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**A CASE STUDY OF THE PHILOSOPHIES,
POLICIES AND PRACTICES OF
EDUCATIONAL MANAGEMENT AT THE
CHURCH COLLEGE OF NEW ZEALAND**

A thesis presented in partial fulfilment of the
requirements for the degree of
Master of Education
at Massey University, Wellington, New Zealand.

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“Vinaka vakalevu na nomudou veivuke ena sasaga oqo.”

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ABSTRACT

This thesis explores the Educational Management practices at the Church College of New Zealand (CCNZ) in Hamilton. It has examined, analysed and presented answers to the research question which is: *How effective is the LDS Church College in following both the philosophies and policies of the LDS Church Board of Education and those of the Ministry of Education in New Zealand?*. This college belongs to the Church of Jesus Christ of Latter-Day Saints, a church that is also known as the LDS Church. The research was done through a case study approach because of the need to use a mixture of methods. Some of these methods are personal observation, use of current and historical data, semi-structured interviews, study of relevant records and documents at the Church College, the New Zealand Government through the Educational Review Office (ERO) and from private sources.

The thesis initially looks at the Educational Management in general before it examines how management principles are applied at this Church College. I have arranged the various management positions at Church College into three groups. The first group is the Top Management that includes two people, the New Zealand Country Director and the Church College Principal. The second group is the Middle Management consisting of the Deputy Principal, the Assistant Principal, the Director of Finance and the Physical Facilities Director. The third group is the First Line Management that includes the Deans, the Heads of various Academic Departments, two Supervisors at the Physical Facilities Department, the Head Boy & Head Girl and finally, the Dorm Parents. Through interviews, I have examined their areas of responsibility and how they are fulfilling their management roles.

While exploring the Church College historical background, I discovered that a number of LDS Church schools were built and operated in New Zealand before the existence of CCNZ. The LDS Church built these earlier schools because of the lack of educational facilities in New Zealand at the time. These schools were eventually closed down when the number of state schools increased to the point where the LDS Church schools were considered by the church leaders to be unnecessary. However, a few years later, the Church Mission President in New Zealand at the time persuaded the church leaders in Salt Lake City to approve the building of another school to be used to educate future church leaders in New Zealand. This was the beginning of the existence of the Church College of New Zealand in Hamilton.

This thesis has analysed and produced evidence that the Church College is meeting the initial objectives of educating future church leaders in New Zealand. First, the school is producing the biggest number of full-time missionaries in the country when compared to the numbers from other church units in New Zealand. Second, many of the LDS Church leaders in New Zealand today were educated at Church College. Third, the Maori and Pacific Islands students' exam pass-rates at Church College are much higher than the national figures. The Church College is succeeding in educating their students both spiritually and academically. The balance between these two is creating good leaders in the church and in the society.

The 1997 ERO Assurance Audit Report clearly states that the college is meeting its obligation to the Ministry of Education in New Zealand. It is also fulfilling the

expectations of the LDS Church Board of Education by teaching religious education on campus. The Church College is successful in educating Maori and Pacific Island students. The exam pass rates for Maori and Pacific Island students are higher at Church College than the national figures. Finally, the management and administration of Church College is of high quality and that they are very effective and efficient in following both the philosophies and policies of the LDS Church Board of Education and those of the Ministry of Education in New Zealand. This conclusion was confirmed by most of the research participants as well as documents from the Educational Review Office.

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CHAPTER ONE

INTRODUCTION

This thesis is a case study of the Church College of New Zealand (CCNZ) in Hamilton and how it applies the philosophies, policies and practices of both the LDS Church Board of Education and the Ministry of Education in New Zealand. My main objective for this case study is to investigate and learn about the Educational Management and Administration of this Church College in Hamilton. The research was carried out at CCNZ with the approval of the LDS Church Board of Education in Salt Lake City, Utah, USA. I have considered the extent to which the school's management meets the Ministry of Education requirements in New Zealand, that is, the requirements of the New Zealand Curriculum Framework and of the New Zealand Qualification Authority. Because the Church College is part of the LDS Church Educational System (CES), I have also analysed how the philosophies, policies and practices within CES apply to CCNZ.

The Church College of New Zealand is a private Secondary School owned by the Church of Jesus Christ of Latter-Day Saints or the LDS Church. This Church College operates under the Church Board of Education in Salt Lake City (see Appendix 7). This Board is made up of the First Presidency of the Church (the President plus two Counsellors), most members of the Quorum of the Twelve Apostles, and selected General Authorities of the Church. Through delegation from the Country Director, the management of the school is done through the Administrative Council that meets on a regular basis. The Principal is the Chief Executive of the school and is the presiding authority in the Administrative Council.

Educational management is a professional undertaking that is of great interest to me and to many other people. The issue is a continuous concern and challenge to many academic institutions around the world. According to Neufeldt & Guralnik (1988), management is the act, art, or manner of handling, controlling, and directing a business or institution. In a more personalised sense, Newman, Warren & McGill (1987) refer to the same concept as the guidance, leadership and control of the efforts of a group of people towards achieving common goal(s).

The definitions of the two words 'management' and 'administration' from at least six dictionaries either have similar or different meanings. The source I have chosen to use is Sinclair's (1987) Collins Cobuild English Dictionary that gives the following definitions:

- Administration is the range of activities connected with organising and supervising the way that an organisation or institution functions.
- Management is the control and organising of a business or other organisation.

Rebore's (1985) definition of management is:

“Management can be defined as controlled action that leads to outcome.....In educational institutions, management is controlled actions because the mission of the school can only be achieved through the management of other professionals”
(p. 39)

One of the important words associated with management is “control”. As Morrisey (1970) explains it:

“Controlling comprises the activities the manager engages in to ensure that the work performed matches that which was planned.” (p. 102)

Anyone in a management team can try to control his/her subordinates towards achieving the organisational objective(s). However, this manager needs good communication skills in order to succeed. According to Miles (1975):

“The aim of any control system is to maintain behaviour in line with pre-set objectives, and the mechanism by which this is accomplished is communication”
(p. 97)

Baldwin (1996) has found that higher educational institutions have developed and used various models of management and leadership. Some institutions still use the traditional management and leadership style where the CEO is at the top while the teachers and support staff are at the bottom of the hierarchy. Other institutions are now using a new style that is opposite to the traditional one. This new style is closely related to Total Quality Management (TQM) where the CEO is at the bottom while other employees are at the top. The traditional management and leadership style in a commercial and educational environment can be symbolised by a hierarchical pyramid as in Figure 1. As described by Robbins & De Cenzo (1995), the first-line managers (also supervisors) are on the lowest level of management. The middle managers can be identified under various titles such as Heads of Department (HODs), Project Leaders, District Managers and Divisional Managers. Their roles are to manage other managers in the first-line level, and are accountable to the Top Managers. The Top Managers exist under various titles such as Presidents and Vice Presidents, Chancellors and Vice Chancellors, Managing Directors, Chief Executive Officers (CEOs), Principals and Chairpersons of the Boards. These are the ones who establish and control the direction of the organisation or educational institution.

The functions of management have changed over the years and they include planning, organising, leading, and controlling. Robbins & De Cenzo (1995) defines these functions as:

“Planning

Includes defining goals, establishing strategy, and developing plans to co-ordinate activities.

“Organising

Determining what tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom, and where decisions are to be made.

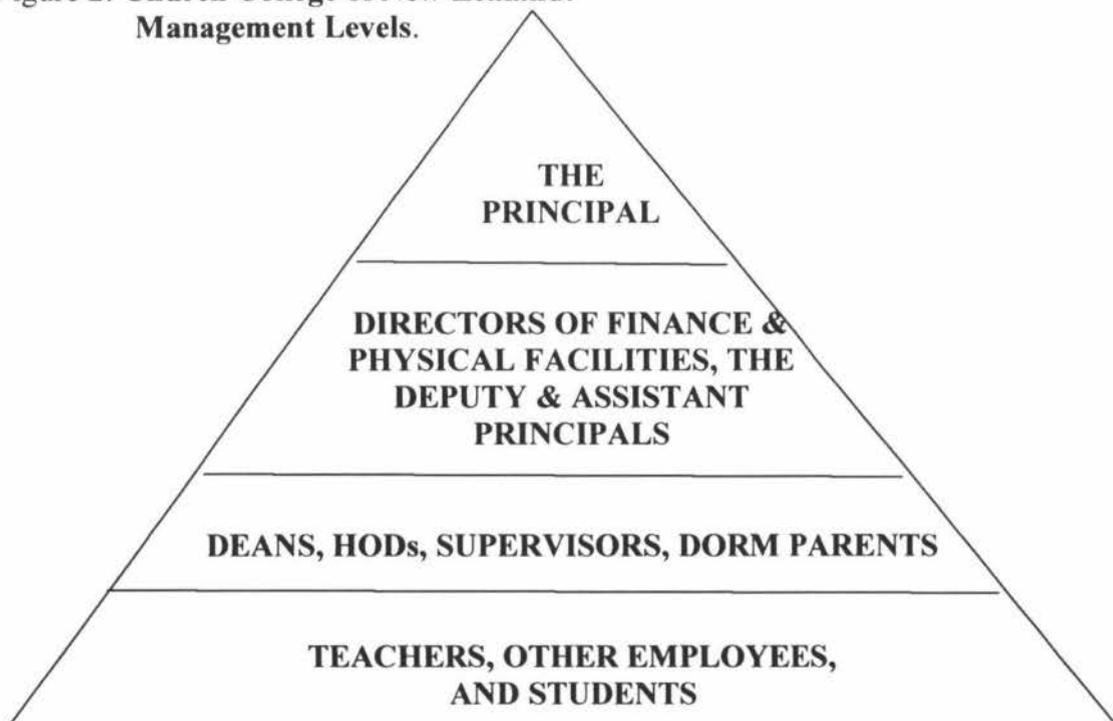
“Leading

Includes motivating employees, directing others, selecting the most effective communication channels, and resolving conflicts.

Figure 1: **Organisational Levels.** (Source: Robbins & De Cenzo, 1995)



Figure 2: **Church College of New Zealand: Management Levels.**



“Controlling

Monitoring activities to ensure that they are being accomplished as planned and correcting any significant deviation”
(p. 6).

These functions are used in both the commercial organisations and educational institutions.

As shown in Figures 1 & 2, management exists in several levels. Neuner et al (1972) have confirmed this by saying:

“Management activities are performed at several levels in any organisation. Titles held by managers vary considerably, depending on the nature of the work managed.” (p. 5)

The management levels at the Church College of New Zealand (CCNZ) are shown in Figure 2. At the top of the organisation is the Principal, who is responsible for the operation of the Church College. Those in the Middle Management level are the Deputy and Assistant Principals, the Director of Finance and the Physical Facilities Director. The group in the First-Line Management level includes the Deans, all Heads of Department (HODs), the Supervisor at the Physical Facilities Department, the Head Custodian and the Dorm Parents. Overall, the management of the Church College is simple, not only because there are only three levels to consider, but also because all managers work co-operatively together as expected by the Church Leaders. A different situation may exist in other institutions where there are more levels of management and people may not co-operate effectively for the benefit of all stakeholders. No matter what type and how many levels of management are needed, all institutions require effective and efficient management. Haynes et al (1975) conclude that:

“Every institution requires methods for making decisions; it needs ways to co-ordinate its activities, communicate information and ideas, and to evaluate its success in meeting objectives. Every institution requires management. “ (p. 4)

Personal Background

My interest in the Church Education System (CES) within the Church of Jesus Christ of Latter-Day Saints (LDS Church) goes back a long way. About two years before I joined the LDS Church in 1977, I was hired to repair a faulty electronic keyboard at the LDS Technical College in Suva, Fiji. I was so impressed with the neatness and the beautiful settings within the campus that I started to wonder who owned that college. Because I had never heard of a church called *The Church of Jesus Christ of Latter Day Saints* or *LDS Church*, when I left the campus after completing the repair work, the thoughts about this church also left my mind. About two years later, two Missionaries of this church taught me their beliefs and also about how and why they are different to all other Christian churches. I admit that I gave them a rough time but in the end I accepted what they were teaching me and decided to join their church.

A week after I was baptised into the LDS Church in September 1977, I attended a Leadership Training seminar at the same college and the nice thoughts I had about it

two years earlier suddenly came back to my mind. I have since taught Physics at that college on a part-time basis in 1983 and as a relieving Computer Skills teacher for about four months in 1993. From 1993 to the end of 1996, I worked as the Director of Physical Facilities at CES in Fiji.

My interest in the CES will always be strong and I have always looked at my participation within this Church Educational System as a privilege and a blessing to me. When I pondered upon what and where to do my research for this thesis, the first place that came into mind was the LDS Church College of New Zealand in Hamilton.

Church Schools Background

One thing I appreciate about the existence of Church Schools within the Church of Jesus Christ of Latter Day Saints is that each school covers both spiritual and secular knowledge. The spiritual knowledge involves the study of the scriptures used in the LDS Church that include the Bible (both the Old and New Testaments), the Book of Mormon, the Doctrines and Covenants, and the Pearl of Great Price. These four scriptural sources are known as the Four Standard Works within the LDS Church. The secular knowledge involves the study of courses under a normal New Zealand school curriculum. These courses include Maths, Science, History, English, Geography and so forth. This combination enables a graduate to be better prepared for this life and the teachers are continuously reminded and encouraged to teach diligently as mentioned in the following verses from the Doctrines and Covenants (1981) of the Church of Jesus Christ of Latter Day Saints:

“Teach ye diligently and my grace shall attend you, that you may be instructed more perfectly in theory, in practice, in doctrine, in the law of the gospel, in all things that pertain unto the kingdom of God, that are expedient for you to understand; of things both in heaven and in the earth, and under the earth; things which have been, things which are, things which must shortly come to pass; things which are at home, things which are abroad; the wars and the perplexities of the nations, and the judgement which are on the land; and a knowledge also of countries and of kingdoms.” (Doctrine and Covenants 88: 78-79)

These same verses were quoted in the Dedicatory Prayer of the Church College of New Zealand in April 1958, by David O. McKay, the Prophet and President of the LDS Church at that time. To further explain these two verses he said:

“We recognise in this divine charge that we are under obligation to teach the sciences, astronomy, geology, mathematics, and all others given by science, international relations, history, discovery, etc. But we also realise that we must teach Thy existence, Thy interest in Thy children, Thy Fatherhood, and our relationship to Thee.”

The Thesis Question

The issue of **school management** can be a complex one depending on a number of factors. Some personnel in school management may take things for granted and ignore

some areas of concern that may need their attention. Some people may be selfish enough to think only about what they are getting out of it and ignore the interests of other beneficiaries. However, there will be others who are there for the benefit of the students, the parents, the teachers, the support staff, the school, the community and the Country as a whole.

The important question that I have tried to find the answer to is:

“How effective is the LDS Church College in following both the philosophies and policies of the LDS Church Board of Education and those of the Ministry of Education in New Zealand?”

I consider the above question to be important because if I am involved in the management of any educational institution such as Church College, I will work hard towards making the answer to the above question to be ‘yes’ always. This affirmative answer will only come to pass if those in the management team(s) are both effective and efficient in fulfilling their duties as managers and administrators of the school. Two very important words here are; *effective* and *efficient*. The simplest definitions I came across some years ago in a Middle Management Course are:

- **To be effective is to do the right things**
- **To be efficient is to do things right.**

I have attempted to identify the styles of educational management that are being practised at Church College when compared to the LDS Church philosophies, policies and practices. I have also tried to identify how the management of Church College compares with other private or state schools in New Zealand. The issue of educational management has been covered extensively by many educators and writers in the past.

The prime purpose of any educational institution is to provide rich and varied learning experiences for the learners. The effective and efficient management of a school, college or university will lead to benefits in the education of the learners. To many people, the success or failure of the learners in a classroom of learning is the sole responsibility of the teacher. They have failed to see that the teacher is only at the tip of a network of personnel that include the Administrators, the Principal and Support Staff.

Going back to the concepts of effectiveness and efficiency, the right things for the LDS Church College of New Zealand in Hamilton are defined within the CES Handbooks, the LDS Church General Handbooks of Instructions, and by the Ministry of Education in New Zealand.

Fidler & Bowles (1989) use more complex definitions as follows:

“Effectiveness is concerned with achieving objectives” (p.79)

Schools such as CCNZ normally set their goals and objectives within the framework provided by the Handbook and if they achieve them at the end of the academic year, then they have been effective. In other words, they must have done the right things in order to get the desired objectives. Some of these objectives may take longer than a year

but the important thing is the achievement of the objectives at the end of a specified time.

Fidler & Bowles' (1989) definition of 'efficiency' states that:

"Efficiency can be defined as achieving the objectives at the lowest possible cost or achieving the maximum output for a fixed amount of resources"
(p.79)

This means that the objectives are achieved by following the best possible courses of action. As far as CCNZ is concerned, the administrators will be efficient if they closely follow the philosophies, policies and cultural values of CCNZ. They also need the support and co-operation of the teachers, the support staff and the students under various circumstances. These administrators must be more than just Managers, they must also be good Leaders. To be a leader one needs other people as followers or subordinates. As Hellriegel et al (1995) describe it:

"A leaderinspires employees with a vision and helps them cope with change."
(p. 343)

This means that a leader must start by stating a direction or vision of what they want to achieve in the future and then develop the strategies that will help them move in that direction. As far as school leadership is concerned, Fidler & Bowles (1989) state that:

"One of the principal requirements of a leader is that he or she has a 'vision of success' for the school and is able to communicate this vision and refine it in consultation with others in the school." (p.270)

The leader needs to be in front and lead others effectively and efficiently. The LDS church has always emphasised the need to lead by example at home, in the church, at work, and within the community. At CCNZ, the front-line leader is the Principal and he must work out ways in which everyone can work collaboratively towards achieving the objectives of the Church College. Leadership can also be a facilitating role in which the leader can delegate some responsibilities to others in the school but he/she is still accountable for the end-results. The Principal at CCNZ can delegate some of his responsibilities to others in the Administrative Council but in the end, he is still accountable to the Country Director for all those responsibilities.

By contrast, a manager's role is different to that of a leader. As described by Hellriegel et al (1995):

"A manager is a person who directs the work of employees and is responsible for results." (pp. 342-343)

To be effective, the manager must know how to control the employees and the tasks that need to be done in order to achieve the goals or objectives of the organization. He/she must know how to handle complexity through planning and budgeting and allocating resources that will help in achieving those goals.

The roles of leadership and management are separate but a person can both be a manager and a leader. A manager (or administrator) in school for example, has dual roles. The first role is about human control similar to the role of a leader. He/she is concerned about people and how they work together for the benefit of the school. The second role of the manager is about the control of material resources in order to get the best results for the school. The Principal at CCNZ would fit better into this dual role than just being a leader because apart from the human resources, he is also accountable for finance, exam results, and the development, upgrading and maintenance of physical facilities.

There are a number of management and leadership styles available and the choice of which one will work best for a particular school is very important. This has been emphasised by Fidler & Bowles (1989) when they state:

“It is important that the management style and the culture of the organisation work in concert. Inconsistencies are likely to be more destructive than any management style.” (pp.271-272)

Two elements that Benton (1978) says should be included in a management philosophy are:

1. “The creation by management of an organisational climate in which people are motivated to contribute to the formulation and execution of organisational goals.
2. A constant search by management to improve organisational effectiveness,”
(p. 43)

Benton (1978) also thinks that a successful manager should have the following four characteristics:

- **Visionary:**
He/she must be able to see further ahead and abroad in order to be aware of what is happening and what ought to be happening.
- **Enlightened:**
Be imaginative and have innovation. The manager must also be a very good communicator.
- **Productive:**
He/she must expand the values of both the physical and human organisational resources.
- **Courageous:**
Must be prepared and committed to move forward despite oppositions to his/her effective and efficient management style.

If team-work is used in management, then the strengths of team members must be recognised and used for the benefit of all stake-holders. Some schools and TAFE Colleges are using the Self-Management Team (SMT) approach that involves total participation and commitment from all members of the team. In other words, the

concept of Total Quality Management (TQM) is used and practised here. Although SMT is not officially practised at CCNZ, I have explored their leadership and management styles and assess how effective and efficient they are in fulfilling their responsibilities.

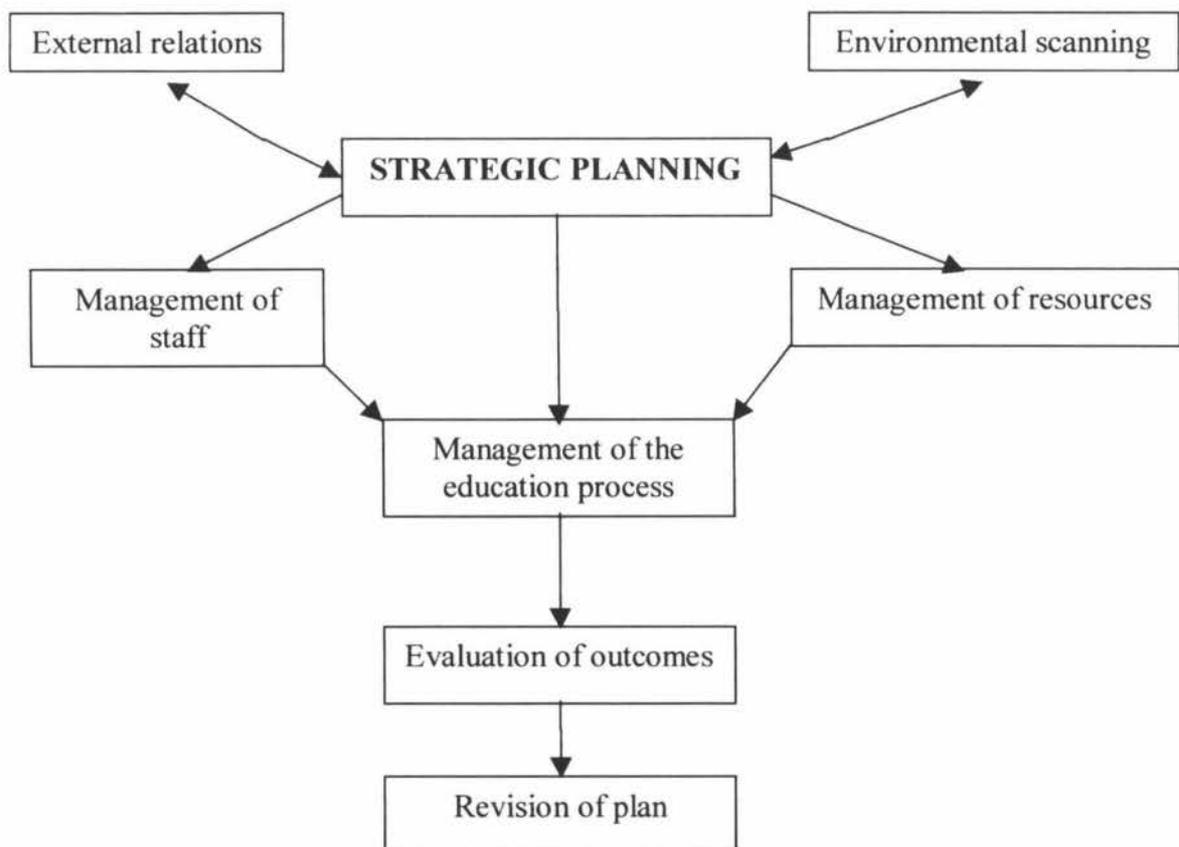
Fidler & Bowles' model of leadership functions described on page 9 and as shown in Figure 3 below should apply at CCNZ. It illustrates how all the different parts of management are linked as in the Country Council and/or Administrative Council at CCNZ. The exploration of these links is part of this Case Study. Strategic Planning is definitely an important part of Educational Management in any CES organisation around the world and that includes CCNZ. Strategic Planning can be defined as the process by which an organisation identifies its future and develops the steps necessary to make that future happen.

The next step after Strategic Planning is Strategic Management which is the process that Fidler and Bowles (1989) describe as:

“Strategic Management is concerned with deciding on strategy and planning how to implement it. It consists of analysis, decision-making, implementation and evaluation. “ (p.21)

Strategic planning and management will be covered again later in Chapter 5 under Top Management.

Figure 3: A Model of Leadership Functions

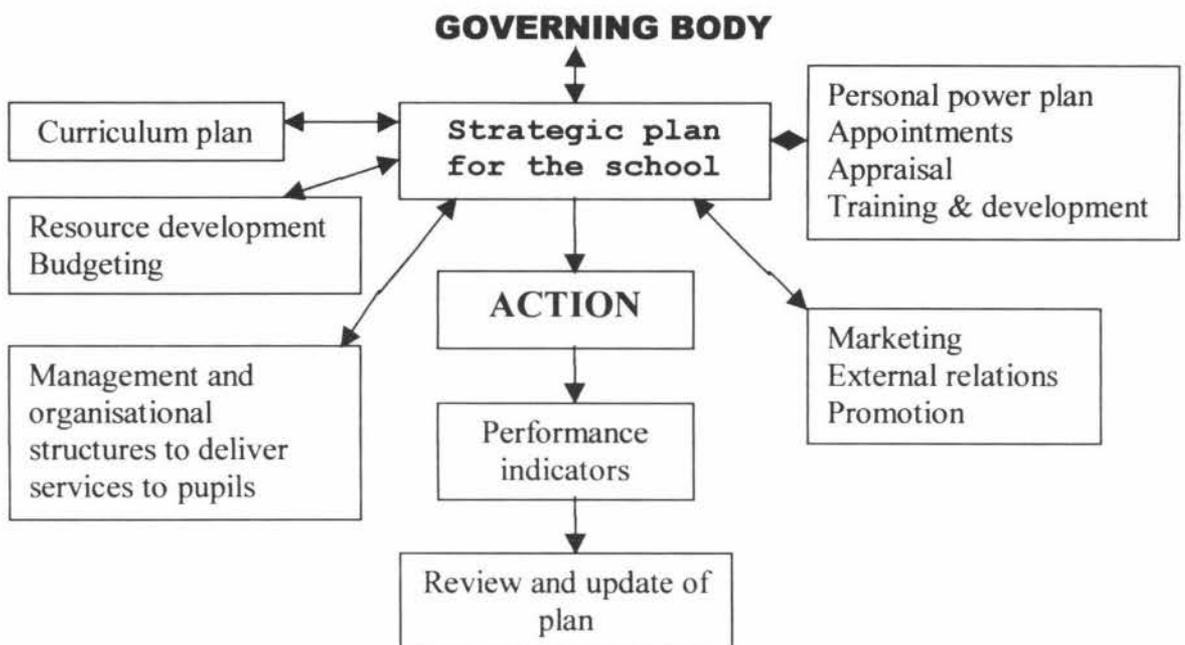


Fidler & Bowles have listed three areas that strategic decisions are concerned with and these are:

1. the whole scope of an organization's activities,
 2. an organisation's long-term direction,
 3. matching of an organization's activities to the environment.
- (p. 21)

Their 'schematic view' of the inter-relationships between strategic planning and other school functions" is in Figure 4.

Figure 4: **The Strategic Planning and other School Functions**



One very important idea in organisation theory is for the organisation to be prepared to change with time and make the best choice available under the circumstances. Some areas of change that a school can experience are:

- physical facilities,
- legal requirements,
- political pressures,
- economic demands,
- social needs,
- technology.

Some of these changes may be enormous and costly, some may be time-consuming, but some may take only a short time with very little cost. I have explored the above areas in this case study.

Other questions I have sought answers to during my research are:

- Is CCNZ rightly addressing legal requirements such as human rights issues?
- Is CCNZ following all the requirements from the Ministry of Education?
- Is there a need to increase school fees this year?
- Do they have enough classrooms to cater for the student roll?
- Does the multi-purpose hall need to be enlarged to cater for the increased school roll?
- Are the computer programmes used for teaching computer literacy up-to-date?

I have examined and analysed how the administration team at CCNZ are doing the following:

- authorisation of spending of the various budgets that are already in place
- forecasting and planning of future events, meetings, budgets, new courses, buildings and other physical facilities
- communication and co-ordination up and down the line of authority from the Principal, through the Administrative Council, down to the teachers, support staff, and students
- motivation of the workers to work co-operatively towards achieving the objectives of CCNZ
- evaluation of performance of everyone in the administration team

The operation of organizations including schools depends on :

- organizational structures
- the relationships of people and tasks

Three types of organisational structure that Fidler & Bowles (1989) have come up with are:

- functional structure
- divisional structure
- matrix structure

For CCNZ, the '**functional structure**' includes:

- secular education
- religious education
- finance
- personnel
- physical facilities

A '**divisional structure**' is similar to the departmental organisation of a secondary school by which teaching is divided up into its various subject areas such as English, Science, Business and Arts with Heads of Departments (HODs) in charge.

A '**matrix structure**' has a grid of overlapping responsibilities that many secondary schools use. Apart from the subject departments under divisional structure, they also have groupings that overlap. For example, the teachers assigned to various Houses at CCNZ come from different subject-grouping departments.

I have examined and analysed the management and administration structures at the Church College with authorisation from the appropriate management personnel in

Hamilton, from the Pacific Area Director's office in Sydney and from the Church Board of Education in Salt Lake City.

All schools need resources and they should be pre-planned carefully, maintained and managed efficiently. According to Fidler & Bowles (1989):

“.... The most potent elements in implementing any strategic change are people and systems. The systems make sure that the things people are doing are co-ordinated and reinforce each other in the direction that the strategy requires”
(p.34)

The LDS Church educational institutions are all privately owned and completely financed by the church. At the very minimum, budgeting is done on an annual basis but there are cases in which draft budgets are prepared five years ahead. I have spent some time with the Director of Finance at CCNZ and interviewed him about their current financial management and how they make future budget predictions.

The Church College of New Zealand is not the first school that the Church of Jesus Christ of Latter-Day Saints has established in New Zealand. The next chapter of this thesis covers the Historical Background of CCNZ and it includes other schools that the LDS Church built prior to the establishment of CCNZ. The philosophies and policies used at CCNZ are also covered here and I have described how they link up with the philosophies and policies of the LDS Church in general and with the Educational System within this church.

The third chapter covers the methodology used for the research. The fourth chapter first looks at the organisation structures for the Church Educational System (CES) and the Church College of New Zealand in Hamilton. The rest of this chapter looks at the different council meetings that take place at the Church College. The next three chapters (Chapters 5–7) analyse the three management levels starting with the Top Management then the Middle Management and finally the First Line Management. The last three chapters (Chapters 8–10) start with the Analysis of the research results, followed by my Recommendations and finally my Conclusions for this case study.

The coverage of the literature is threaded throughout this thesis. I decided to do it this way instead of doing the literature review as a separate chapter.

The next chapter first looks at the history of the Church College in Hamilton and then it covers the philosophies, policies and practices that are applied within the LDS Church, the Church Educational System (CES) and the Church College.

CHAPTER TWO

HISTORY, PHILOSOPHIES AND POLICIES

The historical background of the Church College in Hamilton is interesting but a little complex. This chapter first looks at the involvement of the LDS Church with education in New Zealand before the building of the Church College in Hamilton. The chapter later moves on to analyse the application of philosophies, policies and practices of the LDS Church and the Church Educational System at the Church College.

HISTORICAL BACKGROUND

The Church College of New Zealand (CCNZ) is a private school that belongs to the Church of Jesus Christ of Latter-Day Saints or the LDS Church. As mentioned previously, the global governing body of all the LDS Church schools is the Church Board of Education in Salt Lake City.

Up to the middle of 1853, the Church of Jesus Christ of Latter-Day Saints did not exist in New Zealand. Other Christian Churches such as the Church of England or Anglican Church, the Wesleyan or Methodist Church, and the Catholic Church were already in existence. They were running their schools with the initial goals of teaching the Maori to be able to read the English Bible so they could be converted to Christianity.

Because of limited government finances, the Governor and Head of this British Colony at that time decided to give grants to various Church schools instead of building government schools. This idea was challenged by some as they considered it to be controversial. In 1853, the Mission President of the Australian Mission of the Church of Jesus Christ of Latter-Day Saints, President Augustus Farnham, sent a letter of request to the First Presidency of the Church in Salt Lake City, for the expansion of the Australian Mission to include New Zealand and Tasmania. The request was approved and on 20 October 1854. President Farnham and two other missionaries, Elder William Cooke and Elder Thomas Holden sailed from Sydney on board the steamer "William Denny" and arrived in Auckland seven days later.

Once on New Zealand grounds, they soon discovered that other Christian Churches were well established here and were in control of their own schools under the Church Missionary Society and the London Missionary Society. Consequently, the LDS missionaries moved quickly and vigorously to establish their LDS Church schools within Maori communities. As stated by Ardern (1993):

"The opening of mission schools for the Maori was consistent with LDS beliefs and traditions." (p. 8)

According to verses 78 and 79 of the Doctrines and Covenants that were quoted in the Introduction, the Church of Jesus Christ of Latter Day Saints has valued and will continue to value education. Unlike the missionaries of other Christian Churches who opened their schools as the means of converting Maori to their beliefs, the LDS missionary teachers opened schools because they believed, just as we do today and will

in future, that education is valuable in its own right. This belief was highlighted by a reporter in 1957 when she wrote:

“I can’t help feeling envious of any child that would fall under their educational influence. The Latter-Day Saints believe that education is not only a desirable thing, but is necessary to the eternal progress of the soul through resurrection. ‘**The glory of God is Intelligence**’ is one of the LDS maxims, and ‘**Man cannot be saved by ignorance.**’ Education is therefore a most vital part of their religion.”

(Barbara Baigent, 1957. In Arden, 1993, p.12)

Another major difference between the LDS schools and other church schools was that the main role of any LDS school was (and is) to educate and retain those who were already members of the church instead of converting the learners in that school. The number of converted members of the LDS church grew rapidly among the Maori and so too their involvement in education. Historical records include some of the Church schools that were established in the 1880s. (See Table 1 and see Figure 5).

Table 1: **The Early Church Schools**

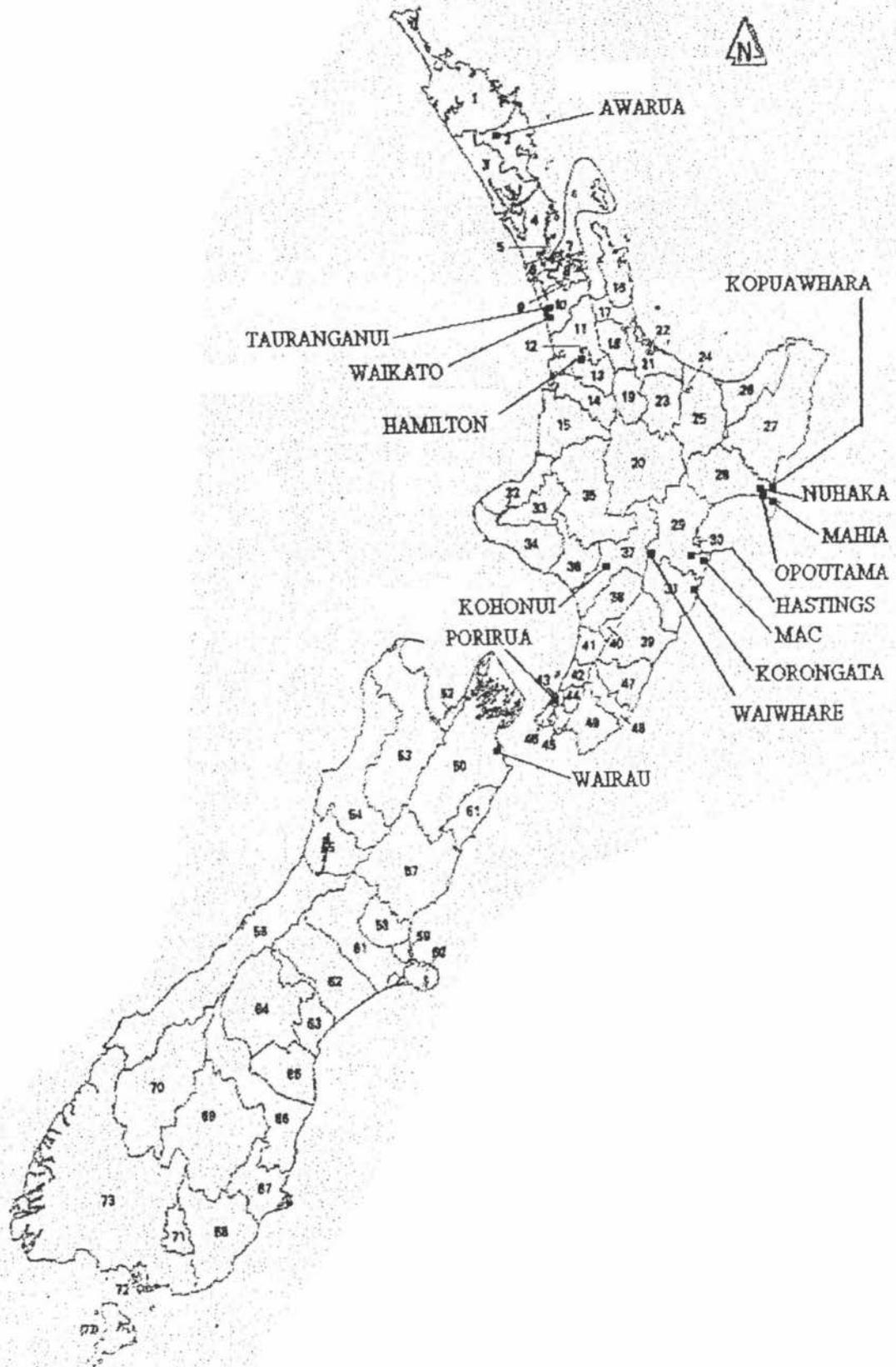
#	LOCATION	REGION	YEAR
1	Nuhaka	Hawkes Bay	1886
2	Waiapu		1886
3	Mahia	Hawkes Bay	1887
4	Waikato	Waikato District	1887
5	Hauraki		1888

Other small native schools in the North Island established by the LDS Church in the 1890s include those in Table 2 and Figure 5.

Table 2: **Other Early Church Schools**

#	LOCATION	REGION
1	Awarua	Northland
2	Korongata	Hawkes Bay
3	Tauranganui	Waikato
4	Porirua	Wellington
5	Hastings	Hawkes Bay
6	Hamilton	Waikato
7	Opoutama	Hawkes Bay
8	Maori Agricultural College (MAC)	Hawkes Bay
9	Kohonui	Manawatu
10	Kopuawhara	Hawkes Bay
11	Maowhanga	
12	Waiwhara	Hawkes Bay
13	Wairau	Marlborough

Figure 5: The Early Church Schools



The missionary teachers had very positive attitudes towards Maori students. A certain Elder, W.A Milner commented in the school report of 1907 as follows:

“The Maoris are very apt students. It is amazing how readily they learn and how well they retain the things learned. Their memories are exceptionally good, which is no doubt due to training received in early stages of their growth, when tradition was handed down from father to son, by which means the history of the race was preserved.” (In Ardern, 1993)

The need for the LDS Church native schools started to reduce due to growing competition from state schools and other private schools. In 1911, only seven LDS schools were left running and that number reduced to six in 1912. By 1914, all these schools were closed.

Education for the Maori children was a challenge especially after primary level because the Department of Education did not have any post-primary schools to cater for their educational needs. The secondary schools at that time were mostly denominational and with boarding facilities. In the early 1900s, the Department of Education did provide scholarships for a number of selected primary school leavers to attend these and other state secondary schools. For reasons such as the low number of Maori children moving on from primary to secondary education, the LDS Church missionaries wrote to the President of the Church of Jesus Christ of Latter-Day Saints in Salt Lake City and proposed the establishment of a secondary school in New Zealand. Another powerful letter was written on 24 September 1906 to President Joseph F Smith, the Prophet, Seer, Revelator and President of the Church of Jesus Christ of Latter-Day Saints, emphasising the need for a secondary school in New Zealand. Part of this letter that was written by K. Baldrige and cited in Ardern,1993 as follows:

“We are losing our hold on the young people, they being compelled to take their academic work in denominational schools. The results are, as you can appreciate, that not only are the best and brightest of our people led away from the gospel, but their parents are placed under obligations to the denominations which educate their children. Unless such a school is established, on the death of the present parents, much of the force of previous missionary work in this land will be lost and future work will be greatly impaired.”

This emotional request was granted in 1908 and the building of a new LDS school started in November 1911. This was the school known as the Maori Agricultural College (MAC) and its main focus was on agricultural education. The college was opened for classes on 7 April 1913 with only four teachers and about forty students. Unfortunately, the operation of this MAC was not easy due to poor communication between the missionary teachers and the students and also between the Administrators at MAC and the church leaders in Salt Lake City. Just when the First Presidency decided to close down MAC, nature struck and the college was destroyed by the great Napier earthquake on 3 February 1931.

A positive side to the MAC was that their students were the ones who became church leaders in New Zealand in later years. In 1945, Elder Mathew Cowley was prompted to ask the First Presidency to approve the building of another school. Elder Cowley

argued that future leaders of the Church in New Zealand needed to be educated in a church secondary school. This request was approved under the following conditions:

- The Church school must be fully accredited by the state.
- It must be co-educational.
- It must be centrally located.
- It must have sufficient land and livestock to provide the necessary food for students.

In 1948, President Gordon C. Young of the New Zealand Mission was instructed to find a site for a co-educational boarding school. About two years later (1950), he purchased a 215 acre farm land along Tuhikaramea Road on the outskirts of Hamilton City. Finally, in 1952, the construction of the buildings for the Church College of New Zealand began, under the Building Missionary Programme of the Church. The supervisor of this major project was Elder George R. Biesinger and the construction of the buildings was done in this sequence:

- Classroom blocks
- David O. McKay Building
- Mathew Cowley Administration Building
- Boys and Girls Dormitories

Through other Mission Presidents such as Sidney J Ottley and Ariel S. Ballif, the Church purchased more lands and, finally, it ended up with a total of 1,750 acres of land. Currently, all these land areas are used for the following:

- The Church College
- New Zealand Temple
- Temple View residential community
- Farm Land (currently leased)

As the construction of the Church College progressed according to plan, the First Presidency appointed a committee in February 1954, to study and submit an educational programme to be used in the Church College when it opened. Table 3 below includes the members of this committee.

Table 3: **The Committee of 1954**

#	COMMITTEE MEMBER	DETAIL
1	President Ariel S. Ballif	Mission President
2	Elder George R. Biesinger	Construction Supervisor
3	Dr A Ray Olpin	President of the University of Utah
4	Elder William C. Carr	BYU Faculty Member
5	Elder Wi Pere Amaru	New Zealand Missionary

The recommendation sent by the committee to the First Presidency was approved and that was the basis of the curriculum that the Church College of New Zealand started with.

The Church College was dedicated by President David O McKay on 24 April 1958, in the presence of:

- LDS Church Leaders
- New Zealand Government Officials - Walter Nash (Prime Minister), Mr Skogland (Minister of Education), Dr. C. E Beeby (Director of Education), Keith Holyoake (Parliamentarian), Hilda Ross (Parliamentarian), E.B Corbett (Parliamentarian)
- New Zealand Educators
- Church Builders
- The CCNZ Faculty
- The new student-body of 342.

In 1963, Elder Gordon B Hinckley dedicated the new Wendell B. Mendenhall Library Building, the Student Health Centre and two additional dormitories that were built after the original dedication.

According to the Church College Procedures Handbook (1999, pp 2-3), those who have served as Principal of the college are included in Table 4.

Table 4: The Past and Present Principals of CCNZ

#	PRINCIPAL	DATES
1	Dr Clifton D. Boyack	July 1959 - May 1961
2	Dr Wendell H Wiser	May 1961 – July 1965
3	Don T Sperry	July 1965 – April 1967
4	Alton L Wade	April 1967 - June 1971
5	Larry R Oler	June 1971 – July 1975
6	Dr Barney Wihongi	July 1975 – April 1983
7	Robert W Perriton	May 1983 – July 1990
8	N. Earl Deschamps	January 1991 – December 1993
9	Ian S Ardern	January 1994 – December 1996
10	David Walmsley	December 1996 -

In 1958 when CCNZ was opened, New Zealand was experiencing a teacher shortage in the secondary educational levels. Fortunately for CCNZ, the LDS Church decided to send in well-qualified teachers from America to teach at the Church College. Because the First Presidency wanted CCNZ to be fully accredited by the New Zealand Department of Education, the teachers appointed were highly qualified and out of the original 18 American teachers, 12 had Masters Degree or better.

From 1958 to now, the educational programmes at CCNZ have always been supervised and inspected by the Department of Education in New Zealand, to make sure that they

meet the New Zealand standards. The subjects taught at CCNZ in 1959 were diversified because some were part of the New Zealand curriculum while some (eg. The Brass Band) were introduced by the American Missionary teachers. Some subjects were taught at different grades or levels and were labelled I, II and III where III was the highest level. All these subjects taught at CCNZ since 1958 are listed in Appendix 6.

Dr. Boyack, the first Principal at CCNZ, in consultation with the Department of Education and a local advisory committee, came up with the best curriculum that would assist the students such as the Maori, who were often unfairly labelled as non-achievers. Maori children were normally under-represented in the New Zealand State secondary schools and this may still apply even today. This was, and still is, one of the main goals of the Church College to increase the number of Maori achievers in secondary education.

PHILOSOPHIES AND POLICIES

The philosophies and policies of Church Schools are closely linked to those of the Church of Jesus Christ of Latter-Day Saints or the LDS Church. Consequently, a Church School such as CCNZ will use these Church Philosophies and Policies either directly or in slightly modified forms to suit the educational environment but remain within the boundaries of the LDS Church values or standards.

GENERAL LDS CHURCH PHILOSOPHIES AND POLICIES

The Church of Jesus Christ of Latter-Day Saints has a three-fold mission which is to:

- Proclaim the gospel
- Perfect the saints
- Redeem the dead

To “**Proclaim the gospel**” is to do missionary work to all nations, kindred, tongues and people throughout the world. To “**Perfect the saints**” is to help all the converts into the LDS Church to obey all the commandments of God, spiritually and physically. On a temporal basis, the saints are to obey the laws of the land not only by doing the right things but also by doing them the right ways. To “**Redeem the dead**” is to do baptism for the dead in order to help them (the dead) enter the Kingdom of God in the next life. This third mission involves doing genealogical research and doing the ordinances of baptism and confirmation of membership on their behalf in the Temple. The main purpose of accomplishing the three-fold mission of the Church is “to bring to pass the immortality and eternal life of man” (Moses 1:39. Pearl of Great Price)

The LDS Church has always emphasised that “**Obedience is the first law in heaven**”. This means that once a set of rules, philosophies or policies are made up, the first step is to obey them. Without obedience, the rules, philosophies or policies are useless. Another doctrine that this Church teaches is called “**Free Agency**”. This is about one’s freedom to choose right from wrong or the other way round. However, in order for one to make an informed choice, one needs to fully understand the consequence of each choice. Through the use of “**Free Agency**”, one is free to choose the right or the wrong way but once the choice is made, the pre-set consequence applies and the person has to face it.

One fundamental belief within the Church of Jesus Christ of Latter-Day Saints is that we are all sons and daughters of our Heavenly Father. It does not matter that some of us are Maori and others are Palagi, Tongan, Samoan, Fijian or Chinese. We all have the same Father in Heaven and that is why the titles of “brothers” and “sisters” are used all the time within the Church. The use of these titles removes any barriers that may exist between people from different ethnic origins. Because everyone is equal, everyone should go through life with the understanding that he or she has an equal right and opportunity to progress as far as she or he wants to go. (see Chapter 8)

Worthiness to serve in the church is another important principle that the church advocates. Positions of service or responsibilities such as Bishops, Stake Presidents, Sunday School Presidents, Counsellors, Clerks, to name just a few, are covered by the general title of “callings”. For anyone to qualify for one of these ‘callings’, he/she has to be interviewed by a church leader such as a Bishop and/or Stake President, to determine whether he/she is worthy to serve in that ‘calling’. The interviews focus mainly on the basic doctrines of the church that include obedience to:

- Payment of Tithes
- Sustaining of Church Leaders
- The Law of Chastity
- The Word of Wisdom
- The Laws of the Land
- Other Laws and Commandments that the interviewer may be inspired to bring up

The Stake Presidents and Bishops are the “Common Judges” in the church as far as worthiness is concerned. If a form of transgression comes up in an interview for worthiness, then the Stake President and/or Bishop must make the judgement for that individual.

CHURCH EDUCATIONAL SYSTEM (CES) POLICIES

The Church Educational System philosophies, policies and practices are based upon those for the LDS Church. Taking part in an LDS Church school is a privilege and a statement in the CCNZ Procedures Handbook (1999) reads:

“Participating in a church school is a privilege and carries with it a responsibility for diligent study and a commitment to excellence.” (p.1)

This means that those who are fortunate enough to be chosen to attend a church school should be thankful to those who have accepted their applications. They should make personal commitments towards achieving their best potential through hard work and diligent studies.

The Church Educational System includes four distinct programmes:

1. Religious Education (Seminary and Institute of Religion).
2. Church Universities and Colleges

3. Adult and Continuing Education
4. Elementary and Secondary Education.

The programmes for the Church Universities and Colleges are looked after by a Board called the Church Board of Trustees. The members of this Board are the same as those in the Church Board of Education but their roles are different and more specific towards each of the following institutions:

- Brigham Young University - BYU (Provo)
- Brigham Young University - BYU (Hawaii)
- Ricks College (Rexburg)
- LDS Business College (Salt Lake City).

In general, Church Schools are established in selected locations around the world, where state schools are either non-existent or not meeting the educational needs of student members of the church. However an important recommendation of the Church that is in the Church Handbook of Instructions (Book 1,1998) states:

“Where church members contribute taxes to support their local, state, and national governments, and where local governments provide secular education for their citizens, those members are entitled to the benefits of their governments’ system of education and should participate fully in those systems.” (p.118)

In a few countries where the state or government schools were/are not meeting the needs of our young church members, the Church has approved the establishment of elementary (Primary and Intermediate) and secondary schools. All Church Schools are supported and guided by the Church Board of Education. They define the objectives of the educational programmes and approve the appropriate policies that they should operate under. This Board oversees the operations of only three of the Church Educational System programmes which are the:

- Religious Education
- Adult and Continuing Education
- Elementary and Secondary Education

All Church schools cover both the religious and secular education. These schools prepare students:

- For missionary work and church services or callings
- To marry in the Temple for time and for all eternity
- To gain professional knowledge and skills to enable them to be self-reliant, take care of their future families and do community service

The objective of Church schools in the Church Educational System is to provide a foundation for the temporal and spiritual growth, and success in the lives of the students. The objectives can be achieved through:

- 1 Teaching and training accomplished in harmony with the restored Gospel of Jesus Christ.

- 2 Admitting and retaining worthy students who have a desire to learn and who show an ability to achieve academic requirements.
- 3 Developing students' ability to communicate and function in the English language.
- 4 Teaching and helping students develop the knowledge, values, skills, and talents that will prepare them for successful, self-sufficient living
- 5 Administrators, faculty, and staff providing exemplary teaching and leadership principles and skills that will prepare students for Church and community service.

Because the Religious Education in the CES can exist independently even without a Church School, it has its own objective, which is to assist the individual, the family, and priesthood leaders in accomplishing the mission of the Church through:

1. Teaching students the Gospel of Jesus Christ as found in the Standard Works and the Words of the Prophets.
2. Teaching students by precept and example so they will be encouraged, assisted, and protected as they strive to live the Gospel of Jesus Christ.
3. Providing a spiritual and social climate where students can associate together.
4. Preparing youth for effective Church service.
(Church Handbook of Instructions, 1998, p. 114)

The commission of the teachers and leaders within CES is to:

1. Live the Gospel
2. Teach Effectively
3. Administer Appropriately

A past President of the Church, Brigham Young once said:

“There are a great many branches of education: some go to college to learn languages, some to study law, some to study physics, and some to study astronomy, and various other branches of science. We want every branch of science taught in this place that is taught in the world. But our favourite study is that branch which particularly belongs to the Elders of Israel - namely, theology. Every Elder should become a profound theologian - should understand this branch better than all the world.”

(In Journal of Discourses, 6:317)

Some Adult and Continuing Education programmes that are run in various CES locations around the world are:

1. Education Days and/or Education Week
2. Know Your Religion
3. Adult Religion Class
4. Centres for Continuing Education
5. BYU Independent Study
6. Bachelor of Independent Study

Missionary Service

Missionary service within the LDS Church is an important commitment and sacrifice. Some very important counsels in one of the Standard Works (Scriptures) of the church state:

“...O ye that embark in the service of God, see that ye serve him with all your heart, might, mind and strength, that ye may stand blameless before God in the last day.

“And faith, hope, charity and love, with an eye single to the glory of God, qualify him for the work.

“Remember faith, virtue, knowledge, temperance, patience, brotherly kindness, Godliness, charity, humility, diligence.”

(D&C 4:2, 5-6)

A missionary should be committed to these counsels. Like other full-time missionaries in the church, those who are chosen to serve in a Church School should always be worthy. They should also have the abilities to do whatever work they are assigned to do. Their Bishops and Stake Presidents should confirm through interviews that they are worthy and qualified for the full-time missionary services. An important guideline in The Church Handbook of Instructions (Book 1, 1998) states:

“A prospective missionary who has been guilty of adultery, fornication, heavy petting, homosexual activity, other sexual perversions, drug misuse, serious violation of civil law, or other serious transgressions, must repent before he or she may be recommended for missionary service.” (p. 81).

Like all the CES employees, the prospective CES missionaries must also be worthy for a Temple Recommend. These self-supporting missionaries are normally adults who no longer have children to support. Their living expenses and other financial commitments such as medical expenses of various types are their responsibilities.

CCNZ POLICIES AND PROCEDURES

All the Policies and Procedures used at the Church College of New Zealand (CCNZ) have been adapted from the Policies and Procedures of the Church of Jesus Christ of Later-Day Saints. Before anyone can qualify to be employed by the Church Educational System (CES) that CCNZ is a part of or enrol as a student, one must have been living (and continue to live and practise) high standards of ethics and integrity. The employee or student is expected to be honest and continue to live the commandments such as:

- Paying a full tithe
- Commitment to chastity and have no sexual relationship with anyone outside his/her spouse (if married).
- Honesty
- Obeying the laws of the land

- Attending church services and meetings regularly and being active in ones calling (if any), in the church.

Obeying these and other commandments within the Gospel will also qualify one for a Temple Recommend, which is a symbol for one's worthiness in the church. The LDS Church Handbook of Instructions (1998) Book 1, states:

“Each employee and volunteer of the Church Educational System and of Church Universities and Colleges must be worthy to hold a Temple Recommend. A Stake President (or in some cases a Bishop) complete an annual ecclesiastical clearance form to confirm the worthiness of each full-time employee within the Stake.” (p.114).

Alongside this, a future employee must meet or exceed the job specification requirements. As stated in the CCNZ Procedures Handbook (1999):

“In meeting the personnel needs of the Church College of New Zealand, the Principal will look for the most highly qualified people available who at the same time, meet the highest standards of conduct, activity, and spiritual maturity as church members.” (p.11).

One example of church policy and educational practice coming together at CCNZ is the introduction of a seventh (7th) class period. CCNZ has only six normal class periods for every school day. However, a seventh (7th) period is available from Monday to Thursday between 3.25 pm - 4.00 pm, to be used to help those students who are not performing satisfactorily in classes. According to the Procedures Handbook (1999), the students who will be required to attend the seventh period are those who have:

- Not handed in homework or assignments as required
- Not made up work or tests that were issued due to an absence after having been given a reasonable chance to do so.
- Not made a reasonable effort in class during the course of the week
- Not brought the necessary books/materials to class on a regular basis
- Worked well below their potential during the course of the week.” (p.34)

The students who voluntarily request to attend the seventh period may be permitted to do so. The complete procedure that needs to be followed for the seventh period attendance is in the Procedures Handbook (1999) p.34.

This important concept was also brought up by the Assistant Principal in our interview and he said that it has been running really well at CCNZ. When I asked him to explain what the 7th Period was all about, he said that CCNZ used to have six classes in each school day. About three years ago, they introduced a 7th Class Period. He further explained the reason for this extra class period by saying:

“.....the purpose is that as a teacher, if I have students who are behind in their work or are just not putting forth sufficient effort or if they just need help, then we have quite a structured system in place to get them back to the classroom for a 7th Period where they'll go back to that particular teacher (until 4 o'clock) and get help.”

In this process, the students involved will have an opportunity to either catch up with his/her work or learn to grasp a better understanding of whatever topic(s) he/she is struggling with. Every Friday afternoon, the teachers submit the names of the students that they want to attend the 7th period in the next week. That is why they do a weekly audit of students' attendance and performances as described by the Assistant Principal as follows:

“..... And so I look at my audit sheet which has the names of all the students in class and I just put a mark next to the kids I want back next week.”

During the weekend, a Form is filled up for each student who is required to attend the 7th Period in the coming week. These forms are given to the students on Monday morning, to let them know which teachers need to see them on the 7th Period. Normally, when a student is put on a 7th Period class, he/she is expected to attend for four days, Monday to Thursday, in that week. However, if two teachers need the same student in the same week, they have to divide the time to two Periods each.

The Assistant Principal said that somewhere between 100 and 200 students have been attending 7th Periods up to now. He also believes that the concept is very popular with the parents because they want their children to get as much help as possible in order to do well. The teachers also support it because they look at it as an incentive for the students to study extra hard in order to be free during the 7th Period. Consequently, most of the students complete all their assignments, home-work, and other study commitments on time.

There are two categories of students that attend the 7th Period and these are:

- students who are just not putting forth sufficient effort.
- students who may be trying really hard but still not passing.

As far as the 7th Period is concerned, the Assistant Principal believes it is working according to plans and expectations.

Other policies and procedures that apply at CCNZ are in Appendix 8.

The next chapter covers the methodology that includes the different strategies used before and during the case study.

CHAPTER THREE

METHODOLOGY

This chapter first covers the research methods chosen and it includes a description of an interesting position I found myself in. The chapter explains the relevant parts of the methodology that include the ethical issues, the research design, interview format, the participants and the interview procedure.

INTRODUCTION

A case study approach was used in this research because it enabled me to use a range of methods that helped me achieve my objective. Because my objective was/is to find out how the LDS Church College in Hamilton was/is managed, I concluded that the case study was the appropriate method because it included personal observations, semi-structured interviews, and access to the relevant documents within and outside this Church College. The information presented here was collected by me through the same methods. Similarly, the observations and literature search were my personal responsibility too.

This conclusion is inline with the following statement from Cosley and Lury (1987):

“The case study uses a mixture of methods: personal observation, which for some periods or events may develop into participation; the use of informants for current and historical data; straightforward interviewing; and the tracing and study of relevant documents and records from local and central government, travellers, etc.”

(In Blaxter, Hughes & Tight 1996, p.66)

This case study was done in consultation with the Country Director and the Principal at the Church College of New Zealand in Hamilton.

My Two Shades of Brown

The actual research was not as simple as I had expected. As I progressed through, I sometimes found myself in two different roles either as the researcher or as a church member. I have tried very hard to stay on the researcher side of the fence and avoid being caught up in the “*taking things for granted*” trap but I was caught in the trap more than once

ETHICAL ISSUES

Throughout this case study, I have been very careful to address all ethical issues that arose and I have tried to do that in the most appropriate manner. Some of these issues are:

- **The appropriate approach and access to participants.**

After meeting up with the Country Director during my first field trip, he referred me to the Principal who later introduced me to all other participants including some

members of the faculty and support staff. From then onwards, there were no problems or difficulties in scheduling any meeting with any of the teachers or support staff. I made sure from the start that the participants knew that the choices of interview time, venue and/or how long they wanted to participate were entirely theirs.

- **The informed consent of the participants.**

My first meeting with each participant always started with me giving him/her my letter of introduction (see Appendix 1) and an informed consent form (see Appendix 2) to sign if he/she agreed to participate in the semi-structured interview. I was indeed fortunate that all the participants agreed freely without any attached conditions, to participate in the research interviews.

- **The protection of confidential information.**

I promised each participant that I would protect any confidential information that they may share consciously or unconsciously during the interview. The church member side of me knew some of these issues that could be classified as confidential and I had to be very careful at all times to make sure that we did not record any of them especially on audio tape.

- **The granting of anonymity.**

I also promised each participant that I would not mention his/her name in this thesis if they did not want me to do so. Not one of them specifically stated that he/she did not want his/her name mentioned on the thesis but I decided to play safe and use only his/her management position. Although the use of the management position can still identify the participant, I believe that at least it is safer than mentioning the real name and I prefer to look at it as a compromise.

- **The participant's right to withdraw.**

Each participant was informed that he/she had the right to withdraw from the interview at any time he/she wanted to. I was fortunate that each one of them was very keen to participate and he/she did not want to withdraw even after I notified him/her of his/her right to withdraw.

- **Access to collected information.**

Each participant was also informed that he/she could access the information collected from him/her whenever he/she wanted to. The Country Director and the Principal were given first draft copies of this thesis to review and their suggestions were used to either alter some recorded information or add on other ideas to highlight some issues. For example, I was instructed by the Country Director to delete some data that he said were confidential and hence I had no choice but to delete them.

- **Research and Ethics Committee approval.**

The field work for this research did not start until I obtained the approval of the Research and Ethics Committee at the Wellington Campus of Massey University.

- **The statutory and/or legal obligations.**

I was committed to addressing any statutory and/or legal obligations that may arise during my research.

RESEARCH DESIGN

As mentioned in the introduction, my objective in carrying out this case study was/is to find out how the Church College of New Zealand in Hamilton was/is managed. Altogether, there were three field trips up to Hamilton in 1999. The first one was in mid-January when I attended an Education Week programme that lasted three days. There were eighteen major topics covered in these three days and the number of classes in each topic range from one under Career Opportunities and Music, to twenty three under Religion. This programme focused mainly on adult learners within the LDS Church and most of the trainers or lecturers came from various professional backgrounds outside the Church College.

My second field trip started at the beginning of the last week in April and ended at the end of the second week in May. I did most of my initial interviews, observations and literature search during this trip. My literature search was on Educational Management in general. I also looked at the LDS Church Education System and the Church College of New Zealand in Hamilton on a more specific basis. Through this literature search, I tried to discover how this Church College applies the philosophies, policies and practices of the LDS Church and the Ministry of Education in New Zealand.

My third field trip started on Monday 4 October 1999 and I attended a faculty meeting after first meeting up with the Principal that day. I later sat and observed the computer specialist teaching the Library personnel how to use the new MUSAC computer programme. I met with only a few participants in this trip and asked them either to answer some new questions or to clarify some things in the previous interviews. I was granted permission by the Country Director, the Principal and other staff members at CCNZ to either read through some of their documents and/or get copies of the ones that could be useful to my research. Most of those documents gave me the relevant information that are included in the chapters entitled History, Philosophies and Policies; Organisation and Council Meetings; The Top Management; The Middle Management; The First Line Management, and the information in Appendices 6, 8-13.

I attended and observed the proceedings in the following meetings:

- **School Assembly**

The Principal was/is the presiding authority in this meeting and the other attendants are the Deputy Principal, Assistant Principal, teachers and the students. On special occasions, a guest speaker may be invited to attend one of these assemblies and normally, either the Head Boy or the Head Girl conducts each assembly meeting. The issues covered during this meeting are those that relate to the school as a whole and what the students need to know.

- **Faculty Meeting**

This meeting is held every Monday morning before the first class period starts. The Assistant Principal conducts this meeting and the Principal is the Presiding authority. Part of the agenda involves progress reports from the teachers and administrators on what has happened in the past, what is happening now and what will happen in future.

- **Department Meeting**

Each Department meets once every three weeks or sooner in case of emergency. The Head of the Department presides and conducts this meeting where they discuss all the issues that are crucial to the operation of the Department. These issues can range from classroom management, budget requests and usage, academic progress in each class and so forth. The main objective in this type of meeting is the effective and efficient management of materials and human resources that include the teachers and students within the Department.

INTERVIEW FORMAT

Because of the differences in areas of responsibility and levels of management, the number and types of questions used in the semi-structured interviews varied from eight to twenty two questions. The eight common questions for all the interviewees are those in Appendix 3. The extra questions were those that related specifically to each area of the Management. All these questions were prepared well in advance but as I went through each interview, I was triggered into asking other questions that seemed important and relevant at the time, especially as I tried to dig deeper into the topic under discussion.

The types of question asked were directly influenced by my intrinsic motivation to learn about the management of this Church College. The answer to the first question for example, should describe the areas of responsibility of the participants. The next two common questions were about what, how and why things were working well for them. The fourth and fifth questions were about any barriers that needed to be removed and any changes that the participants may want to make in their areas of responsibility. The sixth and seventh questions dealt with how the Church College compares or fits within the New Zealand education system and within the wider LDS context. The final common question was about how they, the participants would like to rearrange things at the Church College for the benefit of the students, the teachers, support staff, and other stakeholders.

The answers to these and other questions I asked in these interviews were used to analyse whether the Church College was heading in the right direction. All these answers can be combined to form the final answer to the research question about whether the Church College is applying the philosophies, policies and practices of the LDS Church Board of Education and the Ministry of Education in New Zealand.

THE PARTICIPANTS

The criteria upon which I selected the participants was based upon the objective (see p. 1) of this case study. Using the CCNZ Organisation chart in Figure 7, I was able to pick the appropriate management personnel that would help me accomplish my research objective at the Church College. With the help of the Principal, I was able to pick others that include three Heads of Department and the Head Boy & Head Girl. The inclusion of the Head Custodian was the suggestion of the Director of Physical Facilities.

Altogether, the participants during the semi-structured interviews were:

- | | |
|------------------------------------|--|
| 1. Country Director | 7. HOD - Science |
| 2. Principal | 8. HOD - Maths |
| 3. Deputy Principal | 9. HOD - Materials Processing and Design |
| 4. Assistant Principal | 10. Head Custodian |
| 5. Director of Finance | 11. Head Boy and Head Girl. |
| 6. Director of Physical Facilities | 12. Consultancy Agent |

The final participant (No. 12) in these interviews was not a member of the LDS Church nor was he a member of the CCNZ staff, but one who runs a Consultancy Agency that specialises in School Governance. Although he focuses primarily on State Schools, I decided to interview him in order to help me make a comparison between the Educational Management at CCNZ and those in State Schools.

All the participants in this case study were so helpful and extremely co-operative and for this I will always be thankful to them. I was so impressed with the way they shared so much information and personal experiences at CCNZ. I promised all of them that I would not reveal their names or any confidential information that they may share during the interviews. On one or two occasions we nearly went over the boundary line of “confidentiality” and fortunately the ‘church member’ part of me managed to stop them by using the “just-in-time” (JIT) technique. An example of this happening was when very personal issues were discussed and specific names were mentioned. The moment I sensed that we were entering confidential grounds, I either changed the topic of discussion or asked another question that would shift the discussion to safer grounds.

THE INTERVIEW PROCEDURE

During my first contact with each participant, I asked him/her about his/her choice of venue for the interview. Nearly all their responses were similar and consequently, all the interviews except one, were done in the participants’ “safety zones” or offices. The only exception was the one for the Head Boy and Head Girl, that were held in the Conference Room. All the participants gave me their permission to record the interviews on audio tapes. As mentioned before, all the participants were helpful and co-operative and as I went through question after question, they were eager to reply and very open to me about what they were explaining.

The only time I felt something different was when I sensed some extreme cautions between the Head Boy & Head Girl. When they said that they did not want to change anything at the Church College, I had mixed feelings within me. The ‘researcher’ part of me was surprised, confused, disappointed and wanted to push them further until they came up with something. The ‘church member’ part of me was content with their response because they were/are students and they were trying hard to follow one of the doctrines of the church that states that *Obedience is the first Law in heaven*. As students, they were/are expected to obey the “rules” and hence any act of challenging or questioning what the adults such as school managers or administrators, teachers, and support staff were/are doing can be considered as taking the first step towards rebellion or disobedience.

CHAPTER FOUR

ORGANISATION AND COUNCIL MEETINGS

The Organisational Charts for both the LDS Church Educational System (CES) and the Church College of New Zealand (CCNZ) in Hamilton are in Figures 6 and 7. All the Church Schools within the Church Educational System of the Church of Jesus Christ of Latter-Day Saints operate under the authority of the Church Board of Education in Salt Lake City. All CES policies need to be approved by the Board before they are implemented. The Church Board of Education consists of:

- The First Presidency – The LDS Church President plus his two Counsellors
- Some members of the Quorum of the Twelve Apostles
- A few selected General Authorities

The current members of this Board and other CES Administrators are included in Appendix 7. This chapter first looks at the organisations of the CES and CCNZ before it analyses the various Council Meetings that take place at the Church College in Hamilton.

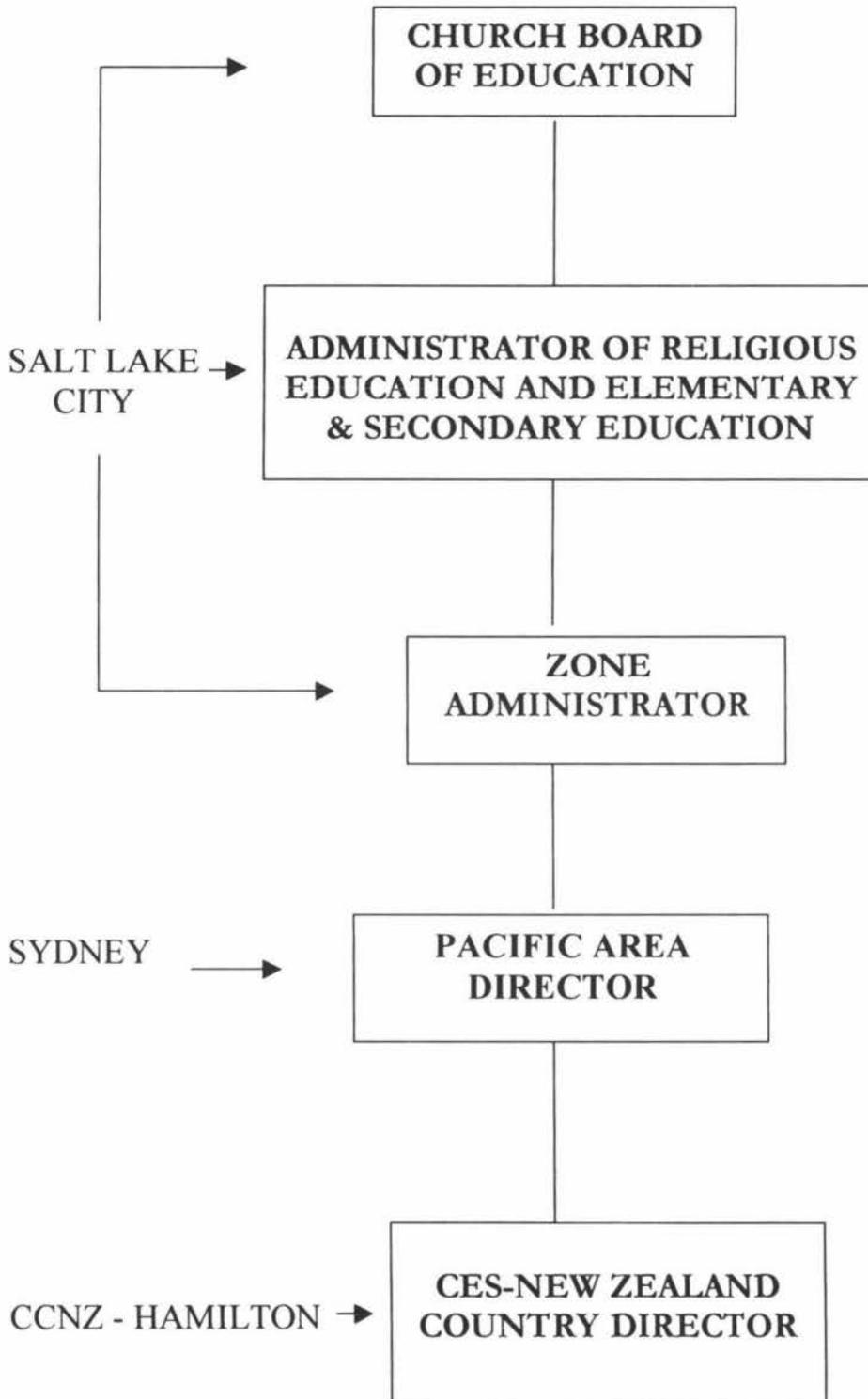
THE CHURCH EDUCATIONAL SYSTEM (CES) ORGANISATION

The CES Organisational Chart is the one in Figure 6. All the members of the Church Board of Education, the Administrator of Religious Education and Elementary & Secondary Education, and the Zone Administrator have their offices in Salt Lake City. The Pacific Area Director has his office in Sydney but the Country Director for the Church Educational System in New Zealand operates from Hamilton.

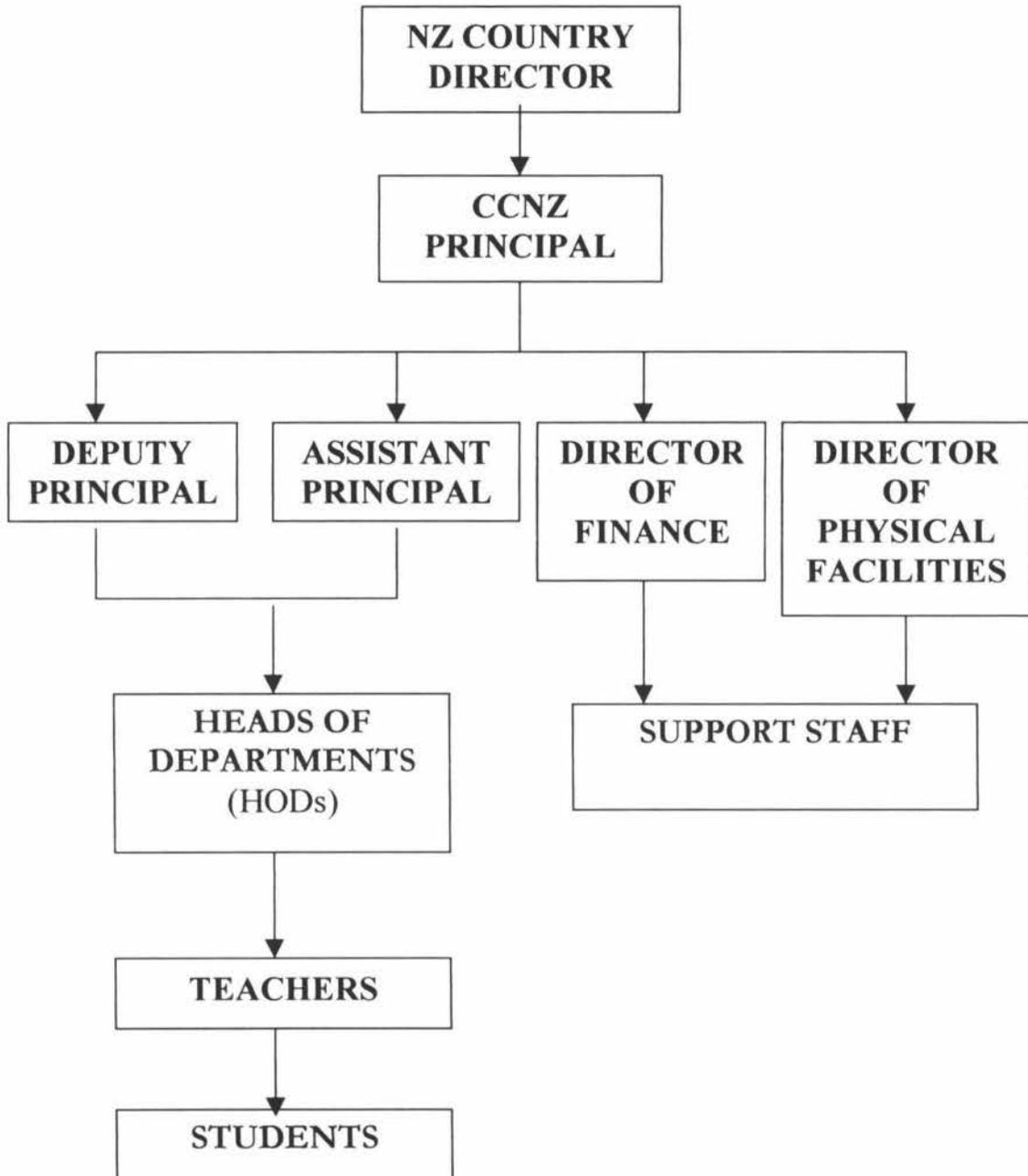
THE CCNZ ORGANISATION

Figure 7 shows the Church College of New Zealand Organisational Chart. The Principal organises and supervises all the phases of the school programme at the Church College. The Principal is appointed by the Church Board of Education in Salt Lake City. He/she is expected to apply all the philosophies, policies and regulations that this Board has established plus all other philosophies, policies and regulations from the Ministry of Education in New Zealand.

Figure 6: The CES Organisation



The head of the Church Educational System in New Zealand is the Country Director and the Principal at the Church College in Hamilton reports to him. The Country Director is accountable to the Pacific Area Director in Sydney and the line of authority continues up the line through the Zone Administrator, the Administrator of Religious Education and Elementary & Secondary Education and finally the Church Board of Education.

Figure 7: The CCNZ Organisation

The Principal at the Church College in Hamilton is the Chief Executive at CCNZ. Right below him are the members of the Administrative Council: the Deputy Principal, the Assistant Principal, the Director of Finance and the Director of Physical Facilities Department. Below the Deputy and Assistant Principals are the Heads of Academic Departments. The two levels below the Heads of Departments are the Teachers and Students. Below the Directors of Finance and Physical Facilities are the support staff in both departments. The various Academic and Non-Academic Departments at CCNZ are included in Appendices 9 & 10. Apart from the Library Services, there are eleven Academic Departments altogether with varying number of courses and personnel.

COUNCIL MEETINGS

Council Meeting is a standard practice within the LDS Church, including the Church Educational System (CES). A typical Council meeting is similar to what Neufeldt et al (1988) describe as:

“...a group of people called together for consultation, discussion, advice, etc.”
(p. 316)

The members of each Council are those in various positions of leadership and they meet regularly to discuss, consult and/or get advice on their areas of responsibilities. There are various levels of Council Meetings and each type depends on the level(s) of leadership that are involved. The rest of this chapter discusses the various Council Meetings that take place at the Church College.

One concept that is essential to this type of meeting is ‘open and effective communication’. For an organisation to function effectively, a continuous communication process must be used. The goal here is to communicate the information to the right people at the right time. Bosticco (1971) says that communication must start from the Top Management and it goes down the line. She further explains her knowledge about communication by saying:

“...remember that communication is a two-way street for it implies listening as well as talking, opening your mind as well as your mouth. It means explaining your problem to your employees and asking them to help you solve it, and conversely, listening to their problems and helping to solve them.” (p. 40)

She goes even further and says that without mutual trust, true communication will be missing. The highest Council meeting at the Church College in Hamilton is the Country Council.

THE COUNTRY COUNCIL

Most of the issues that relate to the Country Director’s areas of responsibility are discussed in the Country Council that is unique to New Zealand. In other countries around the world where CES exists, the Council that covers these same areas is the Administrative Council and the Country Director presides in it. No other country outside New Zealand uses this Country Council. When I asked the Country Director why only New Zealand uses this Country Council, his reply was:

“I think my management style is a little bit different to the other schools. I know the Country Directors in the other schools are much more heavily involved in the running of the schools and I have discussed that with other seasoned Country Directors and there’s a little merit on both sides I suppose. For my part, I’m following the New Zealand model in the New Zealand Educational System. When a Principal is appointed, the Principal is responsible and so I don’t want to usurp his authority at all. He’s been given a responsibility, go for it and take care of it and I’m in the shadows I suppose and I work from the shadows.... I am certainly not the front man for the school. The parents see that the Principal is running the school, they don’t see me running the school. The priesthood leaders see the

Principal, the students see the Principal, the teachers see the Principal. This is the way it is in New Zealand.....”

To my next question about whether the CES Area Office in Sydney had any problems with his management style, his response was:

“Sydney did not have any problem with it. The Principal is a very competent person and I certainly know what’s happening in the school. I know who the teachers are, I know who’s been hired, I know who they have got concerns about but the day-to-day running stays with the Principal”

Most of the decisions that relate to the operation of CCNZ are done in the Administrative Council. However, once in a while, this Council may face an issue that is beyond their authority. When this happens, the Council makes a conclusion or recommendation and the Principal takes the matter up to the Country Council as he (Principal) explained:

“The Board of Trustees, which in our case is the Country Council, is the philosophical level where they say- yes! That’s OK. So the Administrative Council is more involved in the operational side of the school in correlating and getting every thing done with operation policies”

I agree that the Country Council makes some decisions for the Church College that the Administrative Council cannot do but I have some reservations on his conclusion that the Country Council is the same as or similar to a Board of Trustees. The Board of Trustees makes most of the decisions locally for their school but the Country Council at the Church College may not have the authority to make decisions on the same issues. When this happens, the issues are taken up to Sydney or all the way to Salt Lake City for the final decisions. This concept is supported by a statement in an Education Evaluation Report (1994) with the title – Effective Governance, that states:

“The number of decisions taken at school level as a percentage of all decisions taken in education is far higher for New Zealand than for any other country except Ireland” (p. 4)

This means that the Board of Trustees has the right to make more decisions locally than the Country Council at the Church College.

Another noticeable difference is the membership of each group. The members of a Board of Trustees according to the Education Evaluation Report (1994) is made up of:

- A majority of parent elected representatives, one of whom acts as chairperson;
 - The Principal;
 - A staff representative;
 - A student representative for secondary schools (optional)
- (p. 4)

The members of the Country Council by contrast are all employees in the LDS Church Educational System in New Zealand and these are:

- The Country Director
- The Principal
- Director of Finance
- Director of Physical Facilities

The parents are not members of this Country Council and the philosophies, policies and practices applied at the Church College are not created by this council but by the Church Board of Education in Salt Lake City. All the CES schools in other Pacific countries should consider using this approach and let the Principals run their schools. The Country Director can be there in the background to give support when needed.

THE ADMINISTRATIVE COUNCIL

This council handles many of the decisions that are relevant to the successful operation of the Church College on a daily and annual basis. The Principal is the top Executive Officer at the Church College and the Administrative Council is there to assist him in the process of School Administration. The presiding officer in this Administrative Council is the Principal of the Church College. This is different to what happens in other CES facilities around the world where the Country Director is the presiding authority in the Administrative Council. Hence at the Church College, the members of the council are the Principal, Deputy Principal, Assistant Principal, Director of Finance and Administrative Services, and the Director of Physical Facilities. The Administrative Council meetings are held regularly in order to keep everyone at the Church College up-to-date.

THE SCHOOL COUNCIL

The Principal, the Deputy Principal and the Assistant Principal also meet regularly but without the Director of Finance & Administrative Services and the Director of Physical Facilities. This is when the School Council Meeting takes place. When I asked the Principal to explain the difference between the Administrative Council and the School Council, his response was:

“.... all of us three in the School Council, consisting of me, the Assistant Principal and the Deputy Principal, we meet far more often than the Administrative Council----
-----Most of the problems in the school are resolved by the School Council and items in the Administrative Council are those that need feedback and correlation with the other two Directors (Director of Finance and Physical Facilities).”

OTHER MEETINGS

The other meetings that take place at the Church College include the following:

- **The Faculty Meeting**
The faculty meeting takes place every Monday morning starting at 8.05 am in the Conference Room. This meeting is normally held to correlate all the activities that have been planned and calendared for that week. Progress reports on certain

activities that may have taken place are also given. Other items such as student absences and the 7th Period Attendance are also discussed here.

- **The Head of Department (HOD) Meeting**

The Heads of various Academic Departments meet regularly to discuss matters that are common to all the Departments and the school as a whole. New ideas, legal requirements, or policies that may come from the Church Board of Education or the Ministry of Education in New Zealand are thoroughly covered in the HOD meetings before they are taken to the teachers. For example, the issue of Teacher Registration was covered in one of these meetings.

The HOD meetings are held every three weeks or whenever urgent issues arise and the Assistant Principal conducts these meetings. The time and day of the meetings are 7.30 am on Tuesdays. According to the Assistant Principal, these meetings are always very helpful because the HODs are normally unified in their decisions and their inputs are often constructive. From time to time, they may come up with some very good suggestions that may help in altering the direction in which they are going when compared to the original plan.

Some common items that usually appear on the HOD meeting agenda are:

1. Budget preparation and spending.
2. Areas of concern within each department eg. equipment repairs, maintenance of the physical facilities etc.
3. Future inservice training and progress reports on previous ones that may benefit other HODs that did not attend.
4. Classroom problems such as students' attendance.

- **Departmental Meeting**

All departments (academic or non-academic) hold their meetings at least monthly to review their progress and plan out future work and commitments.

- **House Presidency Meeting**

This Presidency looks after the intramural activities such as athletics, swimming, dance festivals and song festivals within the school.

- **Dorm Presidency Meeting**

Each dormitory has a Presidency and they work closely with the dorm-parents in the management of their dormitory.

The House and Dorm Presidencies can allocate a representative from each of their Presidencies to meet on a monthly basis with a representative from each of the other Presidencies in the student-body. In this meeting, they correlate everything that is relevant to them as students at the Church College.

- **Student-body Presidency Meeting for Boys**

Instead of having one Head Boy as practised in other schools, the Church College uses the same Presidency concept that is used in the LDS Church as a whole. This Student-body Presidency for boys consists of a President, two Counsellors and a Secretary. These boys are chosen from the senior and final year students.

- **Student-body Presidency Meeting for Girls.**

This group is similar to the one for boys except that the girls are chosen from the senior and final year students.

The Presidencies for boys and for girls can have their own meetings whenever they need to but the eight of them (a quorum) have a combined weekly meeting where student needs are discussed. Once a month, these two Presidencies meet with the Presidencies of all the Forms, in what is known as the Student Council Meeting.

- **Class Presidency Meeting**

Each class has a Presidency consisting of a President (instead of a class captain), two Counsellors and a Secretary. They do not meet regularly but only when it is needed. This group is normally there to assist the teacher(s) in the management of class activities and daily operations. However, their roles can expand beyond the classroom as applies to the 7th Form Presidency. One of their responsibilities is to organise the programme and activities for the school graduation at the end of the year. This includes giving out assignments such as singing to a particular class and other assignments to other classes and/or individuals. The 7th Form Presidency also plan and organise the Church College dance. This Presidency has a teacher who acts as an advisor.

One of the challenges they are facing is about organising a graduation that everyone should be pleased with. In 1999 there are about one hundred 7th Form students at the Church College and it is not easy to please everyone in a situation like that. They are trying to address this issue by going around and asking as many 7th Form students as possible about their views on the planned graduation programme. The feedback received may be used to modify the current plan to suit the students' desires and/or likes.

In this chapter, I have looked at the organisation of both the Church Educational System (CES) and the Church College in Hamilton. I have also looked at various council meetings which form the infrastructure of CCNZ. In the next three chapters, I will examine the various layers of management that include the Top Management, the Middle Management and the First Line Management.

CHAPTER FIVE

THE TOP MANAGEMENT

INTRODUCTION

This chapter focuses on the two top management positions at the Church College in Hamilton. As mentioned before, the Principal is at the top of the management hierarchy in this Church College. Although my thesis focuses mainly on the management of the Church College in Hamilton, I have decided to include the Country Director in the top management positions. This is because he is still responsible for the operation of the college. He is not involved in the daily operation of the college but he is there to make the final decision on any issue that may be above the Principal's authority. I will first analyse the Country Director's areas of management that were covered in the interview and later I will analyse the ones for the Principal.

THE COUNTRY DIRECTOR

The title of the head of the Church Educational System (CES) in New Zealand and the Cook Islands is the Country Director. He serves directly under the Pacific Area Director who operates from the Sydney office in Australia. When I asked him to describe his main areas of responsibility, his response was:

“The Country Director has the ultimate responsibility for the Church College of New Zealand and also the responsibility for Religious Education in New Zealand.”

Unlike other countries like Fiji where the Director of Religious Education manages all the affairs of Religious Education throughout the country, in New Zealand, the Country Director takes on this responsibility. This means that a separate person with the title of Director of Religious Education is non-existent in New Zealand because the Country Director is covering that area too. The Religious Education in the LDS Church is divided into two age-groups. The first one is called the Seminary and it is for boys and girls between 12 and 17 years of age. The second one is called the Institute of Religion and this one is normally for young and single adults between 18 and 30 years of age. Under certain conditions, married and older adults can also enrol for Institute classes but their class times are different to those for the 18 to 30 year old students. Both study groups cover the LDS Church doctrines based on the four standard scriptures of the church namely the Old & New Testament Bibles, the Book of Mormon, the Doctrines and Covenants and the Pearl of Great Price.

Seminary Students

The Country Director said that there are about 2,000 Seminary students in New Zealand that meet for classes early in the morning from Monday to Friday before school starts during school terms. Each class lasts for an hour and can start anytime between 6 and 7 am each morning. For example, the various Seminary Classes that meet at the Avalon Chapel in Lower Hutt all start at 7.00am and finish at 8.00am during each school day..

These classes are normally run and taught by teachers from each Church Unit (Ward or Branch) that the students come from. However, the students in this same age group that attend the Church College in Hamilton do not have to attend early morning classes because the Seminary classes are part of the school curriculum.

Institute of Religion

There are almost 2,000 students throughout New Zealand that attend the Institute of Religion classes about once a week. Although some Institute of Religion students meet in other Church facilities around the country, CES has so far established four (4) Institute Purpose Buildings (see Table 5) in three urban areas. These Institute Purpose Buildings are normally located near Universities and Polytechnics because the Church wants to provide support to Church-member students who attend those educational institutions. The Church has always encouraged participation in secular education but at the same time, the students are told they should not neglect their Religious Education. As the Country Director explained:

“...education of man is for this world essentially. Although intelligence is important to take to the next world, we are really focusing on Religious Education too because that’s got eternal consequences...”

Table 5: **The Institute Purpose Buildings**

#	URBAN AREA	STREET LOCATION ETC.
1	Auckland	Lorne Street – near the University of Auckland and the Auckland Institute of Technology
2	Hamilton	Ward Street – near Waikato Polytechnic
3	Hamilton	Hillcrest Street – near the University of Waikato
4	Wellington	The Terrace – near Victoria University

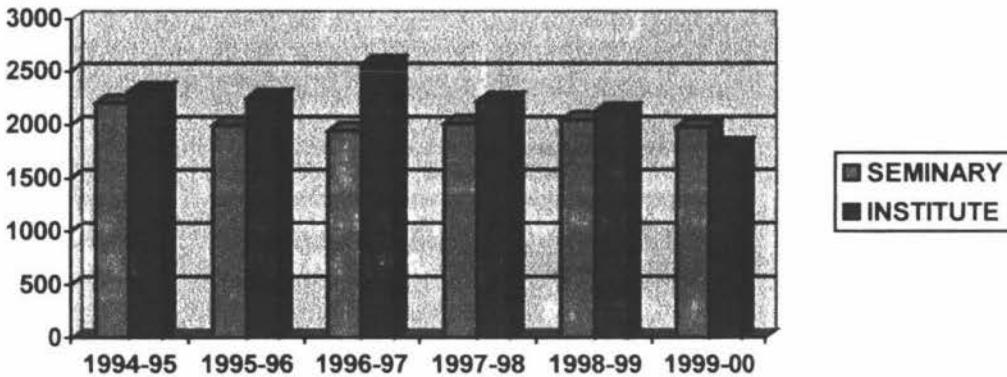
As the head of CES in New Zealand, the Country Director has decided to let the Principal run the operation of Church College through the Administrative Council while he concentrates on Religious Education in New Zealand and the Cook Islands. The issues that relate to his areas of responsibility as the Country Director are covered under the sub-heading of The Country Council in the previous chapter. To give more support to his reasons for choosing the current management style at the Church College, he explained:

“There is little in life that is more taxing than running a school. Look at a Church School; you’ve got the demands being made of you by students, staff, faculty, parents, priesthood leaders, CES Administrators and the list goes on. When you are the Principal you are trying to blend all of that together and it’s just extremely time-consuming.”

His argument is that if the Country Director does all these plus all his other areas of responsibility, then something or someone has to pay the price due to lack of time and/or attention. His conclusion on this was:

“In our case..... Religious Education will pay the price for not having attention and yet the numbers in Religious Education are much higher than the numbers in the school.”

Figure 8: Seminary and Institute of Religion Annual Rolls



The Church College roll this year is only 704 when compared to that of Religious Education with about 2,000 Seminary and just less than 2,000 Institute of Religion students. The Country Director believes that judging by the ratio of enrolments, more time should be spent on the Religious Education students and programmes. With that in mind, some people, including the researcher part of me, may come up with the question, “*Why should more time be spent on religious education than secular education?*” The answer that the church-member part of me comes up with is that it is the way in which the church principle about balancing the secular and religious education can be achieved. The LDS Church leaders have always emphasised the importance of participating in both the secular and religious education. The knowledge gained in secular education is useful in this worldly life but the knowledge gained in religious education will help the learner to prepare himself/herself for the next life.

The next question that comes to mind is, “*How can it be balanced when more time is spent on religious education than secular education?*” The answer to that one is that because religious education is covered throughout New Zealand, the Country Director must find the time to attend meetings, monitor progress and give any appropriate support and assistance to these country-wide Religious Education venues in order to keep them up-to-date with their objectives. All these may involve travelling to these locations at various times.

THE PRINCIPAL

As stated previously, the Principal is the Chief Executive Officer (CEO) or the one at the top management level at the Church College of New Zealand in Hamilton. When I

asked him to describe his main areas of responsibility as the Principal of the Church College, he said that he needs:

1. To be a visible leader of the school.

This is inline with the principle of “leading by example”. Instead of staying in the background and letting his followers do what he wants them to do, he is right in front and showing them what to do through both actions and words.

2. To provide motivation and enthusiasm for teachers to be able to do a better job and continually improving.

Through personal love, care and assistance, the Principal will change the attitudes of the teachers towards total commitment to success.

3. To ensure that the policies of the Board and their wishes are carried out.

Through various means including Strategic Planning, he can keep the desired end-result in mind all the time and make sure that the various activities and programmes at the Church College will contribute towards achieving the policies and wishes of the Church Board of Education.

4. To provide open communication with parents.

Open communication can make the parents feel that they have access to the decision-makers of the school. The parents can also understand why they do things at the Church College & why and how they make decisions on certain issues.

5. To manage the many different integral parts of the school.

As the one at the top of the management hierarchy of the Church College, he has to manage all the different integral parts of the college so that they can all work together towards achieving a common cause.

According to the Principal, this co-operative approach to management is working well at the Church College. There may be times during various council meetings when disagreements arise but before the meetings close, they will reach a consensus. He said that the reason why they are able to reach an agreement is:

“ ... because the brothers we have in the Council understand Gospel Principles and the presiding officer type of thing. That’s very important. For example, my mate (Assistant Principal) has some very strong opinions. Sometimes when I listen to him I say, ‘Gosh! he is immovable. He won’t shift from that position’. But he says, ‘You know, at the end of the day, when I walk out of here, I’ll be supportive and never fear that. No matter what strong opinion I voice in here, when I walk out of here, we will all be one.’ And he’s like that, and he is tremendous even though he is strong.”

One of the Principal’s goals is to motivate and help all the teachers and support staff to work towards the common cause of making the students succeed in their studies. The students should have brilliant experiences on campus and gain the love and desire to learn more. The Principal said that all the members of the Administration Council know that they are more effective and efficient when working together as a team rather than separately. They recognise that they are more powerful working collectively than individually. He then emphasised the ability to delegate responsibilities to others and at the same time have the confidence and trust that they will do them. He said that this confidence and trust must work both ways.

Another important role of the Principal is to be in contact with the leaders of the Church Units where the students at the Church College come from. This contact is made not as an ecclesiastical responsibility but as the Principal who wants to keep the church leaders informed about the progress of the students who come from their units. Apart from academic progress, another issue that can be covered in one of these contacts is church worthiness of the students. This regular contact will enable the Principal to help the Church in fulfilling its three-fold mission which include proclaiming the gospel of Jesus Christ to all people, perfecting the LDS Church members, and redeeming the dead by doing various ordinances in the Temple for them.

As a registered school in New Zealand, the Principal needs to keep in touch with the Ministry of Education (MOE) in Wellington. Through the Charter, there are certain requirements from MOE that need to be fulfilled at the Church College in order for it to remain registered. The Principal should be in control of these requirements at all times. Every three years, the Educational Review Office (ERO) sends one of their staff to the Church College (see Appendix 14) to conduct a Quality Assurance review. The Education Act in 1989 gives the Chief Review Officer the power to visit, investigate, inspect and report on the performance of all educational institutions including the Church College in Hamilton. One of ERO's main goal is to assist all schools in providing high quality education for all students.

Through an accountability review, ERO will report to Boards of Trustees and to the Government on the quality of education (good or bad) that is being provided to the students at each school. Another one of ERO's main goals is that their findings must be valid, reliable, fair, legitimate and useful to all stakeholders. In an ERO letter dated 19 November 1996 addressed to the chairperson of the Board of Trustees at CCNZ, the area Manager wrote:

“The Education Review Office undertakes assurance audits of schools and early childhood services throughout New Zealand. With regard to private schools, the office fulfils its duty to the Crown by providing statutory reports which focus on performance in relation to a school's own documented definition of “suitable” curriculum, premises, staffing and equipment.” (p.1).

The remaining parts of this chapter will cover three areas of responsibility that the Principal is involved in. These are:

- Strategic Planning
- Assessment
- Challenges and Solutions

Strategic Planning

Strategic Planning is done annually at the Church College and in other CES locations around the world. It can be done at the School Administration level where the Heads of Departments are part of the group or at higher levels such as Administrative or Country Council levels. Strategic Planning is part of the Strategic Management process and as defined by Scott Wood Consultancy, it is:

“...the process by which an organisation identifies its future and develops the steps necessary to make that future happen.”

According to Robbins et al (1997), Strategic Planning encompasses the first seven steps in a (9 step) Strategic Management process as shown in Figure 9. The three major divisions of this process are strategic planning, implementation and evaluation. One main advantage of strategic planning as stated by Robbins (1994) is that it gives specific goals to an organisation and provides a unified vision for all the management and support staff in that organisation. An important warning that Robbins et al (1997) give and is worth remembering is that:

“..even the best strategies can go awry (wrong or useless) if management fails to implement them properly or to evaluate their results. (pp. 247-248)

As far as the application of Strategic Planning at the Church College is concerned, the Principal said that his normal practice is to look at the past, see where they were and then try to look towards where they would be heading. He also said that he was (and still is) not a great believer in planning too far ahead and his favourite excuse was (and is) “that the world changes too fast.” Consequently, he has always looked at two to three years ahead instead of five years, as some others would do. Using a three-year plan for example, they should know roughly what they want at CCNZ in the year 2001.

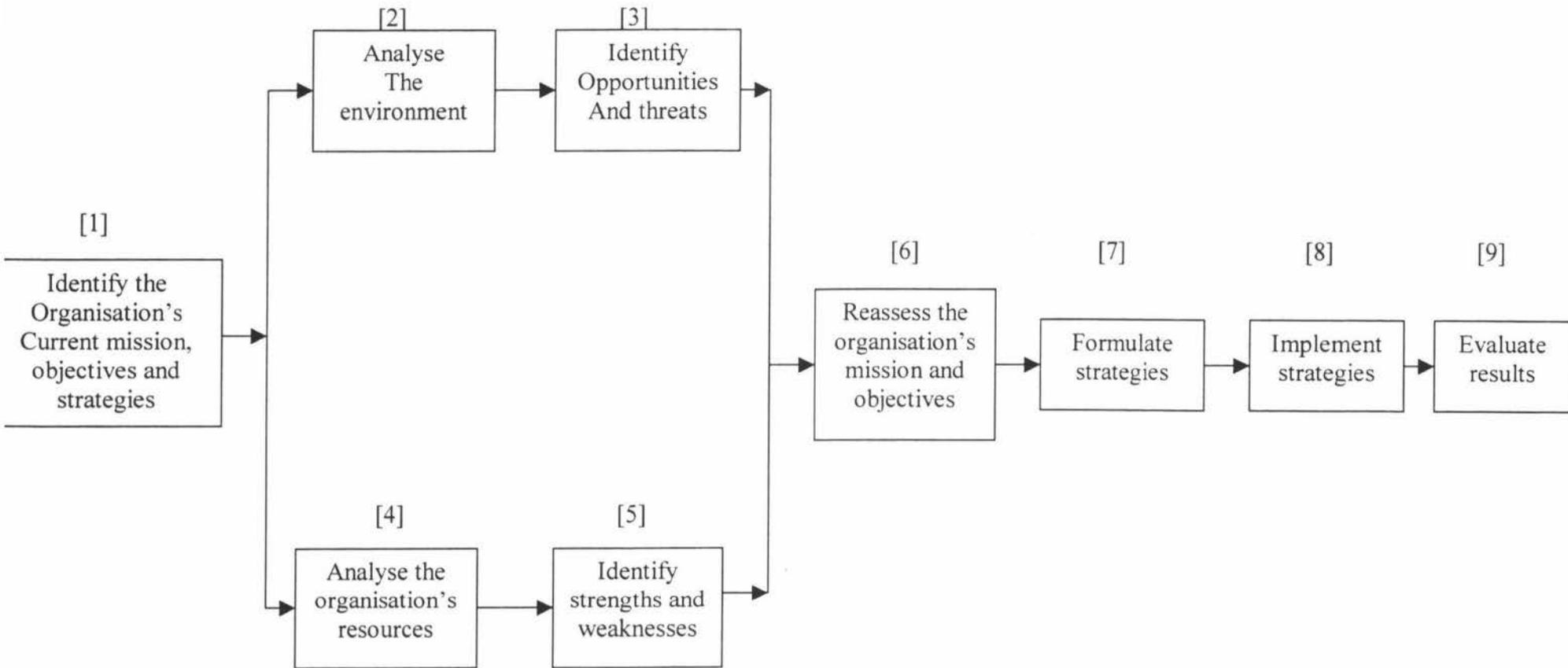
An important question that I asked the Principal was:

“How effective is the Strategic Planning working at the Church College?”

The Principal said that it is working very well when compared to their expectations. It does not mean that they are sailing through without any challenges because challenges and hurdles are part of this life. The things that make the management team believe that all is well for them are the signs they see everyday such as:

- Happy Students
- Happy Teachers
- A full school roll of 704 students, which is the highest they has ever been.

Figure 9: The Strategic Management Process



[Source: Robbins et al (1997), p. 248]

Assessment and Appraisal

The Principal is centrally involved in the assessment and appraisal at the Church College. The initiative for assessment and appraisal comes from the School Administration level at CCNZ. For example, one day the members of the School Council might decide to do a course evaluation on Physics and Maths, with the students' participation. This means that they will ask all the students who attend those particular courses to fill out the appropriate forms in which they will give their feedback on their conclusions about the courses. Once the members of the School Council have finished discussing this issue, they will let the Assistant Principal take the request to the appropriate HOD and explain to him/her what is/are needed to be done. The Assistant Principal should also try to convince the HOD and the teachers concerned that this exercise is not threatening but as the Principal described it:

“This is part of the age in which we live where the consumer can give a comment because we come from the viewpoint that we want to get better and if we want to get better, we need to know what the students we teach have to say.”

The HOD will then work on how to implement this request on a Departmental level. Annually, the teachers go through two separate teacher performance appraisals, one from the Church Educational System and the other from the Ministry of Education for teacher registration. Both of these teacher performance appraisals are done by the HOD but the performance appraisal of each HOD is done by another HOD that he/she may choose to nominate. This performance appraisal is part of the Quality Assurance process that is in place at CCNZ, apart from Church worthiness that is symbolised by the possession of a Temple Recommend.

As the Principal further explained:

“There's a lot of informal Quality Assurances that occur. We move around the classrooms a lot. We are very accessible to parents and parents certainly ring us up if they have any sort of concern.”

Another example given by the Principal was about them being concerned about a teacher. The procedure they normally follow is for the Principal to talk to the Assistant Principal about it and the Assistant Principal will visit the HOD and they will discuss the next course of action. In a real case when they were concerned about a teacher, they decided that the Assistant Principal was to follow it up personally with that teacher and so he spoke to the teacher when they were alone and asked:

“How would you feel if I come down and help in your class to identify something that might help you do a better job?”

The Principal believed that the Assistant Principal was so diplomatic about it that the teacher was happy to have him sit in the class a few times. When I asked the Principal if this type of action is taken only when a problem is identified, he said that HODs were/are expected to be in classrooms from time to time for performance appraisal. Apart from these regular visits between the HODs and teachers and even between the teachers themselves, CCNZ has a three-fold system of keeping track of their teachers' performances and these are:

- Semi-Annual Performance Review
- Annual Performance Appraisal (Church Schools)
- Personal Annual Interviews

The Performance Review and Appraisal can be done by an HOD or a teacher colleague and the main areas covered in the Semi-Annual Performance Review questionnaire are:

1. Demonstration of professional knowledge of what is being taught.
2. Professional teaching practice in the learning environment.
3. Professional relationships with students, families of students, other teachers etc.
4. Professional leadership skills within and outside the classroom

Challenges and Solutions

Although things appear to be happening smoothly at CCNZ, the Principal believes that there are a few areas that do offer challenges now and in future. The first challenge is about the changing circumstances at CCNZ that affect the students, the teachers and the government needs. As generally happens in other schools too, the Principal said:

“One of the difficulties in schools is that as time goes on, the interest of the students change, the initiatives of the government change and the curriculum changes but the staff don’t.”

He further explained that a school may have forty five (45) teachers but if a new course is introduced and none of those teachers can teach it, then that is a challenge. It would not be right under the present contracts to terminate the employment of one teacher and hire one that can teach the new course. It would also not be easy to hire a new teacher and increase the number to 46 because of the approved budgets of the school. It would be better if one of the existing teachers can teach that new course but that will depend on a number of factors. When referring to these teachers, the Principal said:

“Some of them are not portable like maths teachers. You can use them in science and you can use them in any type of maths because they are transportable.”

One of the two extreme examples used by the Principal was about having two music teachers in a school when “the tide goes out” on music. The difficulty here is that they (CCNZ) would not be able to terminate the employment of one of them, nor would they be used somewhere else because of the specialised nature of the school. Now, if a Japanese course is introduced and many students prefer to learn Japanese instead of music, then they have a huge dilemma. These music teachers may not be able to teach Japanese because they may not understand the language and further more, they may not be able to hire a Japanese teacher because the employment space has been used up in music.

The second extreme example would be about the Government saying:

“We are going to have Technology taught in the 3rd and 4th Forms.”

The question that the Principal believed some schools would come up with is:

“Where are we supposed to get our Technology teachers from?”

Most schools would struggle with this one because in most cases, if they go ahead and hire a Technology teacher, then someone else has to go. One possible solution would be to wait until a teacher such as the Typing teacher retires. But this can still be a huge challenge especially if it happens the way the Principal explained it as follows:

“So you wait and the Typing teacher finally retires but that would not happen for three years, yet the Technology course is supposed to start tomorrow.”

The new question now is:

“What is the Principal’s proposed solution to these challenges?”

The Principal’s answer is simple. He proposed that every employee should be on a one-year fixed term contract. Under this condition, if the need for a course expires in a particular year, then the employment contract for the teacher of that course should also expire at the end of that academic year. The negative side to this solution is that the teachers will feel insecure, and will start looking for employment in other schools where they will last for many years without being laid off. The reputation of the school will also be dented and not many future teachers may even consider applying to fill any vacancies that may be advertised.

Another challenge mentioned by the Principal was about the criteria for selection of future students of CCNZ. He explained:

“Probably the greatest challenge is how we are going to select students from a Church population that continues to grow and the school roll that remains fixed.”

The Church Board of Education has decreed that no more buildings are to be built and no more teachers to be hired. The challenge here is finding the answer to the question:

“What are we going to do when we have far more students who are Church worthy and wanting to come but we have no room and we can’t get any bigger?”

CCNZ plus all other Church facilities are run significantly by financial contributions or donations (tithing) of Church members world-wide. The above challenge will arise when some will apply to attend CCNZ but are turned down due to lack of space and they will respond by saying:

“Hey! We are full-tithe payers and we obey all the commandments taught in the Church so we should be in CCNZ too.”

Unfortunately for CCNZ, the expression *demand exceeds supply* will apply and there will be many unhappy *customers* and/or families in future.

CHAPTER SIX

THE MIDDLE MANAGEMENT

The members of the Middle Management team at the Church College include the Deputy Principal, the Assistant Principal, the Director of Finance and the Director of Physical Facilities. They are also members of the Administrative Council where the Principal presides. This chapter will analyse the areas of responsibility for each member of the Middle Management team, starting with the Deputy Principal, then the Assistant Principal, Director of Finance and finally the Director of Physical Facilities.

THE DEPUTY PRINCIPAL

The Deputy Principal manages the student life support systems that include:

- Boarding Facilities
- Cafeteria Support
- Health Centre

The Student Discipline management also comes under his areas of responsibility.

Boarding Facilities

The Church College has four dormitories for boys and four for girls. Because of the increased number of day-students but with no increase in classrooms, the Administrators have decided to use only two dormitories for boys and two for girls. One of the two spare dormitories is now used by tertiary students from outside Hamilton and are attending the Waikato University. The other spare dormitory is used by youths attending the Missionary Training Centre (MTC) at the Church College campus. Each dormitory is managed by Dorm Parents who are under the Deputy Principal's responsibility.

Cafeteria Support

There are fifteen (15) members of the cafeteria staff and they work extremely well together. Team-work is quite effective with this group and the Deputy Principal expects them to continue with the same approach.

Health Centre

A change of operational structure was introduced at the Health Centre eighteen months ago. They decided to reduce the number of working hours for the Health Nurse because of lack of workload. Due to the reduction in boarding students, the Health Centre was over-staffed. The current arrangement at the Health Centre is for the Health Nurse to work for about 0.6 FTE from Monday to Friday. During the weekends, someone else is

on-call to cover any emergencies such as injuries in sports. The current set-up is working well and the personnel are happy with it.

Student Discipline

Discipline is always a challenge to the Deputy Principal because it covers a wide range of issues. A minor concern here may involve a fight on the playground during a rugby match but a major concern arises when a student breaks the law of the land. Whatever the situation is, the Deputy Principal has to deal with it. As far as student attendance is concerned, if a student misses a number of classes on a particular subject, the teacher should contact the HOD who if he/she cannot resolve the problem, has to approach the Deputy Principal for further actions.

The Church College has two student counsellors. At times when the needs arise, the Church College may call on the Bishops and Stake Presidents to counsel the students who come from their Wards and Stakes. This will normally happen when the worthiness of a student (or employee) is questionable. If something of an emotional nature happens and it is not in the priesthood area of concern, the school will then contact other counselling experts outside the Church College. The students whose performances are below standards are normally referred to the Dean first. If the cause of poor performance is of an emotional nature, then the next step would be to consult with the counsellor.

According to the Deputy Principal, there are no cultural conflicts at the Church College. The teachers, students, administrators and support staff, get on well with each other. Because of the Church influence, they have a common bond and objective. This idea coincides with the Principal's conclusion that because they all believe that they are sons and daughters of God, they are equal, despite the fact they have different ethnic backgrounds. Again, the genuine use of the titles 'brother' and 'sister' always results in the disappearance of any bad feelings between them.

The student-body management also comes under the Deputy Principal's areas of responsibility. To help him fulfil his role, he has delegated some responsibilities to the student presidencies as covered under Council Meetings in Chapter 4.

THE ASSISTANT PRINCIPAL

According to the Principal, the Assistant Principal is the "Guru" at the Church College because he covers a lot of important areas of responsibility on his behalf and he is also very experienced and reliable. Some of the Assistant Principal's areas of responsibility that I am covering here are:

- College of Education Placement
- Faculty In-service
- Professional Development Programme (PDP)
- Field Trips for Students
- Statistical Reports to Government
- Textbook Budgets

- Monitoring Students Performance
- HOD Meetings

His other areas of responsibility are listed in the Church College of New Zealand Procedures Handbook (1999, p.7).

The Assistant Principal believes that most things are working well at CCNZ and that the issue of 'crisis management' is non-existent. He summed it up by saying that the absence of any crisis gave them more time to focus not only on short-term goals but also on long-term goals, strategies and the directions they were or ought to be heading. The three of them, the Principal, Deputy Principal and himself get along extremely well and compliment each other. He said:

“.....I think we are perceived as three people who know what we are doing, who are very united in what we are trying to achieve and who make a good team. We all have weaknesses and we all have strengths and our particular strengths that we bring to the job through our own personalities and experiences compliment each other really well.”

Some of the Assistant Principal's areas of responsibility listed in the previous page are:

College of Education Placements

Once in a while, the College of Education may request that one or some of their teacher trainees be placed at the Church College for practical learning experiences. When I asked the Assistant Principal what was involved here, his reply was:

“ I look after the College of Education students. I am the School liaison officer and so my responsibility is to make sure that we have placement co-ordinators so that if the College of Education have trainees to come here, then we have to have teachers in the school, the placement co-ordinators, who can take these particular teachers under their direct supervision.”

He has to make sure that each trainee teacher has a good and competent placement co-ordinator. He meets with the chosen placement co-ordinators and make sure they know exactly what they are expected to do as co-ordinators and that they fully understand what the College of Education requires.

The Church College currently has five (5) placement co-ordinators and they are spread around different subject areas such as English, Maths, Science, Social Science and Maori. Because trainee teachers come with different subject interests, a placement co-ordinator at the Church College may end up with 2 or 3 trainees while another one may have none at all. It all depends on the situation. The Church College is well prepared for this placement programme and as I personally observed during my research, the trainees are normally very comfortable with the friendly atmosphere at the Church College.

Faculty In-service

The Faculty In-service programme also comes under the Assistant Principal's areas of responsibility. Internal Faculty In-service training can take place at the Church College

during the Faculty meetings every Monday morning or at any other time and day of the week that is appropriate. The school has an annual budget for In-service training that may take place outside the Church College. An organisation that they can use for In-service is the Waikato In-service Training organisation. If a teacher has to attend one of these during normal school hours, then the Assistant Principal has to arrange for a substitute or relief teacher to cover his/her class.

Professional Development Programme (PDP)

The Church also has a special CES programme called the Professional Development Programme (PDP). This PDP is quite useful for the teachers but it requires a lot of commitments from the participants. Overall, the PDP runs for about three (3) years for each participant and during that time, he/she is required to complete and hand in various written assignments. On a number of occasions during the 3 year time span, they can spend two to three days together in a remote location, away from the Church College and they go through some In-service Training during those times. An example of this that the Assistant principal described was:

“.....this year, our entire teaching staff will spend three days together in Rotorua by way of personal Professional Development”

It is during occasions like this that the In-service Training can help to reinforce and re-emphasise the values, the goals and the objectives of CES especially where they fit into the Church College.

Apart from this PDP, other professional development needs can be initiated at any level at the Church College. The request for participation in a professional development can start from the School Council, Administrative Council, HOD's or even from the teachers or support staff, whenever a need arises. For example, if through a performance appraisal, an HOD decides that a teacher needs more training on certain parts of the curriculum, he/she will make the request through the Assistant Principal because he (Assistant Principal) is the one who co-ordinates all the professional development at the Church College. One good thing is that the Administration is very liberal with the professional development budget. They are always happy to help people develop in their areas of weakness, in areas of enthusiasm and in new areas where there may have the initiatives to get into.

Field Trip for students

Once in a while, a teacher may want to take his/her class on a Field Trip. Before this can happen, the teacher must follow certain procedures. Firstly, he/she has to fill in the correct form for this request and hand it in to his/her HOD. If the HOD feels that the trip will support the objectives and needs of the curriculum, then he/she may approve it. Secondly, the form is sent by the HOD to the Assistant Principal, who will insert the details into the calendar of activities of the school. Normally, the teacher who is planning this trip needs to give two weeks notice so that other teachers and/or students involved are not disadvantaged, if other activities such as tests or exams are supposed to be happening at about the same time. A normal Church College policy covering this

issue is that no Field Trips are allowed for Fifth, Sixth and Seventh Form students in Term 4 because they are too close to the National Examinations.

Statistical Reports to Government

The Assistant Principal is also responsible for the statistical reports that are sent annually to the New Zealand Government. As far as the Church College is concerned, this is not a big issue because it is a private school and is completely funded by the LDS Church. Since no tax-payer money is spent at the Church College, the Education Review Office (ERO) does not have to go and audit the financial management of the school. The only statistics that the Church College would send to the Government are those that are normally sent on the 31st of March every year that include:

- student numbers
- ethnic background

Textbook Budgets

The Textbook budget is also managed by the Assistant Principal and each Academic Department has a set sum allocated to them. Whenever an HOD needs new textbooks, he/she will approach the Assistant Principal for the purchase of the new textbooks. As long as that Department has enough money left in their budget, the Assistant Principal will action the request. He further explained this role by saying:

“..... The reason why I action it and not the HOD is because quite often through the year, we’ll have one Department that may have a surplus and another Department that may have insufficient funds. So I am able to decide, as the Manager, to do some negotiations and be flexible so that if a Department has a particular need, we can still meet it. “

Student Performance

The Assistant Principal came up with two questions plus their answers on the issue of **Monitoring Student Performance** that is part of his responsibility. The first question was:

“What aspects of Student Performance need to be monitored?”

The answers that he came up with are those being practised at the Church College and these were/are:

- Academic Performance
- Behaviour
- Effort
- Homework
- Spirituality
- Attendance

The criteria used at the Church College to define **Effort** above exists in six parts as follows:

1. Be punctual and get to class on time
2. Be prepared and bring the appropriate books and materials to each class
3. Be organised and make sure that you are ready to start for each class
4. Be committed to do the work that the teacher may give to be done during or after class time
5. Obey the teacher and do whatever he/she tells you to do
6. Complete all class assignments and homework to your best abilities

His second question was:

“Why do we need to monitor Student Performance?”

His answers were:

- To help them improve and/or reach their potential
- As a feedback tool on how well they are doing as a school
- To monitor the stewardship and/or accountability of all teachers, administrators and support staff to stakeholder such as the Church Board of Education, CES and parents
- To measure accomplishments
- Because participation in a Church school is a privilege and carries with it a responsibility for diligent study and a commitment to excellence

HOD Meetings

A typical HOD meeting that the Assistant Principal presides in normally includes a bit of ‘house-keeping’. This involves discussing school reports, 7th period issues, and other issues that are important to all Departments. In the last HOD meeting before this interview for example, they talked about the Appraisal Forms that they are creating for all teachers. The teachers are interviewed by their HODs and/or the Assistant Principal. The LDS Church has been doing an annual appraisal for CES teachers for quite a while but now the Teacher Registration programme in New Zealand requires the School to do it. This exercise will help the Ministry of Education to decide if a teacher should remain registered or not. The results of these appraisals are reviewed half-yearly during a personal interview with each teacher. Some of the questions they may try to find the answers to are :

- How is it going?
- What could you improve on?
- What do you think you are doing well?
- What do you think you are not doing well?

THE DIRECTOR OF FINANCE

The Director of Finance and Administrative Services assists the Country Director in the management of financial and administrative services for New Zealand and the Cook Islands. Altogether he has ten main areas of responsibility listed under his Job Description and five of them are:

- Serving as the chief financial officer, controller and consultant for all the CES financial operations in New Zealand and the Cook Islands.
- Serving as the main person who will keep the Country Director and other key administrators up-to-date on :
 1. Financial and/or Administration issues that need their attentions.
 2. The current status of all accounts and financial matters.
 3. The planning of matters related to Finance and Administration
- Management of the financial service operations that include banking, purchasing, budgeting, reconciliation, payroll, legal, taxation etc.
- Making sure that the proper financial procedures are followed during the operations of all physical facility projects.
- Doing counselling with the Country Director and the Principal at the Church College about all the financial and administrative issues within their areas of responsibility.

Although his Job Description states that he reports directly to the Country Director, in practice, he works very closely with the Principal at CCNZ. The Director of Finance has a heavy financial responsibility. For example, the 1999 Expense Accounts that he currently manages are approximately NZ\$6 million.

At the time of this interview, he has only been in this position for about six months. He is progressing well and he is getting a grasp on his areas of responsibility. He likes working with his staff and getting them motivated to do their work. Before he became the Director of Finance, he was the Accountant at the Church College and as far as he was concerned, that was an easy job because all he was involved in was working with numbers and cost analysis. Now, not only is he still doing Accounting, he is also involved in Personnel Management and he believes it is a much heavier responsibility. He does not think it is a struggle but he prefers to look at it as a learning curve. He also said that he is fortunate that he used to work with all the staff before and they already have a good relationship, so this is helping out. It would have been very difficult if he had come in from outside Church College without knowing anyone.

Budget Preparation

Financial budgets are prepared annually and the requests are sent to Salt Lake City for approval. As far as each Department is concerned, the Principal said:

“Basically each HOD is given a template of all the different codes that they work out off. The template is prepared by the Director of Finance, that have the codes that they prepare their budget under.”

Some of these are called historical because they don't expect materials such as paper's and pens to change much so they automatically roll over to the next year. However, if they feel that some changes need to be made, then they can make it during the budget preparation time of the year. The other items that can be part of the budget preparation are new equipment for the classrooms. The teachers discuss these needs with their HODs who in turn prepare what they like to call their "**wish list**" and submit the requests to the Administrative Council. The Council then prioritises the lists and makes the changes if needed before the final list is sent to Salt Lake City.

The annual budget preparation for the Church College and the whole CES in New Zealand and the Cook Islands is a complex one that comes under his areas of responsibility. This is a lengthy process and during the time of this interview, he was right in the middle of the budget preparation for year 2000. The process involves sending out memos and forms to the Country Director, the Principal, Deputy Principal, Assistant Principal, Director of Physical Facilities, HODs, Computer Services Manager and anyone else on campus who may need funds for the next year. What they are expected to do is to include in the forms their needs such as new equipment, renovation to existing facilities, new constructions and operational budgets, all in a prioritized list. After the forms are filled in, they are sent back to the Director of Finance. He takes them up to the Administrative Council where the list is reviewed, rearranged or shortened. The approval will be based on acquiring the most urgent items first and on to the next ones and so on. After this meeting the requests are sent to Sydney, Australia where they go through the same review process for the whole Pacific Area. They may cut out some more requests according to their lists of priorities. Those in Sydney will strictly follow the guidelines sent down from Salt Lake City, on what they can and/or cannot do. For example, when the guidelines say that there will be no increase in budget next year, then they cannot surpass the budgets for this year. Their final list of requests is sent up to Salt Lake City where they go through the same review for all CES requests from all over the world.

These budgets are audited once a year by four auditors sent from Salt Lake City around October/November. All budgets except the Project budgets for the Physical Facilities Department, are closed on 31 December each year. This means that everything that needs to be paid must be paid by 31 December, as long as there is money in the account. The exception to the rule that applies to the Physical Facilities Department is about construction or building renovation projects that may not be completed by the 31 December. The Project budgets are normally transferred from Salt Lake City to the Church College Account and they leave it open until the Projects are completed. When a Project is completed, the Physical Facilities Director fills in the appropriate form and submits it to the Director of Finance for closing down. If there are any funds left over from that Project, they are normally sent back to Salt Lake City.

Human Resources

The Director of Finance also looks after the Human Resources at the Church College. To assist him in this area of responsibility, the Human Resource Committee will meet whenever a need arises. The members of this Committee include:

- The Country Director
- The Principal

- Director of Finance & Administrative Services
- Director of Physical Facilities
- The Human Resource Officer or Personnel Secretary

The Human Resource Committee ensures that CES Policies and Procedures are followed in the hiring of new employees. When a vacancy comes up at the Church College, this committee meets and approves the letter to be sent out to each Bishop and/or Stake President in New Zealand. The letter will clearly state the vacant position, the type of qualifications that an applicant needs to have, the deadline, the submission of a CV and any other details that may be relevant for that vacant position. All replies are to be sent to the Human Resource Officer and after the deadline, the committee meets again to short-list the applicants. An interview schedule is put together and all those who should be present in the interview are notified in writing. For example, if the vacancy is for a teacher, then the HOD where the new teacher will be attached to should also be in the interview and because the Assistant Principal is in charge of the teachers, he should be present too. After all the interviews are done, the committee meets again and make their final decision on who is best suited for the vacant position and once more each unsuccessful applicant is sent a letter of thanks and the successful one is sent an acceptance letter.

Sick Leave

Another area of responsibility for the Director of Finance is the management of sick leave and other leave conditions. Normally, the day-to-day operation of this responsibility is delegated to the Human Resources Officer. She has the appropriate software programme in her computer that she uses to keep track of all the leaves taken by teachers and support staff at Church College. As for the teachers, she keeps the HODs up-to-date on how much sick leave, annual leave or bereavement leave that a teacher has taken and/or has left. From the Director of Finance's point of view, sick leave is not a problem at Church College.

Risk Management

His next area of responsibility is the Risk Management at Church College. According to the Director of Finance, *Risk Management* is a form of Insurance that covers break-ins, theft, and accidents. He said that there are different parts of Risk Management but the only one that he described was about what happened if there was a break-in or theft in the school. Their first step would be to call in the Police to investigate. An example that he used to highlight his point was about the break-in that happened at the Maintenance Department. A video cassette recorder (VCR) was stolen and they had to report it to the Police Department for investigation. Later they filed a report of their findings and the Director of Finance had to get a copy of that report to be attached to the Risk Management form that he had to fill in and send to the Church Office. The form included the cost of the VCR and the Church reimbursed the Church College for the same amount to help them buy a replacement, even though the police were still investigating.

Student Work Programme

Because all accounts (including the Students Accounts) are under his responsibility, I asked the Director of Finance to explain how the 'student work programme' was/is practiced at Church College. He said that the purpose of the 'student work programme' was/is to help pay the school fees of the students who could not afford to. These are the students who come from low-income families. At the beginning of the year, these students are asked to fill out the forms if they want to be part of this programme. The Director of Finance said:

“They take the forms back to their Bishops who sign them and if they approve the applications, they may add their comments on each form such as, ‘Yes, this family is in need of assistance.’. The parents also sign on that form stating that they do require assistance.”

The forms are returned to his office and one of the office workers will contact various departments to find out who needs some extra help after classes. For example, I have seen students serving food to other students, teachers and staff in the cafeteria during meal times. Some students have also helped in cleaning dishes and others have worked with the cleaners at the David O. McKay building. The hourly rate per student is \$4.50 and instead of paying the students directly, the money is deducted from the school fees owed. Even some boarding students are involved in this programme and some of them work in the morning either in the cafeteria or cleaning up in the Custodial Department. That basically is how the 'student work programme' operates at Church College.

As to my question about the management of student fees, he said that there is a policy which states that a student cannot come to school until his/her fee is paid up. This means that at the beginning of each term, the parents or students must come during registration and pay for the new term fees in advance. Exception to a rule can only be made by the Principal. If the Business Office receives a note from the Principal stating that Brother or Sister XYZ is allowed to attend classes at Church College, then they will let him/her attend classes.

THE PHYSICAL FACILITIES DIRECTOR

The main areas of responsibility of the Physical Facilities Director include looking after all the facilities at the Church College campus and also the Institute Buildings in locations listed under Table 5, p. 40. He has to make sure that the buildings are practically maintained in ways that will make them safe and comfortable to use. At the same time, he has to make sure that the works carried out are up to the standards not only of the Church but also of the New Zealand Government. At all times, all buildings should have the same or very close conditions to what they were in when they were first dedicated to God by a Church Leader soon after their constructions were completed.

The Church Education System does not have any other buildings in New Zealand apart from the above Institute Buildings and the Church College Campus. The Institute and Seminary programmes are still run in other locations in New Zealand but the facilities used are the existing classrooms in various church chapel facilities. The use of these

other facilities is co-ordinated between the Physical Facilities Director and the Presiding Bishopric Office (PBO) of the Church in Auckland.

As far as the budget for the maintenance of all the facilities at Church College and other Institute Buildings, the Physical Facilities Director works very closely with the Director of Finance who is also known as the School Bursar and/or Business Manager. The Physical Facilities Director is also happy and satisfied with the way his assistant is fulfilling his duties with great diligence. His assistant does not mind going the extra mile for the sake of the school. He also has a very good secretary and a very good Head Custodian who also go the extra mile. Very often, the Head Custodian would be working about half an hour to one hour before the official starting time in the mornings and she does it without any extra financial reward.

The Physical Facilities Director believes that all the workers in various departments at Church College are there to support the teaching and learning of the students. Even as they perform their daily work and commitments, they can still help the students to learn from them. As he described it:

“.....we all have a responsibility and it can be a simple thing like conducting ourselves properly, watching our language, and mainly getting them to appreciate what they have here.....”

My next question was about how and through what process can the Church College obtain a Building Certificate from the local City Council. He said that a Building Certificate is very similar to a Car Certificate. There are certain criteria listed on a form that comes from the local City Council. The buildings and associated facilities need to be maintained and in high working conditions all the time. Two of these items are hand-rails and fire-hose reels. Some classroom blocks are checked daily for egress and if the custodian finds a back passage-way blocked, she lets the Physical Facilities Director know straight away and they get that passage-way cleared immediately before the custodian signs the form and send it away to the local council. The hand-rail and fire extinguishers are inspected once a month and again if any of them needs repair, it is done immediately to ensure safety measures. All these items are inspected annually by an independent qualified person and so the Physical Facilities Director hires a company to come and check the whole school out. When all physical facilities are inspected and in good working conditions, the final reports are sent to the Waipa District Authority and the certificates are sent back to be displayed in public areas at Church College. This way, whenever a member of the public walks into a building and finds the certificate, then he/she knows that the building is safe to get into. The school pays about \$9,000 a year for these inspections to be done.

The custodial management at Church College is a little bit more complex than I anticipated. The school has seventy five buildings all together on campus. The only buildings that are looked after by the Physical Facilities Department are the:

- David O McKay building
- Classroom Blocks
- Administration Offices

The dormitories are cleaned by the boarding students. Three full-time employees clean and look after the David O McKay building. The classroom blocks are split between two cleaning contractors. The Administration building is looked after by a part-time employee. All the cleaning supplies are managed by the Head Custodian who issues them out to the Church College employed cleaners and the contracted cleaners. The Church College supplies all the equipment and cleaning materials to all the cleaners including those in the dormitories, the Missionary Training Centre and the Institute Buildings in Hamilton only. The Head Custodian represents the Physical Facilities Director in the cleaning area. If a cleaning problem comes up, she takes care of it and reports it later (if needed) to the Physical Facilities Director. She does a monthly inspection of all buildings including those looked after by the contractors. She writes her reports and gives them to the appropriate personnel including the contracted cleaners. Because she has her own budget, she purchases all the cleaning supplies, the minor and major cleaning equipment. She collects quotations from various suppliers and then goes to the Physical Facilities Director's office to get the Purchase Orders processed. The David O McKay building is a large building and apart from the normal room cleaning, she also looks after the swimming pool. The cleaning of this pool is a major job and it needs to be done everyday.

The cleaning of the Institute building in Auckland and Wellington are done by part-time employees. Again, the cleaning supplies are purchased by CES so the only thing they are paid for is their labour. Even if these cleaners need training on the use of new cleaning materials or equipment, CES will organise that at no extra expense to the employees.

The Physical Facilities Director believes that the overall management of the maintenance of all physical facilities at Church College and the four Institute buildings outside Church College is a complex responsibility. For example, the Work Requisition Form can be filled in by people such as:

- Faculty members
- House Tenants
- Dorm Parents
- Assistant Physical Facilities Director
- Physical Facilities Director
- Country Director
- Principal

The members of the faculty and support staff are requested to report anything that they find broken or in need of maintenance. Some of these works may be minor issues but some may be classified as major projects such as the repainting or re-carpeting of some buildings. These major projects normally emerge after the annual inspection process known as Capital Needs Analysis (CNA) and they are part of the budget preparation for the coming year. CNA was introduced to help keep track of the useful life of each physical facility item in the Church schools. The initial data collection process for CNA was quite detailed and time-consuming because it took long hours and many days of hard labour to collect all the required data for submission to Salt Lake City. For example, the data needed for each room in every building include:

- Type and area of floor

- Wall area
- Ceiling area
- Types and sizes of windows
- Year they were built or installed
- Year last painting carried out
- Type of roof
- Type and year the carpet(s) was/were installed (if any)

When these data were processed in Salt Lake City and the results sent back to CCNZ, they not only contained what was submitted from CCNZ but also other relevant information such as:

- Year an item is due for replacement
- Cost of replacement or renewal

The Physical Facilities Department has a full-time plumber and a full-time electrician. Most of the plumbing and electrical work is done by these two but if a particular job is too big for one of them, then the Physical Facilities Director or his assistant can call in an outside contractor to do the work. A part of the Physical Facilities Director's complex responsibility is the processing of Work Requisitions about something that may not have been budgeted for. As he described it:

“Some of the Work Requisitions that come down, require money but no budgets and if (one) comes down and it requires money, we then ask the HOD of that Department to sign it and give us a budget code and then it comes out of their budget. If they say ‘No, we haven’t got any money’, then we say, ‘Sorry, we can’t do it’.”

The repair work is not much of a problem but if they want additional shelving or additional doorways, then they have to include it in the next year's budget if it is still in time, otherwise it will have to wait for the year after. This is all part of the philosophy of administration and management at Church College. It illustrates the power control of CCNZ, of the church and how CCNZ fits within the wider LDS Church structure.

A learning experience for everyone occurred about two years ago when all the computers in the classrooms were replaced with new ones. The budget for this project included only the cost of the computer equipment but when they arrived, the computer teacher decided to add an extra request. The teacher wanted the computers to be installed around the walls instead of the old arrangement of rows and columns. In order to do this, they needed a ‘few’ extra power-points. Because these ‘few’ extra power-points turned out to be 72 altogether, the costs could not be taken out of the normal 1860 maintenance budget code. On top of that, they also had to re-paint the walls. In the end, they had to pay it all from a project budget code because it was a major issue. The learning experience here is that the teachers in that department now know that if there is no money in a budget, the work will not be done.

According to the Physical Facilities Director, issues like this should be solved in the 3-year plan of the school. The faculty and staff should think 3-years ahead and plan out what they really need, instead of coming up with new ideas just when a project is about to begin. A challenge associated with this issue sometimes comes up when there is a

change of teacher in a classroom. The out-going teacher may have budgeted for a certain layout of the classroom and before the work is completed, the new teacher moves in and say:

“ I don’t want it that way. I want it this way.”

The Physical Facilities Director’s explanation on this challenge was:

“That’s a painful problem. We should do the project for the best possible teaching station, not necessarily to suit each person’s needs.”

He also said that some church members in New Zealand believe that the Church should not be involved in secondary education. The following is a casual exchange between him and another Church member before they started a priesthood meeting about two Sundays before this interview.

MEMBER:

“What are they doing with the David O McKay building? We are spending a lot of money on it. The First Presidency have approved a lot of money to spend on it.”

PF DIRECTOR:

“Well yes, we have to upgrade the building to current standards.”

MEMBER:

“My personal opinion is, along with a lot of others, that the Church should not be involved in secondary education in New Zealand.”

The Physical Facilities Director said that there was no problem with the Seminary and Institute programmes. It was the secondary education issue that they were against because there are many state and other private schools that their children can attend.

CHAPTER SEVEN

THE FIRST LINE MANAGEMENT

INTRODUCTION

The First Line Management group is the biggest in an organisational management system. The personnel included in this group at the Church College in Hamilton are the Deans, Heads of Department, the Supervisors at the Physical Facilities Department, the Head Boy & Head Girl, and the Dorm Parents. This chapter covers these management areas in this same order.

THE DEANS

The duties of the Deans include pastoral, academic discipline and administration that focus on Form level(s) at Church College. The duties that the Deans are expected to perform are to:

- Oversee students' subject selection
- Provide information to keep students schedules accurate and up to date
- Communicate, at the earliest possible time, with those students not meeting course requirements
- Assist the Assistant Principal, when required to contact students who have been listed as 'under effort'.
- Review end of term reports for each student
- Advise students who are making decisions with regard to enrolment for NZQA Examinations
- Actively support the Administration, Faculty and parents in carrying out school disciplinary procedures.
- Provide feedback to Heads of Departments from caregivers or students who may have concerns about individual teachers.
- Be responsible for any other administrative tasks relevant to their particular Form level.
- Organise and conduct Form Forums.
- Make recommendations for, and assist, as required, with Third Form camp, with the end of year activity days for Third Form students and with Fourth Form camp.
- Assist in monitoring the academic progress of students seeking to graduate.
(Procedures Handbook, 1999, pp. 31-32)

THE HEAD OF DEPARTMENT (HOD)

The HOD is the guardian of all the courses that are taught in his/her Department. He/she is also in charge of the textbooks, the teaching aid equipment and other resources within the Department. Apart from these, the HOD also manages the budget of the Department and he/she is responsible for ordering the materials and supplies that have been budgeted for in each financial year.

He/she also supervises the design, development and quality control of the appropriate curriculum in the Department. This will include keeping track of the quality of each teacher's performance in the classroom, the achieved grades in the exams, and doing moderation when needed. If any of these areas need improvement, the HOD should initiate the move. Each HOD is an important member of the Church College discipline system.

As the Manager of the Department, the HOD should initiate any In-service Training as and when it is needed. This In-service Training may involve one or more teachers or it may involve the whole Department but whoever attends will depend on a number of factors. Some of these factors may arise from the answers to these questions:

- Is the In-service Training run by the Church Educational System (CES), by a Government Department such as The Ministry of Education (MOE) or by a Private Training Establishment (PTE)?
- Will the In-service Training benefit only one teacher, some teachers or the whole Department?
- How much will it cost the Department?

Other areas of responsibility for each HOD are, to plan out the teaching load for the next year, delegate the course co-ordination and attend the Head of Department meetings when requested by the Principal.

Due to time constraints, I was able to interview only three of the Heads of Departments. There are eleven Academic Departments at Church College and the ones I have chosen to include in my research are the Science, Maths and the Materials Processing and Design Departments. The HODs have to make sure that the teachers are teaching what is in the syllabus of the school. They also have to watch out for the physical facilities within their departments to make sure that all are tidy, safe and are helping in the process of teaching and learning.

The meeting that involves all Heads of Department is called by the Administration and is held once a month on average. They are normally held at 7.30 am on Tuesdays and most meetings would last for about an hour. The main purpose of this HOD meeting is to disseminate the information that the HODs need and to give out various assignments for them to do between that time and the next meeting when they will be required to report on those assignments. Each HOD will also be asked to report on the current progress of his/her Department.

When one HOD conducts his/her Departmental meetings, some of the things they cover in their discussions are:

- An up-coming event such as National Maths Competition and how they will approach it.
- Student progress
- The Faculty Association fees to be paid.
- Any In-Service Training available and who to participate in it.
- Resources pamphlets that arrive through mail and who needs anything from them.
- NZQA notification of changes in the School Certificate papers.
- A new survey form received from another researcher to be filled in.

- Request from the Administration to use the Maths Block on Friday for Computer Exam.
- Progress reports on all courses within the Maths Department.
- Other Exams coming up soon.
- Completion of various reports and when to complete them.
- Review of past exam results.
- Budget preparation for next year
- New courses from MOE or CES
- Who needs what textbooks and other supplies
- Problems (if any) that the teachers may be facing
- Physical facilities conditions and needs

If there are urgent issues that they need to address, that department will meet as soon as possible.

One HOD believes that her department is operating very satisfactorily because all personnel are communicating with each other in the best possible way. As she continued to describe their relationships, she said :

“We don’t keep secrets, we don’t back-talk and if we have differences of opinion, we see each other one-on-one. We don’t do it publicly. We don’t take it to the Administration unless we have to, which is very rare within my Department. I have a strong mixture of personalities within my Department, male and female and I think the main thing is that we communicate.”

Effective communication is vital in the successful operation of any organisation such as the Church College. What this HOD said coincided with what Joseph Godber, a former British Minister for Labour (in 1964) said as follows:

“Communication is not just a matter of passing on information, but of developing an understanding and appreciating each other’s problems and attitudes.”
(In Bosticco, 1971, p. 40)

The teachers in various departments at the Church College are encouraged to visit each other’s classrooms during classes. A visit is normally done by a teacher during his/her free period. He/she observes the class and if necessary, make some suggestions later to the teacher of that class, on things that may need improvement, for the sake of the students. It is during one of these visits that an HOD may decide to send a particular teacher to an in-service training. This freedom to visit each other’s class is good but people need to be careful and be aware of any negative effects. For example, entering a class without prior notice can distract a teacher and this may have a negative impact on student learning. I suggest that they make the arrangement well in advance with the appropriate teacher, for the benefit of the students.

The Head of the Maths Department uses a Quality Management System that has some similarities with what the other HODs are doing. For example, the teachers in his department are allowed to visit each other during classes and the decision for who needs in-service training, is also done by the HOD, after one of these visits. He conducts personal interviews with the teachers to make sure that all the requirements from the Ministry of Education are fully met. He keeps a file for each course in their department

in order to keep track of the grades as and when they are available. If he feels that a teacher needs some help or advice, he will bring the issue up during the personal interview. His goal here is to ensure that a high standard is kept at all times in the Department.

A Quality Management System similar to the above is one that the New Zealand Government has proposed. It includes a set of descriptions of what a quality teacher is supposed to be and a list of the minimum requirements to meet the Government standards for a quality teacher. On the basis of that set of descriptions, the HOD Maths has produced an interview document containing a series of questions about a quality teacher. These are the questions that he and the teachers in the Department go through during the end of the academic year personal interviews. The answer to each question is discussed between them and in the process make any conclusions on how they have or have not met the set standards. They also talk about the goals they would like to achieve in future, especially in the areas that need improvements. The items that he feels that the teachers have achieved satisfactorily, he signs. The HOD Maths uses these documents as review process for the previous academic year and a goal-setting process for the coming year. About the middle of the year, he again meets with each teacher and discuss the teachers' progress.

At the end of the year, the teachers in this department give out evaluation forms to the students and invite them to respond by filling in their choices and feelings on how the teachers performed. These evaluations are just between the students and the teachers and the HOD does not need to look at them. A teacher who may receive any negative feedback through this evaluation process may contact the HOD if he/she needs his advice. Some teachers may hesitate to do this but the HOD believes that if they come to him with their problems and honestly want to find solutions to them, then they are taking a positive approach

One programme that the HOD Maths is happy with at Church College is the Professional Development Programme (PDP) that is initiated by the Church. He has done some personal research on what other professional educators outside the Church have written about the principles that are used to create good teachers, educators and administrators. When PDP was first introduced to Church College, he was a little hesitant and a question that come straight to his mind was:

“Is the training that they are giving us constitute what a professional teacher should be getting?”

According to the HOD Maths, the PDP is about improving them as people. In the process they set goals and work hard towards achieving them and at the end they will become excellent teachers in the classrooms of learning. Some of the teachers at Church College had to come to terms with the new programme because they were used to the old in-service training styles in which the skills needed to improve on were practically shared by the trainer. In the PDP, the training focuses on improving the person and the person will improve himself or herself, using the new knowledge.

Through further investigations, this HOD has found that other educators outside the LDS Church have agreed to the PDP approach. He also said that a number of articles written by educators in the Australasian region and internationally have supported this

approach. He mentioned further that a particular educator talked about PDP being an effective way and that he has since changed his way of educating other educators.

This new approach is more effective and he believes that those he will train through it will become good educators if they are given a sense of purpose, a meaning and a goal of what they want to achieve in education. In this person's view, the methodology of actual teaching practice becomes incidental. The goals that the person has and how they fit into the education system become more important. According to the HOD Maths, this new approach will create effective teachers and it has made him more comfortable about teaching within the Church Education System. He strongly believes that the PDP in the CES is up-to-date and those who put it together know what they are doing.

The third HOD I interviewed was the head of Material Processing and Design department who was not very comfortable with some issues. The first one was about the Unit Standards. He said:

“We thought for a while the Unit Standard was going to replace 6th Form Certificate and it would be a big part of Technology at High School level but it appears now that it is going to be scaled down again. It is still in there but I don't think it will play such a major role in High School as we thought it was going to be.”

He said that they have attended certain courses in the past and learned about Unit Standards and their assessments but now, most of them will pull back to the old system due to the uncertainty of its application. Another issue that is also associated with Unit Standards is the “Old Boys” attitudes of Technology teachers. For example, the Woodwork teachers were taught to teach in the ‘old-fashioned’ way and they are still very comfortable with it. Now they are a little bit frustrated with the new way and some are hesitant about making the change. The HOD Material processing and Design said that they just have to be prepared, be dynamic and make the change.

The Budget Concern

The budget for in-service is kept by the school and through the Assistant Principal, the Administrators can approve it when they feel that the training is relevant to the department and the school as a whole. If the in-service training takes place during normal school hours, then the teachers who may miss out on some of their classes have to be covered by substitutes. In many cases, the Ministry of Education sends up the people who run these in-service training. The venues can range from on-campus at Church College to a Polytechnic or University campus.

One common issue of concern amongst the three HODs that I interviewed was the static annual budgets. Almost every year they are told that they cannot have an increase in budget because there is no more money so they have to operate on the same amount year after year. This must be difficult one to handle especially at the Material Processing and Design Department. Inflation in any country including New Zealand is difficult to predict and because of that, the price of materials such as timber may increase anytime during the year. If they do not get an increase in their annual budget, then their only alternative is to buy less timber and if this continues, then the students will be disadvantaged. This department uses a lot of consumable materials and their

costs do not stay the same every year. It may be acceptable for other departments that use consumable materials such as papers or textbooks that may have the same costs over longer periods of time but it is a huge struggle for the Material Processing and Design Department.

Also in the last HOD meeting before this interview, the School Bursar (also known as the Director of Finance) was present and he talked about their 'wants' versus 'needs'. The HODs do get frustrated almost every year because they submit their lists of 'needs' during budget preparations but most of them are classified by the Bursar as 'wants' and are consequently crossed out. All the HODs interviewed said that they have done their prioritising and have cut out the things they believe could be classified as 'wants' and submitted those that they really believed to be 'needs'. Unfortunately, the Bursar and/or Administrators also did their own prioritising and cut out some of the things they really needed in their departments.

The care of day-students is easier and cheaper because they come to school in the morning, they bring their own lunch and they go home again after the last class of the day. As mentioned before, the four dormitories for boys and four for girls used to be filled up but the current system allows the use of only two dormitories for boys and two for girls. This has definitely cut down some expenses for the Church College. Some teachers and staff would like to have the old system back in which the four dormitories for boys and four for girls are all filled up and the boarders include the 3rd and 4th Form students too. I hope they will also understand that the expenses will be much higher than at present. On the other hand, some people would probably prefer to completely eliminate boarding and only have a day-school in order to save a lot of money and a lot of management problems that go with boarding schools.

Some policies and procedures relating to classroom management that are covered in the Procedures Handbook (1999) are as follows:

- The ordering of classroom supplies and materials
- The use of Photocopier
- The request for classroom maintenance
- The assigning and returning of textbooks to and from students
- Student illness in the class room
- Students running errands for the teachers
- The use of the Daily Bulletin
- Field Trips - policies and procedures
- Grading Policy & Procedures and Report Cards
- Course completion
- Homework policy
- Library Use

THE PHYSICAL FACILITIES SUPERVISORS

There are two Supervisors in the Physical Facilities Department at the Church College. The first one is the Assistant to the Physical Facilities Director and the second one is the Head Custodian. According to the Physical Facilities Director, these two are real hard-

workers. They do not mind going the extra mile for the sake of the students. At times they would start work very early in the morning and knock off late.

The Assistant to the Physical Facilities Director supervises the various maintenance work such as lawn-mowing, water-cleaning of footpaths, replacement of broken window/door glasses and so on. Unlike other LDS Church schools such as the LDS Technical College in Fiji where the students are supervised by the Physical Education (PE) teacher to mark the playgrounds, the workers in the Physical Facilities Department at Church College in Hamilton actually do this task. It may be better if the PE teacher is involved in this undertaking because he/she is the one that will be using these grounds during his/her PE classes.

The Head Custodian supervises two workers who look after the David O McKay Building. This is the biggest building on campus and it includes the following facilities:

- Swimming Pool
- Gymnasium
- Auditorium
- Student Centre
- Other Physical Education Rooms

The three of them have excellent interpersonal relationships with each other. The Head custodian trusts these two workers so much that at times when she has to go and attend a meeting or do something else, she knows that the two workers will complete the work without any problems.

Some students who applied for the 'student work programme' are assigned to this group. They normally work for one hour every morning and the costs of their labours help to pay off their school fees.

When I asked the Head custodian for her opinion on how the Church College compared with other custodial systems in other schools outside this campus, she said that with a scale of 1 to 10 (10 is the highest), the Church College would be 9 ½. She has worked in other schools outside CCNZ as a cleaner and those experiences were bad. The students used to write graffiti everywhere. The more they cleaned out those graffiti, the more they got them back. The situation at Church College is much easier to handle because even though there is still some graffiti there, it is very minimal when compared to other schools.

The custodial standard at CCNZ is very closely related to those in other LDS Church facilities under the care of the Regional Office in Takapuna, Auckland. The head Custodian even went beyond that and investigated how they carried out the cleaning responsibility at the Brigham Young University in Hawaii when she went up to attend her son's wedding. She said that when she compared their standard to the one at Church College, they are on par.

The Head Custodian also has the responsibility of doing cleaning inspections for the Institute Buildings in Hamilton and Auckland. At one time when a new couple moved into the Institute Building in Auckland, the Head custodian had to go up there to train the cleaner

THE HEAD BOY & HEAD GIRL

The Head Boy and the Head Girl represent the student-body at the Church College. They organise various student activities such as a ball or dance and also conduct school assemblies where the Principal presides. Although one of them can conduct a school assembly, the agenda is normally prepared from the Principal's office. The Head Boy & Head Girl take the combined students opinion or requests over to the Administration. They are the links between the students and the Administration. Whatever decisions, policies or ideas they get from the Administration, they try to help the students apply them in the school.

THE DORM PARENTS

The two boys dormitories are managed by two separate Dorm Parents. The Oaks Dorm is managed by a mature Priesthood holder who is very youth-oriented. He is fitting quite well into the role of Dorm Parent or manager. The Wiser Dorm is managed by a person who has been there for about fifteen years. He is very experienced and manages his dormitory very well. Because of his vast experience, he can be used to train any new Dorm Parents if the need arises.

The Boyack dorm is no longer used by students at Church College but is currently used by tertiary students. During the time of this interview, there were about fourteen tertiary male students residing at the Boyack dorm and they attend the Waikato University. Because they are older than the normal Church College dorm students, they require less supervision by the Dorm Parents. They are given the guidelines to follow and they are expected to follow them with minimal check-ups. For example, they are expected to behave exactly as worthy church members do and attend church services on Sundays. The Dorm Parents manage their dorms by making sure that they are clean and that the students keep to the guidelines. A similar system also works in the girls dorms.

CHAPTER EIGHT

ANALYSIS

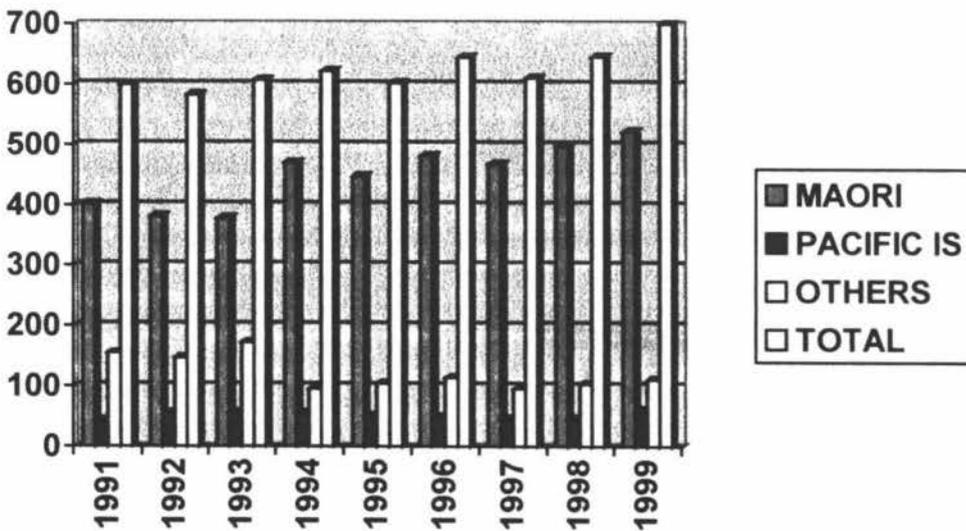
INTRODUCTION

This chapter analyses the following topics:

- Participants' Responses
- Maori Success Rates
- Miscellaneous Issues or Concerns

Before I look at the first of these topics, I would like to present the student rolls at the Church College in the last nine years. Figure 10 below contains these rolls and it shows that the 1999 roll is the highest so far.

Figure 10: Annual Student Rolls



RESEARCH PARTICIPANTS' RESPONSES

I have decided to analyse the participants' responses to six of the common questions covered in the interview. The number of responses to the topic within each question are grouped in Table 6 and Appendix 4. The wide range of responses to a few of the questions was interesting. The following topics were included in those six common questions.

Things Working Well

Out of the twelve interviews, two of them identified eight things that were working well for them. It is not difficult to understand why the Country Director has many things working well for him because of his wide areas of responsibility as the head of the LDS Church Educational System in New Zealand. It is the 'eight things' that are working well for the HOD Maths that arouses curiosity. The only conclusion I have come up with is that the Quality Management system that he uses in his Department is the basis for these positive outcomes.

Out of the other two HODs interviewed, the HOD Science identified only one thing that is working well for her and the HOD Materials Processing and Design could not come up with any. The responses from the other participants range from 1 to 3.

At least eight interviewees said that they have good working relationships with others within their department and/or with others at the Church College. For a school that is expected to closely follow the church philosophies, policies and doctrines, this is not surprising.

Barriers or Challenges

The Physical Facilities Director came up with the biggest number (5) of barriers or challenges. Four of them had to do with interpersonal relationships within and outside his department and the fifth one was about the approval of projects from Salt Lake City at the wrong time of the year. Out of the rest of the participants, the HOD Materials Processing and Design came up with four (4) and the HOD Science had three (3). The rest of the participants came with only one barrier or challenge each.

Proposed Changes

Again the Physical Facilities Director has come up with the highest number (4) of changes that he would like to make. He wants his secretary to process the computerised purchase orders instead of sending them to the Business Office. The Physical Facilities Director believes he should have total control of who gets keys to various buildings and rooms. He wants those responsible for hiring new employees to make sure that when someone is hired to a position such as a carpenter, he should already be a technically trained carpenter. His final proposal was for the teachers to be better prepared for the annual budget planning and management.

Table 6: Participants' Responses to Common Questions

MAIN POINTS IN COMMON QUESTIONS	NUMBER OF RESPONSES FROM PARTICIPANTS										
	A	B	C	D	E	F	G	H	I	J	K
Things Working Well	8	2	3	2	1	1	3	8	-	1	3
Barriers or Challenges	1	1	1	1	1	5	3	1	4	1	1
Proposed Changes	2	1	0	1	1	4	1	2	3	0	0
The NZ Education System	7	2	1	1	1	1	1	1	2	1	3
The LDS Church Influence	5	5	-	2	2	3	2	1	2	1	1
Things to Rearrange	1	1	1	1	1	8	2	3	1	1	1

The coded Interviewees above are:

- A Participant No. 1
- B Participant No. 2
- C Participant No. 3
- D Participant No. 4
- E Participant No. 5
- F Participant No. 6
- G Participant No. 7
- H Participant No. 8
- I Participant No. 9
- J Participant No. 10
- K Participant No. 11

The next participant with high proposed changes was the HOD Materials Processing and Design. He wants more students including the academically bright ones, to go through the practical learning experience in his department. He wants (or hopes) the 6th Form Certificate exams to be axed and that more life-skill courses will be taught with no exams, to help the learners prepare for life.

The two participants who came up with two proposals each were the Country Director and HOD Maths. The Country Director wants to hire more full-time co-ordinators for the Seminary and Institute of Religion classes to take the places of the church missionaries. The LDS Church missionaries normally serve for only two or three years and when one who was trained to act as a co-ordinator finishes his/her mission, the CES has to train the next missionary who will be called to replace him or her. If a full-time co-ordinator is hired, he/she can stay there much longer without CES worrying about more training.

He also wants to introduce a policy in which all teachers of Religious Education are to have Professional Teaching Certificates. This should have a positive impact on the learning experience of students. My conclusion, based on personal observations of some Institute of Religion classes at The Terrace in Wellington is that some of the Religious Education teachers lacked professional teaching skills and/or were either not prepared or did not have the expertise to use different teaching aids, methods and/or techniques.

The HOD Maths wants the whole Church College to apply the Quality Management concept that he is using in his department. This is a good idea because if a teacher's main objective is to educate his/her students successfully, then Quality Management is a very good tool. This management style is very similar to Total Quality Management (TQM) or Self-Management Team (SMT) that is practised successfully in some educational institutions around the world. The backbone of this Quality Management concept is total commitment and participation from all members in the department (team) towards the common goal of successful student learning.

Four of the participants came up with only one response each to this question and three others said that they did not want to change anything at the Church College. The first one who did not want to change anything was the Deputy Principal. He appeared certain that he did not want to change anything. This response can be interpreted in a number of ways. One of them is that he was/is absolutely comfortable with how things were/are happening at Church College. Another one is that he wanted to keep quiet because he did not want to offend his management associates. A third one is that he did not know if there was anything that needed to be changed. The next person who did not want to change anything was the Head Custodian. She told me that there was something that she wanted to change but she could not remember it at that time. The impression I got was that she was not prepared to answer that question so I did not push her into answering it. The third participant(s) were the Head Boy and Head Girl. They were also adamant about not wanting to change anything. The impression I got this time was that they were not comfortable in suggesting any changes that might offend the administrators and/or academic personnel at Church College.

The NZ Education System

When I asked the participants about how the Church College fits within the New Education System, their responses were enlightening. The most common one was about the use of the same curriculum that is used in all private and state schools in New Zealand. As stated previously, the Church College is inspected once every three years by the Education Review Office (ERO) to see if they are doing everything that the New Zealand Education Ministry expects them to do, in order to remain a registered school in the country.

The LDS Church Influence

Because this is an LDS Church school, some people will expect some form of church influence within the school. Compared to some schools that are owned by other Christian and non-Christian churches, the Church College in Hamilton closely follows the philosophies, policies, and practices of the LDS Church. Both the physical and spiritual well-being of an individual are equally important here. That is why the religious and secular education have equal values. The same conditions for church worthiness that apply in the LDS Church also apply to the employees and students at Church College. For example, a student or employee who disobeys the law of good health (known as the Word of Wisdom) and smokes cigarettes or drinks alcohol, will be expelled or terminated from Church College even if he/she is a first offender.

The financial management and operation of the college is audited annually by the LDS Church personnel from Salt Lake City. This is to ensure that the college is operating legally and within the LDS Church philosophies, policies and practices all the time. Occasionally when a student discipline issue reaches a certain level, the ecclesiastical leaders of the LDS Church may be contacted for their assistance. The Church College campus includes a Missionary Training Centre (MTC) where all the future missionaries are trained before they go on their two-year missions.

Things to Rearrange

The answers within this topic were somewhat related to those in the proposed changes that was covered in page 72. For example, under the question on proposed changes, the HOD for Material Processing & Design said he would like to get rid of the 6th Form Certificate exams. Now, the Country Director's response includes getting rid of examinations and being more exploratory in education.

ERO 1997 FINDINGS (see Appendix 14)

The latest ERO Assurance Audit for the Church College was done in 1997. Because these audits are done every three years, the next one will be done in the year 2000. A summary of the main points in the 1997 ERO Report are as follows:

- The Church College is meeting its obligation to provide suitable curriculum, staffing, equipment and premises.

- The school campus provides a unique environment for the students.
- The school has responded to the challenge of new curriculum documents and the New Zealand Qualifications Framework.
- Sound relationships between teachers and students remain a feature of the school.

Administration

- All administration requirements are being met.
- Non-attendance is not a major issue.

Curriculum Management

- A balanced curriculum is offered to students and all programmes are based on appropriate New Zealand syllabuses.
- Documentation provided to students on course options is of high quality.
- A feature of the school is the multi-level timetable which effectively operates at fifth form and above, that enables students to study at appropriate levels.
- All curriculum departments have kept up to date with developments in unit standards and attend such courses as are available. With a number of staff acting as moderators at various levels, the school is building up a pool of expertise.
- An increasing focus for the school is to raise the overall academic achievements of its students and several initiatives have been taken to achieve this.
- A seventh period has been introduced for each school day from which all students who have completed their work satisfactorily are excused.

Personnel Management

- There are clear guidelines which define suitable staffing for the college.

Asset Management

- Buildings and grounds provide an attractive environment which is well maintained.
- Library stock is now entered on a computer system.
- The school is well equipped to meet the needs of the new curriculum and qualification framework.

MAORI STUDENTS SUCCESS

According to past records, the percentage of Maori students' academic success at CCNZ is much higher than those in other private and state schools in New Zealand. Their pass rates in School Certificate and Bursary exams are higher than the national averages. When I asked the Principal to explain why and how this has come about, his response was quite enlightening as follows:

“...I suppose the Church College is a unique school in that it has this space of Church common background. Seventy five percent (75%) of Church College students are of Maori descent, so this is one of the few schools where I suppose

Maoris are the majority when in most schools they are the minority. I think our teachers are doing things differently here for Maori kids.”

As to the reason for the current approach, the Principal said:

“I don’t think the motivation for that is because they are Maori. The motivation for that is because they recognise them as Sons and Daughters of God. If you truly take on the concept that these youths are brothers and sisters or sons and daughters of God, then the ethnicity thing becomes irrelevant and you treat all of them very lovingly and you want the best for them. You encourage them and you don’t want to see anything holding them back if they trust in the Lord. I would suggest that because of that emphasis, the Maori kids feel better here than they ever did in any other school. But for me, it’s not because we do things different for Maori but we do things different because of the Church. The same thing applies to the Pacific Island kids and European kids.”

These two concepts about Maori success above are worth looking into because the researcher part of me is saying that they are contradictory but the church member part of me is saying that they both make sense. The first concept was about treating the Maori students differently at CCNZ and the second one is about not doing things differently for the Maori students. With careful analysis, one can see where the similarity fits. The commonality here is that at CCNZ, the Maori students are treated exactly the same way as all other students from different ethnic backgrounds. The differential base however is about how this type of treatment differs to those practised in other state and private schools. The teachers in some schools may treat Maori kids as under-achievers but the teachers at CCNZ treat all the students including the Maori kids as sons and daughters of God with equal opportunity to succeed.

The Principal’s answers highlight the profound effect of attitudes and expectations towards performances. In other words when parents, teachers, friends and church members have the attitudes and expectations that these students will pass exams, they have a high probability of success and the fact that some of them have Maori, Samoan, Tongan, Fijian or European ethnic roots is irrelevant.

The thirteenth (13th) Article of Faith of the Church reads:

“We believe in being honest, true, chaste, benevolent, virtuous, and to do good to all men. We also believe that if there is anything virtuous, lovely, or of good report or praiseworthy, we seek after these things.” (Articles of Faith 1:13)

This means that if they honestly seek success through hard work and total commitment, they will succeed. Their parents, the teachers, friends and other church members honestly believe that these students, irrespective of what ethnic background they may have, will succeed if they put their minds to it. The issue of race within the Church is one that stays more often in the background because of the belief that “we are all sons and daughters of God”. The Principal’s comment on this issue was:

“I actually have to have people like you to remind me that we have different ethnic groups in the school because you don’t ever think in terms of those”.

I certainly understand what the Principal meant by not thinking too often about the different ethnic groups at CCNZ because that is definitely part of the LDS Church beliefs or values. Judging from my own personal experience, every time I speak to another Church member, I never think about that person's ethnic background because as far as I am concerned, he/she is my brother or sister. The concept of 'brother' or 'sister' is taken so seriously in the church that the majority of members in the same Ward or Branch, actually regard each other as if they are real brothers and sisters. This is why some youths and single adults find it extremely difficult to find future spouses in their own unit but they will be much happier to look for one in another Ward or Branch.

An example of this closeness that LDS Church members have one with another is my current calling in the Hutt City Branch within the Upper Hutt Stake, Wellington. My family and I are Fijians as far as our ethnic backgrounds are concerned. Our first language is Fijian and our second language is English. A few months ago, I was called as the First Counsellor to the Branch President of the Hutt City Branch which is a Tongan unit. Before we moved into their area, every meeting was conducted in the Tongan language. Now, all meetings that we attend are conducted half in Tongan and half in English, to accommodate us. Every member of the Branch appears to be comfortable about this arrangement and up to now, we have not heard any negative comments about my calling or our being part of this Tongan unit of the church. Again, this practice highlights the LDS Church belief that ethnicity is not a barrier and that every one is equal in the eyes of God because we are his children. Because we are equal in the eyes of God, then we should treat each other as children of one God with equal opportunities to succeed.

When I asked the Principal for the reason why there is such a high percentage of Maori at CCNZ, his response was:

“Well basically, when the school was originally built, nearly all of the country's Mormons were Maori. Now over the years, the number of Mormons composition has changed a bit but still throughout the land, there's probably 75% Maori Mormons in New Zealand. I suppose in a way it represents the general demographic profile of the Church in the country but certainly, students are accepted into this school based upon Church worthiness and nothing else”.

While commenting on how CCNZ is performing when compared with other state or private schools, he said that 75% of the student population at CCNZ are Maori. The school is very successful with Maori pass rates when compared to other schools in New Zealand (see figures next page). This success is mainly due to the Church influences on their lives. Over the years, the percentage of Maori population at CCNZ has been shifting between 75% and 76%. For example, the 1997 ERO Assurance Audit Report contains the findings that they labelled Institution Information (see top of page 79).

The Principal further explained that even at the University of Waikato, if there are 400 LDS students enrolled there, when based upon the existing ratio, there would be 300 Maori. Again he emphasised that it would be the Church influence that encouraged them to be there and most of the Mormon Students in that University normally come from CCNZ.

Institution Information

Location	Templeview, Hamilton	
Type	Private Secondary	
Roll number	632 (now 704)	
Ethnic composition	Maori	76%
	European	16%
	Polynesian	8%
Gender	Girls	57%
	Boys	43%

(p.1)

CCNZ has a specific philosophy on who should sit for external exams such as School Certificate or Bursary. This is different to some schools in New Zealand and even outside New Zealand where only a targeted group that they believe will pass these exams is allowed to sit. CCNZ has a philosophy that encourages all the students who enrol to sit these exams. An unpublished paper written by the CCNZ Principal this year states:

“It is the expectation that every student who enrolls in a School Certificate or Bursary class will work towards the goal of sitting National Exams at the end of the year. If a student is doing poorly in a subject and the student (with the permission of the parent) wishes not to enrol in a specific exam they have the prerogative to do so. Our experience is that in many cases teachers encourage them to sit the exam. It is not the policy of CCNZ to actively dissuade students who are doing poorly to refrain from sitting the exam.” (p.2)

This policy can result in a lower exam pass rate when compared to the one from a targeted group but the Principal and staff at CCNZ believe that all students are important enough to be encouraged to work hard in their studies and be prepared to sit these exams. The teachers are doing their best to motivate their students to achieve these goals when exams come. Some of these pass rate figures extracted from the Principal's unpublished paper (1997) are as follows:

- **1997 School Certificate Pass Rate:**

NZ Pass Rate 59.7%

CCNZ Pass Rate 52.2%

(Note:- Pass is considered to be a Grade A, B or C)

- **1997 School Certificate Pass For Maori:**

NZ Maori Pass Rate 37.3%

CCNZ Maori Pass Rate 51.4%

- **1997 School Certificate Pass Rate For Pacific Islanders:**

NZ PI Pass Rate	30.1%
CCNZ PI Pass Rate	46.9%

- **1997 School Certificate Pass Rate For Europeans:**

NZ European Pass Rate	66.0%
CCNZ European Pass Rate	71.5%

- **1997 Bursary Pass Rate:**

NZ Pass Rate	76.0%
CCNZ Pass Rate	63.8%

- **1997 Bursary Pass Rate For Maori:**

NZ Maori Pass Rate	60.2%
CCNZ Maori Pass Rate	61.7%

These figures definitely show that things are working well for Maori students at CCNZ when comparing their ethnic pass rates to the national pass rates. However, the lower CCNZ Bursary pass rate when compared to the national pass rate is again due to CCNZ encouraging all who pass School Certificates to go forward and sit for Bursary exams. This means that they will be competing with 'streamed groups' from other schools who have a better chance of achieving academically.

Another important difference highlighted by the Principal in his paper was about the pass rate of students who have spent all their secondary school years at CCNZ to those who have spent at least one year elsewhere. These figures are:

- **1997 School Certificate Analysis for those who have been at CCNZ since third form compared to those who have not:**

All secondary schooling at CCNZ	58.3%
At least one year elsewhere	43.0%

Again the pass rate for those who have been at CCNZ longer is higher than those who spent less school years there. This is because the students who have spent more time at CCNZ are completely involved in the school culture and values about equal opportunity to succeed and they do their best to become achievers.

The figures 76% and 75% are interesting ones in this research because although they apply to different situations, the common factor is "Maori" ethnicity. The following examples highlight this point of interest:

- **1997 ERO Report**

According to this report, there were 76% (now 75%) of the students at CCNZ that were of Maori ethnic origin.

- **LDS Church Membership**

Altogether, there are between 75-76% members of the Church in New Zealand that are of Maori ethnic origin.

- **University of Waikato**

According to the Principal at CCNZ, if there are 400 LDS Church-member students at the Waikato University, 300 (75%) of them would have attended their secondary education at CCNZ.

Miscellaneous Issues and/or Concerns

- CCNZ does not operate under a Board of Trustees like the state and other private schools in New Zealand do. Instead, it operates under the Church Board of Education in Salt Lake City, Utah USA. Although this Board exists outside New Zealand, CCNZ does not have any problems with its daily operation because the communication system through the present line of authority works very well. With the approval of this Church Board of Education, CCNZ runs the Religious Education, Secondary Academic Education and an Adult and Continuing Education programme such as the Education week.
- Teacher Registration is a requirement at CCNZ since January 1998. Now, all the teachers are required to hold either a full Registered Teachers Certificate, a Provisionally Registered Teachers Certificate or a Limited Authority to Teach Certificate. This latest requirement will ensure that all the teachers are professionally qualified to teach at CCNZ.
- I believe that the classroom discipline procedure used at CCNZ is fair to the students. The system projects an image that a student is extremely important and that he/she is given enough time to change and improve his/her actions before he/she gets deeper into trouble. I am glad that the issue is not just between the teacher and the student but it also involves the parents or guardians, the HOD and the Deputy Principal as it progresses further up the line of authority. If a short-cut route is taken during a classroom discipline incident, it may be to the disadvantage of the student for the rest of his/her life. Taking the six steps practised at CCNZ will give the student plenty of time to wake up and not only do the right thing(s) but also do things right.
- I am glad that CCNZ is using the 7th Period for those students who need extra help from their teachers. All schools have some students who are struggling academically and if they get extra help such as in this 7th Period, then they stand a better chance of succeeding with their studies. The fact that the teachers spend extra time from Monday to Thursday each week during the term should send a clear message to the students that they are extremely important and because of that, the teachers are prepared to sacrifice their times and personal commitments on their behalf.
- An interesting practice at CES in Hamilton is about the amalgamation of the positions of Country Director and Director of Religious Education. As mentioned before, these two positions are isolated and are covered by two separate persons in other CES locations outside New Zealand. As I ponder upon the application and advantage of this approach, I realise that there are definite merits to it. For example, the title Country Director indicates that the areas of responsibility is country-wide

and not just within CCNZ. Because the Seminary and Institute religious education is covered all over the country and not just CCNZ, then it should come under the Country Director. The fact that there are about 2,000 Seminary and also about 2,000 Institute of Religion students throughout New Zealand when compared to the 704 total student roll at CCNZ confirms the need for a management system that will be to their (students') advantage. When the Country Director decided to allow the Principal to be the CEO of CCNZ, he was virtually introducing this new management system that would give him more time to devote to the management of religious education throughout New Zealand. Furthermore, the non-existent of a separate Director of Religious Education has saved the Church a lot of money.

- Both the Head Boy and Head Girl at CCNZ are happy with the way things are happening. They probably did not realise it but they contradicted each other on an issue. The Head Girl said she was happy with the one-on-one teaching practice because it is to the advantage of the students. She admitted that this was due to smaller class numbers when compared to other schools and the atmosphere created a better relationship between the students and the teacher. However, the Head Boy suggested that the school roll to be increase to well over 700. He would like the two empty dormitories for boys and two for girls filled up. If this is done, the one-on-one teaching practice that the Head Girl mentioned may disappear and the closer interpersonal relationship between students and teachers may also disappear. One possible solution to this would be to increase the number of teachers and the number of classrooms but this will definitely result in extra expenses.
- An issue that the Physical Facilities Director labelled as a "barrier" during our interview was about receiving late notices from the faculty to set up the hall or other facilities for an activity such as a school dance. According to him, sometimes they would get the notice just before knock-off time on a Friday afternoon and he was expected to get some workers in his Department to stay back and set up the facilities. This type of late request is definitely inconvenient for the Physical Facilities workers and with the current management system in practice at CCNZ, there is no room for it. Issues like this should have been included in an Administrative Council agenda so that all those who will be involved are notified well in advanced in order to give them time to prepare.
- The Physical Facilities Director said that there are a lot of land areas at CCNZ that are hardly used. I am surprised that they do not have any animal and vegetable farms for the sake of the boarding students. I once attended a boarding school for boys in Fiji where the students were assigned daily duties such as pulling weeds in the taro and cassava plantations, milking cows, cleaning bathrooms and toilets, helping in the kitchen, feeding the pigs, and a few others. I was surprised that some of these do not apply at CCNZ. Personally I would like to look at having these farms as investments from the Church and they will help cut down the school expenses on food in the long run. The other alternative is to lease out these extra land areas just as they are doing to different parts of the land areas, in order to cut down on maintenance expenses and increase the revenue of the school.
- One of the good points I picked up from the interviews with the HODs was about their mutual agreement to visit each other's class, observe each other's performances and help one another in any area that may need improvements. As

discussed previously in page 74, this is inline with the Total Quality Management (TQM) or Self-Management Team (SMT) approaches to educational management that are practised in some TAFE colleges and other educational institutions around the world. This approach has a positive impact and I know that it can work extremely well as long as everyone in the circle or team approves it and does his/her best to make it work. Good and open communication was mentioned frequently by the participants and it is one important factor in their relationships. Good class time-tabling is another one that is necessary to ensure that various teachers will be free at different times of the day in order to visit and observe their colleagues during class.

- An issue that the HOD for Material Processing and Design labelled as a “barrier” was about the students who were considered to be non-achievers academically. He added that these students are normally encouraged by their teachers to go and do some Trade courses such as woodwork. This HOD wants all the students, bright or not, to attend courses in his Department. A general opinion that I like to challenge is about the ability of the academically bright student to fit in easily to any hands-on experience course. My personal opinion is that some may fit in easily but some may not. This opinion is based on a personal experience over thirty years ago when I left secondary education and become a trainee technician at the Telecommunication Department in Fiji. Two of my former class-mates went with me and both of them used to be the first and second brightest students throughout our secondary school education years. I used to be somewhere in the middle of the class whenever exam results came. Unfortunately, for these two academically bright students, they could not put theory into practice so they had to resign, a few months later. They both ended up in different fields of employment involving office work. Hence, some academically bright students can fit in easily in workshops but some may struggle so I hope they will not make it compulsory for all students to attend these trades courses.
- A proposal that the Principal came up with made me worry if it is applied at CCNZ in future. Because of various changes in courses and/or curriculum, he proposed that all teachers are to be on a one-year employment contract (see page 48). All teachers will have to sign a new contract at the beginning of each academic year but if a course expires, the teacher of that course cannot renew his/her contract unless he/she is needed in a different course or department. My main concern here is that the teachers may feel insecure and will start looking for a better employment contract in other schools. In the long run, the students at CCNZ may suffer if their teachers change too often. I hope that the administration at CCNZ will leave things as they are for now.
- A common concern among some participants was the need to localise some decisions that only the Church Board of Education in Salt Lake City can make. The good side to this concern is that it would speed up some operations at Church College but the bad side is that it will increase the probability of making wrong decisions locally. These wrong decisions can be very costly and can encompass corruption if not carefully monitored and controlled by the Top Management team at Church College and/or the Pacific Area Director’s Office in Sydney.
- The final important issue that at least two participants came up with was about increasing the student roll at Church College to cater for many more students in

New Zealand who have applied to enrol but there are no rooms for them. This is a very good idea but it will clash with the LDS Church policy about why church schools are built. The policy states that where state schools exist, the LDS members should let their children attend those schools because they were built and are maintained by tax payers' money. The LDS Church only builds schools in areas where these state schools are non-existent. As far as New Zealand is concerned, there are many state schools in the country where the LDS Church member-students can attend. Hence, the need to increase the student roll at Church College is not there anymore.

- Looking at the same issue from a different perspective, some LDS Church members may argue that the Church College was built and now maintained by tithing money from Church members. Because they pay tithing too, they have the right to send their children to attend Church College. The two empty boys' dorms and two girls' dorms can be filled up again but this will mean one of two possibilities. The first one is to increase the numbers or sizes of classrooms to accommodate the extra students. This may also result in the need for extra teachers. The second possibility is to reduce the number of day-students in order to fit the current roll. The first possibility above is more costly than the second, but it will result in more happy faces within the LDS Church in New Zealand. The second possibility will not cost the church any financial burden but it will result in some unhappy faces. Only the Physical Facilities Director came up with the highest number (8) of things that he would like to rearrange at Church College. All these 8 concerns are listed in Appendix 4.

This chapter has covered and analysed a number of areas of interest in this case study. The first one is about the responses received from the participants in the semi-structured interviews. These responses are included in Appendix 4 and are grouped in numbers in Table 6. The second area of interest is the higher exam pass rates of Maori students at CCNZ, for School Certificate and Bursary, when compared to the national pass rates. The third area of interest covers a range of issues and/or concerns that have been addressed during this case study. These issues and/or concerns include the following:

- The use of the LDS Church Board of Education instead of a Board of Trustees.
- The need for Teacher Registration.
- Classroom discipline.
- The 7th Period.
- The amalgamation of the positions of Country Director and Director of Religious Education.
- The Head Boy and Head Girl responses.
- Late Work Requests to the Physical Facilities Department.
- Leasing of extra land.
- Application of Quality Management at CCNZ.
- Concern from the Material Processing & Design Department about the students who attend their courses.
- The possible One-year contract for teachers.
- The need for some decisions to be made locally instead of waiting for those in Salt Lake City.
- The effect of increasing student rolls at CCNZ.

The next chapter covers my recommendations.

CHAPTER NINE

RECOMMENDATIONS

A number of issues came up in my interviews with various staff and teachers at CCNZ that need to be considered by the Administrators. I understand that most of these issues have been discussed with the Administration in various Council meetings before but unfortunately they did not approve them. I recommend that these Councils reconsider these issues.

The availability of the Staff Development programme at CCNZ is a positive side of the Church Education System because it helps each staff member to improve on his/her own areas of work either as a teacher or as a member of the support staff. The funds for this programme are budgeted a year in advance and that is where a challenge can arise. At times, a very useful course or workshop may be offered by the Government or a professional organisation. If the invitation to attend is not sent out a year before it starts, then some prospective attendants from CCNZ may not make it due to lack of funds. Because of this possible dilemma, I recommend that a special fund be put aside to cater for this type of need in future.

An important example that has been set by the Country Director in New Zealand is the establishment of a Country Council. The main Council meeting used by other CES institutions in the South Pacific area is the Administrative Council. The presiding authority in the Administrative Council outside New Zealand is the Country Director and the other members of this council include the Principals (if more than one school in a country), the Director of Religious Education, The Director of Finance and the Director of Physical Facilities. A few years ago, the current Country Director decided to let the Principal preside in the Administrative Council and let him manage the school just like all the Principals do in other schools in New Zealand. In line with his title as the Country Director, he established the Country Council to control the CES operation country-wide but at the same time allow the Principal at CCNZ to control the operation of the school. I strongly recommend that this system be applied in other CES institutions in the Pacific Area.

The establishment of Institute Buildings near certain universities has highlighted the church's stand on balancing the secular and religious education of church-member students. At present these Institute buildings are only available to students in Auckland, Hamilton and Wellington. I would recommend that other Institute Buildings be set up in other cities such as Christchurch, Dunedin and Palmerston North to cater for the church-member students that attend Universities in those areas. Those students who live in rural areas can use their church facilities for Institute of Religion classes and other activities.

Both the Deputy and the Assistant Principals are coping well with their many areas of management. This does not mean that everything is easy for them because occasionally they come across some challenges that they need to overcome. The Principal is quite happy with their performances and achievements. The Principal, the Assistant Principal and the Director of Finance agreed on a concern about them gaining more power to make decisions on issues that currently still need the Church Board of Education's consent first. My recommendation to them is to let things stand for now because

sometimes, the availability and use of more power can result in unanticipated misuse of some of that power. This misuse of power may not happen at CCNZ but if this extra power is given to them, they will also be given to other Church schools such as in Fiji, Tonga and Samoa. Those other Church schools may misuse this extra power and suffer the consequences.

The conditions and appearances of the physical facilities at CCNZ are very good when compared to a number of state and/or private schools in New Zealand. The Physical Facilities Director is working very hard in managing, encouraging and helping all the staff in his Department to keep all these facilities at the same high standards they were at when they were first dedicated to the Lord soon after construction. All this hard work happened with challenges here and there as mentioned by the Physical Facilities Director in our interview. One of these challenges is the attitudes and expectations of a few trades people who have been working at CCNZ for many years. I recommend that these trades people work closely with everyone else in their department for everyone's sake.

I certainly understand Physical Facilities Director's concern about the manual Purchase Order processing system that is so time-consuming and very inconvenient for them. The Physical Facilities Director suggested that his secretary should do the whole processing herself for their Department but I would like to take one step further than that. I strongly recommend that CCNZ have a computer network system installed on campus so that all the Management areas with specific financial budgets can process their own Purchase Orders. At the same time, the Director of Finance can still access all Accounts through the network to keep track of their spending and account balances, while fulfilling his role as the Manager (Director) of Finance. Everyone on campus with a school computer can be connected to this network and each user will have his/her own password for access to the system. Even the HODs and computer teachers can have their computers hooked up to this network.

One noticeable challenge that exists in all Church schools around the Pacific is that their computer budgets are directly managed from Sydney. Even if a school such as CCNZ needs a computer network on campus, the budget request is prepared by the Computer personnel in Sydney (if they approve it) and they send it up to Salt Lake City. The computer specialist at CCNZ said that those in the Sydney office already know about their need for a network and it has been over five years now since the request was first given to them but still no results. I hope that this request will be approved soon and a fibre-optic cable system used to ensure that the signals sent between the long distant terminals and the server will be of high quality to prevent data loss.

Another area of concern that the Physical Facilities Director came up with was about the processing of Work Requisitions for unanticipated real 'needs' (not wishes or wants) that may arise once in a while. If they are not budgeted for, there will be no money to cover them and consequently, he will not be able to do anything about these requests until the next year if their proposed budget requests are approved from Salt Lake City. To cater for this concern, I recommend that a form of "emergency fund" be set aside annually and managed only by the Director of Finance to cover only those things that are really urgent and must be approved by the Administrative Council.

I am surprised and a little disappointed that a chapel was never built on campus at CCNZ. Apart from the fact that it is a Church School, CCNZ is also a boarding school and because of these two factors, the church should have approved the building of a chapel to be used by the students, teachers and staff on Sundays. I hereby recommend that the Administrators at CCNZ consider applying for the construction of a chapel building on campus.

At least two HODs mentioned the need to introduce an Electronics course at CCNZ. I am surprised and disappointed that Electronics is not taught at CCNZ because Electronics has a profound impact on many professional, academic, vocational and personal fields of interests in life. I strongly recommend that Electronics be part of CCNZ curriculum. I appreciate that computer skills are being taught here but through an Electronics course, those students will be able to repair a computer if the need arises in future. A future employee who has both software and hardware skills will stand a much better chance of gaining employment than the one with only the software skills.

The HOD for Material Processing and Design came up with an issue that is worth re-thinking. This was about the static operational budget for his Department. He said that every year the costs of consumable materials used for training in his Department keep climbing up but their annual budget do not increase. I recommend that the Principal and the Director of Finance check this concern once again and make the correct decisions about it. This HOD also mentioned that CCNZ used to teach life-skills courses in the past but not anymore. Some of these may be about brick or block-laying, some may be basic electrical or electronic repairs and some may be carpentry but they do not have to sit exams for them. I recommend that these life-skill courses be included in the Education Week programme or something similar, for the benefit of the students, parents and other Church members outside CCNZ.

This chapter has covered a number of recommendations. The first one is about allocating a special fund to cover unanticipated needs such as Staff Development that may be organised by the Ministry of Education or any of the Educational Institutions. The second recommendation is about the use of the Country Council in other Church Schools outside New Zealand. The third one is about the availability of Institute Purpose buildings in other city areas that have university campuses too. The fourth one is about having the right to make local decisions on certain issues that currently need approval from Salt Lake City. The next one is the need to have a computer network on campus. This will speed up a lot of work such as Purchase Order processing that is being done manually on paper. Another recommendation is to build a Chapel on campus. The second last one is the teaching of Electronics courses at CCNZ and finally, the need to increase the budget for materials that are used for training in the Material Processing and Design Department.

CHAPTER TEN

CONCLUSION

Different people have different ways of judging how successful an educational institution is. For some people, the exam results are the main indicators. For other people, the total number of students and teachers in the school is the real indicator. Some people believe that winning on the sports field is an important indicator for school success. In this thesis, I was concentrating on the philosophies, policies and practices of educational management at the Church College in Hamilton. I believe that this Church College is operating successfully as shown in the preceding chapters. All the participants at CCNZ confirmed that the Church College fits well within the New Zealand Education System. The last ERO (1997) Report also states that the Church College is fulfilling all the requirements from the Ministry.

According to the Education Review Office (ERO, 1998):

“The performance of schools is related to their management performance. It is generally believed that good performance in terms of staff management and curriculum management and delivery is likely to impact positively on students’ achievements”. (p.6)

This means, whenever students do well in school, whether academically in the classroom or physically through sports, the main force behind that success is a team of managers or administrators, teachers and support staff who sacrifice so much of their time, talents and efforts for the benefit of the students. To judge the success or otherwise of the governance, management and curriculum delivery at CCNZ, the administrators and teachers should continue to use the comprehensive ERO list of indicators below. Attached to each indicator is a question that they should find the answer to, all the time:

- a compliance with legal requirements – is CCNZ operating under New Zealand legal requirements?
- provision of a balanced curriculum – are the curriculums covered at CCNZ wide enough to cater for the study needs of the student population?
- effective delivery of the New Zealand curriculum – are the teachers using the best teaching methods, techniques and approaches to help students achieve the learning outcomes?
- effective assessment of student achievements – are the assessments used at CCNZ very effective and the same or similar to those approved by the Ministry of Education in New Zealand?
- effective monitoring and reporting of student progress – is the monitoring and reporting process used at CCNZ the best and most effective for the students?
- provision for special needs/abilities – does CCNZ have facilities and services for students with special needs and/or abilities?
- effective fulfillment of good employer requirements – how effective and efficient is the CCNZ management team?
- effective performance of management of staff – ditto!
- effective financial management – ditto!

- effective asset/property management – ditto!
- documentation reflected in practice – how efficient is the filing system at CCNZ?
- effective self review – how do they do it?
- informed and effective governance – how do they put this into practice at CCNZ?
- students achieve to positive and realistic school expectations – what are the CCNZ expectations for students?
- similarities in performance – are exam results for each Form consistent or are there areas of concern at CCNZ?

The answers to some of these questions may be challenging but that is the responsibility of the administration team. They should identify these challenges and find ways to either control them or remove them. Although ERO have identified some real challenges to the operation of schools in New Zealand, I have found that these do not create any barriers to the recruitment and retention of teachers at CCNZ. Some of these challenges are:

- the location of the school (such as its remoteness), its socio-economic setting (SES) and its cultural setting.
 - the learning needs of the students and their relative levels of attainment. These often coincide with the SES and cultural setting of the school.
 - the physical working conditions - such as the quality and condition of classrooms, the quality and quantity of the teaching and learning resources available and the quality of the infrastructural support within the school.
 - the public reputation of the school - that is the extent to which employment in the school is likely to enhance or threaten future career prospects of the applicants.
- (p.9)

A school is identified as a good one if the Principal has high quality curriculum management skills, good leadership style and has a vision for the school. I believe that the Principal at CCNZ has these qualities and that is why the school should be identified as a **Good School**. According to the ERO (1998) report, good schools not only should have good systems for monitoring and reporting on student progress, they should also place high priority on staff professional development. They should also meet their legal obligations to students who may have barriers to learning such as limited pre-school experience, poor health status, truancy and absenteeism. Even guidance and counselling services should be provided for, if a school is to show their care and support for the students. All these are happening at CCNZ and that is why it should qualify as a **Good School**.

According to the ERO Assurance Audit Report (1997), the Church College is meeting its obligation to the Ministry of Education in New Zealand by providing suitable curriculum, staffing, equipment and premises for the benefit of the students. The College is also fulfilling the expectations of the LDS Church Board of Education by teaching religious education on campus. The objective of the religious education in the Church Educational System is accomplished by teaching students the gospel of Jesus Christ, teaching students by precepts and example, providing a spiritual and social climate, and preparing these young people for effective church services such as going on a church mission for about two years.

One important belief within the LDS Church is that all human beings are sons and daughters of one Heavenly Father who is God above all Gods. This has resulted in everyone both young and old, looking at and understanding each other as having equal values and opportunities to achieve the righteous desires of their hearts. This will include the opportunities to succeed academically, spiritually, and vocationally. Because race or ethnicity has no effect in these opportunities to succeed, CCNZ is setting an example in New Zealand for the state and other private schools to follow for the benefit of students with Maori and Pacific Islands origins. This may sound idealistic to some people but it is working at CCNZ and it can work in other schools too.

The lifestyles of the students, teachers and support staff at CCNZ are important factors in their acceptance to be part of CCNZ. The word **worthiness** is an important label that depicts the opportunity to enter CCNZ if approved by those in authority. The questions asked by the appropriate LDS Church leader in an interview for worthiness focus mainly on Church doctrines as listed in Chapter 2 under the General LDS Church Philosophies and Policies. All students, teachers and support staff, are expected to uphold these worthiness standards throughout their attachments to CCNZ.

A common symbol for the church worthiness of an adult employee or missionary at a Church School such as CCNZ is the possession of a current Temple Recommend. Only the adult church members who are obedient to the laws and commandments of the Gospel of Jesus Christ can qualify to hold Temple Recommends after thorough and careful interviews with the appropriate church leaders such as Stake Presidents and Bishops. A prospective teacher may be well-qualified academically for a vacant position in a Church College such as CCNZ but without a current Temple Recommend, he/she will miss that opportunity.

CCNZ is meeting both its secular and religious objectives through the hard work and commitments of a well co-ordinated team of teachers and support staff. The team leader is the Principal and his management style is so effective that all the members of the team always support each other.

The LDS Church leaders through the Board of Education have always emphasized that the secular and religious education must be balanced in all Church schools. Through this balancing act, the students in a Church school will be well trained and prepared for their lives on this planet. A comment on this issue made by a former President of the LDS Church, President Ezra Taft Benson (1986) was:

“We must balance our secular learning with spiritual learning. You young men should be as earnest in enrolling in Seminary and learning the scriptures as you are in working toward High School graduation. Young adults enrolled in Universities and Colleges or other post-secondary training should avail themselves of the opportunity to take Institute of Religion courses or, if attending a Church school, should take at least one religion course every term. Joining our spiritual education to our secular learning will help us keep focused on the things that matter most in this life. Though I am speaking to you Priesthood holders, the same admonition applies to the women of the Church as well as the men.”

(The Ensign Church Magazine, Nov. 1986. Pp 46-47)

All the teachers and support staff at CCNZ should be thankful to the Church Board of Education for approving the current salary scales that they come under. They are definitely paid more than their counterparts in the state and other private schools. Even without the help of any union, the salary increments for all CCNZ employees are done in January every year. Other factors that can contribute towards more salary increments are additional professional qualifications and promotions. Apart from that they also have the privilege of going on Professional Development leave if they want to. An employee who takes Professional Development leave in order to attend a College or University for further education and/or training on his/her area of employment can qualify for a partly of fully paid leave and tuition assistance from the LDS Church Office in Salt Lake City.

Through interviews and personal observations, I have concluded that the Principal is fulfilling all of his roles as the Principal of CCNZ. He is definitely a visible leader in the school and he provides motivation and enthusiasm for teachers to be effective and efficient in their responsibilities. He is also doing his best to make sure that the policies and procedures from the Church Board of Education are carried out. I certainly like the idea of providing open communication with the parents because this will make them feel important when they know that they have access to the decision-makers of the school. The Principal's management style is working well and the impression I gained from this research was that everyone in the management or administrative circle at CCNZ was happy to work with him. I definitely agree with the goal that he wants all the teachers and administrators at CCNZ to have, and that goal is to help the students succeed in their studies, have brilliant experiences on campus and enjoy learning.

The 1997 ERO Report (see Appendix 14) shows that CCNZ is fulfilling all the requirements from the Ministry of Education. This is a good sign because it means that the Principal, the teachers and all support staff are not only doing the right things but they must also be doing them the right ways too. It is true that the Principal is accountable for everything that takes place at CCNZ, but because he cannot do all the work by himself, he has to delegate some of them to the Deputy Principal, The Assistant Principal and others in the Administrative Council and/or School Council. I am glad that the Principal is very skilful in delegating responsibilities to others because I noticed that everyone in the team have confidence and trust in each other.

The good relationships I witnessed at CCNZ were mainly due to their understanding and living the gospel principles everyday. Two verses from the New Testament Bible (1989) that apply here are:

John 13: 34

“.....Love one another as I have loved you.....”

Matthew 22: 39

“.....Love thy neighbour as thyself.”

Even the council meetings are conducted just like other church leadership meetings and there are no bad feelings between the participants. Because of the existence of this **brotherly** and **sisterly** love between all the employees at CCNZ, I conclude that the concepts of TQM or SMT can be practiced here without any difficulties. At least one Academic Department is practicing something similar, where the teachers are free to

visit each other's classroom and observe what is happening during class. Later, they would sit down and discuss their observations and give their suggestions on how to improve something if they feel there is a need for it.

Strategic Planning is definitely an important part of School Management not only at CCNZ but also in other CES locations around the world. This management tool is also used in other educational institutions within and outside New Zealand. As I compared the strategic planning processes described by the Principal and Paul Wood (not a church member), I have come to the conclusion that they are the same.

The Director of Finance has a heavy financial responsibility on his shoulders. He manages the annual budget of about \$5 million for CES in New Zealand. From what I have observed, he is coping very well. I am glad that these budgets are audited once a year by auditors from Salt Lake City. This annual audits will help the Director of Finance to keep up-to-date and stay in line.

The existence of the Missionary Training Centre (MTC) on CCNZ campus does have a profound effect on students' decisions to go on Church Missions. Up to now, the majority of full-time missionaries from New Zealand were educated at CCNZ. If what the church member said is true, that he and other church members do not want the LDS Church to be involved in secondary education in New Zealand, then we have a real challenge here. Judging from my personal experience at the CES-Fiji, I conclude that having a church school is a privilege and a blessing that I hope will never be taken away from any country that was and is approved to have one. For the sake of the student-members in New Zealand, I hope that the Brethren will never consider closing down CCNZ.

The Professional Development Programme (PDP) that is run by the Church Educational System aims at improving the teachers as an effective and efficient group of people. As described by the HOD Maths, instead of just teaching the participants the various teaching methods and learning styles, this PDP focuses on improving the attributes of the teachers as individuals and later, they can use their improved attributes to become better teachers. The HOD Maths also said that some educators outside the LDS Church have agreed that the PDP approach is a good one and their support have come in various publications about it. My conclusion here is that the PDP is good and it is for the benefit of the teachers and students.

All the interviewees agree that CCNZ fits well within the New Zealand education system. The results show the school is successful in the education of the Maori and other Polynesian students when compared to other schools in New Zealand. As I said earlier, even the exam results for students with European or Palagi ethnic origin are much better than those outside CCNZ. I have also said before that all people involved with the LDS Church College in Hamilton appear to be happy and the school is operating for the benefit of all. This means that the philosophies, policies, and practices of educational management must be working well.

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Appendix 1: **Letter of Introduction**



26 April 1999

Dear Brother/Sister

My name is Semiti Leqakowailutu. I am a full-time student at Wellington Polytechnic and I have been granted permission to do my research at CCNZ for a Thesis in the MED degree course this year. The approval came from the CES offices in Salt Lake City and Sydney and also from Brother Ian S. Ardern here at CCNZ. I appreciate if we can meet and discuss my request to spend at least half an hour for an interview with you on an agreed date and time. I realise that you already have a planned calendar of activities for this year and I will be thankful if you can find the time to fit me into your tight schedule.

My research focus is on the Management and Administration of CCNZ and your assistance will be greatly appreciated. If you prefer, I can give you in advance a copy of the questions I will be asking during the interview. Please note that these are only some of the questions that I will cover and others may arise before and during the interview. The interview will focus on topics that are directly related to your areas of responsibility.

I promise not to use personal names in my Thesis if that is your choice but the position under discussion may be identifiable. I also promise to protect any confidential information that I may encounter in our interviews and discussions or while reading filed documents in your Department. I may also need to contact you again for another interview if I find gaps in the initial interview.

Thank you in advance for your assistance and I look forward to working with you on this project.

Yours sincerely

SEMITI LEQAKOWAILUTU
Student – Wellington Polytechnic

Appendix 2: **Informed Consent Form**

INFORMED CONSENT FORM
FOR
MEd. RESEARCH PROJECT

**A CASE STUDY OF THE PHILOSOPHIES, POLICIES AND PRACTICES OF
EDUCATIONAL MANAGEMENT AT THE CHURCH COLLEGE OF NEW
ZEALAND.**

RESEARCHER: Semiti Leqakowailutu **DATE:** April/May 1999

THE PARTICIPANT:
(Please print your name)

I have read the accompanying letter of introduction that contains the request to do a research at the Church College of New Zealand (CCNZ) in Hamilton.

I am satisfied that my rights and the researcher's obligations are clearly stated. I therefore freely and willingly give my support and informed consent to participate in this research project.

Signature: **Date:**

Appendix 3: **The Common Research Questions**

1. Can you please describe your main areas of responsibility as theat CCNZ?
 2. What and how are things working well for you?
 3. Why do you think they are working well?
 4. What barriers (if any) do you need to overcome?
 5. What changes would you like to make in your areas of responsibility?
 6. How does CCNZ compare or fit within the New Zealand Education System?
 7. How does CCNZ fit within the wider LDS Church context?
 8. In your ideal world, how would you like to rearrange things at CCNZ for the benefit of the students, teachers, support staff, and other stakeholders?
-

Appendix 4: **Responses to Six Common Questions**

Although there were eight common questions in this interview, I have decided to analyse only six in this Appendix. I combined questions 2 and 3 above into one question (Question 1 below) and questions 4 to 8 above are those in Questions 2 to 6 below. I have also decided be cautious and not use the participants' names or their positions.

QUESTION 1: What, how and why are things working well for you?

[A] PARTICIPANT NO.1

1. The Religious Education is working well and is strengthening the testimonies of the students.
2. Many former students have served honourable church missions.
3. Many former students have not only married each other, some have even achieved Temple marriages.
4. The school is succeeding academically.
5. CCNZ is also creating good citizens.
6. The LDS church commitment to education is currently being fulfilled.
7. The facilities at CCNZ are excellent when compared to other schools.
8. The Seminary and Institute of Religious Education teachers are trained to be good teachers.

[B] PARTICIPANT NO. 2

1. He has a very friendly approach and personal touch that makes him approachable.
2. He is prepared to compromise on certain issues as long as he does not go over the boundary.

[C] PARTICIPANT NO. 3

1. The new cafeteria manager is fitting in and working very well.
2. The Health centre is operating well.
3. There is no problems with the Dorm Parents.

[D] PARTICIPANT NO. 4

1. He does not have any "crisis management" problems.
2. All three of them in the School Council, the Principal, the Deputy Principal and himself as the Assistant Principal work co-operatively all the time.

[E] PARTICIPANT NO. 5

1. The interpersonal relationships with everyone in the office is good.

[F] PARTICIPANT NO. 6

1. He has a good working relationship with his assistant, his secretary, the Director of Finance, and the Head Custodian.

[G] PARTICIPANT NO. 7

1. All in the Department are working closely together with open communications, no secrets and no back-talks.
2. All the teachers are prepared to put in extra hours of work to fulfil the needs from the administration or the Ministry of Education.
3. Their Department meeting is working well.

[H] PARTICIPANT NO. 8

1. The Quality Management system used in their Department is working well.
2. All members of the Department are working well together and are free to visit each other's classroom for observations.
3. Open communications within the Department is very good.
4. No problem with the teachers attending in-service training.
5. Teachers are always willing to give Appraisal Forms to their students at the end of the year to get a feedback on how they performed as teachers that year.

6. The annual appraisal interview between HOD and teachers always result in positive feedback from the teachers.
7. Good exam results show that the students are performing to expectations.
8. Their Department meetings always work out well even when the HOD has to address the teachers' teaching progress.

[I] PARTICIPANT NO. 9

1. Missed out.

[J] PARTICIPANT NO. 10

1. The two workers in her Department are hard-working and trust-worthy.

[K] PARTICIPANT NO. 11

1. Inter-personal relationships between members of the Student-body Presidencies and the students are very good.
2. There is a good mix between the boys and girls and also between the boarding and day students.
3. The counsellors picked for the Student-body Presidencies have good skills in certain areas.

QUESTION 2: What barriers (if any) to you need to overcome?

[A] PARTICIPANT NO. 1

1. Trying to get everybody to have the same CES values especially through the PDP Programme.

[B] PARTICIPANT NO. 2

1. Some of the decisions that are made in Salt Lake City are too centralised and time-consuming. They should be allowed to make the decisions on issues such hiring of new employees at CCNZ.

[C] PARTICIPANT NO. 3

1. Some parents are too authoritative and very protective of their children even if they are wrong and they will not hesitate to put the blame on someone else.

[D] PARTICIPANT NO. 4

1. Getting some financial support for a real emergency is a real challenge because budgets are done annually and even when approved, the money has to come from Salt Lake City in the next financial year.

[E] PARTICIPAN NO. 5

1. The personal relationships between him and the rest of the staff in his Department is no longer as friendly as they used to be after he was promoted to the new position. It is now more of a Boss and worker relationship and sometimes he has to be firm to get things done.

[F] PARTICIPANT NO. 6

1. Some trades people who have been at CCNZ for 10 to 20 years think they have the right to be there until they retire.
2. The workers have formed groups according to how long they have been working at CCNZ.
3. Some trades people want to do the Projects that are being contracted out and they forget or ignore that they are there to do maintenance work only.
4. Getting the Projects approved from Salt Lake City around winter is a challenge if the work can only be done in summer.
5. Getting some work requests late on Friday afternoon to do various work such as setting up the Hall for a school dance or cultural activity is another challenge especially when some of the workers have other commitments to attend to straight after work.

[G] PARTICIPANT NO. 7

1. Field trips are not allowed in Term 4 because of examination preparations.
2. There are no computers in the Science Laboratories and they need them.
3. The single period for Laboratory work is not enough. They need double periods for Laboratory work.

[H] PARTICIPANT NO. 8

1. Because CCNZ is a little bit isolated from other schools, the teachers and HODs are missing on the benefits of having close contacts with their counterparts in other schools where they can see what and how they do things.

[I] PARTICIPANT NO. 9

1. They are still not sure where the Unit Standards from NZQA will end up when compared to sixth form certificate.

VIII

2. Some technology teachers are stuck with their old styles of teaching and do not want to change.
3. The annual budgets are the same every year but the material costs increase annually so they are missing out on some needed materials.
4. The Department is being used as the dumping ground for students who are considered to be academically incapable.

[J] PARTICIPANT NO. 10

1. Some students, teachers and staff are accessing certain facilities without prior requests or booking.

[K] PARTICIPANT NO. 11

1. They cannot please everyone at CCNZ but they are still trying.

QUESTION 3. What changes would you like to make in your areas of responsibility?

[A] PARTICIPANT NO. 1

1. Hire more full-time co-ordinators for Seminary and Institute of Religious Education to do what some Missionaries are doing now.
2. The teachers for Religious Education are to have Teaching Certificates.

[B] PARTICIPANT NO. 2

1. Some decisions that are currently being made at Salt Lake City should be made locally at CCNZ and these include:
 - The hiring of employees within CES in New Zealand.
 - What type of equipment to buy for the school.
 - What type of Information Technology (IT) to use eg. The Internet.

[C] PARTICIPANT NO. 3

1. No changes proposed.

[D] PARTICIPANT NO. 4

1. The HODs need to accept greater responsibilities instead of passing them on to the Assistant Principal.

[E] PARTICIPANT NO. 5

1. The Business or Finance Department is over-staffed and some of them should be released from employment.

[F] PARTICIPANT NO. 6

1. He wants his secretary to do the processing of computerised Purchase Orders instead of sending them to the Business Office.
2. He should be in total control of who gets what keys and also on how & when to use those keys.
3. When CCNZ hires someone for a particular position such as a carpenter, he/she should already be a carpenter instead of training him/her later to be a carpenter.
4. The teachers need to be better prepared for annual budget preparations and think at least one year ahead.

[G] PARTICIPANT NO. 7

1. Rearrange her time-table so that she can visit and observe other classes in her Department. At present her teaching time is the same as theirs.

[H] PARTICIPANT NO. 8

1. Let the school apply the Quality Management concept.
2. The school should be more involved in community activities such as Maths Week.

[I] PARTICIPANT NO. 9

1. Let more students (including the bright ones) come and go through the practical learning experience in the Department.
2. Get rid of the 6th Form Certificate.
3. More life-skills are to be taught (with no exams) in this Department to help them in future.

[J] PARTICIPANT NO. 10

1. (She could not remember what she wanted to change)

[K] PARTICIPANT NO. 11

1. Nothing to change.

QUESTION 4. How does CCNZ compare or fit within the New Zealand Education System?

[A] PARTICIPANT NO. 1

1. Due to the legal requirements in New Zealand, all teachers at CCNZ need to be registered as teachers.
2. Other things that make CCNZ fit well into the New Zealand Education system are:
 - Some teachers and support staff are members of professional organisations in the country eg. The Principal is a member of the Principals Association in New Zealand.
 - They attend various trainings or inservices organised by the government and the facilities at CCNZ are also available for any of these trainings if the government needs them.
 - He attends some Administrative Inservices that are run through Universities.
 - The various Government bodies such as ERO visit CCNZ when they need to.
 - The same examinations approved by the Government to be sat in all schools in New Zealand are also sat at CCNZ.
 - When needed, CCNZ participates in Pilot Programmes with other schools.

[B] PARTICIPANT NO. 2

1. CCNZ runs the same curriculum as other schools in New Zealand under the same Qualification Authority.
2. CCNZ stays open the same number of days per school year as other schools in New Zealand.

[C] PARTICIPANT NO. 3

1. They use the same curriculum that are used in all other schools in New Zealand.

[D] PARTICIPANT NO. 4

1. They follow the same curriculum as all other High Schools in New Zealand.

[E] PARTICIPANT NO. 5

1. CCNZ operates under the New Zealand Qualification Authority umbrella.

[F] PARTICIPANT NO. 6

1. CCNZ uses the same curriculum as other schools in New Zealand and with the same standards.

[G] PARTICIPANT NO. 7

1. They use the same curriculum as other schools and ERO is happy with the results.

[H] PARTICIPANT NO. 8

1. They use the same curriculum and the students sit the same exams as other schools do.

[I] PARTICIPANT NO. 9

1. They get good marks in national exams.
2. They are good in sports when they compete with other schools country-wide.

[J] PARTICIPANT NO. 10

1. For a scale of 0-10 (10 is the highest), CCNZ would be 9.5

[K] PARTICIPANT NO. 11

1. CCNZ uses the same curriculum as other schools.
2. The school has a good one-on-one teaching practice.
3. Their sports teams are good when they compete with other schools.

QUESTION 5 How does CCNZ fit within the wider LDS Church context?

[A] PARTICIPANT NO. 1

1. The basic criteria for admission to CCNZ are:
 - Church worthiness.
 - Good Seminary attendance record.
 - Good attendance record(s) from previous school(s)
 - Good conduct.
 - Hard working and commitment to study – good academic achievements are not necessary criteria for acceptance to CCNZ.

[B] PARTICIPANT NO. 2

1. They have the same goals and objectives as the church schools in other countries such as Fiji, Samoa and Tonga.
2. CCNZ is helping to develop the testimonies of the students about the Gospel of Jesus Christ.
3. The school is preparing and encouraging the students to go and serve a mission at the right age.
4. They encourage the students prepare themselves for Temple Marriages.
5. They teach and emphasise the principle of “self- reliance”.

[C] PARTICIPANT NO. 3

1. (missed out on this one...)

[D] PARTICIPANT NO. 4

1. The school is owned and operated by the Church Board of Education.
2. CCNZ exists for the benefit of the church members in New Zealand.

[E] PARTICIPANT NO. 5

1. CCNZ uses the same policies and procedures that are similar to or the same as the LDS Church policies and procedures.
2. CCNZ is audited annually just like all other LDS Church units world-wide.

[F] PARTICIPANT NO. 6

1. CCNZ has created a very good and strong reputation for the church in Hamilton and in New Zealand as a whole.
2. Due to the existence of CCNZ, there are now three Stakes (groups of church units) in Hamilton and the one in Temple View where CCNZ is has five Wards or church units.
3. The school environment and influence are shaping the lives of the students in the way the church wants.

[G] PARTICIPANT NO. 7

1. The same principles that are taught in the LDS Church are also taught in CCNZ.
2. Difficult issues such as “discipline” are handled ecclesiastically and if need be, the parents and Priesthood leaders would be consulted.

[H] PARTICIPANT NO. 8

1. The principles taught in the Professional Development Programme (PDP) about to be a good teacher, educator and administrator are in line with the church principles.

[I] PARTICIPANT NO. 9

1. CCNZ is the Standard Bearer for all the church members (young and old) in New Zealand.
2. CCNZ produces more Church Missionaries than all other combined church units in New Zealand.

[J] PARTICIPANT NO. 10

1. The cleaning standard at CCNZ is the same as those in other Church Schools, Colleges, and Universities world-wide.

[K] PARTICIPANT NO. 11

1. The same Seminary and Institute of Religion study programmes that are taught in other church facilities around New Zealand are also taught at CCNZ.

QUESTION 6. In your ideal world, how would you like to rearrange things at CCNZ for the benefit of the students, teachers, support staff, and other stakeholders?

[A] PARTICIPANT NO. 1

1. Get rid of examinations and be more exploratory in education.

[B] PARTICIPANT NO. 2

1. Have every employee on a one-year fixed term contract so that if new courses are introduced and none of the old teachers can teach it, then release one of them and hire someone new in his/her place.

[C] PARTICIPANT NO. 3

1. Help the students to focus ideally on specific goals and have them rearrange their priorities in the best order such as:

- Spiritual achievements - first.
- Academic achievements - second.
- Team and sports achievements - third
- Social activities eg. Dances - forth.

[D] PARTICIPANT NO. 4

1. They need to be allowed to make some decisions locally instead of waiting for the Church Board of Education.

[E] PARTICIPANT NO. 5

1. The Church Board of Education should give them the autonomy to make some decisions locally instead of waiting for them.

[F] PARTICIPANT NO. 6

1. The students should have more say in what is happening at CCNZ.
2. They should build a Chapel for the school.
3. Make the campus smaller because some areas are hardly used yet they are mowed regularly.
4. Reduce the number of maintenance staff because they have too many when compared to other schools in New Zealand.
5. Get the teachers and teachers to do some of the work such as ground-marking.
6. Contract out all the maintenance work.
7. Let the parents show their interest in their children's education by involving them in some work at the school.
8. In their last year at CCNZ, a few students should take part in an exchange programme with other students in Fiji, Tonga or Samoa in the last three months of the school year, to open their eyes to what is or is not happening over there.

[G] PARTICIPANT NO 7

1. Replace the seven old tables in the Science Lab.
2. Create a Faculty room to be used only by the Faculty.

[H] PARTICIPANT NO. 8

1. Remove the one-way communication method and let the staff and teachers have a say in what they really want to happen at CCNZ through open discussions.
2. The Teachers Association should meet more often than just once a year as currently happening.
3. Use the first day of each school term for all the teachers to have a special meeting because the classes do not normally start until the second day of the term.

[I] PARTICIPANT NO. 9

1. Increase the number of boarding students in the 3rd and 4th Forms to match those in the 5th and 6th Form boarders to help create a strong spirit for the school as a whole.

[J] PARTICIPANT NO. 10

1. Organise some form of activities for the students at lunch time to keep them occupied instead of being bored.

[K] PARTICIPANT NO. 11

1. Increase the student roll to cater for those who have enrolled but there is no room for them at CCNZ at present.
-

Appendix 5: Other Research Questions

COUNTRY DIRECTOR

1. How is the Professional Development Programme (PDP) managed at CCNZ?
2. Please describe the other CES meetings you normally attend outside New Zealand?
3. Please explain how the Labour Missionary Programme works at CCNZ?
4. Can you please describe the function of the Computer Committee?
5. How do the processes of curriculum consultation and development occur at CCNZ?

THE PRINCIPAL

1. Can you please describe the main roles of the Administrative Council?
2. Who makes the decisions in the Administrative Council?
3. How does the decision-making take place in the Administrative Council?
4. If conflicts arise, how do you resolve it?
5. How can you tell whether this Council is working effectively and/or efficiently?

6. Can you describe how CCNZ does Strategic Planning?
7. What are the various components of Strategic Planning?
8. How is it working when compared to expectations?
9. Can you explain how you prepare your financial budget for the whole year?
10. How do the processes of curriculum consultation and development occur at CCNZ?
11. How does an assessment policy get developed?
12. Can you please describe the Quality Assurance processes that are in place?
13. What is the relationship between Quality Assurance and Professional Development?
14. Please explain how well CCNZ is meeting individual needs especially of students such as Maori and others from different ethnic background?
15. What challenges are facing CCNZ at present as we enter the new millennium?

THE ASSISTANT PRINCIPAL

1. Please explain what is involved in the College of Education placement programme?
2. Can you describe what the Faculty Inservice is all about?
3. How do Field Trips fit into the educational goals at CCNZ?
4. Can you explain the reasons for and the details covered in HOD meetings?
5. Can you explain how the College Library is currently managed?
6. Can you describe the process involved in the planning and organising of the Prizegiving activity at CCNZ?
7. Can you describe the steps taken in the preparation and sending of various Statistical Reports to the New Zealand Government?
8. Can you explain the rules, decisions and procedures involved in the choice of Textbooks for various courses taught at CCNZ?
9. How is the Work Experience programme organised and run at CCNZ?

THE DEPUTY PRINCIPAL

1. Can you please explain the procedures used in keeping Student Attendance under tight control?
2. Please explain who is involved and how is Student Counselling carried out at CCNZ?
3. Can you describe the various types and sizes of Culture Groups at CCNZ and how you control any possible conflict?
4. Can you describe what the Faculty Meeting is all about and who attends it?
5. Please explain the reasons for student discipline and how effective it is to the school and to the students?
6. Can you describe how you organise and manage the Studentbody at CCNZ?

DIRECTOR OF FINANCE & ADMINISTRATIVE SERVICES

1. How are the annual budgets for the whole school prepared, approved and managed?
2. Can you describe how the Human Resources are managed at CCNZ?
3. Can you explain how the Student Work Programme is put into practice at CCNZ?
4. Can you explain all the rules and regulations that affect the Management of Student Fees?

DIRECTOR OF PHYSICAL FACILITIES

1. Can you explain any other things that you are expected to do in support of the learning processes at CCNZ?
2. How and through what process can a Building Certificate be obtained?
3. Can you explain what is involved in the Custodial Management at CCNZ?
4. Can you explain how you manage the overall maintenance of all the physical facilities at CCNZ?

HEADS OF DEPARTMENT (HODs)

1. Can you describe the main points you normally cover in your meetings with other HODs?
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Appendix 6: **Subjects Taught at Church College in 1959**
(compare with Appendix 10)

Agriculture:

General Agriculture I
Animal Husbandry I II III
Agronomy
Farm Book-keeping and Management
Farm Projects
Farm Shops
Farm Crops
Dairy
Beef and Sheep
Poultry
Horticulture - Landscaping
Farm Development
Farm Mechanics I, II

Art:

Introduction to Art I
Art II
Arts and Crafts I, II
Advanced Art

Commercial:

Exploratory Typewriting
Typewriting I
Shorthand I
Shorthand and Transcription II
Bookkeeping I
Commercial Practice I
Bookkeeping II
Commercial Practice II

English:

English I, II, III, IV
Public Speaking I, II, III
Drama I, II, III

Foreign Language:

French I, II, III, IV
Maori I, II, III

Homecraft:

Clothing I, II
Advanced Tailoring III, IV
Homecraft I, II

Industrial Arts:

Engineering Shop Practice I, II, III
Technical Drawing I, II, III
Woodwork, Mechanical Theory and Practical Drawing I, II, III
Farm Mechanics I, II

Mathematics:

Maths (Core) I, II, III
Maths (Full) I, II, III, IV

Music:

Introduction to Music I
Intermediate Music
Music Theory I, II
Individual Voice
Mixed Chorus
Boys Chorus
Choir
Piano, Private
Piano, group
Organ
Beginning Strings
Beginning Winds
Orchestra
Band
Dance Band

Physical Education

Physical Education Activities
Intramural
Health and Safety
Sports

Science

General Science I, II, III
Chemistry I, II
Physics I, II
Biology
Human Biology (Physiology)

Social Studies

Social Studies I, II
History I, II
Geography I, II

Appendix 7: The Church Board of Education and other CES Leaders

CHURCH BOARD OF EDUCATION

President Gordon B. Hinckley
President Thomas S. Monson
President James E. Faust
Elder David B. Haight
Elder M. Russell Ballard
Elder Joseph B. Wirthlin
Elder Richard G. Scott
Elder Robert D. Hales
Elder Henry B. Eyring
Elder L. Aldin Porter
President Mary Ellen W. Smoot
President Margaret D. Nadauld

COMMISSIONER OF EDUCATION

Elder Henry B. Eyring

CHURCH ADMINISTRATOR OF RELIGIOUS EDUCATION

Stanley A. Peterson

ZONE ADMINISTRATOR

Stephan K. Iba

AUSTRALIA/NEW ZEALAND AREA DIRECTOR

John D. Jeffrey

NEW ZEALAND COUNTRY DIRECTOR

Ian S. Ardern

CHURCH COLLEGE OF NEW ZEALAND PRINCIPAL

David Walmsley

Appendix 8: Policies Applied at Church College

Hiring of Teachers and Support Staff

The hiring of teachers and support staff at Church schools such as CCNZ is initiated at various levels of the management or administration hierarchy. For example, the Church Board of Education is the governing body, similar to a Board of Trustees in New Zealand. The Board appoints the Principal and once the Principal is in place, he/she can recommend to the Church Board of Education, the ones who are to serve as:

- Deputy Principal
- Assistant Principal

Some of the positions that CCNZ Administration can appoint are:

- Heads of Academic Department
- Deans
- Student Body Advisors
- Other full-time and part-time/temporally positions

The Human Resource section of the CES Handbook of Instruction covers all the policies, the procedures, and the administration staff who are involved in processing the applications for the Instructional Related personnel (Teachers) and non-Instructional Related personnel (Support Staff). At CCNZ, the members of the Administrative Council are the Principal, Deputy Principal, Assistant Principal, Director of Finance & Administrative Services, and the Director of Physical Facilities. Before any forms or correspondence are sent up to the Area Director, they must first go through the Country Director. From the Country Director, they are sent first to the Area Director then the Zone Administrator and finally to the Church Board of Education, where the final approved or rejection is carried out.

According to the Principal, a full-time permanent position may not need to be advertised if they already have someone chosen for that position or if it is a full-time Seminary or Institute position. When a full-time vacancy exists for a Seminary or Institute position for example, the priesthood leaders are notified and requested to send in their recommendations on behalf of those they believe to have the wisdom, knowledge and worthiness to fill this position. The recommended individuals are then approached and interviewed by the Human Resource Personnel at CCNZ.

One noticeable difference between the permanent Instructional Related Personnel and the Non-Instructional Related Personnel is that all faculty members are expected to be interviewed by a General Authority, who normally is a member of the Area Presidency, during their next visit to New Zealand. The *“non-Instructional Related Personnel do not need Board of Education approval or a General Authority interview to complete the hiring Process”* (In Human Resource: Hiring, 1993, p.17. CES Field Policies and Procedures Manual, The Church of Jesus Christ of Latter-Day Saints). The Forms used are in Appendix-....and -...

From the agreed date of commencement, a new full-time employee will work without interruption until his/her tenure is terminated by him/her or CCNZ. Part of the responsibilities of the Country Director is to make sure that any termination is done according to the CES policy and legal requirements in New Zealand.

Like other church schools, CCNZ relies on Church leaders such as Bishops/ Branch Presidents and Stake/District Presidents for their input on the spiritual and moral worthiness of the candidates for positions in CCNZ. The Administration team relies heavily on Church leaders to “keep foremost in their minds that the person(s) they recommend must be living examples of the Gospel Principals.” (CCNZ Procedures Handbook, 1999, p. 11)

All church schools accept that teaching is the first and foremost work and responsibility of all teachers and support staff. For example, if a teacher has other responsibilities such as HOD or Dean, he/she must put the teaching commitment at the top of his/her list of priorities. All the support staff should perform their duties with the understanding that what they do must support the teachings and learning that take place in the classrooms.

The church school employees are expected to follow the rules under the title: **Conflict of Interest**. As soon as a person is employed at CCNZ for example, he/she must make full disclosure to the Principal of any activities that he/she may be involved in that can be classified under **Conflict of Interest**. Two practical examples are as follows:

Example 1

A CCNZ employee who has a business running outside the Church College must not use the name of the Church, the name of the Church College or even his/her position as an employee to promote his/her own business.

Example 2

An employee may not be directly supervised by a close relative and also two closely related employees may not work together in the same Department even if they have different supervisors. However, an employee can work indirectly under a close relative on the condition that at least two or more levels are between them. A case exemplified in the CES Handbook of Instruction is the one about a teacher and the Country Director who are closely related as follows:

Teacher → HOD → Vice Principal → Principal → **Country Director**

Employment in Relation to other Commitments

As members of the Church of Jesus Christ of Latter-Day Saints and other outside communities, the CCNZ employees may be involved in other activities that can affect their performance as teachers or support staff at CCNZ. The following are some of the areas of responsibility where this can happen.

(I) Church Callings

Teachers and support staff are discouraged from taking time-off during working hours in order to perform Church duties or callings. The offices of a CCNZ employee should not be used for general church business during normal working hours. All church duties are to be fulfilled outside these normal working hours. However, an exception to the rule may apply in an emergency situation when a CCNZ employee who is also a Bishop, is expected to conduct a funeral service during his normal working hours.

(II) Outside Work of Faculty and Staff

All employees are expected to put top priorities on their responsibilities as teachers or support staff at CCNZ. There may be times when some employees will be involved in outside employment such as being part of the National, Regional or Local NZQA Moderation or doing some marking for the Bursary or School Certificate Examinations. If an employee finds himself/herself in this situation, he/she should follow the guidelines stated in the CCNZ Procedures Handbook (1999) as follows:

- “The employee should notify his/her supervisor in advance of any proposed outside employment, regardless of whether it is in his professional field or of a non-professional nature.
- Employment or compensated activities of any type must not compete with CES (CCNZ) for the employee’s loyalty or time.
- Outside work must not in any manner adversely affect the performance or attitude of the employee toward his/her CES (CCNZ) assignment.” (p. 12)

A CCNZ employee must be very careful that this involvement in outside employment does not result in a **Conflict of Interest** as described before.

(III) Candidates for Public Office

A CCNZ personnel can run for a Public Office if prior approval is given by the Principal on the grounds that it will not interfere with his/her Church College duties otherwise, the approval can be revoked. Some of the things that a candidate for office may **not** do are:

- Use of the facilities at CCNZ to obtain names and other information to be used in a political campaign.
- Use of the mail system at CCNZ to distribute campaign papers or solicit votes.
- Use of supplies, equipment and personnel at CCNZ.

If an employee is elected to a public office, then the following conditions that are listed in the CCNZ Procedures Handbook (1999) will apply.

- a. If the office requires the full-time of the individual, then he (she) should resign before taking office.

b. If the office requires only part-time, the handling of compensation will be as follows:

- If the elected person is a member of the faculty on a regular contractual basis, he/she may continue to receive his/her full compensation from The Church College and the compensation for his public office, provided he/she makes arrangements for all of his/her classes or other duties to be completely and adequately covered by substitutes during the time he/she is away from the campus or school. However, this has to be approved by the Principal. If it is necessary to hire competent and additional help to take care of his/her responsibilities, or to reduce his/her workload, then the cost of this will be deducted from that which he/she receives.
- If the elected person is an employee classified as administrative and his/her employment is on a twelve-month basis, then he/she will continue to receive his/her regular compensation; but that amount paid as compensation for his public office shall either be returned to the employer, or if he/she chooses, his/her salary shall be reduced by the amount of compensation received for his service in public office.

[The term "Compensation" as used above, is not intended to include any payment for items generally classified as 'expenses'.]

- c. When the elected person is involved in continuing activity on committees or other assignments beyond those which are regularly assigned such as a legislative session in the case of legislators, it is expected that these other activities will be so arranged that the employee's regular working schedule will not be interrupted. If this is not possible, additional arrangements must be made for participation in these activities through the same procedure required for obtaining permission to run for office.

Employee Remuneration

The teachers' salary scale is based upon the latest P.P.T.A Secondary Teachers Collective Employment Contract. CCNZ increases these rates by a factor of 1.03 in order to produce a salary scale (see Table 6) for the teachers at CCNZ.

Salary increments are done in January each year, regardless of any cost of living adjustment. This annual increment is based on any additional Tertiary Qualification and at least twelve months of satisfactory service.

The salary scales for the administrative and support staff are based upon the Presiding Bishopric Office (PBO) salary structure in New Zealand. As stated in the CES Handbook: Salaries (1993):

"The administrative personnel will be aligned to the Instructional scale with an added responsibility allowance equating them to PBO scale." (P.3)

CCNZ employees who may be given extra responsibilities are given extra allowance which will be revoked when they no longer hold those extra responsibilities. All salaries

are paid on a two weekly basis and normally its done directly into the employees' bank accounts.

Table 1: **Salary Scales**

Level	N.Z Scale	CCNZ Scale
1	\$ 23,000	\$ 23,690
2	\$ 24,000	\$ 24,720
3	\$ 26,000	\$ 26,780
4	\$ 29,000	\$ 29,870
5	\$ 31,000	\$ 31,930
6	\$ 34,000	\$ 35,020
7	\$ 37,000	\$ 38,110
8	\$ 39,000	\$ 40,170
9	\$ 42,000	\$ 43,260
10	\$ 47,100	\$ 48,513

Table 2: **Other Increments**

Service Increment	1,625
Dean	1,119
H.O.D. PR1	1,119
H.O.D. PR2	3,216
H.O.D. PR3	5,636

The Church College employees are under contract for ten months, eleven months and twelve months per year. The Teachers usually have ten months per year contracts, the supervisors and certain personnel such as Physical Facilities workers are on eleven months per year contracts and the administrators are on twelve months per year contracts with a 30-working day vacation period.

Details for the following benefits can be obtained from the Procedures Handbook (1999) pp.15-16.

- Superannuation
- CES Remembrance Fund
- Tuition Benefits for children of CES employees

Miscellaneous Leave

The CCNZ employees are entitled to various leaves once their contracts are signed and officially in force. Some of these leave are as follows:

- **Sickness leave**

Each employee at CCNZ is entitled to twelve working days sick leave per year. For a new employee, this entitlement is in force from the third month of his/her employment. Apart from his/her own sickness, an employee can use five days per year out of this entitlement to look after his/her spouse or a dependent child who is sick but no other care available. If this is done, a doctor's certificate needs to be submitted to CCNZ.

An employee needs to notify CCNZ of his/her illness on the first day of absence and he/she should also state what his/her expected day of return to work. If requested by CCNZ, a medical certificate must be produced. In case of a prolonged illness or an accident, CCNZ reserves the right to ask for a medical clearance. Sick-leave is accumulated i.e. if one does not use up all his/her sick leave in one year, they can be added on to those for the next year. If an employee's contract is terminated, he/she is not entitled to financial reimbursement for unused sick leave.

- **Bereavement Leave**

For a very close blood relative, a CCNZ employee may take up to three days paid leave in order to make arrangements for or attend the funeral. Those classified under close blood relative in the CCNZ Procedures Handbook (1999) are:

“Husband, wife, son, daughter, mother, father, father-in-law, brother, sister, grandparents, or any relative who was living in the home of the employee at the time of death.” (p. 16).

For other relatives apart from those listed above, an employee can attend the funeral but he/she can only miss work for a maximum of one day only. Attending funerals of non-relatives can be covered under Personal Leave Conditions.

- **Personal Leave**

Once in a while, a CCNZ employee may need time off for emergency situations such as final examinations at the University, personal business, family problems or whatever. To accommodate these emergencies, a CCNZ policy allows each employee two days personal leave per year. If the leave goes beyond the two days, it will be *leave without pay*. To avoid the misuse of this leave, the policy statement clarifies that it must not be used just for a day-off. Further more, because it is available for the year does not really mean that it must be used up.

It is recommended that the request for a personal leave must be submitted at least one week in advance. However, in special situations, the leave may be approved if submitted one day before the actual date. The Assistant Principal is in charge of the application and processing of personal leaves.

- **Jury Duty**

An employee can attend a court trial as a member of the jury or as a witness and will receive full pay during that time. To grant full pay, CCNZ needs a certificate of attendance from the court. More details on this type of leave is available in the CCNZ Procedures Handbook (1999).

- **Leave Without Pay**

This type of leave is granted under a number of conditions. The first one is classified under Educational Leave in which an employee can go for further education on the same occupational grounds that he/she is involved in at CCNZ. As stated in the CCNZ Procedures Handbook:

“Granting of such leave shall be made only upon full consideration of the needs, interest, and past service of the applicant and of the needs, requirements, and limitations of CES.” (p. 18).

Once the Educational Leave is granted, the employee is expected to sign a written agreement that he/she will return to CCNZ at the end of the leave. This leave without pay can be extended if the employee makes a written application but the final decision rests entirely upon the Principal.

The second type of *leave without pay* is the one granted for an extended illness. Once an employee’s sickness leave is all used up, he/she will have to go on leave without pay and the day that it starts will be decided by the Principal.

The third type of *leave without pay* applies to an employee who is called to go and serve Mission or be a Temple President. Before an employee departs for one of these callings he/she is required to sign an Employee Leave Agreement.

The fourth type of *leave without pay* is called “Parental Leave”. This one is inline with the national Parental Leave and Employment Protection Act 1987 that includes:

- * maternity leave of up to 14 weeks
- * special leave of up to 10 days
- * paternity leave of up to 2 weeks
- * extended leave of up to 52 weeks.

All these ‘leave without pay’ can be granted under the conditions listed in the CCNZ Procedures Handbook (1999) as follows:

- a) The employee has worked for the same employer (CCNZ) for 12 months before the expected date of delivery or the date of adoption;
- b) The employee has worked at least 10 hours per week during that period.

- **Professional Development Leave**

This leave has some similarities and some differences to the Educational Leave covered previously under Leave Without Pay. As described in the CES General Handbook (1995) under the Human Resource section, the main purpose of The Professional Development Leave is:

“ To provide the opportunity for a very limited number of full-time teachers and administrators to further their education after completion of 6 years of satisfactory service with CES, or, upon completion of 6 years of satisfactory service after returning from a previous Professional Development Leave.” (p. 85).

These leave are privileges instead of earned rights of the employees and it is recommended that the leaves are to be taken here in New Zealand rather than overseas. However, an exception to the rule may apply if an employee prefers to attend one of the Brigham Young University campuses in Hawaii or main land America. As with the Educational Leave conditions, an employee who is granted a Professional Development Leave must sign a ‘Letter of Agreement’ to return to CCNZ for continued employment after the completion of his/her studies.

One important difference between the Educational Leave and the Professional Development Leave is that the former is a ‘Leave without pay’ type whereas the latter is full or partly paid. For example, an employee who takes a full year Professional Development Leave will receive half of his/her salary. On rare occasions, if an employee takes only one semester for this leave, he/she may be granted full pay, but on the condition that any personnel staffing problems are solved satisfactorily.

A common element of support for both the Education Leave and Professional Developments Leave is the Tuition Assistance that is offered by the Church Central Office in Salt Lake City. The granting of this assistance will also depend on a number of conditions as detailed in the CES Handbook of Instructions (1994).

Employment Procedures

The various topics covered under the Employment Procedures are as follows:

- **Dress and Grooming Standards**

All full-time and part-time employees at CCNZ are expected to follow the LDS Church Standards of dress. As stated in the CCNZ Procedures Handbook (1999):

“Employees of the Church Educational System are expected to observe high standards of modesty, taste, judgement, cleanliness, and propriety in matters of dress and grooming as a condition of employment.” (p. 21).

The male employees such as teachers and administrators are expected to wear ties to school because they represent the Church Board of Education. They are also to avoid having long hair, breads, mustaches and bushy sideburns. The female employees should wear modest dresses, skirts, blouses and suits. The dress and skirt lengths should be below the knees, hence miniskirts are not allowed. Other fancy or modern attire such as see-through blouses and low cut neckline are definitely not acceptable.

- **Teacher Registration**

Since 1 January 1998, the Church College of New Zealand requires all members of the faculty to hold one of the following certification from the Teacher Registration Board:

- * Registered Teachers Certificate
- * Provisionally Registered Teachers Certificate
- * Limited Authority to Teach Certificate.

- **Normal Working Hours for Teachers**

The first class of each school day starts at 8.45 am and the last class (period 7) finishes at 4.00 p.m. All teachers at CCNZ should be on campus at least half an hour before 8.45 am on each school day and may leave the campus anytime after 4.00 p.m. During their free periods, the teachers should be in their rooms so that parents, students, counsellors, administrators and deans can access them if needed. More details on this topic are available in the CCNZ Procedure Handbook (1999, p.22).

- **Teacher Punctuality**

All teachers are expected to start their classes on time and finish on time, to avoid cutting the times of the next classes. To accomplish this, the teachers need to be in control all the time and move away from sources of interference or distractions that may hinder the accomplishment of the Lesson Plans.

- **Absence or Leaving Campus**

A teacher who may not be able to teach due to illness or an emergency should contact the HOD as soon as possible so that an extra cover or substitute can be arranged. If the HOD is not available, he/she should contact the Assistant Principal directly. Similarly, if a teacher needs to leave the campus on a normal school day he/she must seek permission from the HOD first.

- **Personal Phone Calls during School Time**

Only urgent telephone calls can be made during school time otherwise personal calls will distract the teachers from their teaching responsibilities.

- **Use of CES Facilities**

From 7.30 am to 5.00 p.m. every school day, the HODs are in charge of the school facilities that are allocated to their Departments. Hence, if any of these facilities is needed for another purpose, the request must be directed to the appropriate HOD. During the winter sports season, the P. E. Department is in charge of the playing fields, even on Saturdays. If a CES facility is needed at other times outside the above hours and days, the request must be directed to the Principal's Office. More details on the use of the swimming pool and school vehicles etc. are in the CCNZ Procedures Handbook (1999, pp. 23-24.)

- **Insurance Coverage**

The Church Insurance Policies cover only the facilities and properties of the Church. They do not cover the personal properties and effects of the faculty and staff. All employees at CCNZ are advised to arrange and pay for the insurance of their personal belongings if they want to.

- **Staff Development**

This is a continuous process aimed at improving the teachers and support staff performances. The objectives for the faculty that are listed in the CCNZ Procedures Handbook include the following:

- * To help faculty members develop their own subject expertise and teaching methods.
- * To help further the personal and professional development of each faculty member in order to ensure that each is learning as well as teaching and administering.
- * To help faculty members adjust to change by providing them with suitable training and orientation programmes.
- * To assist departments to meet their needs.
- * To provide motivation in times when opportunities for promotion have been reduced." (p. 24)

The CCNZ personnel who have been permanently employed for at least two years can apply for Tuition Assistance when enrolled on a professional development training programme. The Principal's Office processes all applications for Tuition Assistance. For a course at a University or Polytechnic, the Principal needs to be notified at least six months before the course begins so that he can have time to apply for and obtain approval for the needed funds.

The Assistant Principal and HODs are responsible for the selection of the appropriate faculty members who wish to participate in the professional development programmes. It is appropriate that the application for participation in any future professional development programme be submitted during the budget preparation time of the year. The applications are then passed on to the Principal who, upon approval, sends them up to the Church Board of Education for the final approval. Once approved, the Church Board

of Education then allocates the funds that will cover them and these funds will be included in the CCNZ annual budget.

The Professional Development Programme covers the following opportunities:

- Global or school-wide training
 - Subject based training
 - Cross-curricular training
 - Church School Training
- **Non-violent School Policy**

In line with the teachings of the Church of Jesus Christ of Latter-Day Saints, the Church College of New Zealand has a non-violent policy that is strictly observed and practised. All the students, teachers and support staff at CCNZ are continuously reminded to abstain from:

- Physical violence and/or bullying
- Verbal abuse
- Damage to physical facilities

It is important that everyone who comes to learn and/or work at CCNZ must feel safe and welcomed. The School Administration and staff are responsible for the control and removal of any form of violence. The students and staff are expected to report any sign of violence as early as possible so that a solution can be found quickly.

For students who may be involved in violent situations, a Guidance Network will monitor their progress through appropriate counselling. The school has a range of options to choose from in case of student violence.

- **Physical and Sexual Abuse Policy**

The purpose of this policy is to ensure that the students feel safe and are treated with dignity and respect at all times. Should an abuse case occur, the appropriate procedures must be followed by the Guidance Counsellor in order to resolve the problem. However, confidentiality under the Privacy Act must be respected when other parties such as Counsellors are involved.

If an issue is serious enough and needs an outside agency and/or parents, the Principal must be consulted first. It is important that the student gets the support of the teacher and/or counsellor in such a case. It is recommended that cases like this must be carefully recorded and details on file should include:

- What was discussed
- Time of discussion
- Date of discussion
- Place where discussion took place
- Signature of the person in charge of discussion

- **Student Counselling**

Apart from the counselling on cases of abuse covered above, counselling can be given to students in other areas of interest and/or concern. The students are encouraged to seek counselling from their teachers and this can only happen if the personal relationships between them is good. These other areas that the students can be counselled on are:

- Educational plans and goals
- Social contacts and development
- Doctrinal questions
- Interpersonal conflicts and adjustments
- Dress and grooming standards

Some of the topics that may arise in one of these counselling sessions may best be left to the Bishops, the Counselling Department or other priesthood leaders such as Stake Presidents. The topics that should be covered by the Bishops and other Church leaders are those involving moral transgressions. In these cases, the teachers should encourage the students to go and see their Bishops.

- **Prudence in Relationships with Students.**

All the teachers and administrators must be very careful with the type of relationships they have with the students. Although these relationships may be very personal and sensitive, they must not lead to improper behaviour. Some of the policies listed in the Procedures Handbook (1999) are:

- “Teachers and administrators should avoid spending long hours counselling students after school is out. They should avoid being alone in the building at any time with a student of the opposite sex.”
- “Teachers and administrators should avoid transporting a student of the opposite sex alone anywhere in an automobile.”
- “Teachers and administrators should avoid familiar talk, such as allowing students to call them by their first names or nicknames.”
- “Teachers and administrators should not seek to become a member of student’s peer group in dress, talk or actions. Although a friendly warm atmosphere should be sought, the teacher or administrator must remain a model, an instructor, and a counsellor rather than a peer.”
- “Every office and classroom must have an unobstructed window through which a teacher may be seen when teaching or when other communication is taking place.” (p.29)

As long as the teachers and administrators follow these policies, they will be protected from unpleasant behaviour that may lead to disciplinary actions.

- **Bell Schedule**

The normal bell schedule used at CCNZ is in Table 3 below. On special occasions when other school activities are included, this schedule may be temporarily adjusted to fit them in. The whole school will be notified in advance about these changes.

Table 3: **Bell Schedule**

PERIOD	START	ENDS
1	8.45 am	9.40 am
2	9.45 am	10.40 am
3	11.00 am	11.50 am
4	11.55 am	12.45 pm
LUNCH	12.45 pm	1.30 pm
5	1.35 pm	2.25 pm
6	2.30 pm	3.20 pm
7	3.25 pm	4.00 pm

- **Student Absence**

CCNZ has a system in place where they can keep the students' daily class attendance under tight control. At the beginning of the first class in each school day, the teacher of each class does a formal roll check. The names of students found absent are written on the green absentee form and the form is attached to the clip outside the classroom door to be collected by Cain's secretary between 8.45 am to 9.30 am. The students who have been absent from classes must get a pink Admit Slip from the Office before re-admission to the appropriate classes. Before a school Field Trip or school-sponsored activity takes place, the names of the students involved must be included in a bulletin two weeks in advance and also on the day of the event. The pink Admit Slips will not be needed in this case.

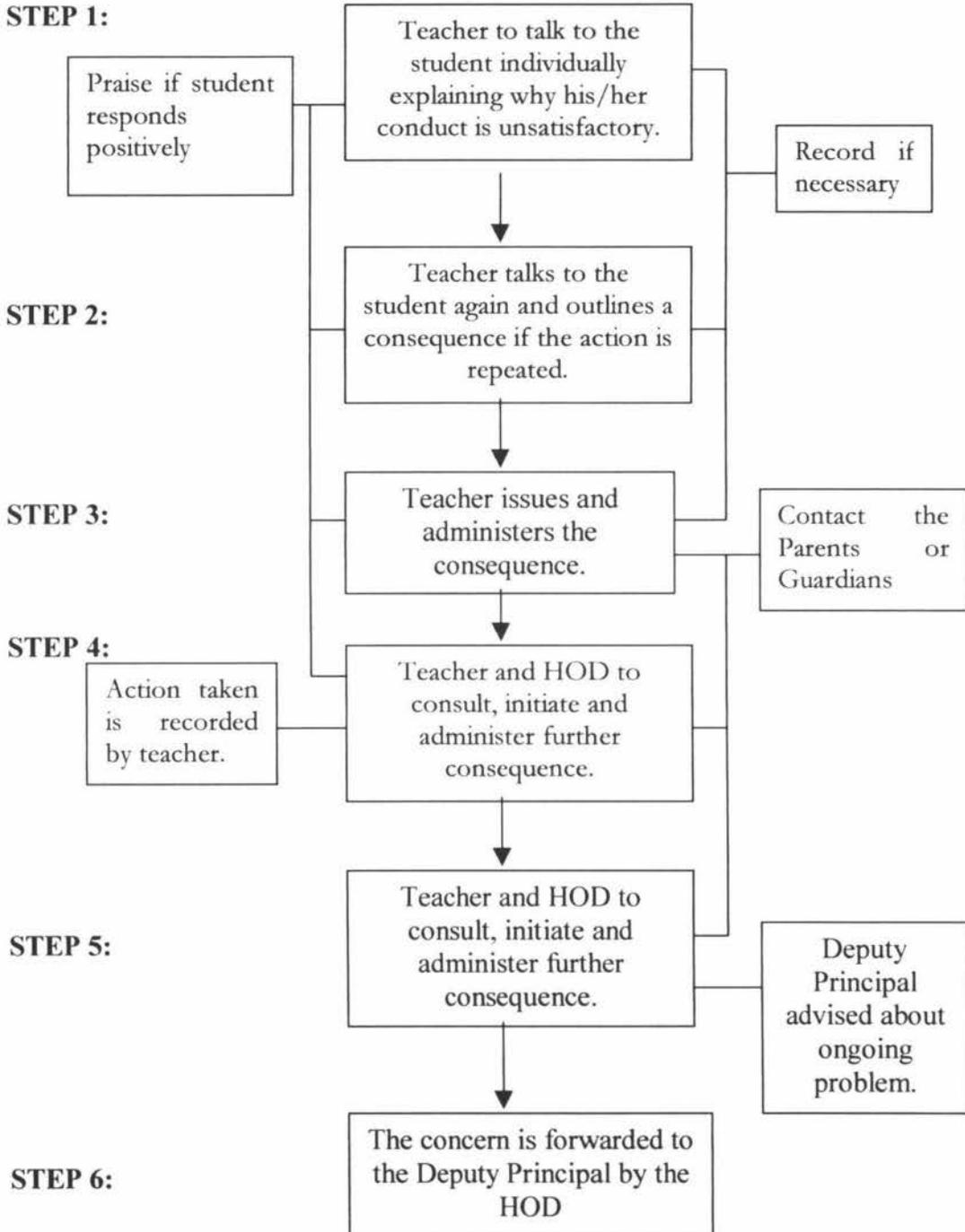
Absences in other classes during the day are noted by the teachers for their records. On Friday afternoon, a weekly audit is initiated by Cain and/or his secretary, when special sheets are sent to the teachers who will write down the absence for each student during that week. This is the time they will pick up other absences of the students beyond the first class of each day.

The school register includes Roll Books that the teachers are required to fill in the students' attendance or absence on a daily basis. The books are issued by the Assistant Principal at the beginning of the school year and are returned to the Principal's office at the end of the school year.

Appendix 9: **Classroom Discipline**

If discipline in the classroom is necessary, the steps in the Figure below need to be taken:

Classroom Discipline Procedures



Appendix 10: Academic Departments (compare with Appendix 6)

#	DEPARTMENT	COURSES ETC.	TEACHER NOS. ETC.
1	Art	Art Photography Printing Painting	2
2	Business	Economics Accounting Financial Literacy Business Studies	5
3	Information Technology	Computing Document Processing Text & Info Management	5
4	Language	English Japanese Journalism Maori Reading Recovery Creative English	7
5	Library Services	Library Services	3
6	Material Processing and Design	Workshop Technology Motor Engineering Graphics Technology (Form 3) Home Economics	6
7	Maths	Maths Calculus Statistics	8
8	Music	Music Band Performance Music	2
9	Physical Education	Physical Education P.E. Recreation Sports Science	4
10	Science	Science Biology Chemistry Physics	8
11	Seminary	Seminary Institute	6
12	Social Science	Social Studies Geography History Legal Studies Business Studies Economics Accounting	6

Appendix 11: Non-Academic Departments

#	DEPARTMENT	WORK AREAS	STAFF NO.
1	Business Office	Payroll Personnel Student Accounts Account Payable Accounts Receivable Reconciliation R.L.S.	7
2	Cafeteria	Food Services	11
3	Computer Services	Network Maintenance	1
4	Counselling	Counselling Guidance Tertiary Liaison Correspondence Special Needs Students	2
5	Dormitories	-	5
6	Health Care	-	1
7	Laundry	-	2
8	Other	Seamstress	1
9	Physical Facilities	Custodial Grounds Painting Plumbing Electrical Joiner/Fitter Carpentering Secretary/Clerk Gardening Engineering Sound/Lighting Handyman Contractors	17
10	Secretarial Staff	Keyboarding & Filing	3
11	Security	Campus Security	3

Appendix 12:

**Church
Educational
System**
The Church of Jesus Christ
of Latter-day Saints

Annual Performance Appraisal (Church Schools)

Employee: _____ Date: _____

Employee's Assignment: _____

Supervisor: _____ CES Area: _____

This form is intended to provide an annual record of the performance of full-time CES teachers and administrators. For personnel at Church schools, copies should be sent to the country director office, area office, and personnel office at the school.

1. **Organisational:** *(The employee takes care of administrative matters, i.e. Roll Books, Audits, Reports etc. Is punctual and prepared, knows/applies school procedures.)* Very Good
 Satisfactory
 Marginal
Comments: _____

2. **Content Mastery:** *(The employee has mastery of the subject content, is knowledgeable and attentive to curriculum changes.)* Very Good
 Satisfactory
 Marginal
Comments: _____

3. **Teaching Skills:** *(The employee is an effective teacher of young people, is skilled in and uses a variety of teaching methods, and administers appropriately.)* Very Good
 Satisfactory
 Marginal
Comments: _____

4. **Personal Relationships:** *(The employee listens well, understands youths'/teachers' needs, and respects confidentiality; honors the agency of others; builds relationships of trust; creates unity; and supports CES line and staff.)* Very Good
 Satisfactory
 Marginal
Comments: _____

5. **Commitment to Excellence:** *(The employee grows through continued self-improvement in all areas of life, strives to learn from others, accepts and carries out responsibility, and is flexible and willing to adjust and change directions.)* Very Good
 Satisfactory
 Marginal
Comments: _____

6. **Participation:** *(Participation in a Church School is a privilege. The employee contributes positively through active participation in areas beyond the immediate assignment of classroom teaching.)* Very Good
 Satisfactory
 Marginal
Comments: _____

7. **Spirit Directed:** *(The employee conducts personal life according to gospel standards, teaches/administers using gospel principles aided by the Spirit, seeks to put the things of God first, and engages in activities that enhance closeness to the Spirit as exemplified in the employee's attitude toward CES responsibilities.)*
Comments: _____

Annual Performance Appraisal (Continued)

8. General Comments:

9. Principal's General Comments:

Explanation of Marginal Appraisals: (Include plans to correct Marginal areas.)

Additional Comments:

Employee's Signature:** _____ Date: _____

Supervisors Signature: _____ Date: _____

Principal's Signataure: _____ Date: _____

Appendix 13: Semi Annual Performance Review

**The Church College of New Zealand
Semi Annual Performance Review**

The Education Act 1989 requires teachers to be "satisfactory" practitioners and, when renewing their practising certificate every third year, to satisfy the Teacher Registration Board that they remain so.

Teacher:	Date:
Appraiser:	Position:

Professional Knowledge

A satisfactory teacher demonstrates knowledge of:

	Superior	Satisfactory	Not Measured or Not Satisfactory
<ul style="list-style-type: none"> • C.E.S. Values. <small>Comment</small> <hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Current curricula, the subjects being taught and current learning theory. <small>Comment</small> <hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The characteristics and progress of their students. <small>Comment</small> <hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Appropriate teaching objectives. <small>Comment</small> <hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Appropriate technology and resources. <small>Comment</small> <hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Appropriate learning activities, programmes and assessment. <small>Comment</small> <hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professional Practice**The Learning Environment**

A satisfactory teacher in practice:

<ul style="list-style-type: none"> • Creates an environment of respect and understanding. <small>Comment</small> <hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Establishes high expectations which value and promote learning. <small>Comment</small> <hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Manages student learning processes. <small>Comment</small> <hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Manages student behaviour positively.

Comment

- Organises a safe physical environment.

Comment

Teaching

A satisfactory teacher in practice:

- Communicates clearly and accurately in either or both of the official languages of New Zealand.

Comment

- Uses a range of teaching approaches.

Comment

- Engages students in learning.

Comment

- Provides feedback to students and assesses learning.

Comment

- Demonstrates flexibility and responsiveness.

Comment

Professional Relationships

A satisfactory teacher in developing relationships:

- Reflects on teaching with a view to improvement.

Comment

- Maintains accurate records.

Comment

- Communicates with families, whanau and caregivers.

Comment

- Contributes to the life of the learning centre.

Comment

- Develops professionally.

Comment

- Maintains confidentiality, trust and respect.

Comment

Professional Leadership

A satisfactory teacher in showing leadership:

- Demonstrates flexibility and adaptability.

Comment

- Focuses on teaching and learning.

Comment

- Leads and supports other teachers.

Comment

- Displays ethical behaviour and responsibility.

Comment

- Recognises and supports diversity among groups and individuals.

Comment

- Encourages others and participates in professional development.

Comment

- Manages resources safely and effectively.

Comment

As a result of the above Performance Review I can confirm that the demonstrated performance of this teacher, _____, is at least satisfactory / not satisfactory.

Signed: _____

Appendix 14: ERO Assurance Audit Report (1997)



AREA TWO • TAINUI • WAI
 HAMILTON OFFICE
 FLOOR 3
 ASB BANK BUILDING
 214 COLLINGWOOD STREET
 PRIVATE BAG 3095
 HAMILTON
 TEL 0-7-838 1898
 FAX 0-7-838 1893
 www.ero.govt.nz

CONFIRMED ASSURANCE AUDIT REPORT:**CHURCH COLLEGE OF NEW ZEALAND****1 BACKGROUND****1.1 Scope**

This assurance audit report prepared by the Education Review Office is based on an examination of the extent to which the Board of Trustees is meeting its legal obligations and undertakings to the Crown, which are contained in legislation and regulations and the conditions of registration.

This assurance audit report was prepared in accordance with standard procedures approved by the Chief Review Officer.

1.2 Institution Information

Location	Templeview, Hamilton
Type	Private Secondary
Roll number	632
Ethnic composition	Māori 76% European 16% Polynesian 8%
Gender	Girls 57% Boys 43%
Previous report and confirmation date	May 1994
Date of this report	19 March 1997

2 SUMMARY

Church College is meeting its obligation to provide suitable curriculum, staffing, equipment and premises. Progress noted in the review of 1994 has continued and action has been taken to address recommendations made in that report. A feature of the progress made is the updating of school buildings to again reach the standard

attained when the school was first opened. Actions have also been taken to address health and safety issues throughout the school campus.

There have been a number of staff changes since the last report. These have come at an opportune time to allow needed reorganisation in several departments. They will also provide a balance of youth and experience on the teaching staff.

The school campus provides a unique environment for students. Grounds are extensive and well cared for and there are a wide range of specialist facilities available. Commitment and involvement of all staff enable a wide range of extra curricular activities to be offered to students.

The school has responded to the challenges of new curriculum documents and the New Zealand Qualifications Framework. Where documents have been gazetted, these are the basis of programmes offered. Many departments are investigating how to apply unit standards to their courses and the college is a pilot school for unit standards in English. Teachers in all areas are increasingly involved in training offered in the wider educational community and the school receives teacher trainees on section for the local school of education.

Sound relationships between teachers and students remain a feature of the school.

3 FINDINGS

3.1 Administration

All requirements are being met. The school operates under the direction of the Board of Education of the Church of Jesus Christ of Latter Day Saints in Salt Lake City, Utah. The management is delegated to an Administration Council, consisting of the principal, deputy principal, assistant principal, director of finance and director of physical facilities. The principal has the overall responsibility for the school and meets with this council on a regular basis. A prospectus is prepared for each school year and contains a statement of the general goals of the college.

There are no foreign fee paying students at the school.

Where there have been suspensions, procedures laid down have been carefully followed. The deputy principal has been delegated responsibility for this area and has attended a recent course run by the Ministry of Education on suspension procedures. Parents are involved in any discussions about misdemeanours which may result in suspension and any actions taken are in consultation with them. Where possible, students are reinstated after an agreed time. Corporal punishment is not permitted and this is documented clearly in school procedures.

A register of admissions is kept and attendance is regularly monitored. In 1996, a roll audit was carried out, the results of which endorsed procedures for monitoring attendance. Non attendance is not an issue of any significance.

3.2 Curriculum Management

A balanced curriculum is offered to students and all programmes are based on appropriate New Zealand syllabuses. As new curriculum documents are gazetted, programmes are modified and revised in accordance with them. Many of the teaching staff are involved in curriculum development and unit standard moderation. This involvement ensures that the school is up to date in its knowledge of recent curriculum and qualification structure changes.

Documentation provided to students on course options is of high quality. It informs them about course content and assessment requirements and also enables them to see where various course choices lead. Students register for their courses using the information from a course booklet and consultation with parents and teachers. Thus students follow carefully chosen courses matched to their own needs and wishes.

The school administration manual has been revised to make it less prescriptive and enable heads of departments to take more responsibility for decisions in their own learning areas. The senior administration team together with the heads of departments in the core areas of science, mathematics, English and social studies make up the curriculum committee. This committee is responsible for monitoring curriculum delivery through the school.

Classrooms are generally satisfactory and specialist facilities are excellent. Music, physical education and computer education are particularly well catered for and the woodwork shop has had a new floor installed to make it safe. One room has been converted to house another set of computers to enable these to be used across the curriculum. The library has also been computerised since the last visit.

Art and photography are well catered for with the exception that one small room used for some photographic processing has a leak in the floor. This needs to be attended to as a health and safety matter. The dark room facilities are excellent.

A feature of the school is the multi-level timetable which effectively operates at fifth form and above. This enables students to study at appropriate levels. Religious studies are a part of each students timetable in line with the special character of the school.

The school is a member of the Waikato in-service Training Committee (WIST) and provides generously for professional development. All curriculum departments have kept up to date with developments in unit standards and attend such courses as are available. With a number of staff acting as moderators at various levels, the school is building up a pool of expertise.

For many years, the school itself had to fund teacher aide assistance for special needs students. Recently, it has received help for these students from the Ministry of Education so that teacher aide time for 17 students will be provided in 1997.

An increasing focus for the school is to raise the overall academic achievement of its students. Several initiatives have been taken to help achieve this. Graduation from the school now entails five years of secondary study. A seventh period has been introduced for each school day from which students who have completed all their work satisfactorily are excused. Those needing help to complete work must attend this period and staff are available to assist them. The wider school community has recognised the efforts that the school is making and there are now more students qualifying for places than there are places to offer. The school has a 75% Māori school roll and 98% of these are retained for 5 years secondary schooling. An increasing number of ex students are going on to tertiary education either at Polytechnic or University. In 1996, 60% of tertiary grants offered by the Tainui iwi were to ex students of the college. It appears that the efforts being made in the school are having success.

Courses offered also cater for students who may be less academic, and these extend to students in their fifth year at secondary school. Examples of these are senior vocational English, performance music, automotive engineering and consumer technology. These subjects are built into the multi-level timetable.

3.3 Personnel Management

There are clear guidelines which define suitable staffing for the college. Teachers appointed must be trained and registered. They must have expertise in the curriculum area to which they are appointed and they must be members of the LDS church if they are to hold a permanent appointment. Ideally, the college wishes to appoint teachers who have had experience within the state system. Recent experience is that there is a growing pool of teachers who meet these criteria, the exception being in science.

The college is supportive of professional development of teachers as it sees this as the way to ensure that the staff remain effective and it makes a generous budget available for that purpose. Each department monitors its own professional development needs

Staff work hard and contribute to the life of the school outside classroom hours. An appraisal system works through departments. The purpose of this system is to support teachers, help them to identify their goals and also to identify their professional development needs. Heads of departments are responsible for staff within their departments and they in turn are responsible to the senior administration team.

Staff have a choice of membership of employees organisations. Some are members of the Post Primary Teachers Association (PPTA) and all are encouraged to join the Church College Teachers Association as a support organisation. Conditions of appointment are those of the PPTA collective contract. New staff are generally appointed for a one year fixed term. In that first year, they have three appraisals. If these appraisals are satisfactory to both parties, teachers are offered permanent positions.

3.4 Asset Management

Buildings and grounds provide an attractive environment which is well maintained. Since the last review visit, the board of management has set a goal to restore all school facilities to the standard which existed when the school was first opened, known as dedication standard. Work is well advanced in reaching this goal. In addition, work has been done through the campus to bring all buildings into line with recently introduced legislation and to ensure that health and safety requirements are being met. This includes a new fire alarm system, panic bars on exits from buildings and replacement of outdated fluorescent light fittings.

Several items which were noted in the last review have been attended to. The floor in the woodwork room has been replaced to provide a safer surface and overcome hazards previously presented to staff and students. Plans to renovate a science laboratory have been drawn up and are proceeding.

New equipment has arrived for installation in the text processing room. Plans are in place to upgrade changing facilities in the swimming pool as soon as funds become available. The home economics room has been well maintained but needs to be renovated to meet the requirements of the new curriculum. The school is aware of this need.

Extra fire exits and fire alarms have been installed in the gymnasium.. Trial evacuations take place each term and evacuation notices are at present being installed in classrooms. Consultation has taken place with the local fire authority on all matters relating to fire emergencies and evacuation plans.

Since the last review, computer facilities have been upgraded and there is a long term replacement plan in place which allows for depreciation of this resource. Library stock is now entered on a computer system. The school is well equipped to meet the needs of the new curriculum and qualifications framework.

4 ACTIONS REQUIRED TO MEET LEGAL OBLIGATIONS AND UNDERTAKINGS

There are no actions.

5 SUGGESTED DEVELOPMENTS

The board should consider:

- 5.1 Continuing the upgrade of the art block to include photography facilities.

6 CONCLUSION

The staff at Church College are working to provide a sound education for their students based on the New Zealand curriculum documents and syllabuses. This is done in an atmosphere which reflects the special character of the school. Church College is forward looking, and staff take an important part in the work of the wider educational community.

SIGNED

Ian Hill
Area Manager
for Chief Review Officer

19 March 1997