: New York: Springer – Velag. Student teachers' changing perceptions to their subject matter competence during an initial teacher training programme, *Educational Research*, 35(1), 89-95.
- Ur, P. (1996). *A course in language teaching*. CUP.
- Vijaya Kumari, S.N. (2014). Constructivist approach to teacher education: an integrative model for reflective teaching. *I-manager's Journal on Education Psychology*. 7(4), 31-40.
- Villegas-Reimers, E. (2003). Teacher professional development: An international review of the literature. *UNESCO:International Institute for Educational Planning*.
- Vygotsky, L. S. (1986). *Thought and Language* (translated and edited by A. Kazoulin). MIT.
- Vygotsky, L.S. (1978). *Mind in society*. Harvard University Press.
- Wenger, E. (2011). *Communities of practice: A brief introduction*. Retrieved from <https://goo.gl/Rt4sCd>
- Wenger, E., McDermott, R., & Snyder, W. M. (2002). *Cultivating communities of practice: A guide to managing knowledge*. Boston, MA: Harvard Business School Press.
- Wimberley, C.E. (2011). *Teacher collaboration and student achievement* (Unpublished doctoral dissertation).Lindenwood University, School of Education.

Appendices

Consent Form

Dear participants, I cordially extend an invitation to you to partake as respondents in my research endeavor. The focal point of my study revolves around the concept of collegiality as a strategic approach for the professional development of teachers. I am currently conducting this research under the guidance and supervision of Dr. Kamal Raj Devkota, Lecturer at the Department of English Education, T.U, Kirtipur, Kathmandu. The primary objectives of my study encompass examining teachers' perceptions regarding collegiality for Teacher Professional Development (TPD), exploring the collegial practices employed by teachers to enhance their professional growth, and proposing pedagogical implications of collegiality in the context of teacher professional development.

Furthermore, I anticipate that your participation will require a minimum of one hour of your valuable time. The research methodology will primarily involve open in-depth interviews, supplemented by your reflective writing as secondary sources. Your active involvement in this research endeavor will not only contribute to the advancement of my work, but it will also significantly enrich the data, analysis, and interpretation of the results. Kindly provide your consent by responding to this invitation.

Thank you,

Bhawana Luitel

M.Ed.4th Semester

University Campus,

Central Department of English Education

Kirtipur, Kathmandu, Nepal

Note:

-) This research does not involve any risks or discomfort for participants.
-) The information you provide during the interview and in your written reflections will be kept confidential.

-) Please note that the interview will be recorded.
-) Your participation throughout the entire process is greatly appreciated, and I hope you will remain involved until the end.

Signature.....

Name

Date

Interview Guideline Questions

The interview questionnaire has been prepared to collect the data or information for the research work entitled Collegiality as a Strategy for Teacher Professional Development: Teacher Narratives under the supervision of Dr. Kamal Raj Devkota, Lecturer, Department of English education, T.U, Kirtipur, Kathmandu, Nepal. I hope that the informants will cooperate by providing invaluable information to accomplish my research.

Here are some interview Guideline questions:

- a) There are many profession around the world but what is the main reason you engaged yourself in teaching? And why English teacher?
- b) What sort of changes did you find in terms of methodological aspects of teaching and learning?
- c) What do you mean by teacher development? And how did you develop your knowledge and skills in teaching?
- d) Have you ever participated in seminars, conferences? Do you have any experiences? And have you presented the papers in seminar, conferences?
- e) Have you ever thought of writing a paper in peer or thought of doing research work in peer or group?
- f) I would like to ask about teacher support group and how you work collaboratively in such kind of groups?
- g) Have you attended any types of trainings given by the government, local levels, institutions and schools?
- h) How do you opine collegiality?
- i) Do you think the collegiality assist in professional growth?
- j) Have you ever used action research collaboratively to solve academic problem in classroom practices?
- k) Have you ever practiced team teaching, peer coaching, staffing, peer observation etc. for your development?
- l) Do you agree that the support of colleague is inevitable in professional growth?
- m) In which aspects the collegial practices support individual?
- n) Does it have impact in the learning of the students too?
- o) What is your opinion about collegiality as a rapport building strategy either in classroom practices or inside the institution?

- p) Do you really think that collegiality is being a strategy for teacher professional development? How do you describe it?
- q) You can add if you have any questions suggestions and dissatisfactions that you thing that you think you must be asked to us regarding the area of study.

Sample Interview Transcripts

The purpose of this interview is to gather valuable insights for the research project titled "Collegiality as a Strategy for Teacher Professional Development: Teacher Narratives," overseen by Dr. Kamal Raj Devkota, Lecturer at the Department of English Education, Tribhuvan University, Kirtipur, Kathmandu, Nepal. It is anticipated that the participants will collaborate by sharing invaluable information to support the completion of this research.

Interview I

The interviewer is represented as "I" and teachers Prakash and Sonia are represented as R1 and R2 in data collection process where R stands for "Respondent".

I: Good morning sir/mam.

R1 and R2: Good morning.

I: I am Bhawana Luitel. I am a student of Central Department of Education in Tribhuvan University Campus, Kirtipur Kathmandu. I am here for the purpose of collecting for my thesis teacher professional development through collegiality. So, I would like to interview both of you English teachers regarding the research problem at the same time randomly. I will concern on your privacy matter.

R1 and R2: Hmm..... Okay! Thank you so much (pause). We will cooperate as far as possible according to our experiences.

I: Could you please tell us about your teaching experiences as being an English teacher in college?

R1: Yeah! (Pause) I have been teaching English language since fifteen years.

R2: Of course! ahhh... It has been 5 years of teaching English language in schools.

I: Okay! I will ask question randomly. Firstly, I would like to ask a question for Prakash sir. There are many profession around the world but what is the main reason you engaged yourself in teaching? And why English teacher.

R1: okay! thank you for the question. Firstly, let me tell about my experiences and impression. When I was a student I was very much impressed by the English teacher. Then I thought becoming English Teacher. So, I chose major English up to bachelor level. The second impression is that after master degree I engaged in secondary level teaching.

I: Okay, what sort of changes did you find in terms of methodological aspects of teaching and learning?

R1: Yes great! Good question. Actually when I started my master degree in Tribhuvan University, I started teaching in boarding school. There what administration wants is pin dropped silence in the classroom and teachers supposed to give lectures. Students supposed to listen teacher and write down notes in copy. The most strike thing is that I taught them English but what I did was that I told them everything. What students did was they listen to me and they just copied. They did not get chance to interact. So, they did not get chance to develop communicative skill. Later on slowly and gradually I changed myself because I participated in training and I read different books and I (pause) knew that English is a language. If students do not speak how can they develop communicative skill? So, I sudden focused on engagement of learners in learning. I involve them, develop an activities and I asked them to do activities in the classroom and I encouraged to talk one and other. In this way I changed my teaching learning process from beginning to now in transformative way. Still it is really difficult to change. It is difficult to make them active, difficult to make them understanding that learning is their responsibility and teacher just play role of facilitator. I think that are the changes that I made in teaching and learning methodology in my class, i.e., lecture method to communicative classroom teaching. But to change the habituated of learning environment, students should make active from the beginning or school level this is a practices.

I: Okay sir. I came to know that you developed your own teaching methodology in reflective way after attending the different trainings in beginning phase. Before I came to teacher professional development I would like to ask about teacher development. What do you mean by teacher development? And how did you develop your knowledge and skills in teaching?

R1: Okay! It is a process of developing oneself in the field of academia. There are different ways of developing oneself such as training, conferences, seminar, and workshops. Secondly, you can read different articles or maybe or journals. You can get much ideas how to update as a teacher. If you read, you can innovate new technology, new techniques, and methods in the field of ELT. So, without reading, without participating, without presenting papers on the conference we do not know, right? So that first, reading to make active yourself. Secondly, regarding collegiality, it is a developing a good relationship among colleagues, right? For this we observe each other's class and we give the feedback and take feedback. We discuss, these

are also a ways of professional development. If you talk about classroom observation which includes different forms of activities like what we are supposed to talk in pre-observation, what we have supposed to do during the observation and what we have exposed to do in post observation. That means different strategies we need to follow them. This is how we develop ourselves.

I: Okay, I would like to come with Sonia madam (R2). Have you participated in such sort of seminars, conferences? Do you have any experiences? And have you presented the papers in seminar, conferences?

R2: Thank you so much for the question. I remember that I attended some of the seminar as well conference specially conducted for English Education. Just on the previous year, there was a seminar which was conducted by Tribhuvan University. At that time also we got a lot of opportunity to discuss regarding English language teaching learning process and we got many opportunity to share ideas as well. But in fact I did not get a chance to present any papers because of program schedule although we got chance to discuss about paper presented by others facilitators. And after participating such type of events or workshops I found that we can really change ourselves with the help of such kind of seminars, workshops, research based activities and so on. I think these kind of activities are really essential in the field of teaching learning. (Long breathing)

I: have you ever thought of writing a paper in peer or thought of doing research work in peer or group?

R2: Of course! First of all I would like to share my opinion regarding my profession and decision for making it. I decided more than six years ago to be a teacher and I found my career in this way so, in this regard also I realized that I should write research papers, conduct action research, involve in seminars for doing PhD in my life that's why I also I thought of writing individual and peer researches.

I: okay, thank you! I would like to ask about teacher support group and how you work collaboratively in such kind of groups?

R2: obviously, we have some kind of groups but these are in different forms. For example; in department of English also we used to discuss regarding teaching learning activities, we conduct different activities to motivate students, to develop their overall English skills, and we also conduct inter-department activities which promote students to develop their skills as

well. In this way, we discuss in the groups in fact there is not a concrete groups namely teacher support groups.

I: have you ever attended any types of trainings given by the government, local levels, institutions and schools?

R2: Yeah, I have attended few of the trainings which were related to teaching learning activities, personal develop and so on.

I: then you obviously met with other teachers. How did you share your teaching experiences with them and how they did? If they did, it helped you to change your teaching strategy? And we would like to ask you if you have found any gaps between government policy and real practices regarding teacher training.

R2: Yeah! Of course! After discussing in such kind of topics, we obviously go some new experiences or new ideas which are implemented by other teachers as well. We could change ourselves and it helps us to innovate a different teaching learning strategies.

I: same question for you sir (R1).

R1: Yes, of course! When I participate in seminar, training and conferences, I share my experiences among teachers, colleagues and professionals. So, when I get the chance to listen them, I get new ideas, that helped me to open our mind. We share the problem and find solutions. I share that I found such sort of problems and difficulties. When I share it to others, they will give their ideas. If they have experiences the same problem and solve that, they give us ideas what to do and how to do. Another thing is that problem will be different and solution will be also different. This make us aware how to solve this problem, issue or challenges. So, basically when we go to participate in training, these helps us to open up our mind. On the other hand, what I found is government gives them training but here is no follow up. So, teachers might think that training is just to go and participate there just for communicating, talking and kind of spending time because of governments' lack of follow up. Similarly, head teachers and head of the institutions are also responsible for that. This is a gap that I have found in government policy and practices regarding training.

(Adding more.....)

I just try to remember some incidents where I got the inculcation sharing with math teachers. I remember when I participated training but it was general training not subject specific. At

that time I got to share my experiences regarding math and there was computer teacher also. We discussed regarding how to teach but method we use how to teach math as well as English. It is found similarities and differences. So, similarities in the sense that making students active in the classroom. So, they can learn easily or effectively in the classroom rather than making them passive. What he told me that first he encourages solving problem in front of the class. So, I also used to use the same thing. And he also told me that he encourages group work pair work and he told me that he encourages to get help from each other and he also told me that he tells students try to solve problems asking their friends before coming to teacher.

I2: As being an English teacher we face different challenges in the classroom every day. We think you are familiar with the term action research.

R2: yes, of course!

I: Okay, then I ask question for both of you randomly. Have you ever tried to do action research in classroom pedagogy regarding English language teaching? If you have do, then have you discussed about it with colleagues? And I would like to ask if they have shared their classroom problems with you.

R1: Thank you! Good question and burning issues now. Action research which we do while doing teaching learning process. So, I did, wrote papers about it and paper is going to be published from the School journal also which is based on exploratory research. What I did I talked to students, I collected their problems and tried to find out their problems and challenging issues. The problem was on the writing skill. They did not have much experienced writings such as how to spate an essay paragraphs, how to write topic sentences, or maybe supporting details. I encouraged them to do that. I did it before three months in grade eleven. As I told you before that I did action research. Before doing that I discussed about the issue I found in the classroom and asked what about other colleagues. Have they found the same issues, same problem there or not? So, we shared it, we discussed. Then we came up with some ideas. If I do myself, sometime it may not work, right? So, we discussed to use it collaboratively.

R2: yeah! Regarding the skills if English language, sometime I have done a kind of survey as well. It's like fill up the form and some kind of questions were asked to students. Based on their opinion I have collected some kind of information. Now, I am planning of doing such kind of research and writing a paper. And I am on the way. I used to share my classroom

problems with fellow teachers, Nowadays also those kind of problems occurs. Other teachers also share such kind of problems for example; the students sometime do not pay attention in the classroom, sometime they do not submit their assignments timely, and sometime how much we try harder to improve their skills, they cannot improve anything. So, in this case we used to share with colleagues and for the solution we also discussed in school meetings, SMC meetings, PTA meetings and general meetings as well. So, in this sense we also decide to conduct remedial classes which were exam oriented and for the language development.

I: Sir then what do you think collegiality can be the means of formative assessment in the present scenario of Nepalese education? Give your opinion.

R1: Yes, it can be used as a means of formative assessment in various educational context. I engage students in peer works for teaching different contents with contexts. Similarly, I engage them in group projects, class discussion, collaborative problem solving activities and reflective activities. Then from these practices I found that students learn to evaluate each other's work based on established criteria, which not only helps them develop a deeper understanding of the subject matter but also enhances their communication and critical thinking skills. In a similar vein, they also enhance problem-solving abilities, and communication skills. These works also give guidelines for teachers' to judge students' problem-solving processes, teamwork skills, and ability to apply knowledge in practical situations. So. I strongly say collegiality is a good tool of formative assessment.

I: Same question for you sir.

R2: As Prakash sir said that he applied group work, collaborative problem solving and pair work to teach different contents such ad dialogues, sometime language functions, to teach drama. Stories. As a result as Prakash sir said I found students' learning was increasing. Then, I found student achievement was also increased. So, I also say it is also good means of formative assessment.

I: As we know that there is like a tradition of helping novice teachers by expert teachers at the time of previous 2-3 years after entering into the job. How about your experiences regarding his college as being a less experience teacher? (For R1)

R1: when I entered in this school I found that the teachers were supportive. So, when I got any kind of confusion regarding the content of the book as well as students' psychology or different type of activities, I said to consult those seniors. They used to support and guide me

frankly and I also used to ask those kind of queries without any kind of hesitation. They used to guide me with feedback and suggestions. Sometime, when problems occurs in teaching and learning, we collaboratively solve that problem. Sometime senior teachers also share their classroom problems and we discuss on it.

I: okay, all you are taking about your real time experiences about collegial practices which you are doing in academic institutions regarding English language teaching. Do you really think that collegiality is being a strategy for teacher professional development? How do you describe it?

R1: you know that it is 21st century. It is the age of information and technology. So, we know that all of us have realized that we are not able to update ourselves, we cannot exist in this field because it is changing rapidly and at the same time, if we want to update ourselves, we have a lot of opportunities. So, now, seeing in front of computer we can know what is happening around the world in the field of ELT. In this college there is good environment to share, discuss which we could share our problems, issues, difficulties. Then we come up with solutions. So, that sort of good environment we have developed. We also discuss how to develop students' speaking skill or maybe listening skill or maybe reading or writing. So, this is a way how we grow ourselves. Collegiality is very much important for professional development which creates ground for improvement. so I think it is a strategy for TPD in this 21st century.

I: okay, there was one saying in old days in Nepali community specially "more hands, more work." If we link this statement with collegiality we can say that more mind, more knowledge. Here, I would like to ask if you have ever published a research paper in a collaborative way.

R1: Yeah I wrote a paper with Laxman sir on the topic co-operative approaches in ELT in 2-3 years back we wrote that together and published. We collected the data sometime together and sometime individually. I think peer writing is important because we read each other writings and then we get feedback and suggestion all these thing. So, sometime when I write individually, there are some lapses. We may not be aware of that is difficult. So, it is important if we do collaboratively. So, that helps solve all the problems arise in the process of writing, maybe findings, sometimes papers writings, justifying issues and collecting data.

I: It means you think that collegiality is an important for TPD.

R1: Yes, it is important. As I told earlier also if you do not have friendly and good environment, or good relationship or rapport what you are talking about, that may not help in professional development. As a whole, if you see it in an institutional level, if there is no good relationship between teachers, that institution may not grow, our students may not be benefitted from that. So that it is very important.

I: our little concern go towards EMI policy. The government of Nepal has made a policy of medium of instruction. In the case of English language, it has implemented EMI policy. Has it really practiced in the classroom or you teachers sometime also use national language to make them understand in subject matter? I mean EMI policy or translanguaging policy in the classroom? Have you found any kind of gap regarding policy and practice in the classroom? Additionally, you teachers have make a discussion about such kind of linguistic issues in colleges either with inter-subject teachers or intra-subject teachers?

R1: hmm...Laxmi sir has did I think research on the same. He came to college observed my class and he took kind of interview there. What I think is I don't mean that we don't have to use mother tongue and students' first language and all. So, Nepali language can be used as a means of solving problem. But it does not mean I speak in all Nepali language. We can use Nepali as a means of making students understanding. That's fine but we need to use it depending on the context. Sometime it is very difficult to make them understanding where we have no other ways of making them understanding. In such a context if you tell them in Nepali, it is not a big deal. So,

(Adding...yeah! Yeah! I know. When we see the document, there also we found while teaching English, it must be in English right? That's the government policy. If you are teaching language, you need to use the same language. But it may not work every time because it depends on the level of students. So. I found government policy contradictory, especially in school level.

(Adding further...)

Obviously, we also discuss about such sort of linguistic issues. Sometime they share, sometime I share. But the main thing here I want to shat what I found from the discussion is that all of the English teachers use translanguaging in the classroom to make students understanding.

I: sir, we can also collect an action research findings of multiple teachers and publish a papers in collaboration. Have you ever practiced this or not?

R1: Actually. As you said about it, Sangam g, Laxman sir, and others, my one friend is in Australia to whom I worked on it (ahh...)...I forgot the name. So, he started that action research, exploratory action research (ahhhh.....) in different teachers involvement in the process of the action research in research in publish. Ahh.... 5-6 years back I got this opportunity to involve there. It is practiced, it is being practiced.

I: sir! Here our main concern is collegiality. We also heard that if one paper is published together in collaboration, if you wrote a paper and published a paper, for example; you wrote a paper in collaboration, which refers to collegiality. On the other hand, it is also found as an issue that one writes a paper in their own effort but includes another fellows' name just for marketing. I heard that this issue is found in the case of husband and wife, best friend and relatives. What is your opinion and experiences regarding the issue?

R1: yeah! That's great! It may be challenging. I write paper and other write his/her name. We should not do this. We need to make them aware. There is some strategy. But if they have similar subjects, It may work sometime but sometimes we found that one is one is math, another is English subject and other subjects. When we see the name and the subjects, and the title of their paper, we can find this. Because there may be in some schools, colleges, universities has their requirements to publish maybe 2,3,4,5 papers maybe for to get promotions, right? Or maybe for higher PhD or M. Phil. They have been doing this collaboratively. Some colleagues and friends they are doing this. We have seen it.

I: Can we see collegiality as a really a strategy for teacher professional development? What is your experiences and final opinions regarding this?

R1: And others we can see that they are really doing it genuinely. They work hard, they research together. And they practice, help one another, communicate they do kind of correction, they feedback to one and other and look together. You can find this also. So, in my experiences, we have practiced it as a strategy for TPD. And I think it is a strategy for TPD.

I: Okay, thank you sir. You can add if you have any questions suggestions and dissatisfactions that you thing that you think you must be asked to us regarding the area of study. I mean we talk about seminar, conference, workshop but the gap is found in practice. It

needs the management of administration, attention of head teacher and sufficient budget. We also talk about academia in research. But we have seen the issue of copy paste. The next thing is that in the case of collaborative research work, one does work and includes another's name without working on. I would like to ask about your experiences, opinions, suggestions regarding this.

R1: yeah! Let me talk about this collegiality. I mean that maybe good relationship between colleagues, yeah? As talking about collegiality, we need to develop this idea from the beginning, beginning in the sense that we asked student to copy from each other in school level. So, copy paste is used as a method from a long time and what students understood is copy paste is not a plagiarism. We need to make them understand that if you copy, that is kind of steal.

You can see some PhD theses, masters' level theses, and TU nowadays is going to publish this masters level theses. And I think there will be big problem there because we could find plagiarism. Most importantly, we can find a market, there is some institution, and they are just helping students to write a theses. We can imagine that if someone prepared theses for you, dissertation for you, this is complete plagiarism. Nothing is your work.

R2: Regarding this issue what I want to say is that, we talk about research oriented practical student talking. On the other hand, government talks about a policy based on research activity but in reality it develops a syllabus which one subject teacher cannot finish the content on determined credit hour. There is a contradiction in the process of syllabus designing. For example; there is a methodology for how to teach stories. It was enough for us teacher if syllabus designers only includes 2-3 sample stories but what we find is that 12-15 stories are included. So. It seems it is for demonstration. We teachers find same problem regarding specification grade too.

(Adding.....)

I: okay sir! You can add if you have any suggestions or guidelines for us that will be beneficial for me.

R1: Yes! What topic you are talking about or you have picked up, it's a good topic. We need to make people aware of this, how it helps in teachers professional development or may be writing articles or may be doing research or action research. So, it's good. When we make

people aware all these things, right? We need to tell them how to develop kind of collegiality, good environment in a school or a colleges or may be university. That's good, good topic. Yeah! I think you need to focus on how to develop that collegiality.

R2: I suggest the same as said by Anil sir.

I: okay sir. Thank you for your time and kind co-operation. Thank you very much both of you.

R1 and R2: We would also like to thank you for giving us chance to share our experiences and opinions regarding the topic.

Interview II

The interviewer is represented as I and with teacher Suraj is represented as R (respondent).

I: Namaste Sir.

R: Namaste.

I: Thank you for your valuable time sir. Myself Bhawana Luitel. I am perusing my M.Ed in Tribhuvan University, Kirtipur, Kathmandu. Today I am here to collect a data for my thesis. As my thesis guides under qualitative method of research, the research topic basically deals with narrative inquiry method of research. So, I am here to take an in-depth interview with you regarding my research. Hope you co-operate.

R: Sure!

I: Sir, could you please introduce yourself?

R: Thank you very much for choosing me here. This is Suraj Poudel (Pseudoname). I am teaching English since five years in this school. I originally belong to Sunsari district.

I: Sir could you tell me why you chose the teaching profession though there are many professions in Nepal?

R: Thank you thank you so much for the question. Since my schooling I was interested in the field of teaching. The first thing is that I was motivated by my English and math teachers. At that time I decided to be a teacher. The second thing is actually being a teacher is that being a

teacher is a part of society and government. So, it is a part of prestige and also a part of social capital, the economic capital. Again in a market there are a lot of opportunities for English language teachers to do. Hence, I could take stand in market, find out the platform for me. These things attracted me towards teaching profession.

I: Then what sort of changes did you find in terms of methodological aspects of teaching and learning?

R: Changes they have taken place in field of teaching and learning so many. Change is in the field of education or field of teaching in terms of methodology, digital tools and information communication technology. So changes are a large scale in terms of learning and growing professionally side by side. I have seen a lot of changes since my starting career to now.

I: What do you mean by teacher development? Similarly, how do you develop your knowledge and skills in teaching?

R: Okay. So, thank you very much for the question. Teacher development is the process of keeping oneself updated with other new developments and new paradigm shift. It the importance of group to know the Ethics of professions right and to update to get updated with new technology, norms, rules and regulations. And yes, to sharpen the contact knowledge and knowledge that we have not it is very important. So teacher development is a cyclic process this which starts from individual growth to institutional growth and social values indeed.

I: As my area of study is collegiality, I want to ask you about the collegiality.

R: To my knowledge and experience, to me, collegiality means maintaining a good relationship or harmonious relationship between the individuals in general. In regard to teacher's professional development, it is a healthy, collaborative and cooperative relationship between the teachers in the same institution or across the institutions to deal with professional issues and endeavors. Furthermore, collegiality is a process of sharing, caring, and growing together. It is further taken as a strategy of getting and giving by and from the fellows or colleagues in the field of knowledge. So, collegiality is a practice that encourages to learn in a group. So it is a part of collaborative learning and cooperative learning where teachers can learn in a group by constructive discussion and talks.

I: okay sir. Next question to you. Do you think the support of colleague is inevitable in professional growth?

R: Yes, it is important for the teachers to group personally. It is inevitable in terms of correcting the mistakes of colleagues that they commit knowingly or unknowingly during the professional journey.

I: Have you ever practiced team teaching, peer coaching, staffing, peer observation, seminar, workshops and conference? And have you ever presented papers in conferences?

R: So, in terms of development of knowledge in skills in teaching I have done lot of practices in English language teaching and learning. The first thing in my University and in my college life in the school I practice a lot for learning English. Next thing you know I have been engaging in different kinds of activities like seminars, conferences workshops and trainings. I always engage myself in academic works. We also have team in college, like Teacher Support Group where we talk and discuss about pedagogy, theoretical and methodological aspects of language teaching and learning, classroom practices, and classroom problems. Sometime, we find out the solutions too. I will get myself in different kinds of works of mechanism and training. I also engage myself in doing action research from where I take two type of benefits. Firstly, it helps me to find out my classroom problems regarding students learning, students aptitude of learning, classroom diversity, available classroom resources. The next thing is I can reflect my own classroom practice and learn and earn from it. After we teachers belong to same or different subjects discuss on own classroom problems and try to find out commonness and differences in problems. As I experienced, it assisted us to expand our horizon of knowledge and practices. Sometime I ask my friends to observe my classes. So, that's why I can I know correct my mistakes are the weaknesses and I also do journaling. I also keep diary. I also record my teaching in my phone. It helps me to reflect and to do my professional growth.

(Adding.....)

Yes, I have participated in different workshops nationality and internationally. I myself presented the papers research papers. I also have published the papers. You know another thing is in National conference I presented papers more than five in number. I also have also have participated in different workshops conducted by the University Grant Commissions and different colleges.

I: Have you ever thought of writing a papers in a group or doing research work in peer or group?

R. Okay. For the teachers research is very much inevitable to explore the problems that actually occurs in the classrooms, specially, I say action research for individual teacher. I engaged to write a research papers in different emerging issues such as multilingualism, translanguaging, teacher professional development, critical pedagogy, critical discourse analysis and in other areas as well. I have been conducting research in these areas since long time. So I try to write papers in groups or peers as well. I personally have not written in the articles in group but I asked to my peers to review my paper that's why it help me to make further improvements.

Interviewer: You said that you have teachers group in school where you discuss about classroom practices, so, can you tell me your collaborative works in groups?

Respondent: Yes. Sure! We have teachers group in college but not regarding particular subjects or subject areas. As I told earlier we all subjects' teachers come to discuss either in free time or in canteen or somewhere. When we gather we start to talk on own classroom practices, curriculum, subject matter and other methodological aspects. I found that it helped me to explore the areas of problem in academic aspects such as classroom diversity, low students' achievements/ performance, curriculum designing, classroom management and so many others. Sometime, we teachers from same subject for example; the group of English teachers also gather by the name of tea and lunch. The next thing that I experienced is that the group of similar subject sharing similar content is more familiar and easy to discuss than the group of the variety of teachers having various contents. The important thing I want to say is that the first one is familiar for easiness and lateral is for more and more learning.

I: What sort of collegial work have you been practicing in school? (with colleagues, students and others)

R: yes we are practicing various collegial works such as working cooperatively and collaboratively in the school, fulfilling the assigned duties and responsibilities together, asking some questions on disciplinary content related confusions to the senior colleagues or sometimes contemporaries having special expertise and having discussions on the current trends and innovations on the area of specializations. Similarly, playing the role of internal and external supervisors/examiners in exam and practicum related functions. exchanging ideas, share cooperation and collaborations among the intra-department colleagues and sometimes inter-department colleagues, making collaborative presentation in the workshop and conferences, doing collaborative research as Principal Investigator and co-investigator,

writing and publishing journal articles collaboratively, making professional groups via digital platform, doing community of practice (professional networking, involving in various professional organizations) are other practices.

I: Then how do you apply collegiality in classroom teaching and learning?

R: Collegiality is very applicable in classroom teaching and learning. It provides me the ways to handle classroom problems. The discussion with colleagues and staff always generates ideas, thus, I apply those ideas in the classroom. On the other hand, I always use a co-learning approach with my students which helps them to learn the ideas. By forming students' learning /reading clubs, making collaborative presentations in the class on specific issues/ agenda and Involving colleagues and students in classroom research and academic writing activities I use collegiality in classroom practices.

I: Thank you sir! Then do you agree with the support of colleagues is inevitable for professional growth? And why? Why not?

R: Good question. Yes, I agree that the support of colleagues is inevitable for professional development. I opine that interaction is really important aspect for everywhere. When I talk about teacher professionals, interaction is inevitable because teaching itself is an interactive job. Teacher have to interact with teachers every day in classroom and staffs in institution. In this context the interaction between staffs contribute to change in different aspects of institution such as the environment of institution, way of teaching learning, teaching methods and methodology, classroom environment and so on. Similarly, the individual teacher can improve his individual knowledge, skill, confidence and status by sharing and interacting.

I: Okay thank you sir. Then what is your opinion about collegiality as a rapport building strategy either in classroom practices or inside the institution?

R: Yeah! That is my point. Yes! Rapport can be taken as a good strategy for building a rapport between teachers-teachers, teachers-students, teachers-administration, and teachers-School Management Committee (SMC). Yes, of course, collegiality is a good strategy for rapport-building in the classroom. The collegial strategies like co-learning, peer sharing, and peer observation among students, and between teachers and students, emotionally connect them which makes the classroom learner-friendly and positively influences learning by empowering learners.

(adding...)

I meant to say that collective learning directly concern with participation and engagement. I have implemented this strategy in my class. Let me clarify with example. When there is winter season, we have to deal with cold foggy weather for two-three month. Sometime we face this sort of weather for a whole day. When I found that the day is little sunnier than other days I ask students to gather in playground. I ask them to sit either in circle or sit as they feel comfort. Then I ask them to sing a song, tell a joke, do a caricature, ask a quiz questions or any sort of other activities. So, I found that this sort of activities assists for developing rapport between students in classroom. Similarly, engaging in the group also creates rapport between staffs and SMC, Teacher-parents Committees.

I: Does it impact in the learning achievement of the students?

R: Yes, it ultimately increases learning achievement because it creates context and gives a platform for colleagues to share, innovate, and ask. Working with colleagues gives me idea about critical classroom incidents, classroom diversity, the way of teaching and learning and curriculum designing which encourages me to learn in accordance with learners' psychology. I found that it also helps to grow up students learning achievements. I found that students can collect various ideas from doing projects works in group. Similarly, they become creative and critical when they learn from such sort of practical work. So, in my experience collaborative works in classroom have strong impact in learning achievement of students. I found that students learn from engagement. So, I critically say that the circle of learning in collegiality seems like the process of Action Research like planning, engaging, acting, observing and reflecting. But the difference is that in action research the role of one teacher is prioritized but in collegiality all participants role is equal to be taken.

I: Sir what do you say teacher collegiality associated with Participatory Action Research (PAR) in classroom?

R: Generally, action research is related to teachers' individual action on reflection where they themselves engage in research process, data collection, reflect ideas and draw out the findings. Collegiality is a strategy of participatory action research in classroom where collaborative participation is a must. Collegiality and collegial practices always ensure equal participation in sharing ideas and working together. Thus, it is taken as a strategy of participatory action research which is helpful for learner empowerment, self-empowerment and professional development. . Otherwise, it is very difficult to carryout PAR in the class.

I: sir what is your opinion about collegiality as a tool for formative assessment?

R: Good question. I expected for the question. I share my own experience. Sometime, there are some critical incidents happens in the classroom which teachers never expected. Before 2/3 years the same incident happened in my classroom. I don't feel safe to share what was actually happened. As a teacher I fallen down in big problem. I shared my problem with my colleagues and contact with administration. Later we draw out solutions and closed the issues.

(adding...)

Why I am relating this issue here is that if collegiality helps to drag the solutions of institutional woks then it obviously works in classroom. As a formative assessment I am using collegiality in classroom as doing a pair work, peer work, project works in group, question answer, collaborative problem solving. And here, I found that it really works to increase students' interest rate, participation and engagement in learning. They enjoy working in group in comparison to individual work. In my opinion, it is the practical practice of formative assessment not only in colleges and universities but in schools too.

I: then what is your opinion about collegiality as a strategy for teacher professional development?

R: Why not. I categorize its benefit in two areas. In one area, this 21st century digital world there are various ways of learning. People are isolating themselves from real world. Everything is available in internet browser. Artificial Intelligence (AI) world has made drastic change in every field such as business, law, politics, education, medical and so on. Because of the lack of socialization people are being a victim of depression and anxiety. So, interaction and socialization has being vital part for real and natural learning. In another area, while talking about collegiality in education in general and teacher professional development in particular, collective learning is always being a platform of learning for teacher professionals. Its support in changing teachers' classroom practices, methodological parts, curriculum and textbook designing cannot be ignored. Similarly, interaction with colleagues is also be a tool for teachers to be fresh.

(adding...)

Finally, we can do many different professional tasks if we have harmonious professional relationship among the members of the same institution. Collegiality helps to impart

collective feeling and positivity among the individuals/professionals in the professional fields. When there is collective effort and attempts, we can solve above mentioned problems. So, while I consider these things about collegiality, I can say that collegiality is being a strategy in the field of education.

I: Sir, you can add if you have any suggestions.

R: No more to add. What I said in this interview are all on the basic of my personal experiences interacting inside the institution and outside the institution. Though all these benefits of collegiality I have seen that some staffs do not want to interact and communicate in groups. They just come to college. Finish their works and go to home. It does not mean they are totally zero in communication. Just I want to say that they are less communicate in comparison to others. I just want to suggest that if they interact with group and share about their classroom, we can learn from them and the solution of the issues can be find. So, at last I suggest all teacher staffs for interaction and collaboration for their professional growth.

I: Thank you sir. Thank you for your time.

R: Thank you!