

Collaboration between Schools and Further Education Colleges in North Staffordshire

Dr. Manal Hendawi¹

¹*Staffordshire University, School of Education*

Abstract

This research aimed to explain and examine the collaboration between school and further education colleges in north Staffordshire in England, the sample of this study was an Arabic school and sixth form college, there are so many relations between them, the first one is between the director of finance and resources, estate supervisor and staff 1 and 2 in sixth form college themselves, and there is another relation between them and the head teacher of Arabic school. The other relationship and collaboration is between the Arabic head teacher and teachers in the school. I noticed that there is not any relationship or collaboration between Arabic school teachers and Sixth Form College, all the collaboration through the head teacher.

The data analysis shows there are good ranking for all questions regarding the trust levels in communication between members of the team, and also shows that all questions got a good ranking in power as well. However, the results showed that all the identity area got a good rank. So members are working together to make faster and better decision and to develop a common aims. This study stressed on the social side and how its nature affect the collaboration to achieve its goals, after an analysis of the two tools used in the study, it has been found that is generally the collaboration between Arabic school and sixth form has achieved success points. But if we looking deeply in each point of collaboration we found that there is some point need to be more effective and practical.

Through self-assessment the collaboration has been graded good in all area this means that the collaboration achieved the collaborative advantage. The researcher suggests some recommendations to be taken in the future. Such as continue work with college for effective work, using college to advertise to other schools and companies and promote learning.

Keywords: self-assessment, collaboration, communication, Trust, Identity, Power

Introduction

Collaboration as defined by Cambridge Business English Dictionary means involving two or more people or organizations working together for a particular purpose. (Dictionary Cambridge, 2018).

Collaboration is one of the problem solving tools to give and deliver solutions on an active and actual way to problems faced working in education. "It contends that partnerships need to build a meta-strategy that is designed to allow all relevant interests to explore possible ways forward whilst, at the same time (a) advancing their own mission, and (b) building up the capacity (trust, understanding, synergy) to engage in effective and sustained collaborative working. Finally, it is concluded that the power relations in collaborative partnerships are critical and partners must take account of the exclusionary and inclusionary practices often built on deficit ideologies that these generate." (Tette and others, 2010).

The successful collaboration is characterized by several characteristics such as voluntary, so everyone feels free to participate, requires equality among participants, also based on common goals and depends on shared responsibility for participation and decision making, although Individuals who collaborate share their resources and Individuals who collaborate share accountability for outcomes (Powell, 2018).

In this case study research will focus on an Arabic school teaching children and adults to read, write, speak and understand Arabic language as a first language for a native and as a second language for non-native speakers, through creative and professional teaching. The school was established in 2015.

The six form college offered the Arabic school any support it needs and support the school staff all the time. The school has no premises, and is dependent on the sixth form college for its physical resources.

The school operates every Saturday morning from 10am-1pm, the school fees is £80 per term, £18 for reception class books (2 books, £6 for reading book (if the child does not know how to read) £20 for admission fees. On the first enrolment day, only six parents came to sign up. It was evident that this school was more of a challenge than expected, and that the community was not willing to get out of their enclosed comfort zones and out into other institutes. The parents signing up were excited about the idea of professional Arabic and although there were a few, they gave the driving force to continue. The first scheduled opening day was postponed for another month this gave the school opportunity to receive another 10 applicants divided to 3 small classes, of 4-5 students.

This research will investigate the impact of a collaboration working between the school and college and how this collaboration helps and improve the services of school and how that cooperative and college facilities increase the outcomes and the opportunity to school to give the best services to students and the community, and to keep the school in a high academic level.

Case study description

There are three main questions from a point of view of the person who set up the school, help articulate the idea, vision, and motive behind setting up an Arabic School, the why, how and what, and this is summarised in figure 1, with focus on the why question for causality purposes displayed in figure 2.

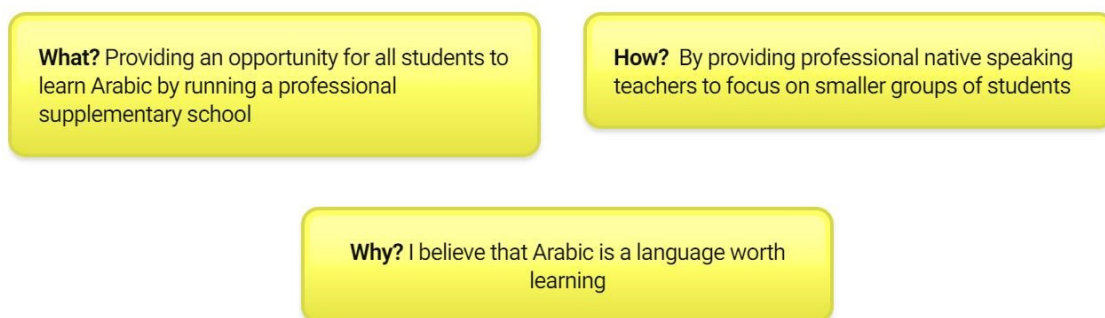


Figure 1: vision of the School

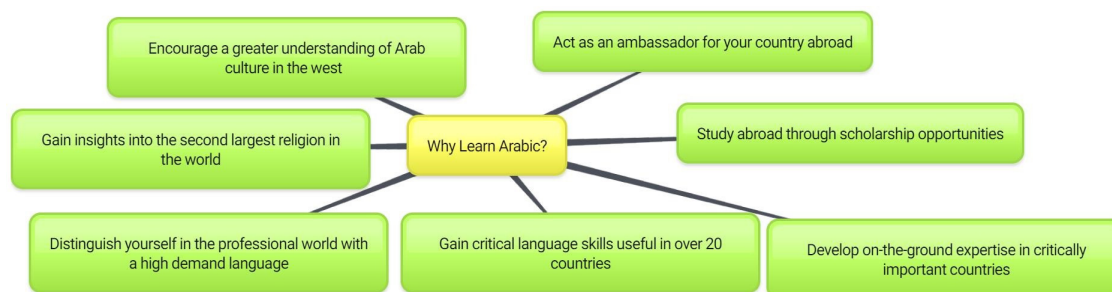


Figure 2: Reasons to learn Arabic

These two figures justify the value and impact such language school will have on the community of north Staffordshire from point of view of the school founder. All of us appreciate the power of language in enhancing communication skills. There is not any Arabic school in the area, only ones around were based in mosques or nursery centres, also Arabic is a language worthy of learning, for many reasons as illustrated in figure 2, and so should be respected and given its full right and power, just like any other language.

The school set up a Saturday with three main driving forces, which calls the 3Ps: passion, proficiency and professional. The aim has never been to earn a profit, it may be a result (if successful), and rather, it was to provide the opportunity and means for the community to experience this ancient, yet modern language.

When planning to set up the school the owner desperately trying to avoid a community based venue, be it a centre or a mosque, and as the owner was targeting the whole community, inclusive of religion, ethnic background, and race, the owner searched for an educational institute that may be interested in hosting the school .The first choice was the College, it is modern building, accessible parking, and local positioning (close to the station, for example).

The owner contacted the finance manager and arranged to informally meet him and discuss the practicality of the school. The reception from his end was positive and he expressed a greater interest in working collaboratively with Arabic, bringing the community into an educational institute. Once financial arrangements were decided upon, 3 months spent advertising the school and going into community centres and mosques to bring and bring people into the college and be part of an experience of learning.

There are three main elements kept the school going, first one is the continuous support given by the college like (carry out DBS checks on the owner behalf for staff, provide login accounts for each classroom used so that all the staff can access smart board and computers, and facilitate teaching and learning, follow up any pressing issues regarding classroom arrangements, photocopy account details that may use during Saturday sessions, offer a place to store the resources for the school, meeting room during weekdays for teacher interviews and training, free of charge at several occasions). The second element is the financial contribution provided by Mecca Cola it is a cola drinks company that started in United Kingdom last January ,their contribution and donation help pay for the cost of the rent of the building from six Form College at the initial start. And the last one is the relaxed atmosphere in the classrooms and the 3R's manifested within learning (Students are enjoying their Arabic learning, Parents feedback form were positive and there is a constant collaboration between parents and schools).

Currently the school has students from different areas, ethnical backgrounds, race and religion. The hope is that the school will grow in not only numbers but continue in quality. The first term was a pilot project and the response was positive, then the school continue for the following academic year.

Teachers are being continuously trained to adopt a more sophisticated and engaging way of learning and ‘word of mouth’ of the success of this school will help further advertise the school and provided means to recruiting more members. If people start believing in how language can empower their creativity and understanding, more will believe in the vision and motives of the school, and send their children and themselves to experience this learning and engaging atmosphere.

At the moment the school running the following classes:

	Reception	Year 1	Adult	Adult
class			course	course
Age of students	4-7	6-9	“Let’s talk” Adults	“Just read” Adults
Number of students	12 students	13 students	4	3

Figure 3: classes running in the Arabic School

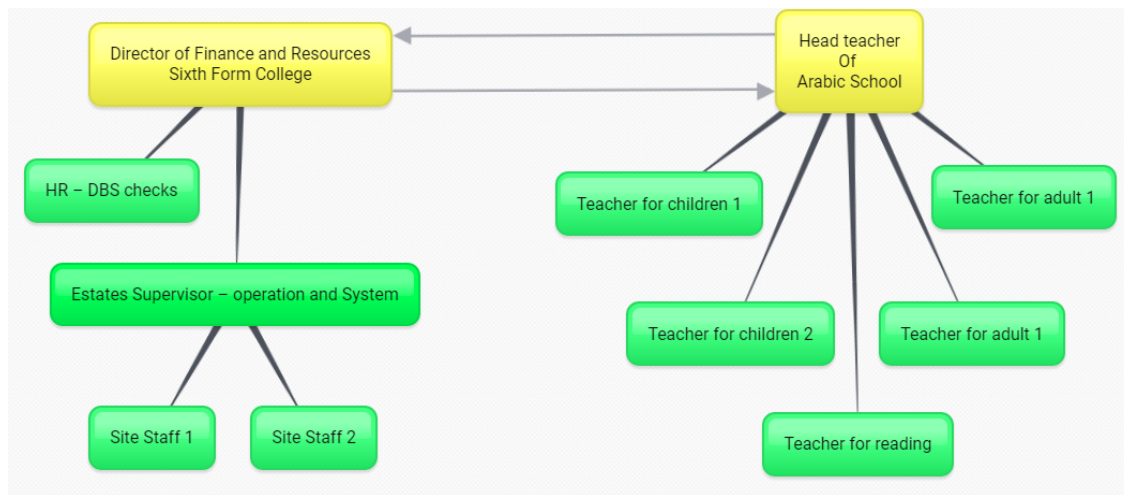


Figure 4: network collaboration between Arabic school and Sixth Form College

Figure 4 summarize the relation and collaboration between Arabic school and Sixth Form College, there are so many relations, the first one is between the director of finance and resources, estate supervisor and staff 1 and 2 in sixth form college themselves, and there is another relation between them and the head teacher of Arabic school.

The other relationship and collaboration is between the Arabic head teacher and teachers in the school. I noticed that there is not any relationship or collaboration between Arabic school teachers and Sixth Form College. All the collaboration through the head teacher, this could make the management easier for both of school and college, so it is much better to deal with one person from the Arabic school side. My role in the school is a teacher for adults, I teach them Arabic language for non-native speakers and my communication is straight with Arabic school head teacher. And I never deal with sixth form college management about any issue.

In order to push Arabic school for success, Sixth Form College gave and provides so many services like classroom arrangements, arrangements during events or parents meetings, DBS checks, opening canteen during snack time ,ability to cancel session without any charge so long as gave them enough notice, storing the school things, provide school staff with access to computers, opining the college half an hour early and closed half an hour late, offering parking spaces and all the staff and children are covered through the sixth form college insurance.

Literature review

Definition of Collaborative Working

Like so many of English words, it comes from two Latin words – col (meaning ‘together’) and laborare (meaning ‘to work’). The concept of working together is an interesting one. (Education Technology, 2017).In Cambridge dictionary it means ‘the situation of two or more people working together to create or achieve the same thing’. (Dictionary, 2017). “The term "collaboration" in academic research is usually thought to mean an equal partnership between two academic faculty members who are pursuing mutually interesting and beneficial research” (Boston College, 2017)

As stated by Thompson (2006), collaboration occurs over time as organizations interact formally and informally through repetitive sequences of negotiation, development of commitments, and execution of those commitments”

In education collaboration means an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product. According to Gerlach, "Collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves, It is through the talk that learning occurs." (WCERUW, 2017).

In general collaboration is “cooperative arrangement in which two or more parties (which may or may not have any previous relationship) work jointly towards a common goal”. (Business Dictionary, 2017).

The purpose of collaboration is to achieve a common goal by people sharing responsibility and working together and that could not be achieved by anyone working alone.

The collaboration working is good to exchange and share knowledge and experience, on the other hand, it encourages the improvement and business differentiations and help distributed teams, however the good collaborative is leading to build a superior relationship between partner and clienteles (Collaboration Self-Assessment tool, 2017).

Trust, Identity, and Power in Collaboration Working in Education

According to McDonald, Jayasuriya and Harris (2012), collaboration has become one of the essential aspects of delivering public services. It is believed that effective collaboration tends to create added value which forms the basis of improving the efficiency and productivity from individuals. In a nutshell, collaborative working conditions facilitate the implication of basic leadership and management theories by means of which the internal environment is improved (McDonald, Jayasuriya and Harris, 2012). The collaborative working ideologies depended on one of the basis for systems leadership theory, that the actual collaboration that working together to improve efficiency and achieves more than can be achieved alone. Similarly, unsuccessful collaborations obstruct service delivery and reduce productivity (Coleman, 2008). Coleman is talking about public services generally rather than being education specific. The Arabic School is a private enterprise rather than a public service, because it charges tuition fees.

In a similar manner, Andorfer (2013) revealed that collaborative working conditions are also important with respect to avoiding the context of social inclusion and improve the learning prospect for children by means of promoting the concepts of trust, power, and identity. Through these aspects, the early development of individuals in terms of five elements can be obtained which include social, cognitive, communication, physical and emotional development.

Lödén (2014) stated that national identity, identification and political trust are the important three thymes for democracy and the challenges citizenship education face when carried out in a state context.

He argued that the implication of appropriate measures in this sense formulates the basis of increased accountability thus provoking the aspects of identity and power. The studies related to effective collaboration results in providing key successful factors which promote the aspects of leadership thereby inducing the elements of power and identity. Power is an important factor which provides the implication of vision and mission in the desired manner (Lödén, 2014). Fraser - Burgess (2012) stated in his article about democratic deliberation that “the limiting effect that group identity has on the efficacy of democratic deliberation for equality in education. Under conditions of a powerful majority, deliberation can be repressive and discriminatory”. He highlighted that the working conditions have been fostering and embracing the attributes of the more open environment which is specifically dependent on the factors such as trust and confidence. Huxham and Vangan in their book managing to collaborative they explained the collaboration between organizations on different areas can create problems of economic growth, health, the environment, risk sharing, supply chain efficiency and human resource management. They are presented and explain three perspectives as ideas on power field in collaboration and differentiate them as power over, power to and power for.

Power over: from this own gain perspective, the worry is with the mechanism and control of relationship and consequently with power over others.

Power to: from this perspective, power is used for the mutual gain of the relationship to help collaboration function effectively.

Power for: this altruistic gain position is concerned with using collaboration to transfer power to another party. The concept of shared power stands on the margin between the power for and power to perspectives.

There is variety of uses for power in collaboration like keeping control of relationship, using bargaining power, countering the risks of trusting, using trust as façade of power to gain co-operation modifying discourse and so managing meaning, maintaining stability of the relationship, sharing power and so building the strength and influence of collaborative relationship and empowering others to take an active role (Huxham & Vangen, 2005).

Trust in other respect presents differentiated perks that are basically related to fair treatments and transparent regulations in the work environment (Fraser-Burgess, 2012).

As stated by Coleman (2008), in his article Trust in collaborative working: The importance of trust for leaders of school based partnerships, aspects of relational/transactional trust in successful collaboration are three aspects ,first aspect is competence trust, such as respect people’s knowledge, skills and abilities, Respect people’s judgement, Involve others and seek their input, the second aspect is contractual trust like help people learn skills, manage expectations, establish boundaries, delegate appropriately, encourage mutually serving intentions and honour agreements be consistent, and finally the third aspect is communication trust like share information, tell the truth, admit mistakes, give and receive constructive feedback, maintain confidentiality and speak with good purpose.

In a similar way, the factor of identity fosters the concept of creativity and self-determination which is determined to the focal point for collaborative working conditions that encourage individuals in terms of cultivating new ideas and views by means of regular brainstorming sessions.

Czerniawski (2011) discussed in this article problematizes some of the literature on teachers’ professional identities in which a convergence and homogenisation of the profession is implied. He reported that it is much easier for individuals to work in collaboration when the team members are provided with the clear line of sight. In this respect, power is identified as an effective tool in terms of making the mission and vision as the central approach while ensuring the application of aligned collaborative efforts in order to achieve respective goals and objectives (Czerniawski, 2011). Andorfer (2013) revealed that identity is also significant with respect to personal development where an individual is recognised and learned enough to harness the other concepts of power and trust. These three elements are respectively responsible for making any working condition more collaborative and efficient towards achieving long-term aims and objectives.

As per Burgess (2012), professional identity is mainly responsible for making the workforce more creative whereas, power is specifically provided in terms of making individuals confident and self-determined towards their own views and interpretation. McDonald, Jayasuriya and Harris (2012) argued that the trust, on the other hand, is relatively required to improve the prospect of efficiency and productivity based on which individuals remain loyal and devoted towards what they do.

As stated by (Huxham & Vangen, 2005), there are two different viewpoints regarding the collaboration working, the first takes its view on identity from social identity theory, which is focused on people involved in collaboration in their nature, and how these people dealing with each other naturally and how each one has his own characteristics and his way in feeling, thinking and acting. The second view is embedded in constructionism, which concentrate on the dynamics and interaction of identity. Identity, however formation need both the naming of social categories and the identification of actors who may be individuals, group, organizations or collaborations.

Collaboration is rarely seen as total success, it is usually concentrate on making products or improvement in existing activities. The terms collaboration is used to cover the gamut—from projects designed to cut costs, increase efficiency and improve compliance to those involving working with outsiders to develop a new product (The Economist, 2008).

Collaborative Advantage Collaborative Inertia

As stated by Kanter (1994) ,collaboration and business alliances between companies ,whether these company in the same country or over the world, the collaborative Advantage is “the ability to form effective and rewarding partnerships with other organisations, for mutual benefit”. Collaboration within institutes could be not effective and distant, or could be solid, very effective and close.

For the collaboration work to be highly useful, there are essential features should the collaboration work take it into account, like keep looking for future chances to improve the collaboration if possible, sharing and establish different assessment techniques, and the need for a solid web personal connections (Kanter, 1994).

As stated by The Open University (2017), “Collaborative advantage is to achieve something that none of the partners could achieve on their own and when collaborations work well, it’s possible to feel inspired and to feel collaborative energy. It is the positive experiences and positive outputs that people talk about. Something is achieved that could not have been achieved without the collaboration, usually by bringing together the resources, experiences and expertise of different organisations”.

Collaboration is a relationship between organizations or people both of them have common aims and goals. To achieve their goals and to make the collaboration very useful and advantageous there are common bases should be available between partners. The collaboration usually happen if organizations are unable to achieve their objectives with their own resources and need to share financial, human resources, technology or expertise. Because the consequences of failure on a project are too high for some of the organizations to risk

taking it alone, therefore the organizations cooperate with each other throughout a partnership to reduce or sharing a risk, on the other hand efficiency of collaborative advantageous is a very important base it is a problematic notion, and argumentative matter, governments have often argued that commercial organizations are more efficient providers than public ones, and consequently have encouraged public-private partnerships for public service delivery.. In some organizations learning partnerships have been on purpose created. Finally the most important reason for being concerned with collaboration is a moral one, so this rests on the belief that the really important issues facing society cannot be tackled by any organization acting alone and should working collaboratively with each other. (Huxham & Vangenm, 2005).

When Collaboration does not achieve the targets we call this the collaboration Inertia, it is a phenomenon that describes collaborative efforts that make slow progress, or those that do not succeed in achieving anything, (Collaborative advantage and collaborative inertia, 2017). Loads of collaboration in different fields dies without achieving anything when the rate of output of collaboration is slow, even successful outcomes involve pain and hard grind are integral to success achieve, collaborative inertia is often what happens in practice (The Open University, 2017).

“Successful collaboration could improve decision-making and enhance the whole-system approach. It could help increase procurement performance and lead to reduced costs. Collaboration could increase the competitiveness and performance of organisations, creating additional value for customers , for more successful outcomes, organisations need to utilise a strategic framework for collaborative working and to develop collaborative competencies and behaviours in its people.” (Singleton, 2012).

Case Study Analysis

To evaluate and analyse the case study, the researcher adopted two research tools, first one is a Cheminais (2009) Self-Assessment Adapted for an FE Setting, ”Rita Cheminais is a leading expert in the fields of special educational needs (SEN), nationally and internationally. With a background as a teacher, a SEN Co-ordinator, an OFSTED inspector, a General, Senior and Principal Adviser in SEN and Inclusion, as a School Improvement Officer, and as a Freelance Education Consultant“ (Sage, 2017). And the second tool is Evaluating Collaboration: Adapted from Lawrie & Mellor (2013). The first tool assessment contains three themes, trust, power and identity and total of 12 questions were answered by the researcher. All these questions have been graded using Ofsted ranking to analyse the collaboration and to access to the result. Due to the current issue and working relationships the decision taken by researcher to use the questions as self - assessment tool rather than involve people from both of six form college and Arabic school.

Cheminais’ Self-Assessment Adapted for an FE Setting

Grading 1 – outstanding 2 – good 3 – satisfactory 4 – inadequate

					Evidence from the collaboration
Trust					
Q1 There is good communication between member of the team					Through a whatsApp group to include teaching staff, face to face, e mails.
Q2 Members share resources					This is on-going – we have a One Drive cloud set up for teachers to download and include resources available for teaching
Q3 Members trust each other and behave in ways which show respect					At the beginning a conduct of work document was sent to each teacher, with information of responsibility of teacher and of management. And now frequent meeting with teachers to listen and discuss their views whether negative or positive .
Q4 Members share information and knowledge					This is done informally during teacher discussions, and during teacher days per term.

The results above show there are good ranking for all questions, the trust levels in communication between member of the team, and show the ways in which the collaboration addressed the issue of trust as described by Huxam and Vangen (2006) to establish collaborative advantage. The staff members communicated through a WhatsApp group which include all the teaching staff, face to face conversation and contacting each other via e mails. On the other hand members trust each other and behave in ways which show respect got also a good level, each member of the staff face any problems in the class don not hesitate to ask for help from another college, and when teachers sit altogether they discuss any issue faced them in the class room without any hesitation and try to find a solution as a team for any educational problem faced them. And to confirm the trust between members at the beginning a conduct of work document was sent to each teacher, with information of responsibility of teacher and of management.

We noticed that another question members share resources is rated as good, because this in on-going – and just have a One Drive cloud set up for teachers to download and include resources available for teaching, and the last question regarding members share information and knowledge it is rated as good as well, because it is done informally during teacher discussions, and during teacher days per term. As described by Coleman (2008), aspects of relational/transactional trust in successful collaboration are available in this collaboration between Arabic school and Sixth Form College.

The above result is consistent with McDonald, Jayasuriya and Harris (2012) study which is relatively required to improve the prospect of efficiency and productivity based on individuals remain loyal and devoted towards what they do. On another hand the result consistent with Burgess, (2012) that trust in other respect presents differentiated perks that are basically related to fair treatments and transparent regulations in the work environment. And finally the result consistent with Coleman (2008), regarding aspects of relational/transactional trust in successful collaboration.

Power					
Q5 There is clarity about each member's roles and who/what they represent					At the beginning a conduct of work document was sent to each teacher, with information of responsibility of teacher and of management
Q6 Members are prepared to compromise in the interests of the common aims					Since staff have had a dynamic teaching training, flexibility is on-going and dependent on personalities of teachers. This has improved vastly as the school develops
Q7 We have developed working processes that get things done					Lesson plans, objectives and resources are pre-planned and teachers are working within that framework and adapting it to suit the needs of the students
Q8 members do not undermine each other or behave in ways which have a negative impact on others					Total respect between all staff, evident in school's atmosphere
Q9 Power is used wisely to avoid over cotroll by any one member					There is no current issue of power

The result above show that all questions got a good ranking, so question number five which is related if there is a clarity about each member's roles and how or what they represent, this question got the good rank because each member of the staff received a document at the beginning of the work with information of responsibility of teacher and of management. And on the other hand question number eight got a good rank as well, regarding if members do not undermine each other or behave in ways which have a negative impact on others, the evident in school's atmosphere shows that there is total respect between all staff.

The result of question six, seven and nine showed that these three questions got a good rank on Ofsted rank scale. Question six if members are prepared to compromise in the interests of the common aims has got a good rank, because since staff has had a dynamic teaching training, flexibility is on-going and dependent on personalities of teachers. This has improved vastly as the school develops, and regarding question number seven if we have developed working processes that get things done the result showed that lesson plans, objectives and resources are pre-planned and teachers are working within that framework and adapting it to suit the needs of the

students. Finally question number nine got the same rank (good) regarding if power is used wisely to avoid over control by any one member, so the evident showed there is no current issue of power.

All the results above consistent with (Huxham & Vangen, 2005), which presented and explain three perspectives as ideas on power field in collaboration and differentiate them as power over, power to and power for, and consist with the result of Czerniawski (2011) study which is identified power as an effective tool in terms of making the mission and vision as the central approach.

Evidence from the collaboration				
IDENTITY				
Q10 we have developed common aims				1. Put a Plan altogether to extend the services to the community
Q11 Due to working together we make faster, better decisions				Meeting as needed , phone call, e mails
Q12 Members are recognised and appreciate.				Evident in emails and through school WhatsApp group – professionalism all along. Teachers are awarded and acknowledged throughout.

The result of question ten, eleven and twelve showed that all the identity area got a good rank. So members are working together to make faster and better decision and to develop a common aims, this result consistent with the study of Andorfer (2013) which is revealed that identity is also significant with respect to personal development where an individual is recognised and learned enough to harness the other concepts of power and trust. And the result consistent also with Huxham & Vangen, (2005), this study stressed on the social side and how its nature affect the collaboration to achieve its goals.

Evaluating Collaboration: Adapted from Lawrie & Mellor (2013)

The second tool adapted by the researcher is Evaluating Collaboration: Adapted from Lawrie & Mellor (2013), this tool consists of some questions to describe the collaboration and give general information about the collaboration and how it is work currently and it is perspective for the future.

Who is in the collaboration? (List all parties and organisations)	
Arabic school and sixth form college	
What has the collaboration achieved so far?	
SMART Achievements Provided an opportunity for people in community to learn Arabic	Intangible A achievements Provided a professional, proficient, and passionate institution in which Arabic learning is important as other subjects
How have we been ENABLED by the collaboration? What are we able to do now, that we didn't/couldn't do before?	
The venue, locality, design, modernity, has allowed lesson to run smoother	
Increased student aspirations	
Ability to check teachers DBS quicker through the College, photocopy resources, etc.	
How does the Collaboration work?	What's your evidence?
What levels of participation and engagement do we have?	Between school and college through direct conversations in calls, emails and text

Is the work fairly allocated?	Head teacher does most of the planning, teachers perform the lessons
Are the risks fairly apportioned?	Yes, Health and safety issues discussed and formed
Are there any particular sticking points of issues that have made collaboration more difficult?	No
Future perspectives	Evidence
Are there any long terms plans about future collaborative work?	Continued running of the school for many years to come
What are the short and medium term plans?	Continue to provide service to the community, and leading to GCSE in Arabic and A-levels, which may be directly linked to the college results.
Are there any action points arising out of this evaluation?	No

Conclusion and Recommendations for future practice

After an analysis of the two tools used in the study, it has been found that is generally the collaboration between Arabic school and sixth form has achieved success points. But if we looking deeply in each point of collaboration we found that there is some point need to be more effective and practical.

Through self-assessment the collaboration has been graded good in all area this means that the collaboration achieved the collaborative advantage.

With reference to a trust domain in collaboration, we detected that there is a good communication and high level of respect and trust between staff On the other hand sharing resources, information and knowledge got a good level not outstanding this means more communication and activities should be addressed in collaboration to achieve better level of trust between members to keep the collaboration more effective and more advantageous.

In regard to power domain in collaboration, we found that the collaboration has been graded good for all points that are related to Members are prepared to compromise in the interests of the common aims, developed working processes and power is used wisely to avoid over control by any one member, these results are good for the collaboration because it is a new establishment collaboration and may be in the future will develop and get better. The other two points which related to member's role clarity and members do not undermine each other or behave in ways which have a negative impact on others, they got good rank as well, this result explain the collaboration strength and stability because each member feels strong and understand his role this reflexed on member personality strength and how to deal with other in a positive way.

We noticed that the last domain related to collaboration identity got a good rank for members developed common aims, working together to make faster decisions and members are recognised and appreciated. This result explain that is the collaboration identity for each partner is clear and strong enough to keep the collaboration progressing.

Finally, and depend on the case study results. I consider the collaboration between Arabic school and Sixth Form College is successful for many reasons and achieved the target of collaboration, one of these reasons is there is an excellent communication between school and college, quick and effective response through phones and emails and flexibility in classroom arrangements and booking.

Depend on the collaboration case study analysis I suggest the following recommendations to be taken in the future. Such as continue work with college for effective work, using college to advertise to other schools and companies and promote learning and keep the same person for communication for next year since the Arabic school management have already built a relationship with them.

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