The Role of
Deputy and Assistant Principals
in the
New Zealand
Secondary School

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We certify that the research paper entitled: The Role of Deputy and Assistant Principals in the New Zealand Secondary School, and submitted as part of the degree of Master of Educational Administration is the result of our own work, except where otherwise acknowledged, and that this research paper (or any part of the same) has not been submitted for any other degree to any other university or institution.

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Abstract

The purpose of this study was to examine the role and representation of DPs and APs in the New Zealand secondary school in 1999. While significant literature exists on the role of the Principal, there is little published literature on the DP/AP group. Since 'Tomorrow's Schools' there has been significant change in secondary schools yet little is known about how this change has affected the role and representation of DPs and APs.

A previous study done by Manchester in 1983 formed a baseline for comparison. The current study involved conducting a replica survey, by questionnaire, with all DPs and APs in the historical 'central region'. 1983 and 1999 data was then compared. Eight DP/APs from the group of questionnaire respondents were then selected for case study. They were selected from a variety of secondary school types in an effort to make their voices representative. Interviews were conducted with these eight people to provide more in-depth information about what they do and how their current roles and representation affect them.

The previous study identified that women were under-represented in senior school administration. In addition, their roles tended to reflect the traditionally feminine duties of 'hostessing and nurturing activities.' A focus for this study, therefore, was to investigate whether this situation had changed in light of legislative and policy changes in the intervening period.

The present study concludes that change has occurred in both the role and representation of DPs and APs in New Zealand secondary schools. There is movement towards a team approach to management, workload has increased and job satisfaction decreased. The findings support previous New Zealand and international literature about what this group does but questions whether, as a group, they have real decision-making ability that should accompany these responsibilities. Concerns about equity in representation are also highlighted. Females are still under-represented in DP positions. Finally, increasing numbers of DP/APs are looking at options outside education for their future.

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Working on this project has been a genuinely collaborative enterprise. Although there are areas for which the researchers have had individual responsibility, we have, nevertheless, both been involved in the planning and writing of all parts of the project. We have worked together so closely, that it is often impossible for us to know whose words are being used in any given place.

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Introduction

In spite of the supposedly enlightened attitudes and significant advances in educational thinking in the 1990s, it appears that the situation for women in senior management in secondary education has changed very little in the past fifteen years in terms of a) representation and b) role definition. The restructuring process which has occurred under "Tomorrow's Schools" has transformed the scope and substance of senior management roles within secondary schools. Equal Employment Opportunities (EEO) legislation within the State Services Act (1988), the Human Rights Act (1993) and the requirement that Boards of Trustees file annual reports on EEO to the Education Review Office should indicate a commitment from government to address an unequal distribution by gender in school management. However, Slyfield (1991) reports little change in representation of women in middle/senior management roles in the period between 1985 and 1990. The Ministry of Education (MoE) (1996), in an update of the Slyfield statistics, reports "little movement towards gender equity" up to 1995. These statistics reveal that the gender inequities, which have traditionally existed, have not significantly changed.

Manchester (1983), in her study of "Roles of Senior Mistress/Master and Deputy Principals in the Central Region" found that women in AP positions still tended to be delegated "traditional...hostessing and nurturing activities" while men in the AP role tended to be given more "administration, such as timetables, buildings, grounds and staff relief" roles. Furthermore, DPs and male APs tended to see their essential role as "administration" while female APs "tended to see themselves as chiefly active in the interpersonal area."

The purpose of this study is to verify whether any change in representation and roles has occurred by 1999, and to investigate the reasons why this might be so. Phase One replicated the Manchester Survey (1983) to provide current quantitative baseline data on DP/AP male/female roles. This survey also provided some qualitative data, through open-ended questions (see Appendix G), from which we have pursued lines of inquiry in Phase Two. Phase Two involved interviewing a number of DP/APs for further clarification of issues which emerged as a result of the survey. We wished to develop an understanding of: a) what led these DP/APs to their current positions b) the roles they play in school leadership and management and c) their aspirations (and barriers) to promotion.

The nature of our combined research was that of inquiry, probing to find out why certain situations exist. In establishing patterns from responses it was hoped we would build a collection of ideas from which some hypotheses might be developed about why the position is as it exists. However, in relation to the quantitative aspect of the survey, and the statistical evidence to date, the following probabilities formed our starting point:

- That the division of roles of DP/APs in the senior management team in the New Zealand Secondary School is still largely gender determined.
- That there has been little movement in role definition between AP and DP in Secondary schools since the 1983 Manchester Study.

In terms of the survey, the original study (Manchester 1983) was conducted on the hypothesis that there are significant differences in the way APs and DPs do their jobs. In this study we wished to answer the following questions from the survey data collected:

- Has the representation of men and women changed significantly in the time since the previous study?
- If it has changed, in what ways has this occurred?
- Have the roles of men and women DP/APs changed significantly in the time since the previous study?
- If they have changed, in what ways has this occurred?

The research questions for the interview section of the project were not finalised until after the analysis of the survey responses was well underway as these depended on what baseline data was established from the survey analysis and what areas of inquiry were illuminated from the qualitative data the survey provided.

Catherine Marshall states that "the first step in improving (DP/APs') and others' valuing of the position is exploring, defining and disseminating information about their work." (1992, 87) This research project is an attempt to do that for a specific group of DP/APs in a specific group of New Zealand secondary schools. Chapter One explores current literature on the role of DP/APs in secondary schools around the world, and forms a base of thinking upon which we establish our own study. Chapter Two is devoted to a close look at the method which we have employed for this research. It outlines particulars of the qualitative paradigm and presents the actual processes we adopted to facilitate this project. Adie and Lynlee are two researchers working together to complete a piece of work, which each confesses she could not have completed alone. The nature of a collaborative study is such that it requires some individual attention. Chapter Three offers, therefore, a closer look at the collaboration process that these two researchers adopted. Chapters Four and Five show how the New Zealand experience, as seen in this study, supports and negates the experience of DP/APs from overseas. Chapter Four looks specifically at the results from the survey. It itemises how things have changed, and remained the same, for DP/APs in New Zealand in the fifteen years that have passed since the Manchester (1983) study. Chapter Five, on the other hand, delves more intimately into the working lives of eight DP/APs from the 'Central Region', and explores the dilemmas and highlights these professionals face in their current positions. Examples of the processes followed, forms used and tasks isolated are given in the appendices. We conclude our discussion with summaries of the main findings and recommendations for further research and action in this area.

This project is Adie's and Lynlee's exploration of the nature of the role of DP/AP in New Zealand secondary schools. It works to define what it is that DP/APs actually do, and to disseminate information about their work. It adds to the "meagre" (Douglas 1998) body of work on the position and tasks of DP/APs in New Zealand secondary schools, which is currently available. We trust that it will also allow the reader the opportunity to really understand some of the joys and frustrations associated with this position.

Chapter One - Current Thinking About DP/AP Role

Searching literature and finding little on the specific topic of the role of DP/APs, female or male, in the New Zealand secondary school, we were excited, and more than a little daunted, at the prospect of "venturing into an area relatively unexplored." (Adler et al 1993, 64) We were looking for articles specific to the New Zealand experience. As there were few to find, (Douglas 1998, PPTA 1997, DeJong 1994) we were forced to broaden our search overseas. The situation there was little better. In fact, a recurring theme in the literature we did locate was the singular lack of research that has been carried out on this particular group within any country's education system. (Hartzell et al 1995, Lawley 1988, Marshall 1992, Marshall, Mitchell, Gross and Scott 1992, Ridden 1993, Koru 1993, Kelly 1987) While there is a substantial body of work which looks at the teacher and considerable literature dealing with aspects of the principalship, there is still a real need for research that looks to "identify how (DP/APs)[1] actually carry out their work and what satisfies and frustrates them." (Marshall 1992, 87) Hartzell et al suggest that the lack of attention to the DP/AP role results from the fact "that the position is lost in the shadow of the principalship." (1995, 23) Whatever the reason, there is clearly a gap here in published work. The aforementioned researchers suggest that DP/APs are important, not only to present school administration, but also to the future of secondary schooling. This is often the initial entry point into administration careers and, as such, is a key role in education. Lawley adds the DP/AP is in a unique situation because s/he straddles administration and teaching and, therefore, can ensure that decisions are made, taking into consideration the real experience of young people in the school and the true feelings and aspirations of teachers. (1988) The position clearly warrants a closer look on its own merits.

Having said that, it is important to note that overseas' studies cannot be seen to apply directly to the New Zealand experience. Overseas' conditions of employment do not always equate directly to those in New Zealand. Take, for example, the United States experience. There, the position known as Assistant Principal is found only in schools with a student population of over 600. In that country, for a school to fall below 600 pupils means to lose the position altogether. (Golanda 1993-1994) Further, Reed and Himmler suggest that, even with a student enrolment of greater than 600, there is no actual compulsion for the school to avail itself of the services of an Assistant Principal (1985, 59). On top of this, the AP's role is purely an administrative one (s/he has no teaching commitment,) and the applicant must be specially certified for the role before attaining the position. Clearly, this is not the New Zealand experience, where all secondary schools, regardless of pupil population, are entitled to the three senior positions of Principal, Deputy Principal and Assistant Principal and where no standardised prerequisite in terms of qualifications or training is required prior to assuming the position.

However, that aside, many of the themes which emerge in American literature on the role of AP (Hartzell et al 1995, Marshall 1992, Marshall et al 1992), from the British Deputy Headship experience, (Lawley 1988) or from the Australian vice-principalship, (Ridden 1993) do echo those in the New Zealand DP/AP experience. (Douglas 1998)

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[1] for the purposes of this study where a different title is used in quoted literature, eg Deputy Headship, we will substitute the NZ equivalent of DP/AP in brackets for continuity.

We draw, therefore, from the wider overseas' experience to supplement the "meagre body of literature" (Ibid) on position and tasks of the DP/AP in New Zealand secondary schools. There are seven dominant themes in the literature that we need to consider.

RAGBAG NATURE OF THE ROLE

The first, and most consistently written about, is the "ragbag" (Lawley 1988) nature of the responsibilities of the job. A number of studies have tried to determine just what it is that DP/APs do. Hartzell et al (1995) produce a list of 20 responsibilities, Kelly (1987) identifies 22 duties common to all the subjects of his study (Appendix K), the Senior Positions Advisory Committee (SPAC) survey (Appendix L) lists 22 and Douglas (1998) itemises 18 primary functions common to the DP/AP in his study (Appendix K). It is interesting to compare these lists and see the huge degree of concurrence between them. They relate closely also to the list of 27 roles/functions in our own study. (Question 13, Appendix G) When we look for commonality that list pares down to approximately the 18 items mentioned by Douglas. (Appendix K)

Lawley (1988) indicates that DP/APs have roles that include pastoral care, curriculum development, appraising performance, fostering innovation, target setting, living with ambiguity, and dealing with interest groups. Koru (1993) suggests that a large part of their responsibility lies in caretaker tasks. DP/APs have to be "constantly setting priorities, juggling activities to maintain the stability of the organisation and the status quo of the school culture." (Ibid, 67) There is a thread common to all: the responsibilities of DP/APs are unrelenting, unpredictable and variable but discipline is always high on the list. In the words of Hartzell et al, their duties almost always "include student discipline and some combination of other responsibilities." (1995, 22) Previous New Zealand studies would certainly support this trend. The SPAC survey (1997) determined that the highest percentage of DP/AP time was being spent on general administration, teaching and student discipline (45%). The Douglas study shows a similar trend. Research on the work lives of DP/APs suggests that student discipline is the largest time consumer.

JOB SATISFACTION

The second theme is an extension of the first - job satisfaction. What things do DP/APs enjoy the most and least about their jobs? Having pointed, in the first instance, to the revelation that DP/APs spend a significant proportion of their time dealing with discipline, the literature goes on to say that this is the aspect of their jobs they enjoy least. "Discipline is not pleasant, because it typically involves challenging angry, or hostile students (and sometimes teachers and parents as well)." (Reed et al 1985, 74) It is unending, relentless, negative and unchanging. (Kelly 1987) Many DP/APs, in fact, consider leaving the profession because of discipline problems. It should be noted, however, that the DP/APs in these studies considered discipline far more than just dispensing punishment. They saw it as a cross between being "policeman" and "father/mother confessor". This highlights the counselling role involved in the job, and this brings problems of its own, as few DP/APs have counselling qualifications. (Reed et al, 1985)

Further, time and resource constraints are among the major aggravations which DP/APs face. (Hartzell et al 1995) They cannot concentrate their energies where they want (leadership)

because they are constrained by pressing immediate problems (discipline) and administrivia. (Kelly 1987) Coupled with these difficulties DP/APs talk of the isolation they feel in their job. They find themselves often working alone with few people in whom they can confide. They believe their relationship with staff to be permanently altered, when they take up these positions. (Hartzell et al 1995) They speak of the need to be able to cope with burnout, (Marshall 1992) and of the difficulty of appearing calm in the face of a "myriad of traumatic situations." (Greenfield et al 1986) The consensus would seem to be that they need to develop a thick skin.

Furthermore, there is much discussion about the DP/AP's work life as "one of continuous activity, largely unpredictable in order or scope and frequently dictated by the needs and wants of other people." (Hartzell et al 1995, 27). They feel compelled to be reactive as opposed to proactive. They find their work fragmented and that they need to be able to juggle a dozen tasks at once. (Koru 1993) Interestingly, these characteristics are seen as both a source of frustration and elation. While there are many times DP/APs feel that their hands are tied and there is little they can do to alleviate a difficult situation, (Kelly 1987) many find real satisfaction from the feeling of having "responded appropriately or creatively to the things that come up." (Hartzell et al, 1995, 145) Many clearly get enormous satisfaction from doing their jobs so well that "teachers aren't aware of even the serious problems occurring right under their noses." (Ibid 13) Questions 26-29 in our questionnaire (Appendix G) explore these issues.

JOB DESCRIPTIONS
The third theme recurring in the DP/AP literature has to do with job descriptions. Manchester's 1983 study suggested DP/AP job descriptions were virtually nonexistent in New Zealand secondary schools. That finding was mirrored by Greenfield et al's 1986 American research. Studies conducted in the 1990s, however, reveal a different picture. At this time, it appears, most DP/APs do have some form of job description.

How consistent they are is, of course, another question. Douglas (1998) indicates, for example, that, even in the eight schools he looked at, there was a big variation in job descriptions. He points to the fact that these were either very specific, or very wide ranging and that there did not appear to be any middle ground. He noted job descriptions tended to reflect individual interests, represent closely what the DP/APs were actually doing and were reviewed regularly.

These observations are interesting in light of what overseas' literature has to say about DP/AP job descriptions. Lawley, for example, suggests that the role definition for the DP/APs in his study was "defined partly by staff expectation based upon the folklore of particular staff rooms, by their predecessors and by the experience of (DP/APs) which individual members of staff had in their own school days." (1988, 80) Kelly (1987) and Golanda (1993-1994) suggest that, even with a job description, the role is still determined by the Principal. Certainly, there is a level of ambiguity evident in research already done into DP/AP job descriptions. As Marshall states "whether or not schools provide them with clear job descriptions (DP/APs) live with a degree of role ambiguity; they must negotiate (their own) responsibilities ...." (1992, 84) This points to the recognised danger that this job becomes a

dumping ground for roles and functions that no one else seems to want or have the time to do, which is clearly evidenced in the 47 extra DP/AP functions listed in Table 6 of the New Zealand Douglas study. He is compelled to ask "is the DP/AP merely the principal's aide. Or is their job description a collection of administrative chores?" (1998, 23) Questions 22-24 of our study shed further light on recent trends in the formulation and execution of DP/AP job descriptions.

CHANGING NATURE OF THE ROLE

A fourth theme discussed at length in DP/AP literature is that of the changing nature of the role. One important reason for doing a replica study 15 years on, is the significant changes which have occurred during this time in the management of schools. Barrington (1997) outlines a restructuring process which has occurred in New Zealand secondary schools, beginning with the Picot Report. According to Barrington, since 1989, a process of increasing decentralisation (in the sense of transferring responsibility) has occurred under successive governments. The importance of this for our study is the implication of changing and increased workload for management staff. Both these issues have needed recognition and probing during our research.

Evidence of increased workload is documented in the Bloor and Harker (1995) national survey which looks across the secondary school sector as a whole. That report documented much higher workloads for management team members than was considered reasonable; an average 60 hours per week during the term and 35% of their holiday time spent on school related work. The workload situation was explored in Questions 11-12 of our questionnaire and in the interview situation. Also of interest in the Bloor and Harker study is a 'downward movement'; that is, 59.9% of participants have had a downward change in their job status. While reasons for this trend were not explored by Bloor and Harker, it is a change which we felt might be of importance to participants in our study.

In his study of English (DP/APs) Lawley suggests that the "variety of external influences for change have been matched by an increasing internal complexity," (1988, 8) and that this has had a huge impact on the way DP/APs can operate. Five years later, Ridden (1993) points out that, in Australia, the DP/AP role has changed significantly over a 20 year period. He suggests that the changes that have taken place are five-fold: from a teacher to a manager emphasis, from task to goal orientation, from delegation to negotiation, from individual to team and from constraint to empowerment. Mintzberg (cited in Golanda 1993-1994) suggests that levels of bureaucracy in schools have increased in direct response to external intervention and that, as a result, the school organisational structure has become more and more formalised so that DP/APs find themselves doing jobs which are far more about management than about instructional leadership. The implication is strongly that DP/APs are being socialised into the administrative culture. Marshall (1992) pushes even further and suggests that "reforms of the 1980s and 1990s leave (DP/APs) with managing the same chronic fundamental dilemmas - with one difference. Reform thrusts leave them accountable for increased productivity...with no increase in resources or time and with less flexibility." (1992, 78) Responses to Question 30 (Appendix G) help us determine the extent to which these trends are also reflected in the New Zealand DP/AP experience.

CAREER PATTERNS

The fifth theme we wish to explore is that of career patterns for DP/APs. A significant number of the studies consulted intimate that an unspecified term in the DP/AP role is virtually a prerequisite (although not necessarily the goal of all those in the position) to becoming a principal. (Lawley 1988, Hartzell et al 1995, Marshall 1992, Kelly 1987, Marshall et al 1992, Golanda 1993-1994, Koru 1993, Greenfield et al 1986) However, several go on to say that this position does not prepare a DP/AP for that role at all well. To believe a term as DP/AP prepares one for principalship is to fall victim to the prevailing myth, they suggest. (Hartzell et al 1995, Kelly 1987, Golanda 1993-1994) They argue this on the basis that they believe the role of principal is one of educational leadership and vision and that the DP/AP's role is slanted much more towards management. The grind of management, they say, cripples the potential for vision.

Our argument is that New Right ideologies have changed the very face of education and that, in 1999, there is a far greater focus on management activities, at the expense of educational philosophy. In view of that, perhaps in the late 1990s and early new century, the DP/AP role is preparing incumbents far better than before, for the role that government envisions for principals - the role of administrator and manager. If you believe the role of principal is to emphasise the importance of maintaining and stabilising the school, you might then argue that the DP/AP role is an appropriate training ground for principalship. However, if you believe the principal's emphasis should be on leadership, then current training DP/APs get may indeed be inadequate. (Greenfield et al 1986, 177)

In their discussion of career patterns Marshall et al (1992) suggest six categories into which all DP/APs fall regarding career prospects: upwardly mobile, career, plateaued, shafted, considering leaving education and downwardly mobile. These categories appear to be reflected in other research findings also. A 1970 study by Austin and Brown (cited in Marshall et al 1992) suggested that 80% of DP/APs aspire to become principals. While twenty years later, Koru (1993) found that all those in his study saw the DP/AP position as a temporary one and planned to look for promotion, it is interesting to note that Marshall et al (1992) found a strikingly large number (43% of the men they questioned) were electing to remain in this position. And, while the Kelly study indicates that none of the DP/APs consulted felt that there were "enough rewards in terms of job satisfaction to regard the (DP/AP) position as a career goal in itself," (1987,18) the reality of the situation is that there are a limited number of principal positions to which they can be promoted.

Studies conducted in the 1990s show an increasing trend toward career DP/APs. The Marshall et al results indicate a growing number of DP/APs are comfortable in the job and intend to stay there until retirement. They have made conscious decisions to put family first and have rejected pursuing principalship on the grounds that the time commitment demanded is too great. The job responsibilities appear to demand so much time, energy and emotion that many DP/APs are deciding that it is not worth it and are actively choosing different lifestyles. Hartzell et al (1995) also indicate that there are a significant number who are choosing to go back into the classroom for similar reasons. This phenomenon is explored in Questions 31-32 of the present study. It is also elaborated in the interview analysis in Chapter Four.

TEAMWORK

The sixth theme that needs consideration is teamwork. Pre-1990 studies seem to indicate that DP/APs never had complete autonomy in the decisions that they made (Kelly 1987). The indication is that DP/APs were seldom given full responsibility for planning, organising or coordination and they were rarely assigned tasks that required astute decision making. (Bordinger 1973, cited in Golanda 1993-1994) However, there have been some significant changes in the conception of the DP/AP role and this appears to be one of them. Ridden argues that changes in schools are not just a result of economics and politics. "They also reflect changes in our perceptions of effective schools and effective leadership." (1993, 14) There are, therefore, a number of broader studies on effective schools and effective leadership from which we may draw. These include the work of Barth and Sergiovanni. Barth (1990) argues that schools must be collegial places. He suggests that collegiality is the use of people in your schools to work together for a common goal. It is visible in the way teachers talk about and observe one another, in their curriculum work and in teaching each other what they know. But most of all it is visible in the leadership of the principal. Principals, he says, ought not adopt the hierarchical models of the past. Their jobs are too complex and demanding for only one person. More collegial approaches to leadership are vital in the 1990s. Sergiovanni's work is of a similar vein. He argues that less of the strong, forceful direct leadership of the past and more "substitutes for leadership" (1992, xii) are needed. In other words, he suggests, stakeholders need to be empowered and that, in becoming so, the hierarchical leadership model has less relevance.

Wallace and Hall (1994) studied the workings of senior management teams in secondary schools. They suggest the team approach (rather than individual roles) as one method of coping with increased workload imposed from outside in the form of policy change, curriculum change and assessment change. In their findings, gender appeared to make little difference to the ways members approached teamwork. However, their study was not representative in the sense that, in the teams they studied, gender was equally represented. This is not the situation in most New Zealand secondary schools. Our survey provides us with updated information on management team composition and some limited access to how these teams operate. Certainly, current research and literature supports the notion of teamwork for senior management in secondary schools.

GENDER ISSUES

The seventh, and final issue in research related to DP/AP roles is that of gender. We would argue that voice of women DP/APs in secondary schools is still very faint. Marshall states that "there are no comprehensive studies on women and ethnic minorities in the assistant principalship." (1992, 68) We certainly have not been able to locate any, other than the Manchester study of New Zealand DP/APs. Marshall goes on to say, however, that "an extensive examination of literature on women in educational administration showed that women were doing everything necessary to exhibit competence, but still were not able to attain the top positions in administration." (Ibid 69) Marshall records women DP/APs being treated differently from their male counterparts, stereotypical thinking being a major impediment to progress, the uselessness of tokenism without backup support systems and the risks women face in their attempts to become administrators. She suggests that the DP/AP

role is a "good career stepping stone for men, but not for women." (Ibid 16) We wondered whether women DP/APs from our study would feel the same way.

In 1983 Judith Manchester explored the situation for New Zealand DP/APs within the hypotheses that

> there were significant differences in the way (APs) and DPs did their jobs: that the DP's job was generally seen as a male job and the (AP) as a female job; that the DPs were generally involved in administration, while the (APs) were generally involved in traditional female areas such as hostessing and nurturing activities. (1983,1)

Her findings substantially supported those hypotheses. In the 1990s women still argue that they face serious problems of credibility in the field of educational administration. As Jan D'Arcy, herself a senior manager in secondary education, says

> communities mistrust us - we don't tend to frequent pubs or play in local cricket teams. We don't attend CWA or Ladies' morning teas, not even play group. We can't join Lions, and family commitments prevent us from serving with distinction on the full range of community committees, and there's still a strong suspicion that we can't control kids, especially upper school boys.   (1995, 209)

While Ministry of Education (MoE) (1996) figures show significantly increasing numbers of women as opposed to men in total teaching numbers, 2658 women held 'other senior positions' in relation to 3323 men, while there were 77 principals who were women and 235 principals who were men. Quite obviously there are barriers in promotion for women in the secondary sector and this appears most significantly in the area between 'other senior positions' and principal. Currently, statistics on actual DP and AP numbers by gender are difficult to access. (See Chapter Two, Part 2, Section A)

The reasons for the barriers have been explored. Coleman (1996) suggests 'stereotyping' as a major reason. She cites Schein (1992,47) as expressing: "One of the most important hurdles for women in management in all countries has been thought to be the persistent stereotype that associates management with being male". Shakeshaft (1987) puts it down to male hegemony. Court (1989a and 1989b) and Blackmore (1989) argue that there are links between masculinity and authority. Hall (1993) agrees in relation to secondary schools, as they represent masculine cultures. Given the dominance of men as principals in New Zealand secondary schools, the situation may well be self-perpetuating. This is an area which deserves further investigation since the 1987 Teacher Career and Promotion Study.

Thomson (1987) conducted research in secondary schools using similar methods to our study (survey followed by in-depth interviews). She noted that most of the women teachers and PR holders she studied did not envisage themselves in senior management. No PR holder she studied aspired to be a principal. That this should be the case requires investigation. There could, of course, be many reasons for this including the two mentioned above: workload, and male hegemony. Strachan (1993) discovered that many women consider impact on their families prevents promotion opportunities; "the impact of undertaking multiple responsibilities" (Ibid 77) creates a barrier. We anticipated that other barriers might also present themselves in the process of our study.

There are a number of other studies which have influenced our thinking. While these do not

specifically refer to women DP/APs, they are nonetheless, relevant to the issues being raised by Marshall. They show that there is persistent evidence that "teaching is a feminised profession and that educational administration is not, and that this dichotomy continues to be reproduced in this country." (Spence, 1995, 1) Many studies have attempted to explain why this is so, both in New Zealand and overseas. (Donn 1987, Slyfield 1992, Shakeshaft 1987, Blackmore 1998, Court 1989b) Adler et al, for example, suggest that "the female experience in education ... is different from the male experience ... [and that] the assumption of the manager as male is still dominant." (1993, 131) The conclusion drawn from their research of 85 women in education was that women regularly have to use male techniques to gain recognition in education. "Often women who become managers, become male on the way and lose themselves." (retired Deputy Head, Ibid 12)

Although this is not her specific contention, an analysis of the lives of the 16 women in Mollie Neville's book (1988) adds credence to this argument also. While the book celebrates the successes of women who have made it into top leadership positions in their respective fields, many of those women admit to having to adopt male ways of working and of having to abandon female ways of working in order to qualify for those positions in the first place.

Finally, there are a group of studies which focus on the androcentricity of educational leadership. (Shakeshaft 1987, Blackmore 1995 and 1998, Strachan 1993) They suggest that organisational systems favour men for promotion, that accepted styles of leadership have typically been masculine, that there are significant gatekeeper attitudes in education that prevent women from reaching top leadership positions, that the way women organise their lives does not fit traditional career paths and that women look at life through a different lens than men do. Many also deliberately avoid going into leadership positions because they do not want a management focus, but rather prefer more collegial approaches in their work. (Al-Khalifa 1989) This has significant ramifications for their perceived success in the public sphere.

What these works have in common, therefore, is the theme that many women leaders prefer a style of leadership that emphasises the importance of relationships, of connection with staff, of shared decision making and of commonwealth. (Strachan 1993, Court 1989a, Helgesen 1990, Rosener 1990) These ways of thinking are clearly of major importance in light of the emerging themes surrounding the changing nature of the DP/AP role in the 1990s, as discussed earlier in this chapter. While our questionnaire did not ask respondents to answer questions specifically related to their perceptions of how gender impacted on the DP/AP position, a number of the questions (13, 21, 26, 28, 29, 31, 32) would allow for gender issues to emerge, if they were indeed issues for New Zealand DP/APs in secondary schools in 1999. The interview situation allowed us to explore them further, when they did.

This body of works has formed the basis of our thinking for the study we have conducted. It is from this thinking that we move to the analysis of questionnaire and interview responses which is contained in Chapters Four and Five.

Chapter Two - Method

1: Theoretical Framework for the Research

A) QUALITATIVE PARADIGM

The researchers have worked largely within the qualitative paradigm, where the emphasis is on making sense of what is going on in a given situation. Within a qualitative world view there are certain assumptions of how things function. Based on the work of Firestone, Guba and Lincoln, and McCracken, Cresswell presents an outline of the underlying assumptions which guide qualitative research. (1994, 5) He suggests there are five categories to consider - ontology, epistemology, axiology, rhetoric and methodology. (Maykut and Morehouse 1994, and Hammersley 1992, offer a similar analysis.) The assumptions concerning the nature of reality (ontology) are first, that there can be multiple realities. What we perceive, as researchers, to be the reality of the situation, may well be quite different from what any one participant in our study might perceive to be the reality revealed in/through this study. This has led us in our study to look at how the individual participants make sense of their daily activities as DP/APs. And second, that reality is subjective. To deny your subjectivity as a researcher is to skew the research findings. Since we agree with this conclusion we acknowledge our subjectivity and we expand on the kinds of positionings that we have negotiated, looking at what has shaped our sense of who we were as we entered this research later in this chapter.

The second area of underlying assumptions is epistemology (relationships). The suggestion here is that there will be interaction between researcher and researched and that the distance between the two will be minimised as much as is possible, without destroying the focus of the study. The researcher is not some superior being, who can look down upon the subjects of his/her study, but rather one with the subject of the study. This is quite a different stance from that of the quantitative researcher, whose primary epistemological aim is to remain completely independent of the subject(s) of the research. We worked to establish a relationship with those people we interviewed because we have been influenced by feminist researchers (Part 1, Section C) and because we wanted to place ourselves in the process. We believed that in so doing, we were likely to gather more meaningful data from the interviewees. We also saw it as a matter of reciprocity. As Lather states "reciprocity implies give-and-take. A mutual recognition of meaning and power." (1986, 263) The researcher moves from stranger to friend and as a result much richer data can be gathered. There are some ethical dilemmas that can emerge from this shift (Strachan, 1993) and we needed to consider these before we embarked on the interview process. (Part 2, Section F)

Thirdly, the qualitative assumption with regards values (axiology) is that the research will be value laden and biased. A researcher's values enter into research in many ways. "The choice of a question to investigate, a theoretical stance to guide the investigation, and a set of results to report, are all shaped by the investigator's values." (Reichardt and Rallis, 1994, 88) Ours were visible in the choice of which questions we investigated, and in the theoretical stance from which we began. Researchers need to actively proclaim their values and biases so that they "appear to us....as....real historical individual(s) with concrete, specific desires and

interests." (Harding, 1987, 9) For this reason we attempted to conduct interviews in an "interactive, dialogic manner, that required self-disclosure ..." (Lather, 1986, 266) Of course, care had to be taken not to lead our participants into giving the answers they felt we wanted. The interview schedule used (Appendix E) was our attempt at this care and is discussed further later in this chapter. In this way readers, and/or co-participants, are able to decide for themselves the validity of our final published observations.

The fourth category Cresswell considers important for qualitative research design is the rhetorical. The language used in this research is informal, and perhaps at times emotive. That is due to the nature of the study. The issues which have emerged are things about which DP/APs (and we) have strong feelings, one way or another. For this reason the personal voice has been adopted, and the report is presented in the first person. For the researchers, and the audience we envisaged, it was important that the findings were accessible. Researching as feminists, and anticipating our audience to include a reasonable proportion of women, it was important that we reached that audience in a style which helped them to create meaning. The nature of the language used in qualitative studies is perhaps chief among the reasons why feminists have found these designs of research more palatable than quantitative designs. (Roberts 1981, Olesen 1994) They are certainly among the reasons for our choice of this framework. (Section C below) Whatever the outcome of the interviews, we wanted to be able to hear the individual's voice in the final document. That means that you, the reader, must expect direct quotes, illustrations and thick description in this report. It also means that there is a degree of tacit knowledge, intuition and perception, based on personal experience and feelings, in the interpretations.

The final category Cresswell considers is methodology. Within this category we can expect inductive processes to be stressed, that mutual shaping of the research will take place, that it will be context bound and that theories will be developed for understanding as the research findings are being expounded. The accuracy of the findings has been verified through triangulation. (Part 2, Section D) "The qualitative design is one in which the 'rules' and procedures are not fixed, but rather are open and emerging." (1994, 8) As we spoke with the interviewees and as we discussed our findings, all the participants kneaded, moulded and worked the clay of our experiences until we had a shape with which we were well satisfied.

These then are the assumptions which underlie our qualitative research.

B) CASE STUDY
We chose case study as our research design, because we were attempting to answer the question "what is going on here?" (Bouma, 1996, 89)

There are a number of definitions of case study. Bouma states that the case study "is the basic building block of research design." (1996, 93) The Cambridge Conference conclusion was that case study focuses "an enquiry around an instance," (Adelman, 1976, 1) and Stake says that "case study is the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances." (1995, XI) All these definitions are valid and help us understand this research approach, but the definition which we find most encompassing and with which we have worked for this research project, is that put forward by Kemmis.

Case studies are attempts to grasp and to speak about the world of human experience (social life) - a world grasped sometimes through the play of common sense understandings and sometimes through more formal constructions of social science.   (1980, 99)

A brief discussion of the development of case study will help the reader to see the position from which we commenced our work. Case study emerged largely as a challenge to traditional positivist models, which dominated research methodology until the 1960s. A case study approach stands in direct contrast to the search for law-like regularity and value-free theory hypothesis/prediction of positivist models. (Stenhouse 1981, Kemmis 1980) It has a particular appeal to feminist researchers, because it allows the 'voice' of the subject to emerge instead of being submerged by the weight of the positivist scientific approach. (Reinharz 1992) It is a particularly popular design in education, because educational problems and processes can be examined to help understanding and ultimately lead to improved practice.

Stake (1995) talks of three different kinds of case study. The intrinsic study enables us to learn about a particular case. The instrumental study tries to help the researcher, researched and reader understand something else outside of the case. The collective study focuses on several participants instead of only one. This study falls into the collective category, in that more than one DP/AP was interviewed. It is an attempt to explore the diversity of roles of female and male DP/APs in the NZ secondary school.

Case study researchers, according to Kemmis (1980,114) always make explicit their dialectic. Before itemising particular data gathering methods, we want to briefly consider the feminist nature of this study.

C) FEMINISM
We, Adie and Lynlee, have conducted our research from our position as feminists.

  Feminists consider traditional observations and research done by men on men to be androcentric and therefore not representative of the views of women. Feminists believe it is important to uncover the background assumptions and beliefs of researchers as these shape the hypotheses made and the theories developed. Men, as the dominant group, have in the past captured research and therefore, according to feminists, research reflects what men value. Schools, by their institutional nature in the public sphere, tend to reflect and reinforce the dominant discourse. Because men have traditionally had both power and control in the public sphere (and school management) their attitudes and values have become that dominant discourse (Shakeshaft 1989 in Glazer, 1991, 339) which has often excluded the experience and values of women. (Blackmore, 1998)

It is also important we begin by stating our position - "not as a confession of bias", but rather as an "explanation" (Reinharz, 1992, 259) of the stance from which we come. Lynlee is an AP in a rural New Zealand High School. Adie is the HoD of a Transition Department in an urban High School. We are two women who have "had experience of being managed and of being in managerial positions." (Adler, Laney and Packer,1993, xi) We both aspire to

positions of leadership, are both Pakeha and middle-class working mothers.

A key issue for the researchers is that the practice of feminist research methods does promote women, and this is something we feel strongly, even passionately, about. In New Zealand we see a distinctive women's educational history beginning to emerge. We are beginning to hear the voices of Maori women, particularly in Kohanga Reo and Kura Kaupapa Maori, (Te Mahi Hurapa, 1990) and of women middle managers and women principals in Primary, Intermediate and High Schools. (Court 1993 and 1994a, Spence 1995, Neville 1988, Strachan 1993, Barnes 1994, Ramsay et al 1991, Mexted, 1998) We are beginning to hear the voices of university women, (Reid 1997, Middleton 1993) but it appears to us that the voice of women DP/APs in secondary schools in New Zealand is still very faint. (In a literature search on Index NZ and ERIC, we found only one article by De Jong 1994, which fitted this category.) Yet it is a particularly significant voice, as this is the position right beneath the 'glass ceiling' in secondary schools. In her study, Manchester observed that it was disturbing to find that so few of the women who had already achieved promotion to DP/AP positions were "ambitious for further promotion." (1983, 1) But there are obviously few studies since, which have focussed on this group of women, in an attempt to explain why this should be the case. "As a process of intervention, research can bring about changes in the way people perceive their lives and ... stimulate them to make changes." (Middleton, 1988b, 137) We hoped that this would indeed be the case for participants in our study. We embarked on this study, therefore, with a view to enlarging the voice of women DP/APs.

One of the criticisms of previous research methodologies by feminists is that "not only are women alienated from theory", because it is written in a language that has marginalised them, "but also from the experience itself." (Middleton, 1993, 69) Middleton suggests that by the 1970s a number of feminists had already written and researched the way that females' stories had been retold, by the male researchers who recorded them, in ways that had alienated the women from their own histories. (1993) They illustrated how those stories had been abstracted and entered as scientific data, and the way that the hierarchical relationship between researcher and researched is missing from those studies. For a feminist researcher the positivist approach is incompatible with feminist ideology, regardless of whether one is a liberal, social, radical, Marxist or Wahine Maori feminist. Although individual feminists may differ in their opinions on how to overcome male hegemony and a patriarchal society, they are united in the cause to "seek new paradigms of social criticism, through questioning the assumptions, beliefs and values of traditional knowledge." (Spence, 1995, 33) A very real aim of feminist research, then, is to return to women their voice by putting their experiences back into their own language. In struggling to do this, feminist researchers have attempted to allow women to be involved in the designs they have employed and to actively participate in finding that voice. We echo the sentiment of Middleton, who wrote:

> As a feminist I did not want to write in a way that would alienate the women from their own stories. I did not want to turn into abstracted data the rich emotionality of their narratives. I wanted my sociological account to be in some way enriching to the women who were participating. (1993, 67)

We have attempted to do this in our study, allowing both women, and men, to speak for themselves about their DP/AP roles and then using their language and stories in this final report.

2: The Research Process

There are a number of data gathering methods open to the case study researcher. Anderson (1990) posits six. The source he considers 'prime' is interview. Other sources are documentation, file data, site visits, direct observation and physical artifacts. "Case study methodologies are typically eclectic and combine some of the elements of ethnographic, programme evaluation and descriptive models." (Anderson, 1990, 112) We have used documentation, in the form of results from the replicated Manchester survey and our personal journals, and interviews as our primary data sources for this project.

Why use multiple methods?
In the words of Toby Jayaratne (in Reinharz, 1992,79), "the better quality research we do, the more likely that that research will influence others and ultimately help in achieving their goals". "Feminist research is driven by its subject matter, rather than by its methods" (Reinharz, 1992, 213) so uses whatever methods, or cluster of methods are appropriate to answer the questions. Reinharz suggests a variety of reasons why feminists use multiple methods in their research.

The first of these is triangulation of both quantitative and qualitative methods by using both in probing the same issue. This is dealt with further in Section D page 2.15. The second reason deals with their commitment to thoroughness (a commitment which is, of course, also shared by other researchers) by casting a wide net in the search for understanding, and providing 'layers of information' where one type of data helps to 'validate or refine another'. (ibid) The third reason deals with the integration of the personal and the social. "Our recognition that the conditions of our lives are always simultaneously the product of personal and structural factors" (ibid) drove us, as researchers, to seek beyond the collection of data about our informant's educational situation, probing their personal perspectives to gain a deeper insight. The long duration of research projects is another important reason for multiple methods in our study.

While we were only conducting a short study, because it replicated a study of 15 years ago, our methods have had to be flexible in order to accommodate differences in this time span. The questions in the survey required modification, (Chapter Four) and tell us much about changes in school conditions. Interviews have enabled us to look at changing social understanding of equity during this period. Gaining a male perspective in interviews is an example of one such change from the original study.

Our respect for the individual differences of informants, and a desire to 'go beyond' the surface required us to use more than one form of research method in order to be responsive to the people studied. These people are colleagues of ours, and we have a commitment to probe phenomena which affect their lives in a way which brings benefit to them as individuals and as a group within a structural situation. We have applied feminist principles in that we assumed that informants could "speak for themselves and (have) something to say" (ibid). We believe that the people we surveyed and interviewed have discovered meanings through their lived experiences. One of our jobs was to uncover some collective themes about these,

allowing the participants and readers to affirm and modify their own perceptions in the telling and reading. This quest has been a 'process of discovery' for us. Initial discoveries uncovered in the survey data 'energised' us to continue on the quest through interviews. We acknowledge that we, as researchers, have been changed by the process. In our collaborative style, 'the process became part of the product'. (Section E page 2.16)

A) SURVEY
Why use survey as a method of data collection?
We have used survey as our method because we wished to find out what the situation is in relation to the roles and representation of DPs and APs in New Zealand secondary schools. By asking a sample group to tell us what the situation is, we wished to be able to detect trends (Bouma, 1996).

Because we wanted to look at the change in trends, the use of survey method was most appropriate as we were able to replicate Manchester's earlier study that had surveyed a specific sample group, by questionnaire, in 1983. This gives our study a longitudinal aspect as it uses our contemporary data, collected using the same set of variables as the previous study, to compare with data collected fifteen years before. The study has a 'repeated cross-sectional design' as it uses a 'comparable set of respondents' in both studies (Menard, 1991).

The method and the sample, therefore, were predetermined by this original study. The questionnaire follows the format of the previous questionnaire which asks for both quantitative and qualitative responses. The purpose of this is because we want to know both 'how many?', in relation to representation and 'what is it like?', in relation to roles (Bouma, 1996). The sample is a cluster (a naturally occurring unit – Fink, 1995b); the 'Central Region'. This sample encompasses approximately 25% of New Zealand secondary schools and is therefore unlikely to be deviant as a sample. It includes a range of school sizes and types (rural, urban, decile range) so the demographic constitution, we believe, is reasonably representative.

In 1983, Manchester, operating out of the Ministry of Education, achieved a response rate of 191 returns from 202 surveys mailed out. This made her result very reliable. She attributes this excellent response rate to the attitude prevalent at the time of mandatory response required to Ministry requests. We are not operating under the same advantage. Recent studies on workload in schools (Bloor and Harker 1995, Harker et al 1998, PPTA 1997) would indicate a different climate which may make achieving a similar response rate more difficult and sample error will be high if response rate is low. (Fink, 1995a) With this in mind, and because we are not able to 'over sample' as we are using the entire cluster, the accompanying letter (Appendix F) was designed to appeal to respondents' generous nature.

Our choice of this research method was influenced by several factors. Firstly, our interest in gender issues. Manchester's 1983 study clearly indicated that the roles of senior school managers were divided by gender and that women were poorly represented in this group. The Ministry of Education no longer keep records on, or report on the numbers of female applicants for senior management positions. Nor do they any longer provide data specifically on AP and DP status. The Sex Equality Advisory Committee (SEAC) of PPTA in their

report to PPTA Annual Conference (1998) acknowledge the reduction in statistical information that MoE are now providing on gender. They conclude that consistency in data gathering and monitoring mechanisms is crucial, and both qualitative and quantitative processes should be incorporated (SEAC report - conclusion). Our research meets this need in both its method of data collection and in filling a void that now exists through legislative and policy changes. In addition, some of the research questions we wished to address, applied to a small group of women who are APs and DPs. By using a survey we were able to accurately determine their distribution and number in the wider research population.

Secondly, we wanted to provide some up-dated material that would allow comparison with Manchester's (1983) study which used survey as a method. Consistency is established by performing a replica study, updating an empirical base of statistics from which accurate comparisons can be made. Its concise nature makes statistics easy to communicate to a public audience and to policy-makers, allowing a clear highlighting of differentials. In addition, we felt that the data collected in the Manchester survey could be reanalysed in light of changing conditions and social awareness. For example, current management theory highlights the importance of interpersonal processes in growing organisations. A re-examination of Manchester's (1983) data reveals that in single-sex boys schools with both male DPs and APs, only 12 of the 34 found interpersonal roles important in their jobs. We wanted to compare this with data from the new study to see if any change has occurred in DP and AP thinking.

The Questionnaire as Research Instrument
There is some criticism within feminist research of using surveys that produce statistical data. Del Martin's (in Reinharz, 1993,87) main concerns centre around the language used in questions which may have an inherent sex bias, and that statistics alone can sometimes underestimate the size and nature of a problem. In our study we deal with these issues in two ways. The questionnaire instrument underwent a thorough process of scrutiny. It was initially devised taking into consideration Manchester's comments to us on the limitations she encountered. For example, she felt the survey required more depth in exploring the management structure and the lines of accountability within the structure. We added questions to clarify this structure and to explore issues that have emerged in the past fifteen years. Our question about the members of the SMT and their status is an example of this.

As researchers, we are aware that responses are likely to be 'flavoured' by the conditions the respondent is experiencing at the time of completing the questionnaire. It has already been mentioned that many did not respond because of the workload. By using a questionnaire as a research instrument we have no control over the conditions under which the questionnaire is answered. Keith, one interviewee, substantiated this problem in our method when, during interview, he asked what he had said. When told, he laughed and explained the circumstances that lead to such a response. Since then, the situation had changed considerably. This aspect of research fallibility should be acknowledged.

Developing the Questionnaire
In structuring our questionnaire, we identified the independent and dependent variables so the data could be processed according to correct quantitative survey procedure. We categorised

questions according to the type of responses they elicit (ie nominal, ordinal, numerical, fill-in response, and open-ended responses) so we knew how we could process the data without distortion. The combinations for data analysis were then selected in advance to ensure we were able to get comparative figures, and tentative categories were mapped so we could analyse open-ended responses.

Testing the Questionnaire
Our Questionnaire (Appendix G) was first tested on two APs who made suggestions from which we created the 'pilot questionnaire checklist' (Appendix I). These suggestions resulted in an initial round of modifications. The instrument and the letter were then tested again in South Canterbury on 2 female and 2 male APs and DPs, plus an expert in statistics from Geraldine High School. (see Appendix J). We are confident that the final instrument was free of sex bias, covered the important aspects of representation and roles in a transparent manner, and was capable of rigorous statistical analysis. Our follow-up interviews probed more deeply into the size and nature of the problems uncovered.

Distributing the Questionnaire
As part of the replication of Manchester's (1983) study, the questionnaire was mailed out to every AP and DP in state and integrated schools in the historical 'central region'- a total of 252. To ensure accuracy here, we accessed a current list of all secondary schools and had a former 'central region' inspector (David Barham) identify the boundaries for us. Judith Manchester vouched for his accuracy in this matter. The questionnaire was accompanied by a covering letter (Appendix F). The letter was checked to ensure it met the standards and conditions outlined in the university research 'Code of Ethical Conduct'.

Questionnaire Returns
Every effort was made to appeal to DPs and APs to respond. After the due return date, a fax was sent to all schools with outstanding questionnaires. Seven more returns were achieved from this effort. Later feedback from a non-responding school revealed that DPs and APs were under extreme pressure at the beginning of the year and many had to prioritise. While we were aware of this problem, given the tight time constraints for us as researchers, this was a compromise we were forced to make.

We managed a 70% response rate, though our information is based on a 66% response rate (167 loaded responses) when the 'acting' positions (a total of 10) were removed. While this is significantly less than the response rate achieved by Manchester (95%), given workload issues (Bloor and Harker, 1995), and the different nature of the request (ours was purely reliant on goodwill), this response was extremely pleasing.

One whole team was in an 'acting' capacity (including the Principal) and we felt this may have useful insights so it was included in the data. Two other questionnaires were returned unfilled as the school had been closed. We were unable to connect one response to a specific school at all as the code had been defaced.

The Sample
The returns highlighted a change in management within secondary schools. We realised that,

in sending one questionnaire for DP and one for AP we had made the assumption that all schools would follow this management pattern. This assumption was not the reality for many schools within the sample. Of the returns, 8 were from a second DP within the school rather than an AP. In one large school there were multiple DPs and APs. In several schools there were multiple APs with different areas of responsibility. One response was from a second AP in the school.

The sample in 1999 had the same number of DP returns as 1983, but fewer AP returns. To ensure our sample was representative, we looked at the National figures for 1997/98 which were the most current available through the Ministry of Education. (Refer to the figures of the sample on page 4.2 for a comparison)

1. State Secondary Schools

DEPUTY PRINCIPALS:

School Type	Total	Female	Male	% Female	% Male
Boys	27	1	26	4	96
Co-ed	215	45	170	21	79
Girls	26	23	3	88.5	11.5

ASSISTANT PRINCIPALS:

School Type	Total	Female	Male	% Female	% Male
Boys	27	1	26	4	96
Co-ed	195	144	51	74	26
Girls	25	19	6	76	24

2. Integrated Secondary Schools

DEPUTY PRINCIPALS:

School Type	Total	Female	Male	% Female	% Male
Boys	17	0	17	0	100
Co-ed	18	3	15	17	83
Girls	23	18	5	78	22

ASSISTANT PRINCIPALS:

School Type	Total	Female	Male	% Female	% Male
Boys	17	0	17	0	100
Co-ed	20	13	7	65	35
Girls	25	19	6	76	24

3. State and Integrated Secondary Schools

DEPUTY PRINCIPALS:

School Type	Total	Female	Male	% Female	% Male
Boys	39	1	38	3	97
Co-ed	226	46	180	20	80
Girls	41	37	4	90	10

ASSISTANT PRINCIPALS:

School Type	Total	Female	Male	% Female	% Male
Boys	39	1	38	3	97
Co-ed	206	152	54	74	26
Girls	39	28	11	72	28

These figures support that our sample is representative by showing similar proportions. However, they also reveal that integrated schools (not part of the original 1983 study) still have a more traditional pattern with marginally fewer women in senior management roles.

Processing Questionnaire Data

The respondents' answers to the questionnaire were converted into data on a database using the Microsoft Office programme 'Access'. The database was set up to give reports which were consistent with the original data in the 1983 Manchester study (ie. nominal data with independent variables of school type, position held, gender, and dependent variables of age, school size, etc). Frequency is generally expressed as a percentage allowing direct comparison between the 1983 and 1999 study.

Our original codes for returns (which we used to ensure anonymity) could not be transferred directly into the database as they related to a school rather than a respondent. Some schools supplied two returns (both DP and AP) so multiple code entries were not appropriate as we wished to use (in the computer database) the code as the primary link for all information given by any one respondent. Therefore, codes were reallocated. For example, where a school code was 126, the DP kept this code, but the AP was allocated a corresponding 326 number and likewise where a school code was 226, the AP was allocated a corresponding 426 number.

i) Personal Background Information

Information from this section of the questionnaire (Appendix G) was easy to convert directly to the database because the format was quantitative. Further coding was required in a few areas and these are explained here.

1. In recording the data on ethnicity, 'others' have been recorded as the actual origin: English, Australian, Chinese, European. Where both NZM and NZE have been ticked, they are recorded as NZM (8 entries). Analysis of this information can be found in the section on

2. Responses relating to the position respondents held prior to their current job, were recorded as written by respondents. There were 41 categories, revealing that DPs and APs come from a wide range of positions.

3. Responses relating to 'current teaching load' needed to be calculated to give a uniform figure as schools operate differing timetable systems. We have calculated all possibilities back to a 25 hour contact–time week.

ii) Tasks

Converting raw data from the questionnaire responses into comparative data from a database was difficult. The information was divided into two sections.

1. The tasks were categorised into five major groups (administrative, welfare, curriculum, discipline and performance management systems) and loaded as a number (of tasks done under this heading) in each of these groups. This process did not provide a direct comparison with the previous study so both the current data, and the 1983 data needed to be converted into a form where comparison was possible. The 1999 categorisation process is shown in Appendix M which is a sample of the process. How these tasks were categorised in 1983 is shown in Appendix N. The High (H), Average (A) and Low (L) ratings for each group of responses were based on the numbers who indicated they were involved in these tasks/responsibilities, and arriving at a median (as shown in Appendix M and N). For each respondent, we recorded the number of entries in each category for which they recorded having either complete oversight for, or joint responsibility for that particular area.
There was a discrepancy in our questionnaire design that was revealed in questionnaire returns. We asked respondents to indicate where tasks matched their skill/interests. Some respondents commented that 'skills' and 'interests' were not always the same. The table derived from this process is therefore only able to provide an **indication** based on current understandings and how the researchers view these roles.

2. Tasks which respondents deemed to be 'high time users' (ie, rating 4 or 5 on the questionnaire scale) were recorded in a list (again using the grouping of administrative, welfare, curriculum, discipline, and performance management systems) so we could analyse which tasks took most time for DPs and APs to perform. We felt this was useful in relation to workload issues, and previous studies. However, it was difficult to translate this information into a form which was relative (ie each category had an equal weighting) because the number of tasks was different in each category. Eventually we managed a calculation that provided totals where each category was on an equal footing with each other. How this was calculated is explained in greater detail under the table on page 4.9 and 4.10.

iii) Workload

Our question on 'hours worked' was sometimes misinterpreted by respondents who have recorded hours far less than an average school week. We can only assume they understood the question to ask for hours related solely to the aspect of their job specifically related to their DP/AP function. We have therefore used a median as our recording measure to reduce the effect this would have on the overall number.

iv) *Composition of the Senior Management Team (SMT)*

The survey table should have read '**senior** management team'. Some respondents gave a list of all Management Unit (MU) holders in their school. Sometimes the information provided on the table differed between two members on the same team. Where possible, data was supplemented by combining the information from the two responses. Where there was discrepancy between responses (for example, both respondents gave different numbers of MUs allocated to team members), details were taken from the actual person (whose position it was) as it was expected that they would best know their own details. Where information was not clear (ie the MU numbers were not attached to respondents, but to other team members), and differed in each response, they were recorded **as written** into each respondent's code.

Where an Executive Officer or Bursar was a member of the Management Team they were not recorded as this would have skewed the data on MUs. There were 5 such instances and, in 3 instances, this addition would have made the team closer to balanced numbers of males and females. In question 17, which looked at tagging positions for equity, if there was no formal 'tagging' of a position but the respondent made comment about attempts to balance gender, this is recorded and a 'no' to tagging but a 'yes' to the following question on equity.

One team had two Principals and this was recorded as 'both' in the database as one was male and one female.

Information about 'lines of accountability' was not added to the database at all. The question was designed to meet a recommendation in the previous study, trying to establish the level of autonomy and true decision-making ability of DPs and APs, but was not worded in a way that responses were uniform. Because it lacked uniformity, the information gained from this question was not able to provide useful information for us to report on. This is a complex area and our question was too vague to provide purposeful answers.

Information involving the regularity of meetings held by the SMT was entered into the database, however, our question was not precise enough. The question would have been better constructed with options and room for comment.

v) *Perceptions of the DP/AP Role*

The categories for data input in questions 26-32 (which collected qualitative responses) were established after a period of sampling from the responses and designing categories to suit the comments made. In this sense the categories were driven by the responses. A section of approximately 20 schools was 'grabbed', then checked for representativeness of school type, respondent position and gender. These were analysed by both researchers independently and categories formed by each researcher. Then these categories were 'tested' against several other responses selected at random from the full range. Most comments could be assigned to one of the categories established. On the odd occasion a comment was made where the meaning fell outside any of the established categories. In these instances, the response was written in the question 25 comment box on the database.

In question 28 (essential role) and question 29 (most important part) the categories used in our analysis needed to be collapsed during comparative analysis to approximate those categories used in the previous study. This was important so a comparison could be done, however, we defend the original categories as they gave a better picture of how DPs and APs saw their positions and roles in 1999.

In retrospect, two improvements to this system would have aided data input and consistency. Firstly, for questions 26-29, some categories are very similar and these could have been made more uniform. Secondly, the order of the categories by number should have been consistent thus aiding time inputting and clarity in reporting.

B) INDIVIDUAL INTERVIEWS

The second method used was individual interviews. There are some specific advantages to using interview as a data gathering methodology. For example, the researcher is accorded a degree of flexibility in terms of repeating questions, asking for clarification, or observing facial and body language. Further advantages are face to face interaction, interviewee flexibility, high response rate, and the opportunity to collect a lot of data on a small number of issues. (Burns, cited in Lang, 1994, 33) These reasons were high on our list for selecting interview as a primary means for data gathering in this project.

Selecting Interviewees

We waited until we had analysed the questionnaires before we finally decided on our interview sample. The interviews were a way for the researchers to really begin to explore some of the issues that were emerging from the questionnaire responses. At the outset we had anticipated interviewing both the DP and AP (male and female) from the same school. When we began our selection process, we decided this was going to be far too limiting and ultimately probably not particularly helpful for the kinds of issues we had determined we wanted to explore.

In spite of logistical difficulties for Lynlee, who lives in the South Island, we selected an interview sample only from those who had responded to the survey. That meant that interviewees all come from the Central Region. This decision was taken to allow us to explore issues which had arisen from answers given to the questionnaire. It was not an easy exercise to isolate just who we would speak with. Of the questionnaire respondents 59% indicated a willingness to be involved in the interview section of the research and we were overwhelmed by the supportive comments and wishes that all respondents gave us. One thing very evident from the responses to the questionnaire, was that many of these DP/APs had faced changes far larger than just those being imposed by Ministry and Government agencies. The last fifteen years have been a time of unprecedented change in many areas. Schools have faced changes from being single-sex to coeducational, from intermediate status to Form 1-7 schools, from private to integrated, from working with an operations grant to being bulk funded. They have faced personnel changes, clientele changes and curriculum changes. In short they have faced almost every kind of change imaginable. Naturally, these changes have impacted significantly on management teams. The interviewees were chosen for what they could tell us about change across as wide a range of school sites as possible.

We were looking for a mix. What we did not want was to skew the findings because we had chosen respondents only from one type of school, or alternatively because one type of school was missing. We also looked, therefore, for a range of possible interviewees from the full gamut of schools - small, large, rural, urban, integrated, independent, special character, single-sex and coeducational. We looked for DP/APs from the full range of ages represented in the survey and we included both women and men in our final selection.

Our inclusion of men in our interviews was deliberate. As Nicola Armstrong points out "to understand women's experience (is) critically to also understand the impact of the men around them, and to compare and contrast their experience with that of men..." (1997,63) We believed that it was critical to an understanding of women DP/AP roles in the 1990s in New Zealand to hear both sets of voices. The inclusion of men would also enable us to explore a series of questions concerning areas of traditional female experience. For example, to explore further the issue of men with child care responsibilities choosing family life as opposed to promotion within the education system, (this did not, as it turned out, eventuate) or the impact on their professional lives of men working for women principals. Including men in the interview side of the project forced us to "think about power relations more broadly. (Ibid, 64) We added men to our study in order to add depth to the analysis of both men's and women's roles.

Ethical Issues
There is a wide body of literature on research processes, which discusses the importance of considering the ethical issues in studies involving human subjects. (Anderson 1990, Bouma 1996, Stake 1995, Cascio 1991, Clark 1997) These publications emphasise issues such as access and acceptance, anonymity, confidentiality, informed consent, codes of practice and possible ethical dilemmas. Clearly, we had an obligation to respect the rights of the DP/APs in our case study, to ask reasonable questions and to listen sensitively to their responses.

In order to protect the rights of our subjects we put the following safeguards in place. First, and foremost, we were guided by the Massey University "Code of Ethical Conduct for Research and Teaching involving Human Subjects." Before we began, each of the participants we had selected to interview (Part 2, Section B) was contacted by phone to gain a general indication of interest. At this point, the purpose of the study was outlined and the proposed sequence of the interview was discussed. This was followed up with a letter further outlining the process and including a participant information sheet and consent form. (Appendix A and C) Once the consent form had been received, contact was made to set a mutually acceptable interview time. The taped interviews were transcribed by Pat Smith, who, as already mentioned, was also asked to sign a confidentiality agreement. All interviewees were informed of this.

Anonymity was an issue. Schein points out that "the cases must be sufficiently disguised to ensure absolute anonymity of the individuals involved." (1992, 198) This is a small country. There are not that many secondary DP/APs in the Central District. In an attempt to protect, as much as possible, individual identities pseudonyms have been used. Every participant was offered the opportunity to have data removed if they wished it. We offered several opportunities for participants to cross-check data. We also masked locality, where necessary.

As the information sheet specifies all participants had the right to refuse to answer any question or to withdraw from the study at any time.

Interviewing

In order to cope with the difficulties of distance, and with those associated with being engaged in full-time work positions at the same time that we undertook this project, it had been hoped to schedule all interviews to take place in a one-week period, during the April school holidays. This did not end up being a possible scenario and we finally conducted interviews in July and early August. Our respective Principals released us from classroom duties to do so, where that was necessary.

We both used the same question guidelines in the interview process, in an attempt to gain as much consistency as possible between us. The actual format of the interview questionnaire was something we decided upon together at our first August meeting. After much discussion we agreed on generic questions for all interviews (Appendix E) and then on further questions specific to each of the individual interviewees. Because of the confidential nature of the study these specific questions have not been included as appendices. To have done so would have been to compromise individual anonymity.

Each interview lasted approximately one hour. The interviewees were interviewed in the place of their choice in order to avoid any compromising of their anonymity. All interviews were, with the permission of the interviewees, taped. In spite of the fact that Stake (1995) suggests that a tape recorder is little help and that getting the exact words is not nearly as important as getting what they mean, we believe that the actual words are often very vivid and give fresh insights to what we might have expected, or how we might interpret what the interviewees are saying. We also believe that it is consistent with our aim to 'hear the voice of the individual' in the final document, and with the assumption of the qualitative paradigm that the personal voice will be adopted. The interviews were later transcribed so that a paper copy could be referred to for analysis of recurring themes and points of interest. Transcripts were prepared by Mrs Pat Smith. Pat is a retired teacher, who lives in the Manawatu. We recognised that there were confidentiality issues involved with a third party transcribing the interviews and as a result Pat was asked to sign a non-disclosure agreement. (Appendix D)

Analysing the Transcripts

Coding criteria were discussed in detail by the researchers and were forwarded to the supervisor for comment. (Appendix L) The criteria chosen were based on the recurring themes noted in the literature review, allowing however, for further categories to emerge should that prove to be the case. Both researchers took responsibility for the coding of interviews. They did this by marking in the margin the number of the category that the response appeared to fit.

C) VERIFICATION

Validity is of utmost importance in case study research. Unless the ideas are tested to check their accuracy we can not expect our audience to trust the findings. Our study provided validity checks in many ways. It has already been discussed that by declaring our own philosophical stance the reader is able to take this into account when creating their own

meaning from the report. Triangulation (Stake, 1995) has also been routine in this study. Triangulation is a major safeguard for the validity of the research findings. The concept comes from navigation. The idea is that in order to ascertain your current navigational position accurately you need to draw lines from three separate compass points. The point at which the three intersect is a fairly accurate reading of your position. So triangulation is about seeing where the points of agreement are when dealing with a variety of sources. It makes researchers stop and ask if they have it right. Common sense is not enough. "Our problem in case study is to establish meaning...we assume the meaning of an observation is one thing, but additional observations give us grounds for revising our interpretation." (Ibid, 110) There are a number of ways in which we triangulate our findings.

1.   Data Source Triangulation: The survey provides a baseline of 170 sources of information to match while the interviews gain deeper insights from eight different sources. The patterns established which are consistent throughout provide validity for each other.

2.   Investigator Triangulation: There were two of us conducting this study. While our approach was definitely a collaborative one, our experiences of education are not the same. This undoubtedly adds to the study. Using identical coding criteria, Lynlee and Adie coded the same data as checks and the analysis was compared.

3.   Methodological Triangulation: We used interview, survey and research journal approaches.

4.   Member-Checking Triangulation: This was used with the interviewees. Each interviewee was given the opportunity to check the rough draft and make any amendments, additions or deletions, before the project was submitted for marking.

5.   Supervision - Our methods and processing came under close scrutiny by our supervisors, Marian Court and Wayne Edwards, who were kept informed of progress at all stages, and sections of our work were submitted for comment at regular intervals.

Reliability is another issue in survey research. Initial testing carried out in February highlighted unreliable aspects which were inherent in our questionnaire, the research instrument. The content had already been 'tested' in the original study and appropriate alterations were made in accordance with the suggestions of the initial researcher. The language used did not appear to be a barrier to respondents except for the use of 'grades' in the qualifications question. This was rephrased to be more explicit and understandable for the specific population. By conducting the same type of analysis (generally expressed in frequencies in the Manchester study) we have an accurate and measurable means of comparison. In choosing early March for our questionnaire to be conducted we avoided error resulting from stress, however, we had no control over other conditions which might have affected the respondents when answering the questionnaire hence motivation was difficult to

assess. (Sax, in Harker 1997, sees this as a disadvantage of mailed questionnaires.) The instrument was checked for internal consistency, ensuring that all questions had a direct relationship with the research questions and there was a logical flow of questions.

D) COLLABORATION

The researchers considered working together intrinsic to our methodology. We were clear, however, that it was going to be anything but a soft option. It was going to require a high level of commitment. We were going to need to ensure that there was equal sharing of responsibility and work load. Issues surrounding the whole collaborative process are discussed at some length in Chapter Three. Further to that, however, we need to stress that it was not only we, the researchers, who were involved in bringing this project to fruition. The procedures outlined below were also put in place in an attempt to keep a balance in already very busy personal and professional lives.

1. Survey Analysis: We did not try to do it all ourselves. Some of the actual collation of results, for example, was delegated to Hilda. We did an independent initial analysis of the results, which we then shared and discussed. Hilda was also invited to assist in the analysis of raw data. At that point Adie and Lynlee determined who might be likely interviewees, and an initial phone contact was made with those people. Follow-up letters, information sheets and consent forms (Appendices A-C) were only sent once interest in further involvement had been established verbally.

2. Interview Analysis: Pat Smith transcribed all interviews. Initially, we independently analysed our own interviews. A report was made by each researcher directly after the interview and this was analysed in conjunction with the transcription when completed. Coding was mutually agreed in terms of criteria and each of us performed a coding operation on interview data from the interviews we conducted. Each also conducted a coding analysis on the other four interviews, thus triangulating our results and providing opportunities for fresh insights to emerge given the perspective from which another researcher may view. In September a joint analysis was conducted and allocation of segments of the report writing decided.

3. Report Writing - This was shared equitably and a process of transfers with time schedules agreed upon. All report writing was read, edited and agreed upon by both researchers prior to submission for marking.

E) RESEARCH JOURNALS

The fact that we were pursuing this as a collaborative study was very important to us. From the time that we agreed to work together we kept, therefore, independent personal journals. These recorded the processes we were involved in, as well as our feelings about, and reactions to, any specific, or general, points along the journey. We anticipated that many of these observations and comments would be recorded in our final report in this chapter on method. As intended we have explored the collaborative nature of the project. This discussion is found in Chapter Three. We hope that other women, and men, who follow us might be challenged by this concept and might find these personal responses helpful in setting up their own collaborative research projects.

Chapter Three - Collaboration

HISTORY

For Lynlee Smith, the first seeds for this study were sown in 1997 when, as part of the course on leadership styles, she read Mollie Neville's book Promoting Women (1988) and started to think about the numerous women who never 'made it' to top leadership positions in education. She began to wonder "why?" From there the ideas became more defined when Adie Graham and Lynlee discovered, while on the Massey University Women in Education Vacation Course in April 1998, that we were both thinking about similar things. Adie has always been curious about what makes women and men often perceive situations differently and therefore act on them in different ways. Our ideas seemed extremely complimentary and we were both excited by the possibilities which emerged as we considered the depth which a collaborative approach might give a research project. It is argued (below) that a collaborative approach is consistent with current "leadership and effective schools" literature, and therefore likely to provide richer results than an individualistic one. Two sets of data, two views of the world, two heads are better than one. We decided to work together.

We were challenged by the fact that current literature on management continues to emphasise distinctive male and female ways of working. The focus on managerial and market philosophies in education promulgated by the New Right ideologies of our present government, and the masculine approaches to leadership that those philosophies engender, perpetuate the dichotomy. (Court 1989b, 1994a and 1994b, The New Zealand Schoolmaster, Aug 1983, Donn 1987, Else 1986, Watson 1989 and 1991, O'Neill 1996, Middleton 1988a, 1990 and 1993, Matthews 1988, Spence 1995, Fry 1988) Interestingly, there is an increasing body of literature and research suggesting that an authoritarian, hierarchical approach to management is not best for the 21st century. (Barth 1990, Bates 1989, Beare, Caldwell and Millikan 1989, Bolman and Deal 1991, Deal and Kennedy 1982, Fullan and Hargreaves 1992, Schein 1992, Sergiovanni 1992, Stewart and Prebble 1993, Kilman 1984) These writers/researchers suggest we need to move away from hierarchical approaches to leadership and management and move towards heterarchy and teamwork. They argue that empowerment of the individuals in specific institutions is vital in today's economic, political and educational climate. They propose that the degree of one's 'power with' is far more significant than the degree of one's 'power over' stakeholders in determining successful outcomes in individual organisations. In other words, relationships are central to organisational success. Barth even goes so far as to suggest that "a healthy institution is one characterised by relatedness to people." (1990, 31)

This body of literature is particularly significant for women in education, whose styles typically reflect these concerns. There are many who would say that there are, in fact, female ways of working. Certainly there are many feminist writers/researchers, (Blackmore 1995 and 1998, Court 1994a, Shakeshaft 1987 and 1995, Helgesen 1990, Sadker, Sadker and Klein 1986, Ramsay et al 1991) who suggest that, as we enter the new millennium, the more collaborative and co-operative female ways of working, epitomised in Margaret McLeod's (1997) triumvirate of co-operation, collegiality, and commonwealth, are what is required in education. Like Drake, (1993, 292) we could see a connection between collaboration and teacher thinking, and between collaboration and our own personal life philosophies. We,

therefore, believed it was a logical extension to want our research project to be of a collaborative nature. From this understanding, then, the practicality of the collegial approach was put to the test in this atypical, collaboratively researched and written project.

ASPECTS OF COLLABORATION

There are a number of works which advocate collaboration, specifically in research situations. (Adler, Laney and Packer 1993, Lincoln and Guba 1984, Oakes, Hare and Sirotnik 1986, Agar 1980, Drake, Elliot and Castle 1993). Collaborative research is proposed as a way to improve commitment, to increase quality and to aide trust development (Johnston 1990), to encourage equity and to discourage hierarchical relationships (Feldman 1993) and to recognise and utilise the insights and skills provided by each participant. (Tikunoff in Feldman 1993) However, while there is much advocacy of collaboration, Levin argues that there are not many specific cases for guidance of how to go about it; the simple reason being that, "writing about or advocating collaboration is much easier than doing collaboration." (1993, 332)

Many of the collaborative studies we found talked of a concept much broader than the one we embraced. Drake, Elliott and Castle, for example, were both the researchers and the researched in their study. Johnston (1990) and Feldman (1993) were looking at projects which included the research subjects in the collaboration process and Liggett et al (1994) were working in a considerably larger team than we intended to use. Our's was a collaborative study, only in as much as the researchers worked together to produce the final project. It was not, and was never conceived to be, a collaboration between respondents and researchers. Certainly, when working with the interviewees, we were careful to use appropriate methods to attain the highest levels of validity possible but the interviewees were not collaborators in the development of the protocol.

However, many valid issues did arise from our readings. Researchers who had employed collaborative techniques in their studies, (Adler et al 1993, Liggett et al 1994, Drake et al 1993, Johnston 1990, Feldman 1993) talked first, of the need to get the right blend of colleagues, because there would be close association over an extended period of time. Adie and Lynlee make no claim to having a formula to follow on how this can be done. We managed it instinctively and we were very fortunate to get it right. Second, these same researchers emphasised the need for commitment to the project and to each other. These were certainly issues that we discussed at length, both with each other and with our supervisor. What were the ramifications, for example, for the second partner of the first partner becoming ill, experiencing a personal crisis, or changing job? We each found that commitment was at times "the glue that held us together,' (Liggett et al, 1994, 85) particularly when one (or both) of us was feeling the stresses of other demands being placed upon us.

Third, these studies emphasised a need for diversity of knowledge and experience among members of the research team. While Lynlee and Adie shared some very similar experiences, we had also followed quite different educational paths before those tracks converged at Massey. However, we also discovered quickly where we lacked knowledge - particularly in our computer skills and survey analysis. We could possibly have been more

help to one another had one of us had a statistics background.

Fourth, all the authors we consulted spoke of the need for trust. That became particularly important as we individually took responsibility for particular tasks, for example, as Adie carried the burden for receiving all completed questionnaires to her address and then for loading data into the computer or as Lynlee took responsibility for merging proposals. "We trusted each other as complementary players, contributing to task completion as well as each others growth." (Liggett et al, 1994, 87) In March 1999, we realised that it was no longer possible to share each task equally. We had to trust one another to do what we said we would and ask when we needed help. The logistics of the physical space between us, meant we had to take responsibility for different aspects of the project and see them through. Had we not negotiated a mutual trust in the early stages of the project, it is doubtful that we could have seen the latter stages to completion. We learned to listen, to understand and to respect each other's needs.

Fifth, consulted studies elaborated how time consuming the process would be; far more so than working alone. Adler et al (1993, 63) talk of how "time - or rather lack of it - was our major problem. Writing and discussing as a (team) took a lot of time, as it is slower than working alone." However, it should also be noted that there were periods of lull for each of us, just not simultaneously. The sixth recurring theme in collaborative research literature is expense. We certainly had extra costs as a result of our collaboration. From early in the study, we committed to weekly contact by phone and e-mail. During busy periods of the study we were in daily e-mail and twice weekly phone contact. As journal entries attest, those calls were sometimes of almost two hours duration. (For example: 18/10/98, 28/2/99, 18/3/99, 23/3/99, 6/4/99) Coupled with this were the extra costs involved with one team member living in the North Island and one in the South Island. Extra costs, over and above those to be normally expected, have been a major consideration in the execution of this project.

Seventh, and finally, is the issue of stress. We faced stress from a number of sources - from working and studying, from working together at a distance, from our personal circumstances, and just from daily life in general. We also had to find individual ways to cope with that. Adie took up walking half-marathons. Lynlee went back to jogging 8-9 kilometres a day. Adler, Laney and Packer elaborate this issue further. They say that for them their collaboration was "a strong thread through a rough time." (1993, 69) We would have to agree. We were a support, encouragement and reassurance to each other - "I find Adie's enthusiasm renewing. She's a great partner to work with already." (Lynlee's journal 11/6/98) Our commitment to the work and to each other was an on-going "intellectual stimulus and demand." (Adler et al, ibid)

In the previous paragraph, we refer to a journal entry. This record-keeping technique is one we would recommend to others who consider this type of research approach. From the time that we agreed to work together we kept independent personal journals and paper copies of all e-mail contacts. These recorded the processes in which we were involved, as well as our feelings about, and reactions to, any specific, or general, points along the journey. We anticipated that many of these observations and comments would be recorded in our final

report in the chapter on methodology. We wanted to explore the collaborative nature of the project. Tripp (1994) talks of the role of the journal in his research. He suggests that journals tend to deal with critical incidents, which are often only a fragment of what actually happened and are regularly charged with emotion. This, he suggests, therefore, must make a difference to the study. We would agree. These records are a very personal look at our developing relationship and consciousness and to couch them in academic terms would be to lose their very essence. This chapter is, therefore, deliberately written in fairly non-academic prose. We do believe, however, that having kept these individual accounts of the process of this project we have been encouraged to "analyse it in a deeper and more considered way." (Tripp, 1994, 72) We might have avoided this way had we spontaneously recalled past thoughts or events within the usual flow of the project process. "The record facilitates and formalises our telling or retelling and encourages awareness of the way we inevitably reshape the experience, highlighting or suppressing features according to the way we are feeling about them when writing." (ibid) The journal became for us another means of triangulation.

CHRONOLOGY OF THE RESEARCH PROCESS

Pursuing this project as a collaborative study was very important to us. We hope that other women, and men, who follow us might be challenged by this concept and might find these personal responses helpful in setting up their own collaborative research projects. As Adler et al say, "how we worked together as researchers as well as what we did and why we did it," (1993, 64) was a major factor in our project and was important to our choice of subject and preferred techniques. For these reasons we include here a brief chronology of the research process in which we engaged for this project.

April 1998

MEd Admin In-Service Courses at Massey University. Two women on separate, but similar journeys meet and discuss the possibility of a joint project. The excitement is contagious and, after a long session with the department supervisor discussing possible fish hooks and subsequent advantages, we obtain the 'go ahead' to develop the idea jointly.

May 1998

Back in our own home towns. Not only do miles of asphalt separate us but also a major waterway. This collaborative project is not going to be easy to manage from such distances. Do we really want to do it? We give ourselves time to talk to our significant others to gain conformation/perspective on what we are proposing. Lynlee's computer is sick. We cannot make e-mail contact yet. We get an early taste of the frustrations we are likely to face. We decide to go for it anyway. The weekly phone calls begin, and we decide to document all our thoughts and feelings in personal diaries. These will chart our progress along the way.

June 1998

Things really begin to come together. E-mail connections are still not functioning, so we are reliant on phone and postal services. We have requested that Marian Court act as our supervisor and she has agreed. Both researchers feel comfortable with this decision. We have also managed to contact Judith Manchester and locate a copy of her 1983 study. Marian talks us through the ethical issues surrounding this project and gets university approval, which is given on the provision that each student submit an individual proposal for 87.790.

We submit our initial proposal.

July 1998
We begin the process of diversification. Adie tackles Survey and Lynlee looks at Case Study for our individual projects. This way we can cover both aspects of what we will be doing in our joint research and share our findings, rather than duplicate unnecessarily. Adie contacts Judith Manchester and has a long discussion with her, about her original study, its strengths and weaknesses. And finally we have lift off in cyberspace. We make e-mail connection.

August 1998
This is a really big month as we prepare our second submissions for research methods, still independently. We attempt to work within similar frameworks. Outside pressures of other assignments begin to take their toll. (At this stage we are both full-time, extra-mural students tackling five instead of the normal four papers required for a one-year course.) We find ourselves struggling to keep our heads above water.

September 1998
We realise that all our e-mails should be printed out and kept along with our diary entries, as this is often where our thinking is taking place. The paper copy becomes a valuable resource. Huge amounts of work are going in independently and con-jointly to try to prepare individual proposals for submission. Adie and Lynlee systematically work through Marian's suggestions and then prepare for another face-to-face meeting on North Island shores. Adie has done a comprehensive revamp of the Manchester survey which we will discuss at this meeting.

October 1998
A full day together early in the month to work through wording of individual questions in the survey. Lynlee answers the questionnaire from her perspective as an AP and initial areas of awkwardness are eliminated. Later in the month, the questionnaire is put to trial by four DP/APs from South Canterbury and both a statistics and a computer expert look it over for areas of weakness. Numerous alterations are made as a result of these people's suggestions, as the now daily e-mail traffic attests.

Pat Smith is approached to test her willingness to type transcripts of the planned interviews and appropriate agreement contracts are discussed with her.

Adie and Lynlee fine tune to ensure that all headings and subheadings in their individual project proposals coincide, and that they are working within the same framework. This effort will most certainly pay off when it comes time to merge these two proposals at the beginning of the next year.

An initial time line for the following year is proposed. Time is also spent isolating exactly which schools were involved in the initial study. We begin to feel a little debilitated by panic. And then we finally submit our proposals and take a well earned breather.

November 1998 - January 1999

For just a little while we pretend to be domesticated - wash bathroom walls, clean ovens and windows, dig gardens and generally unwind. The year has been a hectic one and despite earlier good intentions to get much of the work of the project out of the way over the Christmas break, we find ourselves desperately in need of some rest and relaxation.

We mull over feedback from supervisors, do some literature review, discuss our limited progress and give ourselves time to recoup. We are fully aware that 1999 is going to be even more of a grind as we both return to full time employment and attempt to complete our project. We replenish.

January 1999

We begin to push for permission to start early. We need to get the questionnaire paper out as soon as possible. Adie begins the process by getting Massey letterhead for the covering letter that will accompany the questionnaires. The machine gears up again!

February 1999

Adie takes responsibility for the mechanics of getting the questionnaires into the mail. It is an enormous job, and involves colour coding, photocopying, and hours of waiting by the printer. Every letter is individually addressed and a stamped, addressed, return envelope accompanies each of the 252 questionnaires. They are all in the mail by March 1.

Lynlee takes responsibility for merging the individual proposals into a single document of the researchers' intent. It is not as easy as it sounds. Hours of frustration follow as we try to work through the intricacies of electronic devices. The fact that we do not operate the same systems creates all kinds of difficulties as we try to down load attachments to no avail. (The shortness of this month's summary belies the enormous amount of work accomplished.)

March 1999

Finally, one week into March we get the breakthrough we have been working for as far as e-mail attachments are concerned. We find a compatible programme and the attachment down loading can begin. We meet the 87.793 deadline, with not a day to spare, and submit the merged proposal.

The due date of March 15 for questionnaire return looms and surveys begin to flood Adie's letter box. We step up the phone calls and talk two times a week. It is very exciting to get so much positive feedback from such a large group of professional people. Individuals who do not mind being identified, send personal notes of encouragement. By the end of the month we have 170 returns.

We have a couple of long (almost two hour) phone calls and begin the triangulation process. We work through categorising responses question by question. Adie forwards two dozen completed questionnaires and independently we categorise the responses to questions 29 - 32. A moment of truth. Are we going to agree on the coding? We add a category or two as needed, but are amazed at the level of agreement between us. It is a vindication of all the work we have done in the preparation stages.

Several extra things emerge at this stage. Both Lynlee and Adie have a very limited knowledge of statistics, and this has quite serious ramifications for the loading of data. We recognise our need to request assistance from others who have a greater knowledge than we do in this area. It is widely acknowledged among those we consult that Access is the best programme to use. Hilda, the Transition Manager at Adie's school, has the best expertise, from the people we have spoken with, in this programme. She agrees to set up an appropriate database for us and to assist in organising reports from this. A close relationship between Hilda and Adie develops as they begin to enter data and find the areas of weakness within the database. It is a learning experience to find that what Adie and Hilda think is clear in discussion sometimes shows as completely different in perception when translated into database language. The process of setting up and fine tuning the database takes a great deal longer than expected - a timely lesson in the fact that collaborative work takes more time. Hilda's help is invaluable.

Lynlee takes responsibility for the literature review. Some fascinating overseas studies on DP/AP roles emerge and it is exciting to begin to draw parallels between New Zealand and overseas' experiences.

April 1999
Term 1 comes to an end. The holiday period becomes a real focussing time for this project. Lynlee works towards a draft of the DP/AP literature review and the beginnings of a chapter on collaboration.

Another long phone conversation trying to come to terms with Question 13. Loading this information has become a nightmare. We determine that, in terms of the project brief, we have to simplify. We categorise all activities into five broad areas: PMS, administration, curriculum, welfare and discipline. In order to get some idea of what exactly DPs and APs spend their time on, we keep a running tally of all the items rated 4 or 5 on individual responses. Adie works towards having the responses to all the questionnaires loaded into the computer. The database set up is still far from perfect, but data must be loaded. Adie begins the process, loading data in different sections as they are completed. This means triple-handling which is time consuming, but self-imposed deadlines are looming. Adie is ever mindful of the need to get information from the survey which is required for the case-study phase of the project.

And then suddenly Lynlee's world is turned upside down and we have to face our worst case scenario - the ramifications for Adie of Lynlee experiencing a huge personal crisis.

May 1999
For May and June the e-mails slow to almost a halt. There are no journal entries for this period. We continue weekly contact by phone, but the project is put on a back burner. Lynlee's marriage of 23 years breaks down. Lynlee is obviously in an emotionally fragile state, and unable to focus on the project for several weeks. Adie takes responsibility for contacting Marian and seeking advice as to our course of action now. She stresses to Marian that our friendship and Lynlee's happiness are far more important to her than what our final

grade might be. She emphasises that she wants us to finish this project together, even if that means delaying a year.

We have four options: 1. To withdraw and re-enrol in 2000 (without losing our enrolment fee). 2. To keep going, see what happens and if it doesn't work out so that we can finish this year, apply to have the course carried forward (at a small fee). 3. To keep going, get an extension beyond November 15 to complete without the course carried forward procedure. 4. To split up. Adie could carry on with the survey and complete this year and Lynlee could carry on with the interview study getting her course carried forward if necessary.

Adie's immediate response to Marian is that splitting up is not an option. Lynlee is immensely grateful for this level of support. We decide on Option 2. Fortunately, the enormous effort that we each made early in the year allows us both a little breathing space now.

June 1999
Six weeks pass. Adie continues to process the survey results. Lynlee makes several attempts to refocus her energies, but cannot do so. Then mid-June, sufficient healing has taken place that Lynlee can once again take up the reins. She begins by drafting the May/June entries for the collaborative chapter. Things begin to fall into place once more.

Term 2 ends. We meet in Palmerston North and have three solid days together itemising our course of action from now until November. We make some serious time to talk out issues, settle interview questions and prioritise. Together we determine who the interviewees will be. The time lost over the past two months places some constraints on this decision. In April Adie had selected 40 possible candidates from the 170 returns and we now turn to this group to select our sample. We decide on eight DP/APs, making our selection based on the fact that these are people who can give us some real insight into the changes that have taken, and are taking, place in education over the past fifteen years. We each agree on four of the selected eight to interview, and make initial contact with these people, in order to settle on agreeable interview times.

July 1999
Back in our respective homes we start the process of fine tuning. Adie conducts her four interviews, one per week during the course of the month. There are one or two teething problems. The interviews do not run absolutely according to the interview schedules. Pat finds that the transcription is not straight forward, due to difficulties deciphering the interviewees responses. There are some technical malfunctions that do not help things to run smoothly. However, Adie's four tapes are with Pat for transcription by the end of the month. Adie also works steadily on completing the final graphs and producing the draft chapter on survey analysis.

Lynlee cannot look at doing her interviews until the beginning of the next month. Another flight north has to be booked and all four of her interviewees need to be seen over a four-day period. Arrangements are made for this and in the meantime she concentrates on putting together a draft copy of the chapter on the interview process for the final project.

August 1999

Two trips north for Lynlee. The first at the beginning of the month for two days intensive interviewing and a full day of consultation with Adie now that all eight interviews have been conducted. We are feeling pretty good about how far we have come and that we seem to be back on track for our completion date. This has become a fascinating study and we begin to talk about the other places we might want to be distributing our findings. The second to the Hawkes Bay for a two-day consultation with Adie on the coding and analysis of the final transcripts. The interviews have revealed a depth not apparent in the survey and we find ourselves drawn into the working lives of these very dedicated professionals.

September 1999

During the Hawkes Bay visit we settle on a time line of events from now until the December 1 deadline. By the end of this month we want to have Chapters Four and Five finished and into the interviewee's and supervisors' hands for comment. With school commitments hotting up, this is no mean feat. The school holidays are a godsend. We are embroiled in the work. The final document is definitely beginning to take shape.

Pat, after hours and hours of work, has finished all eight transcripts. Lynlee collates the results, while Adie works on producing the final graphs and analysing the data in front of her. This month is really a big one, but we feel confident that we are still on track and that we will, in fact, be able to meet our deadline. Not bad in light of the personal trauma we have encountered this year.

October 1999

Week one of the month. Lynlee sends Adie, Marian and the interviewees copies of Chapter Five for alteration, verification and comment. Adie sends Chapter Four to Marian, Wayne and Lynlee. We allow a two-week turn around period and plunge into the other chapters that still need attention and final fine tuning. It is time to try to bring all the chapters together and create a final cohesive document. The interviewees begin to make contact a week later. Their responses are very positive. Only minor alterations are required. They like the way the chapter reads and are surprised at the unanimity.

Marian makes contact with each of us individually with suggestions for improvement. Some of them require us to do significant reshuffling. We discuss our options and determine not to be downhearted, but we are getting tired. This has been a mammoth undertaking and work commitments on top of finishing the document are taking a toll.

Lynlee's computer shuts down briefly and we are back to the frustrations we experienced early in the project. We make lists of things to be done and simply tick off as they are done. It is the only way to cope. Heavens, what a task!

November 1999

We spiral bind what we hope will be the final document and send it to Marian for comment. All up it is a pretty impressive looking project and, of course, far longer than we had initially anticipated.

Marian gives us the go ahead, with a few pertinent comments and suggestions for improvement. We run a good copy. It takes several hours and then Adie takes it to be bound. Whew. We are excited, elated and not a little jaded. This really has been hard slog for us both.

December 1999

Finished at last. At times it hardly seemed as though it were going to be possible. But we have done it. The bound copies have been forwarded to Massey and we each have one in our own possession as well. We are seriously relieved to have the job finished. Neither of us feels we could have gone on much longer. We crack open a bottle of champagne and toast our achievement. Now the nail biting begins, as we await the markers' verdict.

CONCLUSION

From reworking the questionnaire to data analysis, from formulation of the interview protocol to writing up the findings, every stage of our research was different, and we think better than what either one of us could have done alone. But it is more than just working through a research project that has taken place here. The researchers have become firm friends in the process. We have shared highs and lows in our personal lives and the bond that has developed, with the trust and respect for one another's professionalism that has grown, will never be lost. This has been a project that has changed our individual lives. As Adie put it in her e-mail :

> the best realisations from this collaboration are first, that it reinforces (our) conviction that working together is enriching for us both, because two heads are definitely better than one and second, that having that extra perspective is a wonderful insight. (We) have picked up ideas which are really valuable and have developed an appreciation of different ways of tackling the same task which has been a real present to (us). (9/9/98)

So would we recommend that others tackle their research projects collaboratively? The answer has to be yes. But with one caveat. It is not a soft option. Collaborative work, while being rich and fulfilling, is generally more time-consuming and requires more effort. The payoff comes in the fact that the results are more wide-ranging and exciting in scope and depth.

Chapter Four – Survey Results

Introduction

This chapter is devoted to looking at the results of the survey conducted as part of our research. The process of collecting and analysing the data is described in chapter 2.

The chapter is divided into two main sections; survey comparison, and other findings in relation to the current situation. Firstly, the information gained by data analysis is compared with the Manchester 1983 survey results to identify areas of change in the role and representation of DPs and APs in the New Zealand secondary schools that we surveyed. Translated data is presented on tables with a discussion of these results and implications that the researchers feel may be implicit within them. The tables show a direct comparison of results between 1983 and 1999. Interpretations of the results have been made in relation to each area of comparison. The discussions are structured uniformly looking at differences between DPs and APs first, and gender second. Comment about the current situation for this group of people is sometimes made directly after these comparisons.

Secondly, further discussion about the current situation for DPs and APs in 1999 is found in the 'other findings' section. Our survey has supplied extra data that was not collected in the 1983 survey and this section looks at this data in more depth hoping to shed further light on the current position of DPs and APs in our secondary schools. Interpretation of this data is discussed in relation to previous literature and other studies in New Zealand and overseas.

Survey Comparison

In this section of the chapter we look at our survey results in comparison with the Manchester (1983) results. This longitudinal perspective enables us to highlight changes that have occurred, as well as aspects which have not changed in the fifteen year period. While the figures referred to in this section are all from survey data, occasionally quotes are used and some evidence is cited from the interviews. We have used the interview data only to build upon, or illustrate a particular point. At times it also reinforces, and verifies in greater depth, the evidence collected during the survey. Each section in this part of the report should be read in conjunction with the table that illustrates the analysed data.

THE SAMPLE

Deputy Principal

School Type	Total		Female		Male		% Female		% Male	
	83	99	83	99	83	99	83	99	83	99
Boys	16	13	0	2	16	11	0	15	100	85
Co-ed	65	62	8	13	57	49	12.3	21	87.7	79
Girls	18	24	12	21	6	3	66.7	87.5	33.3	12.5
Total	99	99	20	36	79	63				

Assistant Principal

School Type	Total		Female		Male		% Female		% Male	
	83	99	83	99	83	99	83	99	83	99
Boys	18	14	0	1	18	13	0	7	100	93
Co-ed	55	39	43	28	12	11	78.2	72	21.8	28
Girls	19	15	12	14	7	1	63.2	93	36.8	7
Total	92	68	55	43	37	25				

Manchester found in 1983 that the traditional pattern (male DP and female AP in coeducational (co-ed) schools, female DP and AP in girls' schools, and male DP and AP in boys' schools) was beginning to break down. However, greater inroads were being made by males in winning traditionally female roles (ie APs in co-ed schools and both DPs and APs in single sex girls' schools), than females winning traditionally male roles (ie DPs in co-ed schools and DPs and APs in single sex boys' schools). In 1999 there are more female DPs; as shown in the table, the percentage has increased in all three types of schools. The significant differences with AP positions are that females have established a place in boys' schools and there are fewer male APs in girls' schools. In co-ed schools the percentage has changed little with 72% of APs being female and 28% being male.

In general, women have made some ground in winning senior management positions within schools. Many schools have changed their senior management structure, creating two DP positions rather than an AP and DP position. While the incumbent AP position holder has moved into the new DP position, there is an inherent danger for women in this move. It will mean that there are fewer AP positions. Unless one of the DP positions is gender 'tagged', it may make it more difficult for women in future to win positions on the senior management team. Evidence that 'tagging' is not a common practice, and the composition of SMTs is not equitable can be found in a more detailed discussion of this issue on pages 4.34-4.36.

AGE

	DPs											
	Male Boys		*Male Co-ed*		*Male Girls*		*Female Boys*		*Female Co-ed*		*Female Girls*	
	83	**99**	**83**	**99**	**83**	**99**	**83**	**99**	**83**	**99**	**83**	**99**
TOTALS	16	11	57	49	6	3	0	2	8	13	12	21
Under 35	1	0	2	1	1	0	0	1	0	0	0	0
Percentage %	*6*	*0*	*4*	*2*	*17*	*-*	*-*	*50*	*-*	*-*	*-*	*-*
36-45	6	5	33	12	3	0	0	0	3	4	5	7
Percentage %	*38*	*45*	*58*	*24*	*50*	*-*	*-*	*-*	*38*	*31*	*42*	*33*
46-55	5	4	12	29	2	1	0	1	4	8	5	8
Percentage %	*31*	*36*	*21*	*59*	*33*	*33*	*-*	*50*	*50*	*62*	*42*	*38*
56+	4	2	10	7	0	2	0	0	1	1	2	6
Percentage %	*25*	*18*	*18*	*14*	*-*	*66*	*-*	*-*	*13*	*8*	*17*	*29*

	APs											
	Male Boys		*Male Co-ed*		*Male Girls*		*Female Boys*		*Female Co-ed*		*Female Girls*	
	83	**99**	**83**	**99**	**83**	**99**	**83**	**99**	**83**	**99**	**83**	**99**
TOTALS	18	13	12	11	7	1	0	1	44	28	11	14
Under 35	2	1	1	0	2	0	0	0	4	3	1	1
Percentage %	*11*	*8*	*8*	*-*	*29*	*-*	*-*	*-*	*9*	*11*	*9*	*7*
36-45	5	5	4	5	1	0	0	0	19	3	2	4
Percentage %	*28*	*38*	*33*	*45*	*14*	*-*	*-*	*-*	*43*	*11*	*18*	*29*
46-55	8	6	7	6	3	1	0	0	14	17	6	8
Percentage %	*44*	*46*	*58*	*55*	*43*	*100*	*-*	*-*	*32*	*61*	*55*	*57*
56+	3	1	0	0	1	0	0	1	6	5	2	1
Percentage %	*17*	*8*	*-*	*-*	*14*	*-*	*-*	*100*	*14*	*18*	*18*	*7*

In 1983 DPs tended to be younger than APs. This is no longer the case. The age of both DPs and APs is increasing with only 30% of DPs and 32% of APs now being less than 46 years of age as opposed to 56% and 45% respectively in 1983. Female DPs and APs still tend to be older than males however.

Of interest in the current survey is the change in age range of male DPs and female APs in co-ed schools. While more were in the 36-45 age range in 1983, now more of these two groups are aged between 46 and 55. Possible reasons for this are explored later in this section (page 4.27) and in the case studies where questions about career aspirations are explored.

POSITION IN RELATION TO SCHOOL SIZE

	DPs											
	Male Boys		*Male Co-ed*		*Male Girls*		*Female Boys*		*Female Co-ed*		*Female Girls*	
	83	99	83	99	83	99	83	99	83	99	83	99
TOTALS	16	11	57	49	6	3	0	2	8	13	12	21
<500	4	5	13	18	2	1	0	1	0	6	4	9
500-750	4	1	14	10	0	1	0	1	1	4	3	6
751-950	4	2	15	8	2	0	0	0	0	2	2	1
>950	4	3	15	13	2	1	0	0	7	1	1	4

	APs											
	Male Boys		*Male Co-ed*		*Male Girls*		*Female Boys*		*Female Co-ed*		*Female Girls*	
	83	99	83	99	83	99	83	99	83	99	83	99
TOTALS	18	13	12	11	7	1	0	1	44	28	11	14
<500	4	5	3	6	3	0	0	1	10	9	5	5
500-750	3	3	1	3	1	0	0	0	11	7	2	2
751-950	7	3	2	0	2	0	0	0	12	5	3	1
>950	4	2	6	2	1	1	0	0	11	7	1	6

These figures are as recorded by respondents. They do not always match the totals shown at the top of the table as some respondents may not have answered this question.

In 1983, Manchester identified a pattern with 'atypical' groups within the 'traditional, gendered pattern' of positions (ie male AP and female DP in co-ed schools, males in girls' schools and females in boys' schools). At the time, the pattern of atypical groups in co-ed schools (male AP and female DP) tended to be in large schools where there may have been a second DP appointment due to school size. In 1999 the pattern is reversed with a number of female DPs in the small schools. We wondered whether this may have been the result of changing management structures and these were second DPs; that is, positions (with an incumbent female) upgraded from AP. However, there are only five such cases where schools have two DP and one of each sex. Even if we allow for this second DP in the female statistics (two in <500, two in 500-750, and one in 750-950) we still see a change in pattern in 1999. There are more female DPs (25% of the total number of DPs in schools with rolls less than 500) in the smaller schools.

The trend in single sex schools is difficult to determine as numbers are too low to make useful comments on trends. We have avoided using percentages in cases where the number of respondents is very low as they may distort reality.

QUALIFICATIONS

	DPs											
	Male Boys		Male Co-ed		Male Girls		Female Boys		Female Co-ed		Female Girls	
	83	99	83	99	83	99	83	99	83	99	83	99
TOTALS	16	11	57	49	6	3	0	2	8	13	12	21
Group 1	1	0	2	1	0	0	0	0	2	2	0	0
Group 2	1	0	2	0	1	0	0	0	0	0	1	2
Group 3	8	4	20	21	1	0	0	1	3	7	5	11
Group 4	5	4	32	10	4	1	0	1	3	2	4	3
Group 5 (new)		2		17		2		0		2		5
Specialist Subject		1		4		2		0		0		5
Mgt Courses		0		1		0		0		2		2

	APs											
	Male Boys		Male Co-ed		Male Girls		Female Boys		Female Co-ed		Female Girls	
	83	99	83	99	83	99	83	99	83	99	83	99
TOTALS	18	13	12	11	7	1	0	1	44	28	11	14
Group 1	1	0	2	1	1	0	0	1	12	4	3	0
Group 2	1	2	1	1	1	0	0	0	2	3	0	0
Group 3	8	4	4	5	4	1	0	0	18	12	4	7
Group 4	6	3	5	0	1	0	0	0	8	4	1	2
Group 5 (new)		3		4		0		0		4		5
Specialist Subject		4		2		0		0		7		4
Mgt Courses		0		0		0		0		2		1

Group 1 = TTC, Group 2 = Dip Tchg, Group 3 = 3yr degree, Group 4 = 4yr qualification, Group 5 = Masters
(Group 5 was not offered in the 1983 survey so we assume these were included in Group 4. Specialist Subjects and Management Courses were also not offered in 1983. Multiple listings apply to the last two categories.)

Percentage Tables for Academic Profile:

	DP		AP	
	83	99	83	99
Group 1	3	3	21	7
Group 2	5	2	5	9
Group 3	37	44	41	43
Group 4	48	21	23	13
Group 5		28		24
Specialist		12		25
Mgt		5		4

	DP				AP			
	Male		Female		Male		Female	
	83	99	83	99	83	99	83	99
Group 1	3	2	10	5	11	4	27	12
Group 2	5	0	5	6	8	12	4	7
Group 3	37	40	40	53	43	40	40	44
Group 4	52	24	35	16	32	12	16	14
Group 5	-	33	-	19	-	28	-	21

DPs are still slightly more qualified than APs, but the gap has narrowed since 1983. The general level of qualification has also increased over both groups with a more significant increase in the AP group. In 1983, 85% of DPs had Group 3 or higher qualifications, while in 1999, 93% do. For APs, 64% held Group 3 or higher qualifications in 1983; 80% held them in 1999.

Males and females have improved in qualification status at both DP and AP position. The most noticeable change is with female APs. There is for them a marked increase in the upper levels (Groups 4&5). Where only 16% previously held these qualifications, now 35% do.

POSITION HELD PRIOR TO CURRENT APPOINTMENT

	DPs											
	Male Boys		*Male Co-ed*		*Male Girls*		*Female Boys*		*Female Co-ed*		*Female Girls*	
	83	99	83	99	83	99	83	99	83	99	83	99
TOTALS	16	11	57	49	6	3	0	2	8	13	12	21
No Units	0	0	1	0	0	0	0	0	0	0	0	1
1x MU	0	0	1	0	0	0	0	1	0	2	1	1
2 x MU	2	2	11	11	0	0	0	1	0	3	3	4
3 x MU	10	2	18	17	3	1	0	0	0	2	2	5
4 or more x MU	1	1	13	7	1	0	0	0	0	0	0	0
AP or DP	2	4	11	6	1	0	0	0	7	5	6	8
Deans	1	0	8	0	0	0	0	0	1	1	0	0
HOD (unspec)	0	2	0	6	0	1	0	0	0	0	0	2
Other including Outside schools	0	1	0	0	0	1	0	0	0	0	0	0

	APs											
	Male Boys		*Male Co-ed*		*Male Girls*		*Female Boys*		*Female Co-ed*		*Female Girls*	
	83	99	83	99	83	99	83	99	83	99	83	99
TOTALS	18	13	12	11	7	1	0	1	44	28	11	14
No Units	1	0	0	0	0	0	0	0	4	0	0	1
1x MU	1	0	0	4	2	0	0	0	3	5	0	0
2 x MU	5	4	5	4	2	1	0	0	19	7	5	4
3 x MU	2	3	4	2	1	0	0	0	5	6	2	3
4 or more x MU	7	0	1	0	1	0	0	0	0	0	0	3
AP or DP	2	1	0	1	1	0	0	0	6	1	2	0
Deans	2	0	3	0	0	0	0	1	5	2	0	0
HOD (unspec)	0	5	0	0	0	0	0	0	3	6	1	5
Other including Outside schools	0	5	0	0	0	0	0	0	0	1	0	0

Percentage Tables on Prior Position:

	DP		AP	
	83	99	83	99
No Units	1	1	5	1
1x MU	3	4	7	13
2x MU	16	21	39	29
3x MU	33	27	15	21
4x MU plus	15	8	10	4
AP or DP	27	23	12	4
Dean	10	1	11	4
HOD Unspec	0	11	4	24
Other	0	2	0	9

	DP				AP			
	Male		*Female*		*Male*		*Female*	
	83	99	83	99	83	99	83	99
No Units	1	0	0	3	3	0	7	2
1x MU	1	0	5	11	8	16	5	12
2x MU	16	21	15	22	32	36	44	26
3x MU	39	32	10	19	19	20	13	21
4x MU plus	19	13	0	0	24	0	0	7
AP or DP	18	16	65	36	8	8	15	2
Dean	11	0	0	0	14	0	9	7
HOD unspec	0	*14	0	0	0	*20	2	*26
Other	0	2	0	0	0	#20	0	2

* these high percentages where MUs have not been specified may distort the figures above

this percentage is a totally new trend and may reflect a changing philosophical view of educational management

11% of DPs and 24% of APs did not record their previous Management Unit (MU) status in 1999. It is therefore difficult to make accurate comparative statements. In addition, we have made a direct translation from PR units to MUs. This may not be totally accurate in all cases. Once again, this highlights the changing management environment, and one must also acknowledge the increase in MUs now available to schools. This occurred in the 1996 contract settlement. In instances where respondents made two entries (eg Dean with 1 MU), both entries have been recorded.

Using the figures available to us, and acknowledging these extra MUs, it might be said that the general level of management unit with which one enters a position as DP/AP has decreased for male and female DPs and male APs but has increased for female APs. Manchester, in 1983, noted that males tended to have more MUs when entering their position. In 1999, this pattern still exists with the DP group, as 21% of male DPs are appointed with 2 or less MUs while 36% of females are.

It is interesting to note that one male DP was appointed from a HOD position where he had 6MUs and one female DP was appointed from an AP position where she had 2MUs. We wonder whether this relates to the value that is placed on particular roles and tasks. Manchester questioned the lower value placed on interpersonal tasks which were traditionally given to female APs. By assigning such tasks to the lesser management position (and with a female) there is the implication that they were of lower value. This current situation might suggest that the administrative tasks done by the HOD with 6 MUs were more highly valued than the interpersonal tasks of a female AP.

It is clear that fewer people are entering DP and AP positions from a previous position as a Dean. This is significant given that discipline and welfare functions are such high time-users in a DP/AP job (page 4.11). Reed et al (1985) noted, over a decade ago, that few DP/APs had qualifications in this area – the problem appears to get worse. No males and far fewer females for either DP or AP are now drawn directly from being Deans. In 1983 11% of male DPs and 14% of male APs were drawn from this area while in 1999 no males in either category came from being a Dean. Female APs, by contrast, had 9% entry from this area in 1983 and 7% in 1999. This may indicate that skills in dealing with student needs are less valued (at least considered less relevant) for males and DPs in our current education environment, but are still considered an essential feminine skill and relevant to a female AP role. This is supported by the comments of two interviewees. One male AP discussed discipline as being the function only of the DP, and welfare was the province of the guidance counsellor and matron of the hostel. A female AP interviewee, however, was responsible for most welfare concerns within the school, yet had only 3 management units while the two male DPs had 7 and 6 management units respectively. Given that the questionnaire respondents clearly indicated a huge time commitment in both welfare and discipline functions (page 4.11), it seems incongruent that these functions should be less valued when making appointments. 29% of all respondents mentioned a growth in discipline and social issues as a change they had noticed during their time in their current position (page 4.33).

YEARS IN CURRENT POSITION

	DPs											
	Male Boys		*Male Co-ed*		*Male Girls*		*Female Boys*		*Female Co-ed*		*Female Girls*	
	83	99	83	99	83	99	83	99	83	99	83	99
TOTALS	16	11	57	49	6	3	0	2	8	13	12	21
In 1st year	2	1	10	2	2	1	0	0	3	0	4	1
In 2nd year	2	1	7	3	0	0	0	1	1	2	5	1
In 3rd year	1	2	10	7	2	0	0	0	0	1	0	4
In 4th year	2	4	4	5	0	0	0	0	1	4	1	5
In 5th year	0	0	6	6	0	0	0	1	1	1	0	1
In 6th year	1	0	4	2	1	0	0	0	0	2	1	2
In 7th year	4	0	4	2	0	0	0	0	1	1	0	0
In 8th year	0	0	0	3	1	0	0	0	1	0	0	0
In 9th year	1	0	1	3	0	0	0	0	0	0	0	0
10 or more	0	3	1	16	0	2	0	0	0	2	1	7

	APs											
	Male Boys		*Male Co-ed*		*Male Girls*		*Female Boys*		*Female Co-ed*		*Female Girls*	
	83	99	83	99	83	99	83	99	83	99	83	99
TOTALS	18	13	12	11	7	1	0	1	44	28	11	14
In 1st year	6	1	3	0	3	0	0	0	12	1	4	2
In 2nd year	5	1	2	3	1	0	0	0	8	1	1	4
In 3rd year	1	1	0	3	0	0	0	1	4	3	3	4
In 4th year	0	5	1	1	0	0	0	0	5	5	1	0
In 5th year	0	1	1	0	0	0	0	0	1	2	0	0
In 6th year	2	0	1	0	0	0	0	0	2	6	0	0
In 7th year	0	0	2	1	0	0	0	0	1	1	1	1
In 8th year	1	0	1	0	1	0	0	0	0	0	0	0
In 9th year	2	0	1	0	2	0	0	0	1	2	0	1
10 or more	0	4	0	3	0	0	0	0	2	7	0	2

In 1983 Manchester reports that 50% or more of both DPs and APs had been appointed in the past three years. In 1999, 27% of DPs and 37% of APs had been appointed in the past 3 years. This is a significant decrease. A significant increase is seen at the other end of the table where in 1983 only 2% of DPs and APs were still in this same position after 10 years, whereas, in 1999 30% of DPs and 24% of APs remained in their same position. There is no specific gender pattern in this trend. The question then presents itself, is this choice, lack of promotional opportunity, or another factor such as entering the job at a younger age so remaining in it longer? This question is partially addressed on page 4.25 - 4.26 and by interviewees.

55% of male APs in co-ed schools have been appointed in the past three years, while only 18% of female APs in co-ed schools have been appointed during this time. Earlier we made comment about whether the dual DP-ship, without 'tagging' for gender balance, might make it more difficult for females to win these traditionally male positions. Is it possible that the erosion of traditional AP positions (female) and the sharing of responsibility within a flatter management team (dual DP-ship) might already inhibit females from being considered contenders for these positions?

TEACHING LOAD

a) School Size by Teaching Load

Size of School		<500	500-750	751-950	>950
			AP		
Range	1983	7-23	11-21	8-18	4-15
	1999	8-22	5-17	5-10	4-12
Mean	1983	18	16	12	11
	1999	13.8	10	9.8	7.6
Median	1999	13/14	11	8	8
			DP		
Range	1983	9-19	6-20	0-23	0-12
	1999	3-19	4-13	0-8	0-9
Mean	1983	16	12	8	7.5
	1999	11.8	7.3	5.6	4.3
Median	1999	12	7	6	4

b) Median of Hours Taken (per week) to do the Job:

School Size	DP (Median)	AP (Median)
<500	60	53
500-750	53	53
751-950	58	60
>950	60	60

c) 1999 Sex Comparison - Co-ed Schools Only

Size of School		<500	500-750	751-950	>950
			AP		
Female	Total = 28				
Range		8-17	5-13	5-10	4-12
Median		14	12	8	8
Male	Total = 11				
Range		8-21	7-17	-	*8-9
Median		12/13	10	-	*8/9
			DP		
Female	Total = 13				
Range		8-15	4-9	*4-5	*5
Median		12/14	8	*4/5	*5
Male	Total = 49				
Range		3-18	4-9	0-8	0-9
Median		12	7	5	4

* the figures are generated by only one or two entries so are not representative or reliable in this sense. This sample is small and for this reason only gives an indication for the sample in question.

The teaching load has decreased by between 2 and 4 hours per week for DPs and APs in schools of all sizes during the period between 1983 and 1999 (Table a). Given the total hours worked (Table b), this indicates a large increase in 'out-of-class' functions performed by DPs and APs. It is important to note, however, that some individuals are actually still doing a full-time teaching load as well as their DP/AP duties. Although our interviewees from small, rural schools tended to do a great deal more teaching, the survey medians (as shown in Table b) do not suggest a pattern where small-school DPs and APs work significantly longer hours.

While the sample used to make a gender analysis is small, it seems that women may work marginally longer hours in the classroom (Table c).

ADMINISTRATIVE TASKS

	DPs											
	Male Boys		*Male Co-ed*		*Male Girls*		*Female Boys*		*Female Co-ed*		*Female Girls*	
	83	99	83	99	83	99	83	99	83	99	83	99
TOTALS	16	11	57	49	6	3	0	2	8	13	12	21
Administration	L	A	A	H	L	H	-	H	L	A	L	H
Welfare	L	A	L	A	L	A	-	H	A	A	A	A
Curriculum	A	A	A	H	L	H	-	H	A	H	A	H
Discipline	H	H	H	H	A	H	-	H	H	H	H	H
PMS	L	A	L	A	L	H	-	A	L	H	L	A

	APs											
	Male Boys		*Male Co-ed*		*Male Girls*		*Female Boys*		*Female Co-ed*		*Female Girls*	
	83	99	83	99	83	99	83	99	83	99	83	99
TOTALS	18	13	12	11	7	1	0	1	44	28	11	14
Administration	L	A	L	A	L	H	-	A	L	A	L	A
Welfare	L	A	L	A	L	L	-	A	A	H	L	A
Curriculum	L	A	L	A	L	A	-	L	L	A	L	H
Discipline	A	H	H	H	L	H	-	H	H	H	A	H
PMS	A	L	A	A	L	A	-	L	L	L	L	A

H = High level of involvement, A = Average level of involvement, L = Low level of involvement. Calculation of this is explained on page 2.

The 1983 categories for coding were different due to differing circumstances at that time in the roles of DPs and APs. In 1983, in response to this question, the following categories were identified: 'Boarding Department', 'Social Functions', 'Host/Hostess', 'Furniture', 'Health' and 'Student Activities' as task responsibilities. These were not identified in survey responses in 1999. New categories in 1999 include: 'Accreditation', 'Attestation', 'Curriculum Oversight', 'EEO', NZQA Liaison, Performance Management Systems, Prize-giving, Provisionally Registered Teachers, Testimonials, Unit Standard Reporting, and International Students. These category shifts in themselves tell a story about the changing nature of the DP/AP role.

Information shown on the table above is the result of collapsing the tasks into the five broader categories as shown below.

Administration – assemblies, buildings and grounds, exam organisation, official returns, prize giving, public relations, staff duty roster, staff pay liaison, staff relief, testimonials, timetable and unit standard reporting.
Welfare – CoE students, EEO, guidance network, staff welfare and student welfare.
Curriculum – curriculum oversight, reporting and assessment.
Discipline – student discipline and uniforms.
Performance Management Systems (PMS) – accreditation, attestation, PMS systems, professional development, and provisionally registered teachers.

The results here are consistent with much that is revealed in the literature review (Appendix K) about the nature of DP/AP work. In this appendix the tables of Douglas(1998), Kelly (1987) and Hartzell et al (1995) list the most frequent tasks cited by DPs and APs in their studies. The same pattern, of administration tasks having highest frequency, emerges in our table.

The 1999 results are influenced by the fact that many more people and committees now share responsibilities rather than just the Principal, DP and AP. Most DP/AP tasks are now shared, indicating a 'teamwork' approach. However, despite this, it would seem that involvement by DPs and APs in the identified tasks has increased in all areas since 1983.

Discipline continues to have the highest level of involvement of both DPs and APs. All DP and AP categories recorded a 'High' level of involvement in discipline in 1999 including, therefore, those DPs and APs who work in a single sex school of the opposite sex. DPs tend to be more involved than APs in Curriculum and Performance Management Systems (PMS), with female APs having least involvement in PMS.

Overall, women appear to be taking a more active role in traditionally male areas of administration and curriculum, while males have increased their role in welfare and interpersonal areas. Women, however, still have slightly more involvement in welfare than men in 1999.

An analysis of the 1999 data in relation to school size showed little difference in the number of tasks that DPs and/or APs perform, or their distribution.

High Time-Use Tasks

	DPs											
	Male Boys		Male Co-ed		Male Girls		Female Boys		Female Co-ed		Female Girls	
	83	99	83	99	83	99	83	99	83	99	83	99
TOTALS	16	11	57	49	6	3	0	2	8	13	12	21
Admin (48%)		18		85		4		-		16		61
Relative Total		7.5		35		1.7		0		6.7		25.4
Welfare (19%)		7		33		3		-		17		26
Relative Total		7.4		34.7		3.2		0		18		27.4
Discipline (7%)		9		51		5		1		12		18
Relative Total		25.7		146		14		2.9		34		51.4
PMS (19%)		11		24		3		-		11		16
Relative Total		11.6		25		3.2		0		12		17
Curriculum(7%)		5		22		1		-		12		9
Relative Total		14.3		63		2.9		0		34		26

	APs											
	83	99	83	99	83	99	83	99	83	99	83	99
TOTALS	18	13	12	11	7	1	0	1	44	28	11	14
Admin (48%)		19		13		3		1		44		26
Relative Total		7.9		5.4		1.3		0.4		18.3		10.8
Welfare (19%)		11		12		-		2		50		12
Relative Total		11.6		12.6		0		2.1		52.6		12.6
Discipline (7%)		7		10		2		3		31		10
Relative Total		20		28.6		5.7		8.6		88.6		28.6
PMS (19%)		8		2		-		-		15		3
Relative Total		8.4		2.1		0		0		15.8		3.2
Curriculum(7%)		9		5		-		-		7		6
Relative Total		26		14		0		0		20		17

The figures on this table are compiled by recording only those tasks which respondents registered as taking significantly high time to fulfil. It was decided that a rating of four or five on the scale signified a high use of time. When the raw figures (which recorded the number of entries made with a time value of four or five) were recorded on their own, the table told us very little. Although we were aware, during data entry, that almost every questionnaire respondent registered discipline and welfare tasks as a high time user, this did not seem apparent in the figures on the table. The reason for this was that while the 'administration' category had thirteen possible entries, 'welfare' only had five and 'discipline' only two. To see these entries in relative terms (ie proportional to each other) we had to arrive at a comparative figure. For this purpose we have weighted each set of entries to equal 20% of the total. The percentage in brackets beside the task category (eg PMS 19%) stands for the percentage of the total tasks this category represents. By doing this we can see more relatively the time value devoted to welfare and discipline tasks.

Given the high time which welfare and discipline tasks take, it is interesting to note that over 25% of male DPs and APs in boys' schools have no responsibility in both of these areas.

ESSENTIAL ROLE

	DPs											
	Male Boys		*Male Co-ed*		*Male Girls*		*Female Boys*		*Female Co-ed*		*Female Girls*	
	83	99	83	99	83	99	83	99	83	99	83	99
TOTALS	16	11	57	49	6	3	0	2	8	13	12	21
Administration	10	4	35	24	6	1	0	1	7	8	9	15
Interpersonal	7	3	26	23	2	1	0	1	6	7	7	10
Support Principal /Teamwork	5	1	11	12	2	1	0	0	0	6	4	2
Discipline	3	0	3	2	1	0	0	0	0	0	0	0
Policy Making	3	5	3	9	0	5	0	0	2	3	0	5
Teaching/learning*		3		13		1		0		3		6

	APs											
	Male Boys		*Male Co-ed*		*Male Girls*		*Female Boys*		*Female Co-ed*		*Female Girls*	
	83	99	83	99	83	99	83	99	83	99	83	99
TOTALS	18	13	12	11	7	1	0	1	44	28	11	14
Administration	8	2	6	2	6	0	0	0	14	8	9	15
Interpersonal	4	6	9	5	1	1	0	0	43	17	7	4
Support Principal /Teamwork	5	1	6	3	2	1	0	0	6	7	4	4
Discipline	2	1	0	0	0	0	0	0	3	2	0	0
Policy Making	0	4	1	3	0	0	0	0	6	8	0	5
Teaching/learning*		6		5		0		1		11		3

Multiple entries have been made by respondents

* Teaching/learning did not emerge as a category in the 1983 results

Some respondents had difficulty deciding what the distinction was between the terms **essential** and **most important** role. As researchers we had already identified this as a problem prior to questionnaire distribution, but previous respondents in 1983 had, in general, made a distinction and this proved to be true for most respondents in the 1999 study. However, the information from both of these questions should be read in conjunction as they have a close relationship to each other.

It is extremely difficult to make meaningful comparisons from the data collected in the two surveys as the responses are so different over a 15 year period. The categories in both studies were created to reflect qualitative responses, so accurate matching of categories was difficult. This, in itself, indicates a huge change in both the role of DPs and APs, and the thinking that informs these roles. To establish a basis for comparison, clumping of responses was needed in relation to the 1999 data. What constitutes the information within the categories used on the table for both 1983 and 1999 is explained in Appendix Q.

Women, in 1983, tended to consider 'interpersonal' aspects of their role as more essential than they now do. This may mean that women, in 1999, are deliberately looking to work in, and concentrate their efforts in, the traditionally male areas in order to achieve promotion. One female AP interviewee articulated such deliberate role reversal. She felt it was important for her to be seen to operate in non-traditional areas as a role model for girls and to actively break down barriers in the eyes of staff. It may, however, also mean that the role of DPs and APs has changed significantly and 'interpersonal' skills are no longer perceived as a priority in a market-driven management philosophy now often seen in education. If this is so, applicants in today's educational climate may be selected for their administrative abilities rather than their interpersonal strengths (as suggested on page 4.7). This was evident in the situation of another interviewee who felt her interpersonal skills made her valuable, but these were poorly recognised by school management in the number of management units she held.

From the 1999 responses, it would seem that there is greater focus on the student being at the centre of activity, with teaching and learning being a central element of the DP/AP function. Most DP/APs in the current survey also see 'policy-making' as being more essential. The coding for 'policy-making' in 1999 included 'professional leadership' (see Appendix Q). This complements the concept of placing importance on teaching/learning. However, a significant number reported 'professional leadership' as something they would **like** in their job rather than it being an integral part of what they do (page 4.28-4.29).

Significantly, while discipline uses a high level of time (see page 4.11), it is not considered an essential function by most DPs and APs.

MOST IMPORTANT ROLE

	DPs											
	Male Boys		*Male Co-ed*		*Male Girls*		*Female Boys*		*Female Co-ed*		*Female Girls*	
	83	99	83	99	83	99	83	99	83	99	83	99
TOTALS	16	11	57	49	6	3	0	2	8	13	12	21
Administration	7	2	1	10	3	1	0	0	5	0	4	5
Interpersonal	5	6	26	24	4	1	0	0	5	7	8	10
Leadership	0	0	3	9	1	0	0	0	0	2	0	4
Teaching/learning	0	3	1	17	0	3	0	2	0	7	1	5
Discipline	0	0	3	2	1	0	0	0	0	0	0	1

	APs											
	83	99	83	99	83	99	83	99	83	99	83	99
TOTALS	18	13	12	11	7	1	0	1	44	28	11	14
Administration	4	0	5	1	3	1	0	0	11	1	7	2
Interpersonal	7	8	9	6	3	1	0	1	23	25	4	8
Leadership	0	1	0	2	0	0	0	0	2	1	1	4
Teaching/learning	1	1	0	4	1	0	0	0	1	5	1	4
Discipline	1	1	0	0	2	1	0	0	0	1	0	1

Multiple entries have been recorded on these tables

As for 'essential role', a direct comparison in this question on 'most important role' was not possible given the nature of responses to this qualitative question in both surveys. How the categories were established in both 1983 and 1999 is explained in Appendix P. A wider range (of tasks) was expressed as 'most important' in 1999 yet no one entered 'help principal' in the current survey as was done in 1983 by 23% of respondents. It may be that the team approach in many schools has made this concept out-dated.

Manchester (1983) noted that 'interpersonal' areas were seen as more important than 'administration' in her survey. Overall, those registering 'interpersonal' areas as most important has maintained a constant 48% for DPs over the 15 year period but increased from 50% in 1983 to 72% in 1999 for APs. At the same time 'administration' tasks have decreased in importance (18% for DPs and 7% for APs in 1999 as compared to 20% and 32% respectively in 1983). The new area of 'teaching/learning' (37% for DPs and 21% for APs in 1999) gained a higher percentage of people indicating 'most important' than the 'administration' area. Female and male DPs and APs in co-ed schools registered an increased importance in 'Leadership and Modelling' in 1999. When we relate this to information from previous studies about the tasks performed by DPs and APs (Douglas, 1998, Hartzell, 1995, and Kelly, 1987), we see that while administration consistently accounts for most tasks, it is not seen as most important or essential.

In chapter 2 (page 2.7) we suggested that one of the purposes of re-examining the 1983 data was to look at trends in relation to current thinking in educational administration. We used the example of DPs and APs in boys' schools that had a lower percentage of respondents finding this area 'most important'. We find that this has increased significantly over the 15 year period. In 1983, only 41% of male DPs and APs from boys' schools found 'interpersonal' roles important, however, in 1999 this had increased to 64%. There was, however, a percentage decrease in the importance of 'interpersonal' roles for female DPs and male APs in co-ed schools. No indication was given by respondents which might explain this.

One respondent answered "being valued for what I do" as the most important role. This idea was a strong theme during interviews. Doug felt valued because his Principal let him 'make the calls' and was prepared to honour them. Keith felt that flexibility was important, allowing individuals considerable scope in decision-making and through their ability to make decisions, having their ideas valued.

ASPECTS MOST ENJOYED

	DPs											
	Male Boys		Male Co-ed		Male Girls		Female Boys		Female Co-ed		Female Girls	
	83	99	83	99	83	99	83	99	83	99	83	99
TOTALS	16	11	57	49	6	3	0	2	8	13	12	21
Teaching/ student work		3		24		1		1		4		9
Project planning & implementing		2		8		-		-		4		8
Working with people		2		9		1		1		6		5
Smooth Mgt		2		9		1		1		2		7
Student welfare		-		6		-		-		2		2
Staff support		-		6		-		-		3		2
Curriculum		-		5		-		-		1		4
Professional l'ship/develop		2		3		-		-		1		-
Collegiality		1		2		-		-		1		-
Parental contact		-		1		-		-		-		-

	APs											
	Male Boys		Male Co-ed		Male Girls		Female Boys		Female Co-ed		Female Girls	
	83	99	83	99	83	99	83	99	83	99	83	99
TOTALS	18	13	12	11	7	1	0	1	44	28	11	14
Teaching/ student work		6		6		1		1		11		6
Project planning & implementing		2		3		1		-		7		4
Working with people		1		-		-		-		5		3
Smooth Mgt		-		-		-		-		6		2
Student welfare		1		3		-		1		7		2
Staff support		3		2		-		-		-		3
Curriculum		-		2		-		-		2		1
Professional l'ship/develop		2		10		-		-		1		-
Collegiality		-		-		-		-		2		-
Parental contact		1		1		-		-		-		-

There are no 1983 figures on these tables because results for this question were not supplied in the 1983 survey.

Respondents could, and often did, make multiple entries in this question. The coding categories suggest that most DPs and APs enjoy the interpersonal aspects of their job. 'Teaching and working with students' was the highest 'most enjoyed' category (42% for DPs and 46% for APs). Male DPs in boys' schools selected this category less (27%). Some respondents actually stated that they were surprised to find their response to this question was 'teaching'. Others qualified this answer by stating that 'working with students' was most enjoyed when the contact was of a positive nature. While discipline is time-consuming and draining, positive student interactions are recharging.

'Project planning and implementation' was the next most consistently used category with a 22% (DPs) and 25% (APs) response. Females tended to select this category more than males. We wonder if this is because females have seldom had this opportunity before. As Mary and Liz indicated in interview, they have needed to

proactively seek such opportunities. Perhaps this indicates a desire for more devolution of decision-making power. 'Problem solving' and 'completing jobs' were also mentioned as being the most enjoyable part of the job by some individual respondents.

Almost twice the percentage of DPs as opposed to APs enjoyed 'smooth management'. This fits the traditional DP pattern, but, interestingly, those who selected this category who were APs, were also female. This does not fit the traditional AP concept of 'interpersonal' tasks.

ASPECTS LEAST ENJOYED

	DPs											
	Male Boys		Male Co-ed		Male Girls		Female Boys		Female Co-ed		Female Girls	
	83	99	83	99	83	99	83	99	83	99	83	99
TOTALS	16	11	57	49	6	3	0	2	8	13	12	21
Discipline (student)		6		29		-		1		8		7
Administrivia/mtgs		4		12		2		1		6		8
Teacher problems		-		9		1		1		3		4
Imposed l'ship/change		2		6		-		-		1		2
Staff relief		1		4		-		-		-		4
Complaints		-		2		-		2		2		3
Firefighting/workload		1		5		-		-		-		1

	APs											
	Male Boys		Male Co-ed		Male Girls		Female Boys		Female Co-ed		Female Girls	
	83	99	83	99	83	99	83	99	83	99	83	99
TOTALS	18	13	12	11	7	1	0	1	44	28	11	14
Discipline (student)		1		6		1		-		16		6
Administrivia/mtgs		5		3		1		1		7		4
Teacher problems		1		2		-		-		3		2
Imposed l'ship/change		1		-		1		-		3		1
Staff relief		3		1		-		-		1		1
Complaints		-		2		-		-		1		1
Firefighting/workload		-		-		-		-		1		-

There are no 1983 figures on these tables because results from this question were not supplied from the 1983 survey.

Respondents for this question were free to make multiple entries and several did. The least liked task was 'discipline' with 51% of DPs and 44% of APs responding in this manner. This supports the SPAC survey (1997) and the Douglas study (1998) findings. Given that discipline also registered consistently as a 'high time-user', this must surely have a significant effect on job satisfaction. 15% of respondents who made comment about what they would like in their job indicated a desire for more positive student contacts (teaching and incidental).

Administrivia (paperwork, meetings, deadwood, timewaste and trivia) was next 'least enjoyable' for 33% of DPs and 31% of APs. Female DPs enjoy administrivia less than male DPs with 46% recording in this category as opposed to 24% of males. Feminist literature suggests this occurs because women hold teaching and interpersonal aspects of their job to be priorities (Shakeshaft, 1987).

18% of DPs and 12% of APs responded that 'teacher problems' were what they least enjoyed. Respondents often articulated clearly their frustration caused by teachers who either failed to do their part of the job properly, or included the DP/AP in the process without exhausting their own possibilities first. Doug, in interview, pointed

out his frustration with those who did not meet deadlines, particularly when he always did, while carrying a full teaching load plus administrative duties.

There was considerable depth of feeling expressed about the negative effect of imposed change. 10% of all respondents found imposed change what they enjoyed least.

JOB DESCRIPTIONS

	DPs											
	Male Boys		Male Co-ed		Male Girls		Female Boys		Female Co-ed		Female Girls	
	83	99	83	99	83	99	83	99	83	99	83	99
TOTALS	16	11	57	49	6	3	0	2	8	13	12	21
Yes	10	10	36	44	4	3	0	2	6	12	8	19
No	6	1	18	5	2	0	0	0	2	1	4	2
Input												
High		4		22		2		1		10		10
Medium		2		11		-		-		2		7
Low		4		11		1		1		-		2
Match Interests												
High		3		23		1		2		8		10
Medium		6		19		1		-		4		9
Low		1		2		1		-		-		-

	APs											
	Male Boys		Male Co-ed		Male Girls		Female Boys		Female Co-ed		Female Girls	
	83	99	83	99	83	99	83	99	83	99	83	99
TOTALS	18	13	12	11	7	1	0	1	44	28	11	14
Yes	13	13	8	9	6	1	0	1	29	26	8	13
No	5	0	3	2	1	0	0	0	12	2	3	1
Input												
High		10		5		1		-		14		3
Medium		2		2		-		1		6		2
Low		1		2		-		-		6		2
Match Interests												
High		7		3		-		1		16		7
Medium		6		6		1		-		7		6
Low		-		-		-		-		2		-

In 1983, 28% of DPs and APs did not have a job description. In 1999 job descriptions, or an equivalent, are a requirement in the PMS process, so it was interesting to find that 9% of DPs and 7% of APs (14 in the total sample) still do not have, or are not aware of having one. An investigation of the schools reveals that only 4 of these are recently integrated schools, therefore 10 are from State schools where the requirement has been in effect for several years. One male DP reported that he had written a job description for himself more than a year ago but it kept getting 'lost' on the principal's desk. Schools who have replaced 'job descriptions' with 'performance expectations' were counted as having a job description for the purpose of this survey.

In 1999 respondents were also asked what level of input they had in creating their job description. Female DPs felt they had higher levels of input into their job descriptions than male DPs but male APs felt they had a higher level of input than female APs. This may be the result of females needing to have greater input to renegotiate jobs which have traditionally been seen as male at the DP level. Male DPs in boys' schools and female APs in girls' schools felt they had least input in creating their job descriptions.

In terms of the job description matching their skills and interests, females generally felt the job description matched their interests more than males. Male DPs in boys' schools and male APs in co-ed schools believed there was least match between their skills and interests and their job description. In making these comments, groups with fewer than ten members were not included in analysis as the sample size lacks reasonable significance.

JOB SATISFACTION

	DPs											
	Male Boys		*Male Co-ed*		*Male Girls*		*Female Boys*		*Female Co-ed*		*Female Girls*	
	83	99	83	99	83	99	83	99	83	99	83	99
TOTALS	16	11	57	49	6	3	0	2	8	13	12	21
High	12	4	39	20	3	3	0	1	5	8	7	10
Medium	4	4	14	27	2	0	0	1	3	4	4	8
Low	0	2	2	1	1	0	0	0	0	0	1	2

	APs											
	Male Boys		*Male Co-ed*		*Male Girls*		*Female Boys*		*Female Co-ed*		*Female Girls*	
	83	99	83	99	83	99	83	99	83	99	83	99
TOTALS	18	13	12	11	7	1	0	1	44	28	11	14
High	13	5	10	3	3	0	0	1	30	17	7	7
Medium	4	7	1	8	2	1	0	0	10	8	3	6
Low	1	0	1	0	1	0	0	0	3	1	1	0

Since 1983, the overall level of job satisfaction has decreased in every grouping, however, fewer people in total described their job satisfaction as 'low'. We believe this is because DPs and APs find ways to make their job meaningful for them. For instance, while Doug works punishing hours doing a full teaching load and works on the administration all holidays, he strongly believes his stabilising influence on the school is valuable and important, hence he gains job satisfaction from this. Mary works hard to protect the staff from unnecessary change while supporting continuous professional growth for all teachers. This gives her satisfaction, but has a personal cost.

Males appear to have decreased their level of job satisfaction more than females, the most significant decrease being male APs from co-ed schools where 83% stated a 'high' job satisfaction in 1983 compared with 27% in 1999. Possible reasons for this might include the new team approach to management where higher levels of responsibility are devolved down the hierarchy (therefore more responsibilities without the corresponding recognition or MUs), or the increased welfare/discipline function played by educational managers. This latter possibility was one of the most common changes respondents noticed in the time they had been in their job (page 4.33).

At no time from the survey did we get the impression from males that teamwork or flatter management was problematic. However, Mike, in interview, commented on the new initiative where many schools now have two DPs. He felt this was tokenism, as a hierarchy still does, and must exist, so teachers, parents and students will still use the traditional mechanism of a 'pecking order'. He suggested that while the structure in his school now accommodated two DPs, he was still 'seen' as second in command. Steve, on the other hand, was disillusioned by the failure of the ministry to accept a shared management concept. There was not, therefore, a consistent pattern which might explain this large drop in job satisfaction with male APs in co-ed schools.

TRAINING FOR THE POSITION

	DPs											
	Male Boys		*Male Co-ed*		*Male Girls*		*Female Boys*		*Female Co-ed*		*Female Girls*	
	83	99	83	99	83	99	83	99	83	99	83	99
TOTALS	16	11	57	49	6	3	0	2	8	13	12	21
National In-service	4	5	9	29	2	3	0	0	7	7	2	13
Local In-service	3	5	20	22	3	2	0	1	3	5	5	11
School In-service	2	1	8	9	*11	0	0	1	3	1	1	2
On Job	10	4	35	24	4	1	0	1	7	10	8	13
Academic/Mgt	1	0	6	9	0	1	0	0	1	2	1	3
No Training	2	2	15	7	1	0	0	1	0	0	2	2
Experience/Models	3	-	7	-	0	-	-	-	0	-	0	-
Visiting others	0	-	1	-	0	-	-	-	0	-	0	-
Liaison Inspector	0	-	1	-	0	-	-	-	1	-	0	-
Total (less none)	23	15	87	95	16	6	0	3	22	25	17	42
%	144	136	153	194	267	200	-	150	275	192	142	200

	APs											
	Male Boys		*Male Co-ed*		*Male Girls*		*Female Boys*		*Female Co-ed*		*Female Girls*	
	83	99	83	99	83	99	83	99	83	99	83	99
TOTALS	18	13	12	11	7	1	0	1	44	28	11	14
National In-service	2	8	3	3	1	0	0	1	6	16	2	7
Local In-service	7	7	7	2	2	0	0	0	15	11	3	4
School In-service	8	4	3	4	1	0	0	0	4	1	2	0
On Job	10	5	7	5	5	0	0	0	25	9	8	4
Academic/Mgt	3	1	1	2	0	0	0	0	5	1	0	2
No Training	5	2	3	2	2	0	0	0	14	7	2	5
Experience/Models	0	-	1	-	0	-	-	-	3	-	3	-
Visiting others	0	-	0	-	0	-	-	-	1	-	0	-
Liaison Inspector	0	-	1	-	0	-	-	-	0	-	0	-
Total (less none)	33	25	23	16	9	1	0	1	59	39	18	17
%	183	192	192	145	129	100	-	100	134	139	164	121

Comparison (by percentage) of Training Received

Training Type	83	99
None	24	17
School In-service	17	14
Local In-service	40	42
National In-service	20	33
On-job	60	46
Academic/Management	9	13

In 1999 fewer DP/APs (17% as opposed to 24% in 1983) had received 'no training' for their position. Most DP/APs are receiving more than one method of training/professional development that is directly related to their role in educational management.

There has been a significant increase in the amount of 'National In-service' received but a decrease in the amount of training given on the job (generally by the Principal). Respondents were not asked to comment in this question, but we wonder whether workload issues (and the subsequent problem of too little time) may be a crucial element in this change. Evidence from Bloor and Harker (1995) on workload issues would support this possibility.

While female DPs in co-ed and girls' schools still received considerable training on the job (77% and 62% respectively), for every other grouping the percentage has decreased from a figure above 50% to one below 50%. One interviewee, Anna, (DP in a girls' school) said that her Principal actively prepared both DP and AP for principalship because she had not received any preparation herself as a DP. It is possible that female DPs are being 'mentored' more than any other group.

Liaison Inspectors no longer exist in 1999 but one male respondent mentioned 'networking' as a training tool. Doug, in interview, found using local DPs and APs as a network to be his most effective support.

The 'Academic/Management' category on the table refers to management papers taken at tertiary level as an added qualification. Academic and management training has slightly increased, possibly due to a greater focus on management in the current educational environment. The researchers found (through asking participants at a Massey block course for M Ed Admin students) that this form of 'training' is mostly done in personal time and at personal expense. Possibly, this form of training may be viewed by some as 'retraining' which has application beyond the educational field and therefore may provide an impetus for aspirations outside education. The high number of responses suggesting aspirations of this nature is discussed on page 4.25-4.27.

The suggestion that there is now a greater focus on management skills in the current educational environment might be further supported by the fact that a growing number of DPs and APs are now being employed from outside teaching (page 4.6). Some respondents that fall into this category are choosing downward mobility (from Principal or DP to a DP or AP respectively) from a management position but others are from outside the secondary school. Hartzell et al (1995), Kelly (1987) and Golanda (1993-4) argue that the DP/AP's role is increasingly slanted toward management rather than educational leadership and vision. Therefore, given that there were no appointments from outside teaching in the 1983 survey, one might consider this to be a result of changes to how schools operate under 'Tomorrow's Schools'.

No specific pattern emerges about the amount of training received by DP/AP on a 'school-type' (co-ed or single sex) basis.

SHAPING THE JOB TO PERSONAL STRENGTHS

	DPs											
	Male Boys		Male Co-ed		Male Girls		Female Boys		Female Co-ed		Female Girls	
	83	99	83	99	83	99	83	99	83	99	83	99
TOTALS	16	11	57	49	6	3	0	2	8	13	12	21
Considerably (4-5)	9	6	34	39	2	3	0	2	3	11	5	16
Partially (3 rating)	2	3	13	7	3	0	0	0	3	2	5	2
Little (1-2 rating)	5	2	3	3	1	0	0	0	2	0	2	3
Nil Response	0	0	7	0	0	0	0	0	0	0	0	0

	APs											
	Male Boys		Male Co-ed		Male Girls		Female Boys		Female Co-ed		Female Girls	
	83	99	83	99	83	99	83	99	83	99	83	99
TOTALS	18	13	12	11	7	1	0	1	44	28	11	14
Considerably (4-5)	8	10	5	7	3	1	0	1	21	21	6	7
Partially (3 rating)	8	3	2	3	3	0	0	0	14	3	3	6
Little (1-2 rating)	1	0	2	0	1	0	0	0	9	2	2	1
Nil Response	1	0	3	0	0	0	0	0	0	1	0	0

Comparison of ability to shape job in percentages (total sample)

Ability to Shape	83	99
Considerably	50	74
Partially	29	17
Little	15	7

In 1999 both DPs and APs reported having significantly higher levels of input into both their job description and their ability to shape the job to their strengths and interests (50%). In 1983 Manchester reported 53% of DPs and 47% of APs had considerable ability, whereas in 1999 77% of DPs and 69% of APs surveyed felt they had this ability.

There is little gender difference in the ability to shape one's job with 75% of males and 73% of females believing they have considerable ability to do so.

Thus, although job satisfaction has decreased, DPs and APs feel they have greater ability to shape their jobs. Therefore, this is not a factor in lowered job satisfaction so other factors must be the cause. Many DPs and APs in this survey infer that workload and continual change that has negative impact on their jobs are factors. Interviewees further supported this inference as is discussed in chapter 5.

IN-SCHOOL SUPPORT

	DPs											
	Male Boys		Male Co-ed		Male Girls		Female Boys		Female Co-ed		Female Girls	
	83	99	83	99	83	99	83	99	83	99	83	99
TOTALS	16	11	57	49	6	3	0	2	8	13	12	21
Principal	14	9	42	35	5	2	0	2	5	9	11	14
%	87	82	74	71	83	67	0	0	63	69	92	67
DP/AP	9	7	22	27	2	2	0	0	3	6	6	11
%	56	64	39	55	33	66	0	0	38	46	50	52
Guidance Coun	4	2	14	12	0	0	0	0	2	4	3	8
%	26	25	18	25	0	0	0	0	25	31	25	38
HODs	1	0	7	1	0	0	0	0	1	1	1	1
Deans	1	0	15	4	0	1	0	0	0	1	1	2
Female Staff	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	1		4	0	0	0	1	0	2	0	1
No Support	0	0	0	2	0	0	0	0	0	0	0	0
Whole SMT				4								1

	APs											
	Male Boys		Male Co-ed		Male Girls		Female Boys		Female Co-ed		Female Girls	
	83	99	83	99	83	99	83	99	83	99	83	99
TOTALS	18	13	12	11	7	1	0	1	44	28	11	14
Principal	17	10	10	8	5	1	0	1	34	20	7	6
%	94	77	83	73	71	100	0	0	77	71	64	42
DP/AP	14	11	9	9	5	1	0	0	28	21	5	9
%	77	85	75	82	71	100	0	0	64	75	45	64
Guidance Coun	6	1	3	4	1	0	0	0	16	10	1	5
%	33	7	25	36	14	0	0	0	36	36	9	36
HODs	2	0	0	0	0	0	0	0	4	2	0	0
Deans	1	0	0	0	0	0	0	0	3	0	0	0
Female Staff	0	0	0	0	0	0	0	0	4	1	0	0
Other	2	1	2	0	0	0	0	0	0	1	0	0
No Support	0	0	0	0	0	0	0	0	0	0	0	0
Whole SMT										1		1

Multiple entries have been recorded on these tables

Comparison of Support in Percentages

Support	83	99
Principal	75	70 (71% DP, 68% AP)
DP/APs	52	62 (53% DP, 75% AP)
Guidance Counsellor	25	28 (26% DP, 29% AP)

DPs and APs continue to rely on the Principal as their chief in-school support. 75% of survey respondents indicated this in 1983 and 70% of respondents in the 1999 survey. The next most important support continues to come from fellow DP/APs with APs recording a much higher level in 1999 (75%) than DPs (53%). There has been a general decrease in levels of support from HODs but an increasing level in the category 'other'. In the 1999 survey many respondents qualified 'other' as being from outside the school. Of the 11 respondents who indicated 'other', 2 qualified this as their spouse. 4% in 1999 commented that the whole SMT supported each other. Two respondents in 1999 felt they had no support at all and one felt her only support was spiritual.

In 1999, female DPs and APs in girls' schools felt they received less support from the Principal than those surveyed in 1983. In 1983 92% of female DPs in girls' schools, as opposed to 67% in 1999, felt they received support from the Principal. Female APs in the same school group recorded 64% in 1983 and 42% in 1999. The opposite was true in the school where our interviewee, Anna, was DP. She felt the support from her Principal was enormous. While the DP/APs in girls' schools do not report 'support' from Principals,

they do report 'on the job' training by the Principal. This is a curious situation; one where interviews failed to shed any further light.

There is a gender difference in seeking support from the Guidance Counsellor. In 1999 22% of males and 33% of females indicated they sought support from this source. This may indicate that females still have a higher 'interpersonal' component to their job, so support from this source is perhaps more relevant.

ROLE IN THE DECISION-MAKING PROCESS

	DPs											
	Male Boys		Male Co-ed		Male Girls		Female Boys		Female Co-ed		Female Girls	
	83	99	83	99	83	99	83	99	83	99	83	99
TOTALS	16	11	57	49	6	3	0	2	8	13	12	21
Day-to-day Running												
Significant (3-5)	16	10	57	49	6	3	0	2	8	13	10	21
Insignificant (1-2)	0	1	0	0	0	0	0	0	0	0	2	0
Strategic Planning												
Significant (3-5)	13	10	50	36	4	1	0	2	7	11	7	17
Insignificant (1-2)	3	1	7	12	2	2	0	0	1	2	5	4
Curriculum Policy												
Significant (3-5)	12	9	44	38	5	3	0	1	6	13	7	18
Insignificant (1-2)	4	2	13	11	1	0	0	1	2	0	5	3

	APs											
	Male Boys		Male Co-ed		Male Girls		Female Boys		Female Co-ed		Female Girls	
	83	99	83	99	83	99	83	99	83	99	83	99
TOTALS	18	13	12	11	7	1	0	1	44	28	11	14
Day-to-day Running												
Significant (3-5)	17	8	11	9	5	1	0	1	34	25	8	12
Insignificant (1-2)	1	4	1	2	2	0	0	0	10	2	3	2
Strategic Planning												
Significant (3-5)	16	10	8	10	3	1	0	1	35	20	6	10
Insignificant (1-2)	2	3	3	0	4	0	0	0	9	6	5	3
Curriculum Policy												
Significant (3-5)	13	6	9	7	3	1	0	1	28	21	7	8
Insignificant (1-2)	5	6	2	4	4	0	0	0	16	5	4	6

1999 data supports the assertion made by Manchester that APs reported a less significant role in decision-making in every category. This would, perhaps, further suggest that while management practices have flattened, a definite hierarchy still exists. The researchers felt there was an underlying frustration between the level of responsibility (and accountability) that DPs and APs are expected to accept, and the amount of real power they have which does not always match this level of responsibility (and accountability).

There is an interesting difference between what is reported by males and females. In 1983 males reported significantly higher levels of decision-making than females in all three categories than males surveyed in 1999 reported. In 1999 females reported the same, or higher levels of decision-making than males. This, perhaps, is comparative. Where females have increased levels of decision-making within the SMT, males may feel a corresponding decrease.

It is unusual that in an era when strategic planning has increased importance in terms of Ministry requirements, that DPs and APs report less decision-making ability. This may reflect the new role of BOTs and/or committees in these areas of school operation and management. However, it may also reflect what Hartzell et al (1995,23)

suggested, "that the position (DP/AP) is lost in the shadow of the principalship". Survey respondents indicate this could be the case when asked what they would like to do in their job (page 4.28-4.29). 19% suggested they wanted shared or flatter management and 24% wanted more input in professional leadership and professional development. Other comments included 'SMT meetings are often cancelled', 'Principal makes all decisions', the principal is 'autocratic' or 'intervenes'. Quite clearly, the Principal still remains a pivotal figure in a hierarchy.

SENIOR MANAGEMENT TEAM (SMT) MEETINGS

	DPs											
	Male Boys		Male Co-ed		Male Girls		Female Boys		Female Co-ed			
	83	99	83	99	83	99	83	99	83	99	83	99
TOTALS	16	11	57	49	6	3	0	2	8	13	12	21
Daily/daily+wkly	12	7	40	33	3	3	0	2	5	10	9	13
Weekly	4	1	22	11	2	0	0	0	4	1	5	6
As needed	3	0	17	0	2	0	0	0	3	1	3	1
Few	0	0	1	0	0	0	0	0	0	0	0	0
No Response	0	3	0	1	0	0	0	0	0	1	0	1

	APs											
	Male Boys		Male Co-ed		Male Girls		Female Boys		Female Co-ed		Female Girls	
	83	99	83	99	83	99	83	99	83	99	83	99
TOTALS	18	13	12	11	7	1	0	1	44	28	11	14
Daily/daily+wkly	8	8	7	5	5	0	0	1	32	18	5	9
Weekly	9	4	4	4	3	0	0	0	20	6	5	3
As needed	7	0	2	0	2	0	0	0	9	0	4	1
Few	0	0	2	0	0	0	0	0	1	0	0	0
No Response	0	1	0	1	0	1	0	0	0	3	0	1

In 1983 multiple entries were made by some respondents. In 1999 only one entry is recorded for each respondent.

Comparison of responses between 1983 and 1999 (in percentages)

Meetings	83	99
Daily	66	65
Weekly	41	22
As Needed	27	2
Few	2	0
No Response	0	8

In 1999 most SMTs have planned, regular meetings, however, there appears to be fewer meetings now than in 1983. While this would be consistent with what we were told by survey respondents and interviewees about workload, it seems contradictory to what was indicated by both groups about teamwork and a more collegial approach to management. Democratic decision-making generally requires more meeting time.

The length of time involved in the meetings, and the quality of them was not explored in either survey, however, from the comments of those interviewed, it would seem that SMTs operate according to the leadership style of the Principal. While the survey data can tell us that SMTs do have planned, regular meetings, it cannot attest to how many of these proceed without interruption, or what agenda is set (or otherwise discussed) at these occasions. Doug suggests that Principals are not necessarily being more democratic because of a philosophical commitment to autonomy, but simply because the pressure of responsibility in the current school management situation forces them to share the responsibility.

The shape of this shared responsibility differs, depending on the leadership style of the Principal. In Anna's school it takes a very collaborative shape, but this makes the

process time-consuming. In most of our interviewee's schools, while the process involves team decisions, the structure is still hierarchical, with the Principal maintaining the power to set the agenda.

PROFESSIONAL AMBITIONS

DPs (1999 figures only)						
	Male Boys	*Male Co-ed*	*Male Girls*	*Female Boys*	*Female Co-ed*	*Female Girls*
TOTALS	11	49	3	2	13	21
Promotion						
Like	5	16	-	-	7	9
Expect	4	11	-	-	4	**7
Remain in Current Position						
Like	3	1	-	1	3	6
Expect	4	*14	2	1	4	7
Move Sideways within Education						
Like	-	3	1	-	1	1
Expect	-	3	-	-	-	3
Move Outside Education						
Like	-	3	-	-	-	-
Expect	1	4	-	-	1	2
Retire						
Like	1	7	1	1	1	2
Expect	1	9	1	-	2	1
Unsure						
Like	-	1	-	-	-	1
Expect	-	2	-	-	1	-
Professional Development						
Like	-	2	1	-	-	2
Expect	-	-	-	-	-	-

APs (1999 figures only)						
	Male Boys	*Male Co-ed*	*Male Girls*	*Female Boys*	*Female Co-ed*	*Female Girls*
TOTALS	13	11	1	1	28	14
Promotion						
Like	4	6	-	-	8	6
Expect	5	5	-	-	3	3
Remain in Current Position						
Like	3	2	1	1	10	1
Expect	3	-	1	1	8	3
Move Sideways within Education						
Like	2	2	-	-	3	3
Expect	1	3	-	-	2	1
Move Outside Education						
Like	1	-	-	-	-	-
Expect	3	-	-	-	2	1
Retire						
Like	2	1	-	-	1	-
Expect	2	1	-	-	3	1
Unsure						
Like	-	-	-	-	-	-
Expect	-	-	-	-	-	1
Professional Development						
Like	-	-	-	-	1	2
Expect	-	-	-	-	1	-

* one more registered this option BUT "only if conditions improve".
** three qualified this option by suggesting only if an "appropriate job" was involved.

In this section of the questionnaire, two questions were asked in 1999; what DPs and APs would **like** and what they **expect** in relation to career aspirations? These terms are important in reading the findings that follow.

We found many answered with far wider interests and concerns than we anticipated. For example, 'To run a student-focussed school'. Some respondents entered comments like 'I honestly don't know' and these were typed in as 'unsure'. A large number of respondents approached this question from the perspective of self-improvement and further education (20 in total).

The original question in the questionnaire was open-ended. Our categories (as shown on the table), which were developed to reflect the qualitative comments made by respondents, closely align to the categories that Marshall et al (1992) used to describe career prospects of Assistant Principals in the American school system. How we interpret this alignment is shown below. We believe a consistent pattern exists between the studies.

Our Categories	Marshall et al (1992) categories
Promotion	Upwardly Mobile
Remain in Current Position	Plateaued
Move sideways within Education	Downwardly Mobile
Move Outside Education	Considering Leaving Education
Retire	Shafted (see figures on page xxx)
Unsure	
Professional Development	Career

a) **Table of Promotional Aspirations (by percentage)**

Aspirations	DP		AP	
	Like	*Expect*	*Like*	*Expect*
Promotion	37	26	35	24
Remain as is	24	32	26	24
Sideways in Edn	6	6	15	10
Outside Edn	3	8	1	7
Retire	13	13	6	10
Unsure	2	3	0	1
Professional Dvpt	5	0	4	1

b) **Table of Promotional Aspirations by Gender (percentages)**

Aspirations	Female		Male	
	Like	*Expect*	*Like*	*Expect*
Promotion	38	22	35	28
Remain as is	28	30	23	27
Sideways in Edn	10	8	9	8
Outside Edn	0	8	5	8
Retire	6	8	14	16
Unsure	1	3	1	2
Professional Dvpt	6	1	3	0

c) **Table of Professional Aspirations by Position and Gender (percentages)**

Aspirations	DP		AP	
	Female	*Male*	*Female*	*Male*
Promotion				
Like	44	33	33	40
Expect	36	22	14	40

In 1983, Manchester reported that 48% of DPs and 42% of APs would like promotion. In 1999, 37% of DPs and 35% of APs in 1999 would like promotion. Therefore, both DPs and APs are selecting promotion as a professional ambition less now than 15 years ago.

In the 1999 survey, when comparing the promotional aspirations of DPs and APs, a similar pattern is maintained, except that 6% of DPs would **like** to move sideways in education as opposed to 15% of APs (Table a). The **expectation** (to move sideways in education) of these two groups (6% of DPs and 10% of APs), also shows a similar pattern but is less pronounced.

Table b) shows that the promotional aspirations of males and females are quite similar in 1999. Males, however, would like to, and expect to retire as their next career step more than females.

A more pronounced difference occurs between males and females in promotional aspirations over the 15 year period between the studies. In 1983 Manchester found a striking difference between the promotional ambitions of males (58% of DPs and 51% of APs) and those of females (10% of DPs and 34.5% of APs). In 1999 there is less significant difference between males (33% of DPs and 40% of APs) and females (44% of DPs and 33% of APs) as is shown in Table c). The striking difference in 1999 is that female DPs would **like** promotion more than male DPs (Table c).

While more male APs (40%) would **like** promotion than female APs (33%) it must be remembered that a large number of the male APs are newly appointed to their position (page 4.8). In examining these figures, we find that while 33% of female APs would **like** promotion, only 14% **expect** it. 40% of male DPs would **like** promotion and they all **expect** they will achieve this. There are many possible explanations for this in the literature. This may still be where the glass ceiling for women begins. Donn (1987) citing the TCAPS (1982) study suggests that women are limited by their expectation of 'what is attainable'. Shakeshaft (1987) suggests there are many barriers to women in promotion such as the expectation of a 'double career' (teaching and primary care-giver) and that women 'enter teaching to teach' so therefore have a different motivation than men. Mary, in interview, said she believed that, while she knew she could do the job well as a Principal, a better quality of life for her was possible outside education.

A higher percentage of males would **like** to move outside education or retire, while a higher percentage of females would **like** to receive more professional development and improve in their role (Table b). Marshall et al (1992) found 43% of the men they questioned were electing to remain in their position as AP. The American AP role is an administrative position which combines functions of both the New Zealand DP and AP roles. In our study, 27% of DP and AP males would like to remain in their current position and 16% would like to retire. A combination of these figures makes the same percentage as the Marshall et al (1992) study found.

Other Findings

Much of what is posited in our literature review using a series of dominant themes (used as subheadings below) has been discussed already within the comparative

section of this chapter. The information in this section adds to that discussion using survey results as a basis for the ideas put forward.

THE RAGBAG NATURE OF DP/AP WORK

The ragbag nature of DP/AP work was discussed under 'Administrative Tasks' (page 4.10) and 'Job Description'(page 4.17). In the 1999 survey returns, most respondents indicated that their responsibilities were 'joint' with other management team members, a committee, or other colleagues. 'Joint' or 'shared' tasks outweighed 'oversight' or 'sole responsibility' for tasks with most respondents. The kinds of responsibilities have changed significantly between 1983 and 1999 as was detailed on page 4.10. This would indicate growth in the "ragbag" nature of DP and AP responsibilities (Lawley, 1988). Many respondents (98) took the opportunity to comment about this in question 25 (what they would like to do in their job), revealing some interesting frustrations (refer to the following table on page 4.29). While 23% actually gave specific jobs they would like responsibility for, 36% of responses were directly related to the issue of workload and too little time to do the job as they saw it should be done. A further 4% wanted less teaching in order to get the job done, and 8% saw themselves severely restricted by finance or support from official agencies (MOE, NZQA, ERO).

More than 50% of 1999 respondents in all school groupings felt they had a high level (rating 4 or 5) of ability to shape the job to their own strengths. While a few commented, 'I'm working on this', several indicated it was a matter of 'what needs to be done', or 'I've inherited what no one else wants to do'. These comments support the assertion that the DP/AP role has a ragbag nature. Interviewees verified this further. Doug said he picked up most of the administrative jobs so teachers were freed up to teach. He spoke of doing all those jobs that no one wanted to do, and needing to shake some of these free every 5-10 years. Again, this indicates the 'ragbag' nature of the job (Lawley, 1988) and the fact that it is "defined partly by staff expectation..." (ibid,80). The danger of the job becoming a dumping ground is always present.

JOB SATISFACTION

A significant number of respondents suggested a need for flatter management (as indicated on the table that follows) and a desire for greater **real** decision-making ability in the areas in which they had responsibility. We were surprised to discover this as much previous data indicated that flatter management, with more people on the SMT and considerable sharing of tasks already existed. We must therefore consider the possibility that these changes, while appearing to facilitate joint decision-making, do not necessarily devolve any power within these secondary schools. One male DP reported that the principal still made all the decisions. Two female APs reported that a change in leadership had curtailed their ability to have input into decision-making while another reported an 'autocratic' principal as her reason for lowered job satisfaction. Project planning and implementation gives enjoyment (see page 4.15). It stands to reason that those who have higher ability to make real decisions will have higher job satisfaction.

Table of what they would like to do in their job but are currently unable

	DPs											
	Male Boys		*Male Co-ed*		*Male Girls*		*Female Boys*		*Female Co-ed*		*Female Girls*	
	83	99	83	99	83	99	83	99	83	99	83	99
TOTALS	16	11	57	49	6	3	0	2	8	13	12	21
Student contact		2		2		-		-		-		-
Prof. Leader		1		-		-		-		1		4
Prof. dev		2		3		-		-		3		1
Curriculum		-		2		-		-		-		1
Workload (less)		-		1		-		-		2		3
Time		2		8		-		-		2		2
Flat Mgt		4		4		-		-		-		1
Teaching		1		2		-		-		1		3
Marketing		-		-		-		-		-		1
Support from agencies		-		2		-		-		-		-
Finance		-		-		-		-		1		2
Assessment		-		-		-		-		-		-
PMS		-		-		-		-		1		1
Timetable		-		-		-		-		-		-
Higher profile		-		-		-		-		-		-
Staff/student welfare		-		1		-		-		-		1
Teamwork/collegial		1		1		-		-		-		-
Guidance		-		-		-		-		-		-
Discipline		-		-		-		-		-		-
Positive outcomes		-		-		-		-		-		-
Daily running		-		-		-		-		-		-
Strategic planning		-		3		-		-		-		1
NZQA liaison		-		-		-		-		-		1

	APs											
	Male Boys		*Male Co-ed*		*Male Girls*		*Female Boys*		*Female Co-ed*		*Female Girls*	
	83	99	83	99	83	99	83	99	83	99	83	99
TOTALS	18	13	12	11	7	1	0	1	44	28	11	14
Student contact		1		-		-				-		1
Prof. Leader		1		2		-		1		1		1
Prof. dev		1		-		-		-		1		-
Curriculum		1		1		-		-		-		2
Workload (less)		1		1		-		-		2		-
Time		-		3		-		-		5		3
Flat Mgt		-		1		-		-		3		3
Teaching		-		1		1		-		4		-
Marketing		-		-		-		-		-		-
Support from agencies		-		-		-		-		-		-
Finance		-		1		-		-		-		-
Assessment		-		1		-		-		-		-
PMS		-		-		-		-		1		1
Timetable		-		-		-		-		1		1
Higher profile		-		1		-		-		1		-
Staff/student welfare		-		-		-		-		2		-
Teamwork/collegial		-		-		-		-		-		-
Guidance		1		-		-		-		-		-
Discipline		1		-		-		-		-		-
Positive outcomes		1		-		-		-		-		-
Daily running		1		-		-		-		-		-
Strategic planning		-		-		-		-		-		-
NZQA liaison		-		-		-		-		-		-

Also from this table we find that males tended to want more teaching in their job and females tended to want less. This may appear to contradict assertions by Shakeshaft (1987) that females enter the profession more committed to the actual teaching than

males. However, we feel it may link to the slightly higher number of teaching hours that females tend to do in their role as DP/AP and their slightly higher involvement in 'interpersonal' tasks. 35% of those who commented about what they would like in their job said 'workload' (less of it) and 'time' (more of it). This reflects the number of hours these groups are putting into the job. Respondents with welfare and discipline responsibilities indicated almost unanimously that these are 'high time-users'.

Some survey respondents were disillusioned by the introduction of the 'fully funded option' and others by the increasing gap between their philosophy of a student-centred education system and what they saw as a system focussed on business administration and management practises. Such comments support our argument that 'New Right' ideology in education has created a greater focus on management activities at the expense of educational philosophy.

An analysis of 1999 data between job satisfaction and training for the position suggested that training was not an obvious feature in providing high job satisfaction.

CAREER PATTERNS

Considerations in Promotion

	DPs					
	Male Boys	*Male Co-ed*	*Male Girls*	*Female Boys*	*Female Co-ed*	*Female Girls*
TOTALS	11	49	3	2	13	21
Spouse	6	31	2	2	6	16
Stress	5	22	1	2	6	8
Options outside School	4	17	-	-	6	8
Options outside Education	2	17	-	-	6	7
Children's Education	2	18	2	2	2	4
Extended family	-	3	-	1	2	4
Money	5	20	1	1	1	9
Status/Position	2	7	-	-	2	4
Quality of Life	1	7	-	-	-	3

	APs					
	Male Boys	*Male Co-ed*	*Male Girls*	*Female Boys*	*Female Co-ed*	*Female Girls*
TOTALS	13	11	1	1	28	14
Spouse	9	6	1	-	13	7
Stress	4	7	1	-	6	4
Options outside Education	4	3	-	-	14	3
Options outside School	4	3	-	-	14	4
Children's Education	7	4	-	-	7	3
Extended family	1	3	-	1	8	5
Money	1	1	-	1	11	4
Status/Position	1	2	-	-	4	4
Quality of Life	1	2	1	-	3	2

Frequency Table of Considerations in Promotion (by percentage)

Consideration Categories	*Total (%)*	*Male (%)*	*Female (%)*
Spouse	59	63	56
Children's Education	31	38	23
Extended Family	17	8	27
Money	33	32	34
Status/Position	16	14	18
Options Outside School	36	32	41
Options Outside Education	34	30	38
Stress	40	44	33
Quality of Life	12	14	10

Respondents often made multiple entries in this question; many made more than four. Other comments made, but not recorded in this table because the frequency was low, included: age (4 responses), job satisfaction (5), male attitudes, female having children, professional development and personal commitments (1each). Many females deleted the word 'status' which might indicate they felt this had negative connotations for them. However, two female interviewees were clear about wanting to achieve positions that were seen as equally important as male positions. This may be a key to their acceptance of 'position' but shunning of 'status'.

When respondents were asked to comment on factors they would consider when looking at promotion, 59% responded that their spouse was an important consideration. Next most frequently reported was 'stress' with 40% indicating this was a major consideration. The next two categories in respondent frequency were 'options outside school' (36%) and 'options outside education' (34%). This gives a clear indication that stress and workload are forcing DPs and APs to look beyond schooling and education in pursuing their career. An analysis of those who wish to retire shows that only 1% of the **whole sample** is over 60 years of age, 5% are 56-60, 7% are 51-55, 4% are 46-50, 1% are 41-45. One person who is 35-40 wished to retire. 13% of DPs and 6% of APs in 1999 would like to retire (see page 4.26). Many of these are not at traditional retirement age. This must surely indicate that workload is causing 'burnout'.

Only 41% of all DP/APs who responded in the survey would like promotion, while 10% of respondents would like to make a sideways move in education. This latter categorisation included downward mobility. 9% of all respondents expected to move outside education (16% of all male respondents). Is this a result of disillusionment with the changed nature of the job, the workload or in the case of such a high percentage of males responding in this way, a feminised teaching workforce? Our case study interviews provide some insight. At the time of our survey, only two (both female) of the eight people interviewed were looking for promotion to Principal. Two interviewees saw themselves remaining in their current position. One saw himself retiring, since he had already made a 'downward' move (from Principal to DP because the workload was unreasonable), one would look at downward mobility to reduce workload, and the other two saw their future outside education, reducing their workload and increasing their quality of life. These comments clearly indicate that workload and change are major factors.

If all DPs and APs were actively seeking promotion, there would not be enough Principal positions for all to win one. In this regard, it might seem that a comfortable balance could be achieved with only 41% having aspirations to become Principals. However, we believe that a problem is inherent in this situation. Hartzell et al (1995) question whether such a small catchment provides a sufficiently wide pool from which to select quality Principals. Mike, in interview, suggests that the pool of applicants is already not as wide as desirable. He cites a recent example from a school in his district. The incumbent gained promotion to 'the cricket academy' (his term of reference) and the school expected a huge applicant choice, given their reputation as an 'elite' school. Out of a total pool of nine (and an expectation of 30-40), "they ended up interviewing two or three – was not quite what they thought".

Origin of the Position Held Prior to Current Appointment (Actual Numbers)

Origin	DP		AP	
	Male	*Female*	*Male*	*Female*
'Hard' Areas	17	10	12	10
AP	11	11	-	-
'Soft' Areas	27	15	8	25

Hard areas were considered to be: Biology, Maths, Science, Physical Education and Outdoor Education, Business Studies, Curriculum, Administration, Director of Studies, management positions higher than the current position held, and AP could be seen as an apprenticeship in the 'hard' areas when leading to DP.

Soft areas were considered to be: English, Special Needs, Languages, typing/commerce, counselling, careers, deaning, Social Studies/Geo/History, Music and Art.

The selection of what constitutes 'hard' and 'soft' areas, and their significance in terms of delineating between what is more highly valued by our society is based on the work of O'Neill (1996) and O'Neill and Jolley (1996/7).

This table illustrates how, in general, females being appointed to an AP position tend to come from the 'soft' curriculum areas more than males. This would be consistent with the traditional pattern identified by Manchester (1983) where females are expected to fulfil a largely 'interpersonal' role. However, when selecting for DPs (traditionally seen as a male area and a 'hard' role), it appears schools are prepared to appoint a male from a 'soft' area more readily than a female. This is consistent with previous studies where it has been posited that while males are appointed on their 'potential', females must have 'demonstrated their competence' (Edson, 1981).

Appointment Within/Outside School

Appointment	*DP*		*AP*	
	Within School	*Outside School*	*Within School*	*Outside School*
Boys' School	8	5	11	3
Girls' School	8	16	7	8
Co-ed School	20	41	20	23

Analysis of Number of Applications Made Prior to Appointment (last 5 years only)

	Female (Total = 54)	Male (Total = 51)
Appt at Same school	27	20
Appt at Different school	27	31
Number of Applications:		
0	27	18
1	13	10
2	6	9
3	3	3
4	1	5
5	2	2
7	-	2
15	-	1
17	1	-
26	-	1

In this gender analysis females were more likely to be appointed from within their own school where their performance would, of course have 'demonstrated their competence'. Boys' schools tended to appoint more readily from within the school, girls' schools chose evenly with APs but went outside the school for DPs, while co-ed schools tended to prefer appointing from outside the school for both DPs and APs. There are gender considerations here. As females continue to be "delegated primary responsibility for childcare" (Court, 1994), with the implicit assumption that their teaching career takes second place to this, they are less able than males to move for promotion. Their ability to win promotion is therefore hindered.

TEAMWORK

We were surprised to find that many DPs and APs did not know the MU status of their colleagues on the SMT. Many, however, talked of 'teamwork' and shared responsibility so this seems discrepant. We wonder if, while there is a larger number of people in the SMT now, a reasonably traditional hierarchy is still present in many schools. As was discussed on page 4.23, DPs and APs report less input in strategic planning than was evident in 1983. We also found that DPs and APs would like flatter management practices (page 4.29). Therefore, we feel that the information available about how collaborative the SMT processes are and how much **real** decision-making ability DPs and APs have in this area is not conclusive. Further study would be useful to probe this area in more depth.

THE CHANGING NATURE OF THE ROLE

Changes Noticed During Time in the Job

	DPs											
	Male Boys		Male Co-ed		Male Girls		Female Boys		Female Co-ed		Female Girls	
	83	99	83	99	83	99	83	99	83	99	83	99
TOTALS	16	11	57	49	6	3	0	2	8	13	12	21
* Increase in administration		8		15		2		-		5		10
* Social issues / discipline		2		18		1		-		3		7
* Workload / stress		4		7		-		2		2		6
* Change in leadership/tasks		1		10#		-		-		4 #		3
* Tomorrow's schools		-		6		-		-		1		3
* Changes for change sake		1		3		-		1		1		3
* More professional		-		4		-		-		2		2
* Devolution of resp		-		2		-		-		1		2

	APs											
	Male Boys		Male Co-ed		Male Girls		Female Boys		Female Co-ed		Female Girls	
	83	99	83	99	83	99	83	99	83	99	83	99
TOTALS	18	13	12	11	7	1	0	1	44	28	11	14
* Increase in administration		6		2		1		-		12		4
* Social issues / discipline		3		3		1		1		9		-
* Workload / stress		3		3		-		-		7		2
* Change in leadership/tasks		-		1		-		-		6 #		3
* Tomorrow's schools		1		-		-		1		3		-
* Changes for change sake		-		1		-		-		2		-
* More professional		1		-		-		-		-		1
* Devolution of resp		-		-		-		-		2		-

* These titles have been reduced from the following combination of factors identified in the survey:
More professional = more professional attitude and/or environment
Change in leadership/tasks = change in leadership/job description/allocation of tasks
Social Issues/discipline = social issues/ discipline/ conflict resolution
Increase in administration = increased administration/ responsibility/ MOE and NZQA requirements/ general paperwork
Changes for change sake = change for change/technology introduced to do the job /innovations/ curriculum and assessment changes
Tomorrow's schools = influence of the BOT/ roll changes and the impact of these/ community input creating time increase
Devolution of responsibility = devolution of responsibility/ flatter management

a) Comparison (by percentage) between DPs and APs

Change Category	DP	AP
Increased administration	41	51
Social issues/discipline	31	25
Workload/stress	21	22
Change in leadership/tasks	18	15
Tomorrow's schools	10	7
Changes for change	9	4
More professional	8	3
Devolution of responsibility	5	3

b) Comparison (by percentage) between Males and Females

Change Category	Male	Female
Increased administration	39	39
Social issues/discipline	32	25
Workload/stress	19	24
Change in leadership/tasks	14	20
Tomorrow's schools	8	10
Changes for change	6	9
More professional	6	6
Devolution of responsibility	2	6

The above tables suggest that APs feel there has been an increased amount of administration while DPs feel a greater change in social issues. This evidence supports earlier findings that tasks are shared more within the SMT. Females tend to see more change across most categories.

The DP/AP role has indeed altered in the 15 years since Manchester's 1983 study. Evidence of this is explicit throughout this chapter. It is evident from the analysis of tasks (page 4.10) that DP/APs are increasingly being asked to perform more and more functions/tasks and that more tasks are about management rather than instructional leadership as Golanda (1993-4) suggests.

The survey specifically asked for qualitative comments about the changes respondents noticed in the time they had been in their job. Some were unable to respond as they were recent appointees (first year) but significantly, even those with only 1 or 2 years in the job generally could identify changes. While increased administration was noticed by both DPs and APs, APs appeared to have noticed this increase more. Given that Manchester (1983) found the AP role to be traditionally 'interpersonal', this is a change. DPs, on the other hand appear to have noticed an increase in social issues/discipline more than APs. Again, this would suggest movement from the traditional pattern.

Our survey results support evidence from Bloor and Harker (1995) that DPs and APs are working an average 60 hours per week (page 4.9). When interviewing our eight DPs and APs, we asked about time spent on school tasks during holidays and found our responses supported Bloor and Harker's (1995) 35% of holidays figure.

EQUITY ISSUES

a) Gender Breakdown of Principals

	Female	Male	Both	Not recorded
Boys' School	1	26	-	-
Girls' School	24	5	-	-
Co-ed School	14 (13%)	93 (85%)	1	1

This table illustrates a situation that we first alluded to in our Introduction – that, in terms of representation of women in senior school management over the past 15 years, little has changed. 85% of all co-ed Principals in our sample are male, and girls' schools have more male Principals than boys' schools have female Principals (Table a). An examination of ethnicity shows similar inequity. 7% of DP/APs are Maori and 4% are of 'other' ethnic origin: Australian, European, English and Chinese. These figures, like those on the representation of women in senior school management, do not reflect the composition of the school population. It would seem, therefore, that little ground has been made, despite significant equity policy requirements, in both gender and ethnicity.

When we focus on co-ed schools, males outweigh females on SMTs in staggering proportions.

b) Gender Breakdown of Co-ed School SMT Members and MUs (including Principal)

More male members	62
More male members and more male MUs	52
More male members but balanced MUs	3
More male members but more female MUs	6
More females members	7
More female members and more female MUs	7
More female members but balanced MUs	1
More female members but more male MUs	4
Balance of gender	8
Balance of gender but more male MUs	5
Balance of gender and equal MUs	1
Balance of gender but more female MUs	1

Total: 81 Schools

Sixty two of the eighty one schools had more male members on the SMT. Only one school in the sample has achieved a balanced number of males and females, and a balanced number of MUs in their SMT construction despite 8% of schools having an equity policy in relation to the SMT construction and another 5% considering this in their appointments. Of the co-ed schools who do report having gender 'tagging', three of them had three males and one female on the SMT. One girls' school had gender 'tagging' (ie they actively sought male input on the SMT), but no boys' schools considered this in their SMT construction. More schools have active 'tagging' for 'special character' (14%) than do for gender equity.

We also looked at gender distinctions in terms of whether appointments were permanent or fixed term.

c) Analysis of Security of Tenure by Gender in SMT Construction

	Female	*Male*
SMTs with tenure disadvantage	14	8

This table gives the number of those disadvantaged by less security of tenure in SMT construction, not individuals. These figures have been established by looking at the appointment type of the members in relation to gender. Where, for example, one group had 'permanent' positions only, and another group had some permanent and some fixed-term MUs, this was considered to present a disadvantage in terms of security of tenure.

While most teams had a similar appointment type for both male and female, 14 teams disadvantaged females in relation to security of tenure, and 8 teams disadvantaged males. Females are already disadvantaged by under-representation on SMTs (as discussed above), so the disadvantage of having less security of tenure is enhanced given that there are fewer females on the teams to begin with.

It is hardly surprising, therefore, that females are looking outside schools and education for career options in proportionally higher numbers than males (see page 4.25).

In the next chapter we explore some of the situations and issues which presented themselves through the survey results. This is done through interviews with a small group of respondents. Interview questions were designed after the survey results had been analysed so that we might probe, in greater detail, why the situations were as they had been reported.

Chapter Five - Interviews

Participants

We begin this chapter with a consideration of the interviewees. Who are they? To name the eight DP/APs who agreed to be interviewed would be to breach the University Code of Ethical Conduct and betray the confidence of the people who gave so generously of their time and professionalism to this project. Chapter Two looks more specifically at the selection criteria we employed, however, it is worth mentioning here that interviewees were both male and female, both DP and AP. They range in age from early 40's to early 60's and have been teaching from 10 to 30 years each, so have a wide range of experience. Collectively they have held other positions of responsibility both inside and outside of the education sector. In short, they are indicative of the wider group of DP/APs from the "Central Region" who responded to our questionnaire. We believe that we have from them a wide range of opinion represented.

Suffice it to say these eight people are, we believe, typical of the 98 (out of 167) DP/APs who indicated on their survey responses a willingness to be interviewed for the project. In the same way that they come from very different schools they are eight uniquely individual people, and in spite of the fact that they were quite sure their individual experiences of the deputy or assistant principalship would be distinctly personal and, therefore, quite different from those of their DP/AP colleagues around the country, all eight stories appear strikingly similar. It is those similarities and differences that we explore further in this chapter.

Schools

The second point to consider is the kind of schools these eight DP/APs represent. Our interviewees came from small schools and large schools, from special character, single-sex and co-educational institutions. They were employed in the city and in the rural sector. They were in schools that have undergone significant changes over the past several years even where they appear to the public to have been very stable and relatively unchanging. Their schools are representative in terms of their response to innovation and change in education. They are schools which, according to the interviewees, exhibit, through their cultures, a deep seated caring for students, teaching and learning. They are schools which face myriad problems and which are struggling to come to terms with social and curriculum change. They are schools working to comply with Ministry regulations, political agendas and the marketisation of education. They are, it would seem to us, essentially good New Zealand secondary schools, inhabited by a high standard of professional people and ministering to a very mixed clientele. They range from Decile 1A to Decile 9. They are, from our experience, indicative of the range of schools that operate within this country.

The level of agreement between the interviewees is significant and is discussed at some length in the following analysis. The seven themes isolated in the literature review - the ragbag nature of the job, job satisfaction, job descriptions, the changing nature of the role, career patterns, teamwork, and gender issues - were most definitely apparent in the dialogue of the interviews. This is, therefore, the line that this chapter follows. Other observations which appear to be specific to the New Zealand situation are discussed at the end of this chapter. We begin therefore, by looking at the nature of the DP/AP job as perceived by the

eight DP/APs interviewed.

A) RAGBAG NATURE OF THE JOB
Within this category we found three separate issues emerging. The first was distinctly concerning the variability of the position. Mike talked of his multiple roles. He is social worker, marriage guidance counsellor, a shoulder to cry on. Mike is the nuts and bolts man. He is in charge of socks and caps, suspensions and dealing with smokers and waggers. He does day relief, buildings, grounds and finances. There are numerous meetings he has to attend and Board of Trustees (BoT) matters he has to see to. Often he will be rung by the police or journalists. The phone is going at night or in the morning at 7.00 am. He believes the only way to cope is in having an ear to the ground, knowing what is going on and checking on things. Keith talks of the "whole lot of routine administrative stuff that has to be done. Technical stuff that you must ensure - grotty little things like making certain that the litter ... or detention system is working, making certain that there is a teacher in every class and being there to provide back up and support." Anna speaks of having to "divide everything between the three of us" and goes on to list the "everything" as "day-to-day running, guidance network, curriculum, day relief, pastoral work, dean support, policy writing, strategic planning, curriculum coordination, assessment, budgeting, finance (and) standing in for the principal."

Certainly the lists that these eight interviewees were producing link closely to the three lists, produced independently, by Douglas, Kelly and Hartzell. (Appendix K) Coupled with this for these eight DP/APs the Hartzell observation (Hartzell et al, 1995) that almost all DP/APs' work includes discipline was entirely true. In fact, said Anna, "some days you feel that is all you have done." That would appear to support the notion mooted in the literature that student discipline, if not the largest time consumer, is at least a major time consumer for the DP/APs in this country also.

The second issue emerging under this heading was to do with the teaching versus administration dichotomy. As discussed in the previous chapter, the position of DP/AP appears to have changed over the past 15 years, both in terms of what it entails and in terms of which members of the team deal with which aspects of the job. Ironically, in spite of the changes, the responsibilities remain unrelenting, unpredictable and variable. All eight interviewees spoke of the huge demands being placed on them as far as administration was concerned, and all spoke of the need to prioritise. Early in his interview Keith told of the complexity of the DP/AP's job. "You never know from one minute to the other what you will be doing next. And there are huge demands." How that complexity is handled, however, appears to vary between schools. Large school DP/APs talked about fewer and fewer hours in the classroom, sometimes to the point of not teaching at all, while small school DP/APs talked about the large number of hours they spend teaching kids, sometimes as many as 18 in a 25 period week. Those who still had significant teaching loads commented that administration was often done at a cost to their classes. Doug's comment was that he does not "find the administration satisfying, but it needs to be done well, for the sake of the kids." The interviewees talk about their DP/AP roles in terms of administration, welfare and discipline and tell about the amount of time they are spending on tasks that are not teaching. Mary felt she gets "bogged down in a lot of administration paper work" and

ends up spending too much time in the office. Yet, as Doug said, "it is important I don't lock myself in my office away from the staff for any length of time." All eight interviewees felt torn by this dichotomy at times. So is the DP/AP job a dumping ground in the way that the literature review suggests? (Douglas 1998, Marshall 1992, Reed et al 1985) Doug's comment about the need to take a year off every ten years and do something different hints that it could well be. Time out "allows you to shake off some of the menial jobs you pick up during those ten years," he said. A further example is in his response to Ministry returns, which he often finds himself doing. "Someone's got to do them, and I know how to quicker than that person, so I will probably do it." This is an effort he makes to free up staff so they can get down to the business of teaching and learning.

The issue of being pulled in multiple directions leads to the third idea raised under this heading - workload. Workload is discussed more fully in Section D, however, it needs to be said here, that these DP/APs did believe that the diversity of the job put added strains on them both professionally and personally. Helen told us that she feels bad, guilty in fact, because she "used to be the kind of classroom teacher that had the perfect form class ... (and was) absolutely on to it," but now she finds herself "making excuses" because she cannot physically manage all the different things she is expected to do. So if this is typical of all DP/APs, how do these professionals gel their administrative and their teaching commitments? Helen's solution was simple. About once a term she calls in sick and spends the whole day at home marking.

B) JOB SATISFACTION

The second theme we touched on in Chapter One was level of job satisfaction. In Mike's words "if I wanted to be a millionaire I certainly would not have been a teacher." These DP/APs are not in their jobs for the money. Interestingly these eight interviewees spoke more of the things that kept them teaching than of the frustrations they felt in the job, and this is a little different from what we found in the literature on this theme. There we found a lot of discussion about the frustration of having to deal with discipline matters. DP/APs in those studies (Reed et al, 1985, Koru 1993, Hartzell et al 1995) were often confronted with anger and hostility from students, staff and parents/guardians when they were trying to sort out disciplinary matters and this clouded their perception of the DP/AP role. They bemoaned time constraints (Hartzell et al 1995) and were negatively vocal about the reactive nature of the bulk of their work. (Koru 1993) We did still see some of these trends with our DP/AP interviewees. "Oh I get frustrated, because I am dealing with the rats and mice at the bottom of the scale ... you are not dealing with too many constructive sorts of things most of the time," said Mike, "but ..." While these DP/APs also feel that their hands are often tied (Kelly 1987), they concentrated on the positives of the job, at least during their interview sessions with us. Helen elaborated, for all the interviewees, what was meant by Mike's but when she said "you are committed. You like the buzz that you get from the positive stuff that the kids feed you ... or when the parents ring up and they say (something good) ... it gives you a big buzz."

The Positives

So the satisfaction for these DP/APs comes in a myriad of ways. They itemise their responses here in terms of students, colleagues, parent/guardians and curriculum. In speaking

of students they tell of how they gain real pleasure from fostering young people, addressing values and having kids behaving, trusting and coming to them so that they can influence. They relate stories of finding satisfaction in doing "heaps for our children who are not so good," (Steve) and in being valued by students for the work they are doing. A thank-you card at the end of the year, or a word of thanks at the end of a particularly difficult counselling/discipline session have a very real impact on these DP/APs. They take pleasure from getting kids off failure and succeeding well. They say their job satisfaction emanates from "creating a safe peer relationship environment." (Keith) To many, most important of all is class contact which gives them "a feel for and knowledge of the kids in the school." (Mike) It is all about making a difference in kids' lives, and positively enjoying the environment in which they are working. (Steve) Or as Anna says "for me there have been lots of positives in terms of girls achieving and feeling that it is okay for them to go for their goals and to achieve at the highest level."

The interviewees go on to talk about the pleasure they get from working with a "fantastic group of staff, willing to commit themselves to the co-curricular life of the school and give that extra to the kids," (Helen) and also of pride in the honesty and real openness which has been engendered among staff. While there was also some talk among these DP/APs of the fact that their relationships with staff were indeed fundamentally altered, as suggested in previous literature (Hartzell et al 1995) they also believed that making the working lives of their staff easier was at the very heart of their responsibility in these positions. Liz pointed out that "enormous satisfaction is to be had in actually fulfilling this obligation to (their) people ... There is an extra satisfaction to be gained in empowering others and encouraging people at all levels in the school to actually make decisions and do things for themselves."

In talking of their relationships with people, these DP/APs also spoke of their dealings with parents/guardians. The literature suggested that these dealings were a source of some anxiety and stress for many DP/APs. (Hartzell et al 1995, Reed et al 1985) This would seem to be mirrored in the experience of our interviewees also. They felt that often the only contact parents have with the school is when there is a problem with an individual student. The parents, therefore, feel that they are on a back foot, and will sometimes take a confrontational role. These DP/APs spoke of the feeling of accomplishment that they feel when difficult issues have been successfully resolved with such parents. "There is a certain satisfaction in bringing parents, who were initially antagonistic towards the school, on board with you and to have them working to achieve the same goals for their children that you are." (Liz)

Fourthly, those interviewed found big satisfactions in projects well done, in "getting some sort of sanity into the whole assessment, qualifications field, in providing worthwhile courses." (Keith) Steve talked about the remedial programme that was "big and good and works." From the tone of the conversation surrounding this project, the researchers could tell, it was something of which he was very proud. Each of the interviewees had a similar story to tell, of curriculum innovations that they had been a part of and to which they were proud to associate their names. This was a clear trend in previous literature. (Koru 1993, Kelly 1987, Hartzell et al 1995)

But Keith sums up the feeling that these DP/AP have about their jobs with his response to the

question he is often asked about why he likes this role. He says it is because he is "in a position where (he) can see real difference every day and that is the real satisfaction that not many teachers are able to have." This is clearly reflected in Kelly's study (1987) which showed DP/APs getting enormous satisfaction from preempting serious situations, so that teachers were not even aware of the level of seriousness of the problems they might have been facing.

The Negatives

Of course, they also talk about the frustrations that they face on a daily basis, which detract from their jobs sometimes to the point of overwhelming these individual DP/APs. Keith was forced to ask "how many priorities can you fit into a day?" However, as Steve said, "I think I have really had enough of negativity. I want to do a few constructive, inspiring things."

The small school DP/APs were frustrated by the lack of support services. They have heavy teaching loads. "You cannot run a school and offer the choices that we staff, without all of us (in the management team) being engaged in the classroom, even if it is supervising study." Steve said that maybe he could continue in his DP/AP role without teaching, but he added that we, Adie and Lynlee, needed to understand that that would eventually toll the death knell of the school, as students went elsewhere in search of wider options.

Further, all eight were distressed by the lack of time for professional development (PD) and reflection, by being more involved in the reactive side of discipline and mundane clerical tasks than working with teachers and students day to day and by not being able to get class work done. They were challenged by workload and the enormous changes they have faced during their careers. They talked about the number of external things being "dumped" on them so that they felt they had been diverted from their main function, teaching. (Change and workload issues are discussed further in Section D of this chapter.) They also said they had expected to have more positive contact with students and be in a positive role. Instead they found they were immersed in administration tasks. At times they found it frustrating that they were not getting the chance to be the "educational leaders" they had anticipated they would be, when they first took on these positions. As Steve said, it is "getting faster and faster. I'm getting tired of it." Mary's comment was, however, particularly relevant. "We all still do the things we feel we need to do to feel happy in our jobs, otherwise we can't perform and we won't be happy." Most of these DP/APs have found ways around many of the frustrations and this allows them to function in a way they can live with.

C) JOB DESCRIPTIONS

Seven of the eight interviewees spoke of having specific job descriptions. This is a significant change since the Manchester study (1983), when the number of DP/APs in New Zealand without job descriptions was considerably greater (28%). Greenfield's (1986) study had depicted a similar scenario overseas. The odds in New Zealand in 1999 appear to have been reversed, and later studies, referred to earlier in this work, (Golanda 1993-1994, Marshall 1992, Douglas 1998) also suggest that this is the case abroad. There appear to be far fewer people working in these roles now in New Zealand, who do not have a job description of some sort or another.

The question that needs to be considered then, is how these job descriptions are being determined. Overseas' studies seem to suggest job descriptions are based on staffroom folklore (Lawley 1988) and the principal's discretion. (Kelly 1987, Golanda 1993-1994) All eight interviewees in this study agreed, however, that "the jobs are tailored to fit the people, rather than the people having to move into various slots to do the job just because it has been prescribed." (Doug) They tell of how the team decide on their individual strengths, and then "stick mainly to what (they) are good at, except that the Principal takes on those things that a Principal should." (Steve) They talk about dividing up together, meaning between the individual members of the management team, the huge range of jobs that need to be done.

The information offered by the interviewees seems, also, to support the notion that there is a huge degree of similarity between the DP/AP job descriptions and the jobs that they are actually doing, even taking into consideration the different personalities of the individual team members. (This has already been discussed, at some length, in Section A - the ragbag nature of the job.) There was also, however, a feeling among the interviewees that the written Job Description document was largely unimportant. "You write it down to satisfy ERO or any other agency that comes in, so that they have been given the Job Description and then you go away and do the job that needs to be done." (Doug)

The question we are left with after the discussion on this aspect of the DP/AP role is whether we will see another shift in emphasis over the next fifteen years. Mary suggested we might see a move away from job descriptions as such, and towards a simple document of performance expectations and indicators. In light of current developments in schools in terms of compulsory attestation against performance indicators for the next round of pay increases in April 2000, perhaps we will.

D) THE CHANGING NATURE OF THE ROLE

The changing nature of the role of DP/AP is something that all interviewees spoke about at length. As Liz pointed out "the schools of yesterday and today are just not going to be able to survive in the next 20 or 30 years unless they change rapidly ... All that we have been doing for the past seven years is change, change, change, change, change. Every year has been a change." Although she was talking of her school's quite specific change policy when she said this, it is a sentiment that was shared by all eight interviewees. As she said "every school has to think about how they are going to adapt to the enormous amount of change, which is going to impact in the next millennium ..."

The interviewees identified several different kinds of change that had impacted on their work. These are slightly different from those offered by Ridden (1993) which concentrate more on the actual DP/AP role as opposed to the external forces that have generated those changes. The first change identified by our interviewees is, therefore, social change. These are the changes in the actual nature of the clientele. Second, is imposed change. Into this category fall political and Ministry generated changes. According to our interviewees these first two categories of change have been beyond the DP/APs' control. The third, is internal change. These are the changes that individual schools have chosen to make themselves and which are, sometimes, extremely innovative. Each will be dealt with separately at this point.

Social Changes

Steve sums up the social changes that have taken place in education as a shift in focus from "we, we, we to me, me, me." He spoke of real behaviour changes in the students he has worked with, and was scathing of the way American culture has influenced our young people. All interviewees spoke of how schools have been forced to become social welfare agencies, and of how academic achievement levels have dropped right off for many of their students. What they find most difficult here is that no-one seems to care at home. Half our New Zealand secondary students have after school jobs and are, therefore, too busy or too tired, to complete homework. "And you phone home to talk to the parents about it and get told that they (the parents) can't do anything about it, because their kids want to keep these jobs and so they just have to do the hours. After all this part-time job might lead to something full-time and the way jobs are these days you can't afford to miss a single opportunity." (Mike) Then there are a huge number of students whose home backgrounds are fraught with difficulties, so that the student simply cannot focus on academics, which seem so far removed from what they are experiencing in their personal lives. All the interviewees have stories to tell of students caught up in marriage breakups, abusive home backgrounds, substance use or similar scenarios. "Even in this area, where we might have considered ourselves exempt, I could tell you of some pretty chilling student backgrounds." (Steve)

So changes in society are impacting on student behaviours at school and have resulted in extensive guidance networks in all schools. As Liz says, "most of our time has actually been putting in place a guidance network, a sensitive issues team to deal with sexual abuse, a learning centre to deal with all those special needs. What to do about bullying, What to do about pregnant girls ..." These DP/APs believe they have a lot more contact with families in their efforts to change negative behaviours in students, than did DP/APs previously.

Educational Changes

The second kind of change which has been imposed on schools is change to the system of education as a whole. Steve felt that "this decade there have been more changes than in the previous three decades that (he) has taught in." All eight interviewees talk of the impact of things like the curriculum framework, unit standards, the new certificates, information technology, appraisal, changes with SES 2000, or the stages that have to be gone through before student truants can be prosecuted. "There are enormous demands on what we are supposed to be doing, on top of everything else," says Liz. All these DP/APs talked of external changes being dumped on them and how this "has diverted us from our main function." (Steve) DP/APs are being bogged down in administrivia so that they have no time to get into classes. There has been a dramatic increase in paperwork with Tomorrow's schools. These DP/APs felt that recent restructuring in education in New Zealand has had huge implications for teachers. The move from a welfare to an economically driven education system is something they are concerned about. They talked of how their "union has come increasingly under threat, workloads have been intensified and feelings of being valued are being eroded." (Helen) They believe that "educators' work is becoming ever more routinised and that teachers labour in increasingly poorly resourced workplaces." (Keith) This is definitely a feeling that is mirrored in literature on change in education, (Golanda 1993-1994, Robertson 1996) which suggests that DP/APs are being pushed towards administration and management and that instructional leadership is being forced to take a

back seat. The general consensus was that the business approach to education is interesting, but "it doesn't work in education, because the money is not there to be the lure and it's just a cop out ... It's only a way to make us work harder, but not for equal reward." (Helen)

There was a feeling of being turned off by the management approach among these professionals. They suggested that we can see the beginning of the economic trend for education in a number of strategic government appointments. The "1988 appointment of Russell Ballard as Chief Executive of Education" (Mike) was one example given. He felt the same mentality was evident in the 1989 appointment of Picot, a supermarket magnate, to do a major review of education (Picot Report). "Only a business approach could conceive of students as clients, of schools as providers, and could take the responsibility for educational policy decision making out of the hands of educators." (Helen) These eight DP/APs believe that trend has continued over the past ten years to the point where we have an education system being influenced by Business Roundtable strategies, whose focus is inherently short-term and economically based.

But these eight are DP/APs who want to be concentrating their energies on professional leadership, not on business management. Mike suggested that the people who really know how education works are not having input any more and that the "responses (to Ministry initiatives) have been driven by bank counters, who want to save money and balance budgets. That does not allow you, within a school, to deal with some of the things that need to be dealt with, Achievement 2000 being a classic example." The feeling from these DP/APs mirrors that in Barth, that the most promising "means for academics to contribute to the improvement of our nation's schools is by helping school teachers ... to clarify and to reveal their own rich thinking about good schools." (1990, 110) That is what they are trying to do, but they are being frustrated in their attempts to do so, by the ever increasing demands being placed upon them. That experience was definitely one we saw in previous literature. (Marshall 1992, Golanda 1993-1994, Lawley 1988, Ridden 1993)

Further, they also felt that schools have been pitted against one another. Anna suggested that schools are now in competition with one another because of the business approach which says in order for one to succeed another must fail. She felt there is, therefore, a reluctance to share or to admit a school's own failings and weaknesses. This was seen as a real loss to education in general. Mike put it very succinctly when he was talking of the local DP/AP meetings held in his area approximately once a term. "I think that because we are in competition there is a reluctance for people to bring a particular problem there, because it may well be construed as 'oh they can't cope'."

Another issue that these people wanted to discuss in relation to externally imposed changes was their Boards of Trustees (BoTs). While there were those in the group who felt they had strong BoT management and support, there were also those who felt that their BoT members lacked the skills to do the job. Their feeling was that the BoT are well meaning people, who genuinely want to do a good job, but simply do not have the training or education background that would allow them to do so. "While I have no wish to denigrate our BoT members, I have to say there is not a single professional, degreed person among them. They are good, hard working people, with the best interests of the kids at heart, but they just do not have the

academic backgrounds to see the pitfalls in the plausible nonsense that is coming from the government." (Steve) Helen added that her school "does not have a Board with a legal person or an accountancy person, or anyone with that sort of skill, and so that is half the reason it got into the trouble that it did." It was felt that this lack of skill on BoTs has been the cause of a number of much larger problems in schools around the country.

Finally, they spoke of having a major problem as a profession "with the calibre (and age) of some of the people coming through" (Mike) into education, and there was a belief that this was also on account of the business approach to all things. There was a feeling that Colleges of Education and universities wanted "bums on seats" (Mike) because each "bum" earned dollars and that, in this process, the quality of the job was being lost. Mike suggested that the process of selection of trainees had been watered down so much that there were a large number of people quite unsuited to teaching being trained as teachers. His opinion, and one shared by a number of the interviewees, was that not only were many student teachers unsuited in terms of their personality and character, but also in terms of their entry qualifications, and that this was having the effect of lowering the professional standard of teaching as a whole. The management philosophies governing education, Mike contended, are changing not only the student clientele, but also the calibre of teacher trainees.

Internal Changes
The third kind of change comes internally and these eight DP/APs identified a number of different internal changes, which have impacted on their work. They spoke about schools, which have changed their philosophies of education. For example, going from single-sex to co-educational, from private to integrated, or from an operations grant to the fully funded option. They talked about changes within the teams themselves, and of how the appointment of a new principal or DP/AP impacted on the rest of the team. Anna felt the "style of leadership changed completely with personnel changes." She went on to say that she also believed that "the staff have really borne the brunt of all that change." This comment is in direct contrast to those of Mary and Doug, who speak quite specifically of doing everything within their power to shield the staff from the impact of change so that they can come on board slowly, or of Liz who in talking about change comments that she "was reasonably naive about what could be done and what could not be done. (She) was probably also expecting people to move as fast as (she was)."

The interviewees also spoke of students staying at school longer and of how their individual schools have had to adapt to accommodate that trend. Anna's comment was that her school "has changed quite a lot in terms of what it offers in that it has become less narrowly academic and focussed in terms of the courses it offers," while Liz spoke of attempts to "get staff out of their blinkered departmental roles, out of their little cell classrooms ..." Of course, this also has implications as far as staffing is concerned. On the other hand Steve spoke of falling rolls and the drastic consequences that has on a school in terms of programmes that can or cannot be offered. While Steve is in what must be considered an innovative school, the innovations have cost the staff dearly in terms of workload. Then there is the question of community support. As Keith put it "there are schools based in poor areas that are really going down the gurgler, because they are not well supported by the community." And Mike clearly supported that notion in his comment that "in more recent

times we have developed a number of programmes which have had an influence on the role ... we didn't meet with universal favour in town ... This led to white flight and the role did drop quite significantly."

Attitudes to Change

Interestingly, Mary, Doug, Liz and Helen all spoke of similar strategies to deal with change and provide balance for the schools they are in. Mary stated that she has "got such a firm philosophy that people, particularly in this job, can only cope with a certain amount of change. If you push change too quickly then you will just leave people behind and you will leave them feeling disgruntled and very unhappy. You have to really go at a pace that they can cope with the change and still feel relatively comfortable and I think that some of the imposed external change has pushed us at a faster pace than we can actually cope with adequately. And that is why I think teachers are feeling really stressed at the moment." Mary spoke of a deliberate policy within her school to keep stability and not to subject students or parents to a lot of quick upheaval "especially where there was uncertainty as to how permanent that new innovation might be." She talked about not leaping onto the National Certificate bandwagon. Because of the huge pressures on staff her school has deliberately taken its time in order to assure that the whole school is comfortable with the pace of change. She felt we need to be "progressive in a measured kind of way." Doug speaks of staying in his school over a long period of time and of not seeking promotion to another school as a counter balance and to be a "stabilising influence," and Helen's story is fairly similar. She felt that she could offer stability to staff and students through periods of quite significant change because she had been in the school for a long time and that she had "more to offer that someone coming from the outside."

While Liz personally finds change challenging, she believes that most people "find it quite frightening and they are fearful of it." This means that the staff of a school have to be given the time to come on board as far as change innovations are concerned, otherwise successful change will not be forthcoming. All our interviewees felt that the past ten years have indeed seen teachers, principals and BoTs bombarded by "individualism, privatisation, centralisation, devolution, dezoning, rationalism, contractualism, restructuring, and user pays." (O'Neill, 1996, 114). As Helen pointed out "teachers have been expected to cope with new National Syllabi, Accreditation and the introduction of Unit Standards, new Technology and Health curricula, local management, Performance Management Systems, and a raised school leaving age, to name a few. It is hardly surprising that they should experience feelings of overload. So we need to recognise that teachers are only human and cannot move on a dozen fronts at once." This seems to be a reflection of what Barth has to say. "School improvement emanating from a small number of clear priorities is (both) more possible and more powerful." (1991, 155) Certainly these DP/APs felt it was part of their role to try to alleviate the stresses that teachers were under as a result of the changes taking place in their own schools.

Mike, on the other hand, was openly uncomplimentary of the change process. He talked of 'Space Odyssey' (Achievement) 2001 and of how we appear to be going in to the new millennium with "eyes wide shut." He suggested that "we are heading for another shambles. And whose fault is it going to be? Not the ding bats in Wellington who dreamed this stuff up

in the bath tub. It will be the poor sods at the chalk face who are faced with 30 kids to teach school certificate." He was very much of the opinion that all these changes are leaving DP/APs with very little flexibility, but a huge amount of accountability, which was precisely the point we saw made by Marshall in her 1992 study.

Workload Associated with Change

Associated with the issue of change are workload and "cost" factors. All eight speak of long hours and of little actual holiday time. On average they believe they are working 60-70 hours per week. Bloor and Harker (1995) found a similar trend with DP/APs recording much higher workloads than was considered reasonable. Said Helen "I leave home at 7.30am, and leave here at 6.00pm at the earliest most days ... and for me to leave earlier than that I am really leaving stuff behind or taking a whole lot home. And then quite often there are evening things. And so there will be weeks when I don't get home any night of the week before 10.00pm. And talk about private life - you don't have one. That is all about it, you don't."

Mary suggested that she works really hard during term time, but that the cut off is in holiday time. Even so she talks about being at school for an extra week at the end of the year and probably for a full two weeks at the beginning of the year, before the students arrive, plus two to three days of each two-week break. Of the ten working days of the term holidays Doug would likely work eight at seven to eight hours per day. Because he is in a small school with a huge teaching load (24 periods) he finds that this is the only time he can clear his desk in preparation for it to be filled again the following term. Keith comments that the size of the school makes workload a real problem. "It is probably too small and a lot of people are having to do too many jobs." Later in the interview he added that "you never finish ... there is no finite end ... so the cut off points are really difficult to determine."

Anna, who is in a large secondary school says the only way that her team can manage this workload problem is to keep their teaching loads to a minimum. She teaches only one class. "By the end of the term we are tired," she says of her whole team. So tired in fact, that "these last holidays for the first time I actually took a whole week ... We had had such a huge term and I was wrecked." Doug pointed out that during term time low priority jobs will not get done, because , as he put it "I have got to survive. If I go down in a screaming heap and end up in an asylum tomorrow, I am not doing anyone any favours." While others did not couch it in quite these terms, it was clear that all felt this to be an issue. One of the interviewees teaches not at all. Unfortunately for the small school DP/APs this is not even an option. Steve was very clear that if the DP/APs in his school were to limit their teaching hours the students would be the victims, because the school simply could not offer a diverse enough curriculum to make it worth the student's while to stay. Doug argues that workload is one of the reasons that he will not contemplate principalship. A principal's workload he suggests, means that they burn themselves out, (this issue is discussed further in Section E of this chapter) and Keith says that he only sees it getting worse. These comments certainly reflect the trends seen in other contemporary studies on workload in New Zealand Secondary schools. (Bloor and Harker, 1995)

When asked whether there was a cost associated with their DP/AP roles these people spoke

about the impact their jobs have had on their families. Helen said her children were absolutely categoric in their refusal to consider teaching as a career, though she felt they would make excellent teachers. Her perception is that they (the children) "see us as wrecks." These professionals also talk about the effects that the stress of the work has had on their personal health. Sometimes this job has been fulfilled at a significant personal cost. "I could name individuals who have had to take serious sick leave due to stress, stroke and physical illness induced by their jobs. There are others whose marriages have disintegrated and the root causes can be directly linked to the pressures of their positions. Oh yes, there are personal costs." (Mike) One interviewee stated categorically that his/her position as DP/AP was the underlying cause of his/her single status. "I simply do not have the time to be in a relationship at the moment," s/he said. Finally, Mary spoke of how heavily her role encroached on her private life and maintained she could not have children and do the job the way she does. However, she also acknowledged that she had allowed the job to encroach more than it should.

E) CAREER PATTERNS

The question of career patterns for DP/APs raises some interesting issues as far as our eight interviewees were concerned. There were three main themes within this area of discussion. First, was the issue of their individual appointments to the position of DP/AP. Second, was the issue of their training. This was discussed in terms of this position and in terms of preparation for principalship. The third set of issues was about their further aspirations. These areas of concern were also those evidenced in the literature.

Appointments

We asked these eight people what had drawn them to their present positions in the first place. The answers were varied. For some it was a deliberate career move. Mary said she had been ready for a new challenge after having been in another PR position. She was fussy about where she was going to go and knew that "even in a collegial school there is a sense of isolation as an administration team" and so she was careful in her selection of schools to apply to. Anna's comment was that she had recognised fairly quickly that she was going to have to move for promotion. She had been an HoD, and wants some day to be a principal. She could see that the openings were not going to come in the geographical area she was living/teaching in and so made a conscious decision to seek promotion in another region. But she, too, was fussy about where she would go. The new location had to suit the whole family, not just her. Mary summed it up in her comment "I know that some people apply all over the place, because it is the position they really want, and they see it as a rung in the career ladder. But I don't. I see it as a job, as something I have to really enjoy, and I have to feel really comfortable and enjoy the people that I am working with."

For others their appointment to DP/AP happened more by accident than by design. Steve felt he had never really been ambitious. He had been persuaded to apply for the position (an internal appointment) and had just gone along from there. Doug was also asked to apply for his position, and was an internal appointment. He had initially come to this school, because it was a good area, a good school, a nice climate and there was a school house. Helen's comment, on the other hand, was that she "did not actually apply for a DP/AP job - it was just a change of title." The conditions in the school she is in had changed in such a way that a

further DP/AP was required. This "stumbling" into the position indicates a quite different situation for New Zealand DP/APs from that of their overseas' colleagues. Those aspirants must generally undergo quite specific training for the position and must, therefore, actively pursue such roles. (Golanda 1993-1994)

Training

Looking first at specific training they had for the position they now hold, before they were appointed, the consensus was that these eight interviewees had little or no specific training. They largely concluded that they had been relatively unprepared for what they would face. It was a question of "flying by the seat of your pants," once in the job. However, that did not suggest that there were no elements in their previous work experiences, which had been helpful to them in fulfilling their DP/AP responsibilities. Mary, Liz and Keith suggested that being a Dean was the best preparation one could have for a DP/AP position. They felt that skill in dealing with people is the single most important skill to develop before being a DP/AP.

They went on to suggest that any training for the successful execution of a DP/AP role was predominantly limited to the largess of the school. Helen had been on only one management training course in the five and a half year period she had been in the job. These eight DP/APs were not prepared for what they were going to face, before their appointments, and what training they now had had been at their own instigation. Three of the interviewees had worked on the Massey MEd Admin programme. All interviewees attend DP/AP National conferences.

Further to this issue, our interviewees talked about how they viewed their present roles in terms of training for a principalship. Most felt they were not getting principal training in this job either. In fact, Keith even suggested that aspects of being a DP/AP might be hindering his promotion prospects. As he said, the thing that is missing "as a DP/AP is the ability to actually do the developmental stuff. To have enough time to think through the big issues and to develop good understandings of things like the year 2000 ... you actually don't have enough time to do that ... and that hinders your development." This is clearly in line with the suggestion that management activities encroach on the working lives of DP/APs to such a degree that their educational vision is impaired. (Hartzell et al 1995, Kelly 1987, Golanda 1993-1994) These DP/APs still obviously aspire to educational leadership, rather than to client management, in their DP/AP roles.

Our interviewees also feel that the training for principalship gained in the DP/AP position is inadequate. (Greenfield 1986). They do, however, suggest there are ways you can be better prepared for the eventuality that you might take up a principalship. Two of the interviewees again raised the issue of working towards an MEd Admin degree through Massey University. For Anna it had enabled her "to do a programme of reading and reflection about educational leadership that (she) probably would not have done otherwise, and it has certainly made (her) much more aware of the process in terms of being a leader in a school, of the importance of that leadership, and what impact that leadership has." The associated problem is, however, finding the time to complete such studies, when one is already stretched beyond what is a reasonable workload.

Anna did also talk about her own principal and of the importance of having good mentors. She suggested her principal is terrific in this role. This, she believes, has emanated from his/her own experience of taking up principalship. "When s/he first went into a principal's job (s/he) felt very unprepared for it and has always been determined, as a result, that no-one in any senior management team that s/he is working with will ever not be so prepared."

Aspirations

As the survey analysis material revealed, although DP/AP positions have traditionally been perceived as a stepping stone to promotion to principalship, many DP/APs in today's New Zealand Secondary schools are not seeing this as an option at all. Of the eight DP/APs interviewed only three were contemplating principalship. At the time of interview Keith and Liz had applications pending. Anna saw this option as a much more long term goal and is not considering any movement in the immediate future. There were various reasons cited for this lack of interest in promotion.

First, the consensus among the five non-aspirants appeared to be that they did not want principalship, because they would have to commit more of their private time to the job and that that would consume them even more than their present positions did. Mike said that he had lost interest in applying for a principal's position some time ago and added that he felt "anyone who wants a principal's position should be examined." Mike's assessment was that "if you have not got a reasonably good management team, even though there is a hierarchy within the team, then the poor sod at the top could go under." Doug added to this by saying that he "would never take a principal's position on and the main reason is they don't pay enough...It is just continuous stress for peanuts." Helen, who is close to 50, said there "is a limit to how long you can go on with school just taking 15-18 hours of your day." She also suggested that she did not have the energy for further training, for example to do an MEd Admin, that would help make her a more desirable principal candidate.

The second reason they gave for not pursuing principalship was that it would mean that they would lose already limited classroom and teaching time, and they were reluctant to do that. Significantly, of the six who did not aspire to principalship, four spoke of a reverse desire. They want to actually down size the level of their commitment to education. Said Helen, "sometimes it even crosses-my mind that I would not mind just becoming part-time, having a form class and doing so many hours of teaching and just leaving it at that ... If I could afford to I probably would get to that point now." Doug's comment was probably even more telling. "What is dropping a grand or two when it takes away so many of the stresses and gets you back into what you know is the interesting thing to do - teaching?"

Third, and most interestingly, these DP/APs already felt that they exerted significant influence in their DP/AP roles and so did not need any "higher" position, in order to satisfy that need. Often they felt they had it best where they were. This is very much in line with Kelly's findings (1987) that there are enough rewards in this job that the incumbents do not feel a need to seek something more. Mike pointed out that DP/APs could influence school policy, and were consulted at each step of the decision making process, but ultimately some-one other than them would "carry the can" if things went sour in the school. It would seem to

the researchers, therefore, that the trend identified in 1990's studies of 'career DP/APs' (Marshall et al 1992, Hartzell et al 1992) is mirrored in this study. There does appear to be a growing number of DP/APs who feel comfortable in their positions and have no aspirations for further responsibility. DP/APs in New Zealand are deciding that the demands of principalship, in terms of time, energy and emotion, are too great and are actively opting for less stressful lifestyles.

On the other hand, the aspirants to principalship did talk about having fairly specific "game plans" on how to reach their goals and appeared to be focussed and prepared to make the sacrifices they perceived as necessary to reach those goals. Liz suggests that principalship is a "logical progression" from the point at which she now finds herself in her career. Her desire to remain in contact with students means principalship is the option for promotion she chooses, although she recognises there could be other courses of action (educational consultancy) open to her. As Liz says "I have thought about going sideways into a professional development consultancy ... but it is also taking me away from kids and that is still what holds me - a fresh set of kids every year."

F) TEAMWORK
As indicated in Chapter One, teamwork issues have been very evident in current educational literature. This was perhaps the single largest issue that the eight interviewees spoke about, and there were some very interesting observations made by the group when their responses are pooled collectively. First, when speaking of teamwork the DP/APs were generally referring specifically to their senior management team. This usually consisted of Principal, DP and AP. Several spoke of a flat management structure, and their personal beliefs that this was of paramount importance in terms of a) eliminating any sense of a hierarchy of importance and b) equitably and manageably distributing the tasks that need to be completed by senior management in today's secondary schools. Mary put it very succinctly when she talked about equity issues and the importance of providing a basis for new generations to have a different concept of equity. She said " you cannot have people who are on an equal playing field unless ... you have equal management units." This appeared to be a view shared by several of the other interviewees. "There is a hierarchical thing within the administration team that is traditional, so that ... I would have DP/AP being on a level playing field completely in terms of all responsibilities, in terms of the way that they are viewed by the school, by BoT, by the community." Mary went on to say that it is "becoming quite obvious that a lot of schools now have that, although they have not 'gone flat' in terms of the principal. The principal is still the principal, but there is a flattened structure there below him/her." Interestingly there are schools which are exploring the idea of extending that flattened structure to include the principal, but , at the time of writing this report, these appear to be being stonewalled by a Ministry, "which fails to understand the concept." (Steve)

As far as these DP/APs are concerned, teamwork implies a number of things. It implies collaboration, collegiality, open door policies and empowerment. It means "learning how to work with other people and how not to be using power and manipulation." (Keith) It is about blurred divisions between tasks and means shared vision and solidarity. However, there is a hierarchy still within the team and the DP/APs interviewed recognised that they were answerable to the principal. The principal is in charge and they are secondary to him/her.

They did not see it as their role to directly challenge the principal's authority, certainly not in public where as Doug said, they would "never undermine each other." Perhaps, though, in the privacy of the principal's office the DP/AP would be in a position to challenge. Anna really sums it up when she says "the point of working collaboratively is that I know the kind of decisions (my principal) would make, so I can keep my own decision- making about things like requests for enrolment or whatever policy matters it is ... within the parameters of how I know s/he would make the decision and I am able to do that and have that security, because of the closeness with which we work."

The trend in previous studies (Kelly 1987, Golanda 1993-1994, Ridden 1993) to suggest that DP/APs never had complete autonomy, does not appear to be reflected in the experiences of the eight interviewees. Mike spoke of huge autonomy in terms of planning the school budget. He spoke of the recognition by his principal that s/he could not do everything him/herself. As a result Mike had been given the full responsibility for this area of school administration. Steve's comment was quite simply that in his school they were "not into hierarchical structures. They were into flat ones." Doug said that "s/he (his principal) handles the (deleted for anonymity) side, which is his/her strength and I handle the (deleted for anonymity) side, which is my strength. S/he lets me make the judgement calls." And Anna's comment was that it was great that she did not have the feeling that she was "always being checked up on. ... I can make decisions ... We operate as a team and we present as a team, and that works well for us." These interviewees suggested that the hierarchical model of leadership was a thing largely of the past. Sergiovanni (1992), Barth (1990) and Wallace and Hall (1994) elaborate this need in their studies. We suggest that New Zealand secondary school management teams have already taken this notion on board.

Having said that, however, the concept of a democratic hierarchy is something that is picked up and elaborated upon by both Mary and Mike. Mike points out that it is fine to have a philosophy of the "team approach," but in reality things are not necessarily run that way. "Ultimately someone does still have to carry the can." Mary felt that her team operated "something more akin to a democratic hierarchy than to flattened management." Helen's experience also reflects this feeling. Her comment was that "our principal says s/he has a consultative style, but my observation probably is that s/he is fairly definite about what s/he wants and where s/he (the principal) wants to go and s/he has a plan that s/he intends to implement. You can pay lip service to sharing and to team work, but in the end s/he has to come out and push that." The feeling was that collaboration and a collegial approach to leadership are, as the literature suggests, (Barth 1990, Sergiovanni 1992) important, but mostly what we still have in New Zealand secondary school management is a team approach where the principal carries the ultimate responsibility. Even in the case of Steve, whose school has been pushing for the past three years for ministry acceptance of a rotating principalship, the principal would do the jobs that "belonged to a principal" and the DP and AP would share out the rest.

A number of the interviewees also spoke of extended teamwork, including all the staff in the collaborative process of decision making in their schools. Those who spoke in this way tended to be DP/APs from smaller schools. "It's not just the three of us," said Steve. "It's the whole staff really. Flat across the school. All of us have a share of the traditional

principal, deputy principal and assistant principal jobs. Doug agreed. He thought flat management was "giving teachers the power to do what they want to do." Liz suggested that in her school they had tried to "flatten some of the management out a bit, and give the staff a bit more control over some of the structures that exist in the school ... with more consultation and a wider decision-making base." Anna talked of teamwork being extended to the staff with a consultative style, and an open door. She did add that she felt the staff had taken time to come on board and see that they could make decisions without having to refer back and commented that "there has been a bit of work to do to empower staff to feel they can make decisions and get on with it." Keith talked of a really strong ethos marked by good relationships and a family focus, which allows for a very supportive, collaborative team approach. Mary talked about ideas coming from any quarters in the school.

Taking this concept one step further, several of the interviewees spoke of the need for networks and "teaming" outside their individual schools. They talked about the need to have established networks in the wider community. Mike told of knowing "enough guys in the Ministry now to be able to ring them up and have an off the record type of conversation on this or that to sort out government policy." He regularly rings staff at other schools, or the PPTA to clarify things. Doug also felt this was vital. He suggested the support systems in his district are quite significant. By this he meant that they were doing some very important and credible work, and therefore deserve to be consulted in any decision processes being undertaken. He stated that "sometimes the issues that need to be dealt with by a secondary school management team are bigger than the school itself" and so a wider team is necessary to successfully implement whatever innovations are being considered, or to maintain the systems already in place within that school. The notion of teamwork was, therefore, something that was more widely defined than just referring to the traditional three or four members of the team. The researchers concluded that these DP/APs felt it was also important to cultivate a network outside of their immediate school environment. Most of them were already doing so.

G) GENDER ISSUES

Manchester's study (1983) revealed some trends in DP/AP role division that if mirrored in this 1999 study could justifiably be considered alarming. She found, first, that DPs tended to be male and APs tended to be female, and second, that DPs worked largely in administration, while APs worked largely in hostessing roles, or what Neville (1988) termed the "tea and tampax" jobs. Our study began from this contention and also from the later premise that females in positions of responsibility in secondary senior management teams still face serious credibility problems in these roles. (D'Arcy 1995) What progress has been made, therefore, over the past fifteen years in this area? It appears to the researchers, that this is quite uneven and very school and Principal dependent. Clearly the team and flattened management structure approach, spoken of in the previous section of this chapter, has had a significant impact on the specific roles that male and female DP/APs play within any particular school. But not all schools are operating a flattened management structure, as was evident even in just the eight experiences we explored. As discussed in Section F, Helen clearly identified a hierarchy of decision-making in her team, and Mike contended that there was equal management unit status between the DP/AP, and an accompanying name change so that both positions were tagged DP, but that the change was really only cosmetic. "A definite

hierarchy of control still operates in (his) team," he said. This is interesting in view of the fact that many teams now consist of two DPs and no APs. It also raises issues of job division and whether it is the role itself which is valued in a particular way, or whether it is a question of the fact that the tasks have been allocated to the female or to the male incumbent. These issues were raised, independently, by our female interviewees.

Three female interviewees spoke specifically of the management team task division being made on assumptions about the gendered division of labour. By that they meant that there were specific expectations of the DP because she was female that were not the same expectations of the DP because he was male. Mary's perception of her management team clearly sums up this attitude. "There is still a hierarchy and it often surfaces in terms of the tasks that I carry out and that at times has been quite a concern for me ... I feel they are fairly traditional underneath in the way they see gender roles." This stereotyping of what the men and women in DP/AP roles will do is certainly reminiscent of Manchester's findings. (1983)

Continuing in this vein, Helen gave some specific examples of work she was involved in which she felt was less valued than the work of her male DP colleague. She talked first, of doing everything to do with the girls, then of "working in social things for the school and the staffroom to keep the morale up .." of "making sandwiches" and "doing food" of her main contribution being in "working with people." When asked whether the DP had this kind of role as well, Helen answered "not as much really. He does more of the timetabling and that sort of thing." The researchers believe that Helen's management unit status reflects the value placed on her roles. Helen is three units lower than the DP on the team. There are a number of other unit holders in her school who hold an equal number of units to her - several deans and the guidance counsellor. When asked how she felt about this, she replied "well the school is not very well off at the moment, and I wouldn't feel right about asking for more units just now."

While Anna did not feel that her personal situation reflected this in any way, and while she did not have the evidence to support the perception, her comment on the gendered nature of management teams in secondary school is an interesting one. "Males had the gutsy stuff" she said "and the AP (female) didn't, and there are certainly lots of senior management teams anecdotally, where that still happens." She talked about having experienced quite different styles working in coeducational and single-sex schools. She felt that DP/APs in coeducational schools tended to play more traditional roles than their colleagues in single-sex girls' schools. To illustrate, Anna spoke of her previous school where the AP's role was a "kind of make sure the staff get their morning tea, and lots of pastoral care role, and very little else." She also thought that single-sex boys' schools were a different story altogether. These she felt to be male bastions, where females had little influence or power. While she had not worked in one herself, her partner had been in an all-boys' school, and this, she felt, allowed her to make the comparison.

As a corollary to these suggestions Helen did point out that she had had to prove herself in order to be accepted as an equal, in a way that she did not feel that the male DP/AP had had to. She illustrated this with a scenario that she felt did quite a bit for her status and the way people looked at her. It involved invoking competency proceedings against a senior member

of staff and required very close liaison with the BoT to sort the problem out. Helen was the staff representative on the BoT. She felt that suddenly she had to step outside of what the staff had ever thought possible of her, and show everybody what she could do. "I think they learned something about women," she said.

Interestingly, Helen went on to say that while the male DP/AP does more of the timetabling and administration activities she has purposely chosen to work in the area where she thinks she has the skills. That is, for her, in the front line with the kids and welfare issues. "My main contribution is working with people." (Helen) Liz, on the other hand, said she still felt as though she was being "held back from being a principal as (she) has not done enough of the boys' jobs, like budgeting and timetabling." She added that she " just feel(s) as if that is viewed as something (she) would not be able to do - the financial management of the school." The researchers suggest that these are further examples of how the male and female experience of education are different from one another. (Adler et al 1993) We further contend that they illustrate the androcentricity of educational leadership that is spoken about so widely in current literature on educational leadership. (Shakeshaft 1987, Blackmore 1995 and 1998, Strachan 1993) There is an expectation that the male DP will somehow do a better job of the administration roles than will the female. Liz's way of coping with this has been to make a conscious decision that she was not going to be slotted into doing "the girls' discipline." She has made sure "explicitly or implicitly that the boys just come" in to her and she deals with them as well. She has also actively shunned the role of "person who provided the cup of tea."

However, Mary felt that most male DP/APs of the 1990s had learned that women were not happy to perform just the traditional female "nurturing" roles. What acceptance of her ability to do some of the administrative roles has required of her, though, is a "degree of assertiveness at times." Liz found that she has had to specifically request particular tasks in an attempt to raise her profile within the team and with the staff and students. Helen, furthered this idea by saying that she was very aware that she was female and "I have put my head up a lot of times and got it chopped off ... I sometimes feel as though I have had to bang my head harder than what was really necessary. It is still not easy." The 85 women interviewed in the Adler, Laney and Packer study (1993) intimated that they had to adopt proactive strategies to deal with the gendered division of labour. Liz, Mary and Helen are indicating that they have had similar battles to fight.

On the other hand, two of the male DP/APs spoke about the way women DP/AP's example has positively impacted on management teams, and on the whole school in general. They felt that females generally had a more empowering/nurturing style of leadership and that men tended to be more autocratic. It was their contention that because females are playing significant roles in management teams male leaders are also developing more collaborative approaches. Of the female influence in the senior management team Doug said "you introduce some women and it immediately becomes a lot more caring. It's as simple as that in my mind." He added that he could see a much more collaborative style developing because "women have a strength at working in teams. And there is no question, the team approach is gathering momentum ...This is influencing the way that the male members of the management team approach their jobs as well." There are a number of studies which already

argue along these lines. (Strachan 1993, Court 1989a, Helgesen 1990, Rosener 1990) These male DP/AP felt this inclusion to be a very positive thing for education as a whole. "I think it's good for the school." (Doug) They felt many female DP/APs were, therefore, offering meaningful role models within their individual teams.

Of the female interviewees, only Anna argued that there was no gender stereotyping in the division of responsibilities on her team. She suggested that the all female team that runs a single-sex girls' school is quite different from the team running a Class D coeducational school with a hierarchical management structure, where the only female in the team holds the AP position with three management units and the two male DPs on the team each have six units. Anna believes that the all female constitution of the team she is in automatically eliminated the barrier to promotion that her female colleagues on mixed-sex teams faced. She argued this on the grounds that she believed that everyone got "a fair shot at all tasks that need to be done and it is not automatically assumed by anyone that one person could do this job better just because he was male, or she was female." The suggestion here, is that the "manager is male" (Adler et al 1993, Schein 1992) barrier is eliminated, because there are no males in this particular school management team scenario.

Another issue that all the female DP/APs interviewed spoke of was the responsibility they feel they must carry in terms of being role models, not only to their female staff and students, but also to their male staff and students. "I have always been conscious of wanting to play a pretty equal role in terms of how I am perceived, because of the role model thing ... So I don't want to be seen to be a less important female with two important males ahead of me in terms of a gender role-model." (Mary) This responsibility weighs heavily on these women at times.

There were also some issues surrounding child care and support that were raised and a suggestion that perhaps when a mother/father wanted a morning/afternoon off to support their own children a lot of senior management teams were probably discouraging the practice and that maybe they should not be doing so. However, these issues were not explored in any great depth.

One final point that we wish to make concerning gender stems from a comment made by two of the interviewees in this study. One is male and one is female. Neither Mike nor Helen considered themselves to be hugely computer literate. Both can turn on the machine and find the files they need, but that is the limit of their knowledge in this area of expertise. Both talked about how this problem impacted on their roles and what they thought about it. Helen's concern was that maybe, because of this lack, she was not as useful as she could be. "Maybe it is a cost to have me do this job, because other people have to do follow-on stuff for me." Mike, on the other hand, stated quite categorically that there were two things that he was not going to do. "One I was not a typist and I was not going to do any typing, or anything like that. If they wanted letters from me ... then someone else would do the typing. And second I was not going to be a bus driver." This example serves to illustrate Gilligan's contention (1982) that males and females ways of thinking and perceiving problems really are markedly different. Helen sees this as a problem with human implications in that it will create extra work for someone else, and therefore be a burden. Mike does not see it as a

problem at all. He will simply get a secretary to do the job. Whether this is a difference of opinion based on personality or gender is a moot point, however, the researchers did think it was noteworthy.

H) RELATED FINDINGS

One thing that was clearly of concern to the interviewees was surrounding the issue of BoT constitution. They were very aware that huge stresses are being placed on BoTs that are not really equipped to handle the job. They are concerned that BoT members often do not have the skills, even with all the best intentions to do a good job. They are worried that a number of their BoTs are getting into trouble, simply because they do not know how to handle the things they are being confronted with.

A second point of interest relates to small country schools. As Steve pointed out many of these schools are trying to do meaningful things for students returning to the senior school, but are finding it very difficult. Their numbers are dropping due to closure of local industries. The nature of their clientele has altered so that many of the students come to the school with very poor reading and mathematical skills. These schools attempt to run innovative programmes, and many of them are, but are constrained by funding. Doug's comment seemed particularly pertinent. "A lot of people don't realise, I think, how right now they (small rural schools) are on an edge of survival. Some of them won't survive ... Some of them have dropped to way under 100 and will fold, therefore, very quickly in today's astute money-based society. Money which is directly related to the number of students. So if you haven't got the number of students, you're gone."

A third point that really seems to be relevant to all the people in our study is the importance of caring for your own welfare in order to help others. Mary spoke of Kate Birch, the psychologist, who is reported to have said that she would wish the "teachers who teach her children, to place a high priority on nurturing and nourishing themselves, because if they don't do that then, as teachers, they will not be effective people." She felt that was a message that many teachers and DP/APs need to hear. In the same vein Liz quoted an article she read about children-friendly workplaces and active policies that teachers are allowed to have lives as well. She suggested DP/APs needed to be well-rounded people. She said that in some way she feels guilty as to how mercenary she is being about cutting herself off, but that she got to the stage when she said to herself "apart from those days when (she has) meetings or has to be there (she is) going by 4.30pm."

Finally, the issue of being abused for our goodwill as a profession was strong among these eight interviewees. There was a feeling that we do not value ourselves highly enough and are hesitant to put a price tag on things which equate to 'value' in our current government and social philosophy. This is something that these people felt we have to address if the teaching profession (and the role of DP/AP) is going to survive.

Recommendations

1. Questionnaire Design

The wording in the questionnaire is critical because the nature of the method does not allow for explanation at the time a respondent is answering. Despite careful testing of our questionnaire, there were design faults that affected the quality of responses. To rectify these, tighter categorisation is required in question 13 which looked at administrative tasks. These should be presented under their major category headings (ie administration, welfare, curriculum, discipline and PMS).

Before the questionnaire is constructed it is important that the researcher has already mapped exactly how the data will be recorded and what combinations of data will be required to produce the results. The database needs to be set up in advance so the information required is clear. The questions on SMT meetings and lines of accountability require tighter format in this way.

Qualitative responses cannot be categorised in advance, however, a consistent categorisation for related information would assist analysis. Once response categories are established, work is required on creating a consistent format for recording the responses to: most enjoy, least enjoy, essential role and most important role.

2. Decision-making in Secondary School

A tension between responsibility/accountability for areas of school administration, and real ability to assume this responsibility/accountability through autonomous decision-making surfaced in this study. Further work is required to establish whether senior managers in schools actually have the ability to effectively assume such responsibility or whether restraints exist which make this impossible. It would be interesting to see whether addressing issues in this area might improve job satisfaction. Any future study that looks at decision-making in senior school management should include all members of each SMT. The sheer weight of responsibilities now required by senior school management has forced the development of SMTs with more members than just Principal, DP and AP. This team shares the job of school management. While we have questioned the nature of this 'sharing', it is important that the whole team is considered whether a democratic or hierarchical system operates.

If democratic, important decisions about school direction will be decided by vote in this forum. The construction of this team is therefore critical in that majority representation will decide how major decisions are made.

If hierarchical, the Principal will have her/his thinking influenced by the perceptions and viewpoints of this group because they have the forum to express their 'way of

seeing'. Without balanced input (ie equitable distribution of main viewpoints) in this expression, balanced decision-making is more difficult.

3. On-going Monitoring of Representation

In fifteen years, despite legislation and policy development, little has changed toward making representation on the SMT more equitable. The Ministry of Education no longer keep statistical records which illuminate this issue. We would recommend that on-going monitoring is vital if inclusive decision-making (ie decisions which accommodate the viewpoints of many) is valued for the future. Without supporting data we are unable to assert whether decisions made are inclusive or not.

4. DP/APs and Promotion

This study also indicates that many DPs and APs in New Zealand have no aspirations for promotion, are not prepared to accept the level of workload, responsibility and stress that come with the requirements of being a Principal and have little inclination (or time) to consider further advancement. We believe that this is an area that requires further research. Issues surrounding this trend need to be explored, and solutions formulated if we are to continue to have a pool of high calibre applicants, from within the teaching profession, for principalship.

Conclusion

When we began this study we wished to examine the role and representation of DPs and APs in the New Zealand secondary school in 1999. We took, as our beginning point, the 1983 Manchester study into the roles of DPs, Senior Master and Senior Mistress, replicating this survey in an attempt to establish a current baseline data. Subsequently, we pursued clarification of issues through personal interviews with eight DP/APs from the 'Central Region'. The following discussion is a summary of our main findings.

SURVEY SUMMARY

The roles and responsibilities of DPs and APs in New Zealand Secondary Schools have changed and increased over the past 15 years. The survey uncovers some areas of concern in secondary school senior management. The impact of continuous policy change has increased the workload, administration, and skills required of this group of people. Changes in society further add to the tasks of DPs and APs with increasing responsibility for welfare and discipline of students. In order to meet these increasing demands, the management structure in schools has changed significantly, with a wider base of responsibility being shared by a Senior Management Team. Within this team, members tend to share responsibility for tasks. However, DPs and APs are often frustrated by little ability to make decisions that really count; devolution of power is not yet a reality. There is also tension because collaboration is time-consuming and this group of people are already very over-worked. With workload issues, increased responsibilities, and stress accompanying positions on the SMT, fewer educational managers in secondary schools wish to be Principals. The quality of future school leaders may be threatened by a shrinking pool of people prepared to consider applying for or accepting such positions.

The Welfare/Discipline function of DP/APs continues to be most important, takes up a great amount of time, and (in the case of discipline) is least liked by this group as a task. Despite this, it remains under-valued in DP/AP work. In 1983 it was under-valued in that it was a traditionally female task and therefore less well paid or recognised by position. In 1999, while the tasks are shared, DPs and APs are not being selected for their skills in this area. Fewer DPs and APs are being selected from positions as Deans even though these are still seen by DPs and APs as the most important and time-consuming tasks. At the same time, DPs and APs have increased management qualifications which suggests a changing priority base underpinning the work of this group that is valued. More appointments to positions of DP and AP are being made from outside teaching.

Females have made some progress in being represented in the DP/AP group but are still greatly under-represented in DP positions. Males still hold the majority of SMT positions. In 77% of the co-ed schools in our sample there were more males than females on the SMT. 64% of the co-ed schools had more males and more MUs allocated to males. Only one school out of eighty one in the sample had a balanced SMT (both gender distribution and MU allocation). In addition, during the past three years males have increasingly secured tenure in the traditionally female position of AP. Women are still poorly represented in senior

management of most secondary school sectors and have positions with less security of tenure on many SMTs in the sample we used. It would seem that while females have improved their qualifications, taken responsibility for traditionally male tasks as well as female ones, and gained more management positions, the social and structural issues which preclude women from publicly holding the top positions of responsibility in our society remain a major barrier.

While some schools have flattened the shape of the SMT with two DPs, the DPs did not always have the same number of management units. Ultimately, the practice of having two DPs rather than a DP and an AP may be at the cost of fewer SMT positions able to be won by females.

Job satisfaction has declined and fewer DPs and APs have aspirations of promotion. Many are not prepared to accept the level of workload, responsibility and stress that come with the requirements of being a Principal. Many are finding it difficult to cope with their existing level of workload, responsibility and stress so have little inclination (or time) to consider further advancement. Increasing numbers are looking at options outside education for their future.

INTERVIEW SUMMARY

Mirrored in the comments of the eight New Zealand secondary school DP/APs we interviewed we can see all seven areas identified in the literature review (Chapter One) as typical of the overseas' DP/AP experience. This is in spite of the huge changes that have taken place within, and the political/social adjustments that have impacted upon, education. Chapter Five looked at the interviewees' comments within the confines of these seven themes: the ragbag nature of the job, job satisfaction, job descriptions, the changing nature of the role, career patterns, teamwork and gender issues. The conclusions we believe can be drawn from these findings and a discussion of issues surrounding these findings have been presented already in that chapter. At this point, however, it is important to come back to the opening premises upon which we began this study.

At the outset of this research we asked two primary questions, First, have the roles of men and women DP/APs changed significantly in the time since the previous study? The interviewee responses would seem to indicate that there has been some movement in this area, but that the developments have not been as significant as they might have been. Three of the four female interviewees still speak of having to combat gendered assumptions about their ability to successfully compete with the males in these positions. The division of roles of DP/APs in the senior management team in the New Zealand secondary school still has an element of "nurturing is women's work and budgeting and finance is men's work" associated with it. However, our interviewees also suggest that there is a real effort being made to eliminate such considerations from the DP/APs' job descriptions. The abolition of the AP role and the appointment of two DPs of equal status onto the management team is one of the ways they see this happening. Their observation is, however, that progress in this area is often school or individual dependent.

The second question was whether the representation of men and women in DP/AP positions has changed significantly in the time since the previous study. The answer to that question is covered in the survey analysis in Chapter Four, but put bluntly is no, not in any truly

significant way.

We also began this study with the probability that there has been little movement in role definition between APs and DPs in secondary schools since the 1983 Manchester study. The section dealing with teamwork issues would seem to counter this assumption. There is a very clear move towards teamwork and collaboration that all interviewees, and the survey respondents, identified as being vital in today's educational climate. The team approach (rather than individual roles) certainly appears to have been adopted in New Zealand secondary schools over the past few years. Our respondents felt this has come about predominantly because of workload. They spoke at length about the impact Tomorrow's Schools has had on their workload and how this has necessitated a team approach to management. The volume of work to be covered by the "administration" can not be successfully completed by one person working alone. Not only did these interviewees feel that there was a strong movement towards collaboration and cooperation in management teams in New Zealand secondary schools in 1999, but also that this is what should be happening in those teams.

What is very clear, at the conclusion of this study, is that the DP/AP role in the New Zealand secondary school is considered, by the position holders, to be a vital one in the management of our schools. The position, they suggest, must, therefore, be nurtured and properly valued as we move into the next millennium.

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Appendices - Table of Contents

Appendix

Ms Lynlee Smith
108 Talbot Street
Geraldine

1 February 1999

name and Work
Address of Person
being invited to
Participate

Dear

Further to our telephone conversation on _____, I am writing to confirm your
consent to participate in our research into the role of AP/DP in NZ Secondary schools.

As I indicated to you, Adie Graham and I are undertaking a collaborative study in an
effort to obtain a wider and more representational response to issues concerning the
roles we play as AP/DP in High Schools around the country. This research will explore
educational management in practice. It is hoped that the final report may be of benefit to
the school and to those who take part.

Please find attached an information sheet and a consent form. Could I ask you to please
sign the consent and return it to me at your earliest possible convenience. Once I have
that we will be able to arrange a time to meet and proceed with the interview.

In conducting this research Adie and I will follow the Massey University "Code of Ethical
Conduct for Research and Teaching Involving Human Subjects."

Please feel free to contact me at any time should you have any questions concerning the
research or related issues. Thank you for your interest to date. I look forward to hearing
from you in the near future.

Yours sincerely

Lynlee Smith

(in collaboration with Adie Graham)

Information Sheet

MEd Admin Research Project
Massey University

The Role of AP/DP in the New Zealand Secondary School

Researchers: Mrs Adie Graham   Ms Lynlee Smith
                    49 Duart Road   108 Talbot Street
                    Havelock North   Geraldine
                    Ph: 06 877 4900   Ph: 03 693 8847

What will you, as a participant, have to do?

You will be asked to respond to questions concerning your role as AP/DP in your school. Your responses will be recorded on tape, provided you give your consent. These will be transcribed by Pat Smith, who has signed a confidentiality agreement.

The interview will be timed to last about one hour.

Once a draft report has been completed you will be asked to check it for accuracy and acceptability.

What can the participants expect from the researchers?

If you take part in this study, you have the right to:

* Refuse to answer any particular question, and to withdraw from the study at any time.

* Ask any further questions about the study that occur to you during your participation.

* Provide information on the understanding that it is completely confidential to the researchers. All information collected is coded for anonymity, and it will not be possible to identify you in any reports that are prepared for the study.

* Verify the accuracy of any statements attributed to you by the researcher in a follow-up interview.

* Be given access to a summary of the findings from the study when it is concluded.

Consent Form

MEd Admin Research Project
Massey University

Topic: The Role of AP/DP in the New Zealand Secondary School

Researchers:	Mrs Adie Graham	Ms Lynlee Smith
	49 Duart Road	108 Talbot Street
	Havelock North	Geraldine
	Ph: 06 877 4900	Ph: 03 693 8847

I have read the information sheet for this study and have had the details explained to me. My questions about the study have been answered to my satisfaction and I understand that I may ask further questions at any time.

I also understand that I am free to withdraw from the study at any time, or to decline to answer any particular questions in the study.

I agree/do not agree to the interview being audio taped. I also understand that, should I agree to the interview being taped, I have the right to ask for the audio tape to be turned off at any time during the interview.

I agree to provide information to the researchers on the understanding that it is completely confidential. My name will not be used and only non-identifying data will be reported. The information I give will be used only for this research project.

I wish to participate in this study under the conditions set out on the information sheet.

Signed: _____

Name: _____

Date: _____

Typist Confidentiality Agreement

MEd Admin Research Project
Massey University

Topic: The Role of AP/DP in the New Zealand Secondary School

Researchers: Mrs Adie Graham Ms Lynlee Smith
       49 Duart Road   108 Talbot Street
       Havelock North Geraldine
       Ph: 06 877 4900 Ph: 03 693 8847

I have read the information sheet for this study and have had relevant details explained to me.

I agree to undertake the task of transcribing the audio taped interviews between Adie Graham or Lynlee Smith and the participants in this study.

I understand that all information given in these interviews is completely confidential. I undertake to respect that confidentiality and do solemnly promise not to disclose to any third party anything learned from the interviews I transcribe.

I understand also, that all participants have been informed that I will do the transcription and that I have signed this non-disclosure document.

Signed: _____

Name: _____

Date: _____

Research Project - Interview Questions (Generic)

1   Why did you apply for an AP/DP job? Why this one in particular?

2   Describe what you believe is important in your school. If you were asked to describe what your school is about in 1-2 sentences, what would you say?

3   How are decisions made in your school, and what is your role in these? Is there a difference between how you view your job and the official school view of your job? Do you feel any particular constraints are placed on you in fulfilling your AP/DP role? How would you classify the influence of your principal on your job as AP/DP? *OR* How would you describe the leadership style of your Principal? Where do you stand in relation to this? Can you elaborate? How do you perceive your roll is viewed by the AP/DP, the staff, the students, parents?

4   What do you see as the most important elements in education (ie the big picture)?

5   Tell me about how the changes in education since you have been in this role have impacted on your job. *This will lead into individual questions for individual situations which are apparent from the survey.* In the survey you referred to .... Can you tell me how this impacts on you?

6   Current education literature talks about such concepts as vision, collaboration, teamwork, flat management, empowerment and so on in the pursuit of improving learning and teaching. Comment on how you see this within your school environment (ie evidence of, effects of).

7   Workload is obviously an issue for most teachers, particularly those with management functions. How does your workload encroach on your private time? What, for you, are the cut off points? Do you feel there has been a cost in following your career? Do you believe it has been worth it? Can you explain how much of the 'holiday' time you would spend on school-related activities?

8   The survey revealed that Admin tasks take up most of an AP/DPs time. This is
        followed closely by Welfare and Discipline functions. How prepared for this were
        you prior to entry in the job? Did you have any training/experience in this area
        prior to the job? Explain what. How have you gained the skills required while in
        the job? Do you have any areas you would like to increase you skills in? How
        would you see this best being done?

9   The 1983 Manchester Study found clear gender divisions in performing AP/DP
        roles. It suggested that men tended to perform more of the administrative,
        financial, timetable, curriculum type duties while women tended to be allocated
        welfare and nurturing roles. How do you view the situation today (in education
        generally and your school situation). Do you think there is a style difference
        between female and male AP/DPs? Are there any constraints on you as a
        woman/man in the performance of your executive duties? Any comments you
        might make on the future (the situation in the next 15 years?)

10   Career aspirations - individual questions based on questionnaire information. Start
        with: In answer to the 'professional ambitions' question in the survey you said
        that..... Can we talk about that?   When you first entered this job, what was your
        career aspiration/plan? Is this still the same? What factors have influenced this
        situation? If aiming for promotion, what aspects of this job are best preparing you
        for promotion? What aspects of this job hinder your prospects of promotion? Can
        you tell me about your promotion strategy?

Assistant Principal
XXXX College
PO Box XXXX
PORIRUA

26 February 1999

Dear Assistant Principal

In 1983 Judith Manchester from the Ministry of Education conducted a survey of all DP/APs in the central region to investigate the representation and roles of females and males in these positions. As part of our M Ed Admin research project, Lynlee Price (AP at Geraldine High School) and Adie Graham (HOD at Havelock North High School) wish to update this information and examine whether any changes may have occurred in light of changing conditions within secondary school education. Attached to this letter is a questionnaire which we are asking you to please complete and return.

Our survey aims to analyse collective data, not individual circumstances. Each response will be treated confidentially; there would be complete anonymity in any report which results from this survey. The response sheets have been coded for this purpose. The research will be supervised by Marian Court. If you have any queries regarding the research, please contact Adie, Lynlee or Marian at the addresses shown at the end of this letter. This research is being undertaken in accordance with the Massey University 'Code of Ethical Conduct'.

In the original study, 202 questionnaires were sent out, and the findings were based on 191 returns. The high level of returns made the study significantly reliable. While we recognise (all too well) the enormous pressure on DP/APs at all times, we would dearly love to manage the same or higher level of return to ensure continued reliability. In this, we are relying on your generosity of time. We have kept the questionnaire as short and simple as possible. If you are able to deal with it quickly right now and pop it in the 'out' tray, we would be enormously grateful. If not, your earliest convenience would be greatly appreciated. Please return the questionnaire by **Monday 15 March 1999** in the envelope provided so we may begin the analysis.

Some of the original questions have been slightly altered to increase the accuracy of data we can use, and a few extra questions have been added to accommodate changes through restructuring. In an effort to reduce your effort and time most responses are 'tick the box'. A space for comment is provided after many questions. We would really value any comments you want to make which expands on your responses, please write as much as you wish.

On the basis of survey findings, we wish to conduct in-depth interviews of eight people, four men and four women. If you are willing to be interviewed, please fill in the final part of the questionnaire so that we may contact you. We are happy to send a summary of findings to all participants who are interested. Please indicate in the appropriate survey box if you would like to accept this offer.

Many thanks for your help at this time. We are hopeful that the findings will be illuminating and useful.

Yours faithfully

Adie Graham	Lynlee Price	Marian Court
Head of Department	Assistant Principal	Senior Lecturer
Havelock North High School	Geraldine High School	Massey University
PO Box 8476	McKenzie Street	Private Bag 11-222
Havelock North	Geraldine	Palmerston North
ph (06) 8778129	(03) 6938623	(06) 3569099
home ph (06) 8774900	(03) 6938847	(06) 3294833

Questionnaire - Representation and Roles of DP/APs

Where boxes are given for responses, please check the appropriate box(es)

Background Information   Code: [   ]

1   Position held

DP	AP

2   Sex

F	M

3   Age

<35	35-40	41-45	46-50	51-55	56-60	>60

4   Ethnicity

NZ Maori	
NZ European	
Other	

Please specify _____

5   Type of School

Co-ed	Boys	Girls

6   School Roll

<500	500-750	751-950	>950

7   Your Academic Profile
     (check all that apply)

Tchg Certificate	Degree	Dip Tchg	Post-Grad Diploma	Masterate

Other Quals: _____

8   Position held prior to this appointment:
     (If HOD, please specify subject area and MU level)

_____

9   Where that position was held:

Same School	Different School

10   Year appointed to present position: [   ]

11   How many DP/AP jobs did you apply for before winning your current position?

[   ]

12   Current teaching load: [/25hrs] or [/30hrs] or [/ hr]

13   Administrative Responsibilities

In O/J box   - Use **O** for tasks for which you have **oversight**
                       - Use **J** for tasks for which you have **joint** responsibility with any other
person.   Leave any which are not part of your job.

In ✓ box   - please indicate with ✓ if you feel this job matches your interests
and skills

Where the task specifies (boys/girls) please delete one if not applicable.

Spaces at the end are for adding other tasks/responsibilities which are not mentioned.

On the scale of 1 → 5, please rate these tasks by how much of your time you feel
they consume; please circle the number. Feel free to comment .

Task	O/J	✓	Low ——————→ High	Comments
Accreditation			1 2 3 4 5	
Assemblies			1 2 3 4 5	
Attestation			1 2 3 4 5	
Buildings/Grounds			1 2 3 4 5	
College of Education Students			1 2 3 4 5	
Curriculum Oversight			1 2 3 4 5	
Discipline (boys/girls)			1 2 3 4 5	
EEO			1 2 3 4 5	
Examination Organisation			1 2 3 4 5	
Guidance Network			1 2 3 4 5	
NZQA liaison			1 2 3 4 5	
Official Returns (MOE, ERO....)			1 2 3 4 5	
Performance Mgt Systems			1 2 3 4 5	
Prize Giving			1 2 3 4 5	
Professional Development			1 2 3 4 5	
Provisionally Registered Tchrs			1 2 3 4 5	
Public Relations			1 2 3 4 5	
Reporting and Assessment			1 2 3 4 5	
Staff Duty Roster			1 2 3 4 5	
Staff Pay Liaison			1 2 3 4 5	
Staff Relief			1 2 3 4 5	
Staff Welfare			1 2 3 4 5	
Student Welfare			1 2 3 4 5	
Testimonials			1 2 3 4 5	
Timetable			1 2 3 4 5	
Uniforms (boys/girls)			1 2 3 4 5	
Unit Standard Reporting			1 2 3 4 5	
			1 2 3 4 5	
			1 2 3 4 5	
			1 2 3 4 5	

14   How many hours in a typical week does it require to execute your job (please estimate how long you spend on school work)

      [   ]

15   What training have you had specifically for your DP/AP position?

      None   [   ]
      In-service (school)   [   ]
      In-service (local)   [   ]
      In-service (national)   [   ]
      On job (by Principal)   [   ]
      Other   [   ]   Specify: _____

16   Please would you fill in the following information which describes the composition of the management team at your school.

Position (Principal/DP/etc)	Male/female	Mgt Units held (in total)	Permanent/Contract/ Fixed Term

17   Please comment if any of the above positions are 'tagged' in any way (eg female only)

      _____

18   How do the lines of accountability operate in your school - ie
      a) Who do you have responsibility for? (eg committees, individuals, departments)

      _____

      b) Who are you responsible to ?   _____

19   What regular meetings do you have (ie with AP, DP, Principal, Management Team)?

      _____

20   How significant a part do you play in these decision-making processes in your school. (please circle)

      Low Significance ⟶ *High Significance*

      a) day-to-day running   [1   2   3   4   5]

      b) Curriculum policy   [1   2   3   4   5]

c) Strategic Planning

| 1 | 2 | 3 | 4 | 5 |

Comment? _____

21   In-school support: whom do you chiefly rely on?

Support Person	✔	*Comment if you wish*
Principal		
Deputy Principal		
Assistant Principal		
Guidance Counsellor		

22   a) Do you have a current job description:

Yes	No

   b) If yes:
      i) what level of input did you have in creating it?

Low	Med	High

      ii) how well does it match your interests and skills?

Low	Med	High

23   To what extent have you been able to shape your job to your own particular strengths.

Very Little ⟶ *Extensive*

| 1 | 2 | 3 | 4 | 5 |

Comment? _____

24   Job satisfaction:

Low	Med	High

25   Is there anything you would like to be doing in your job but are currently unable to do

Yes	No

Comment? _____

26   Which aspects of your job do you MOST enjoy?

_____

_____

27   Which aspects of your job do you LEAST enjoy?

_____

_____

28	What do you consider to be the essential role of someone in your position?

_____

_____

29	What, for you personally, is the most important part of your job?

_____

_____

30	Please list the most noticeable changes in your job during the time you have occupied your current position.

_____

_____

_____

31	Professional ambitions: (please complete)

a) I would like to _____

b) I expect to _____

32	What major considerations would affect your career direction choices (please use as much space as you like with other considerations)

Consideration	✓	Comment if you wish
spouse		
children's education		
extended family		
money		
status/position		
options outside schools		
options outside education		
stress		

33	Do you wish to receive a summary of the survey findings?　　| Yes | No |

34   Are you willing to be interviewed as part of this research project? | Yes | No |
*(If you are willing, anonymity cannot be maintained, but
confidentiality is assured both in the survey and interview reporting. Please
understand that only 8 respondents can be used for interviews from these returns)*

If yes, please supply your name, school and contact below:

Name: _____

School: _____

Preferred contact phone number: ( )   home/school (delete)

Women
in the Teaching Service

This report outlines recent trends in the employment of women in the education sector as compared with men. Early childhood services and primary schools have historically been the domain of women, while the gender balance has been more even in secondary schooling and the tertiary sector. The focus in this report is on the number of women employed in the teaching service, and their position relative to men in terms of tenure, seniority of position, age and salary. Rates of loss and reasons for resignations are also examined. Trends which have characterised the teaching profession in the past[1,2,3] are updated with 1995 and 1996 data.

There has been little movement towards gender equity in the teaching service in the past three years. In 1995 women continued to predominate in the early childhood and primary areas of education, and they were over-represented in part-time positions. Fewer women than men held senior positions, particularly in primary schools. Furthermore, they received, on average, lower salaries than did their male colleagues in equivalent positions or with the same qualifications.

NUMBER OF WOMEN IN THE TEACHING SERVICE

In 1995 there were a total of 62,754 people employed in the teaching service, from early childhood education through to the tertiary sector. In the early childhood sector these were paid staff in kindergartens, playcentres and regular childcare centres, while in the tertiary sector only staff in formal tertiary institutions were included. The majority, 67%, were women. These staff numbers have risen from 60,449 in 1992, of whom 65% were women. This increase in teacher numbers has occurred, in part, as a response to growth in school rolls and improved participation in the early childhood and post-compulsory sectors.

The greater number of women teachers in almost every sector and branch of education in 1995 reflects the overall increase in teaching staff. The largest percentage change occurred at universities where the number of female teaching staff rose 59% between 1992

and 1995. Composite schools recorded the next highest growth in the number of women teachers (30%) during that three year period, but with a total teaching staff of 995 the numbers involved here were relatively small (Table 1, Figure 1).

TENURE

Early Childhood Centres

Early childhood centres have traditionally employed predominantly female staff. As evident in

Table 1: Number of staff in the teaching service, 1992 and 1995

	1992		1995		% Change 1992 to 1995	
	Female	Male	Female	Male	Female	Male
Early Childhood*	7321	162	8804	106	20.3	-34.6
Schools						
Primary	17460	4953	17474	4576	0.1	-7.6
Composite	492	327	638	357	29.7	9.2
Secondary	8445	8104	8445	7396	0.0	-8.7
Correspondence	328	108	351	112	7.0	3.7
Special	555	98	527	94	-5.0	-4.1
Tertiary						
Colleges of Education	397	263	435	218	9.6	-17.1
Polytechnics	3301	3614	3611	3581	9.4	-0.9
Universities	1172	3349	1865	4108	59.1	22.7
Wananga			35	21		
Total	39471	20978	42185	20569	6.9	-1.9

* Includes paid staff in kindergartens, playcentres and regular childcare centres

MINISTRY OF EDUCATION Te Tahuhu o te Matauranga

WOMEN in the TEACHING SERVICE

Figure 3: Number of teaching staff at tertiary institutions by branch, gender and tenure, July 1995

men (33%) teaching in colleges of education, equal representation in polytechnics (50%) and a marked under-representation among university staff (31% female, 69% male).

Most (63%) tertiary teaching staff were employed full time, although again the pattern differed across branches. There were proportionally more full-time employees in colleges of education (83%) and universities (70%), but closer to equal proportions (55%) at polytechnics. Women (47%) were more likely to be working part time than were men (30%) in all tertiary branches, but particularly so in polytechnics where more than half of the female staff were in part-time positions compared with over a third of their male colleagues. There has been a slight decrease in the proportion of full-time positions (3%) between 1992 and 1995, accompanied by an equivalent increase in part-time jobs.
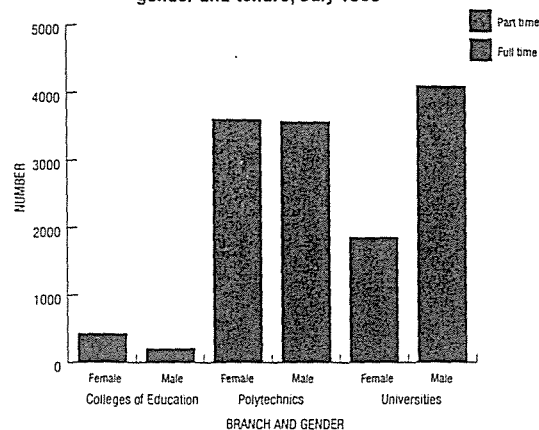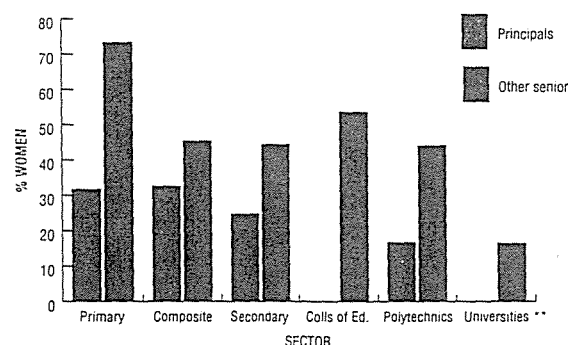
Table 3: Number of principals/chief executives and other senior positions by sector and gender, 1995 and 1996*

	Principals/Chief Executives		Other Senior Positions	
	Female	Male	Female	Male
Primary	682	1467	2811	1020
Composite	14	29	99	119
Secondary	77	235	2658	3323
Colleges of Education	0	5	151	131
Polytechnics	4	20	634	804
Universities **	0	7	512	2591

* Data for the school sector are at March 1996; tertiary sector are at July 1995

** Vice Chancellors

LEVEL OF POSITION HELD

Principals and Chief Executives

Women remained under-represented in senior positions in the school sector in 1996 (Table 3, Figure 4), thus maintaining the situation reported in 1992[2]. The imbalance was evident in both primary and secondary schools, but was most pronounced in the former where only 32% of primary school principals were female despite the fact that women comprise 76% of the regular teaching staff in these schools.

Similarly in the secondary service, the proportion of female principals was 25% although 47% of all regular secondary teachers were women. Moreover, most women who were secondary school principals were located at state and state-integrated girls schools (61%), while there were only two female principals at equivalent boys schools. At co-educational schools, a mere 13% of principals were female. The situation has improved only slightly since 1992, with little movement of wom-

Figure 4: Proportion of women among principals and other senior positions by sector, 1995 and 1996*

* Data for the school sector are at March 1996; tertiary sector are at July 1995

** Vice Chancellor

What to check for in the pilot questionnaire run.

Letter:

- grammar/spelling/word flow
- order of information
- necessary information which is left out
- information which could be left out (to reduce time in reading)
- does it make the respondent want to help?
- how could it motivate the respondent further to fill it in with some depth?

Questionnaire:

- ambiguous questions
- unclear wording in questions
- sensitive questions
- awkward wording
- frustration in questions
- questions which illicit responses other than those intended
- length - feedback please
- any "too hards"
- any questions which respondents feel naturally flow but have been left out
- sequence of questions - do we need to change the order or put in sub-headings?
- biased or loaded questions

Lynlee, it may be worth asking your guinea pigs what they suspect we are trying to establish as a way of checking for obvious bias in questions. Only useful though if they have not discussed the project with you before use as a pilot respondent.

Idea:

How do you feel about taking the questionnaire to your maths source and asking them about input and possible data input programmes. Have put some ideas re data entry on the right side of the copy I have written all over. Don't hesitate to phone or email me with changes or corrections which you notice prior to test run - I can easily change and send you a copy quickly. I'll talk with Steve about attached documents through our email as soon as school starts again. Perhaps I should put a copy on disk with this mailing so at least you can access an IBM machine and make changes straight away??? - as you can see, as usual I'm thinking as I write.

Sample of Survey Questionnaire Checking

```
To: "L.A. & J.C. Price" <Priceless-jl@clear.net.nz>
From: Adie Graham <ad@hnhs.school.nz>
Subject: Re: Survey Response
Cc:
Bcc:
Attached:

At 22:26 12/10/98 +1300, you wrote:
>Dear Adie,
>
>Here I go again.  THREE IN ONE DAY WAS A REAL NBONUS!I have just got back from talking
with Mike and I
>thought that I would get this down on paper as soon as possible.  I
>figured I might as well put it straight into the machine.  That way I
>only have to do it once.
>
>So here goes.
>
>Mike thought that we are on the right track YEHAA and that this should give us
>the kind of information that we want.  He also felt that in view of the
>fact that we are only likely to be dealing with 200 responses we might as
>well do the data input by hand.  He felt that it would take more effort
>to set up a programme than it would be worth.THAT'S INTERESTING - I SUSPECT HE MIGHT BE
RIGHT BUT DO NOT FANCY DOING THESE ROTTEN CHI-SQUARES!!
>
>Anyway here are some of his comments, and of course we can do what we
>like with them.
>
>Q3 the > sign needs to be before the number and not after it.  TRUE - TRUST A MATHS NUT
TO PICK THAT UP! This
>applies to Q5 as well. OKAY Also he suggests that we keep the greater number
>of age differentials. OKAY He says it will make later analysis easier, not
>more difficult.
>
>Q13  Official returns needs to include NZQA or otherwise there needs to
>be another category that states Responsibility for liaison with NZQA.YEP, AT THE TIME I
THOUGHT I'D DONE THE EXTRA CATEGORY OR IT CAME IN ELSEWHERE - I PROBABLY THOUGHT ABOUT IT
BUT DIDN'T DO IT
>
>We also might like to get respondents to circle the appropriate number. GOOD IDEA, KEEPS
IT TO 5 CATEGORIES THEN
>Mike says that will make input a lot easier for us later.  Less liklihood
>of misunderstanding.  Putting the crosses like they are at the moment is
>a bit confusing, not so much ofr them as for us later on.
>
>Although this question still looks a bit complex, his response was that
>once we've got the responses we should be able to get it down to about 5
>- 8 categories for input.  For example:  internal administration,
>external administration, Student related, staff related, plant related,
>Public relations.  In this way the overall information should not be too
>unmaneagable. THAT'S WHAT WE ARE AIMING FOR!
>
>Q15  Difficult to understand what is actually being asked.  Should we
>give an example ie GHS Principal, DP, AP and Cousellor.  Or perhaps ask
>the question, who attends morning admin meeting?  Should we add Fixed
>Term to the categories in the final column.  While the answers might be a
>bit messy he thought that it would be pretty straight forward to plot.GOOD POINT - HOW
ABOUT FINDING OUT IF THE TEST PILOTS DDO THIS WITHOUT ISSUE - I THINK FIXED TERM WOULD BE
GOOD (HAD THOUGHT IT WAS COVERED BY CONTRACT BUT MOST UNDERSTAND FIXED TERM MORE)
>
>Q17  Difficult.  Can we reword and ask something along the lines of Who
>do you have overall responsibilty for?  What committees do you have
>responsibility for? NO PROBLEM
>
>Q19  Please circle OKAY
>
>Q23  Could have five categories to be consistent with the other
>questions.  Also likely to make final analysis a bit easier.  Circe them.OKAY>
>Q24 and Q25  Could these two questions be lined up to make them easier
>for the respondents to answer.  ie  Which aspects of your job do you MOST
>enjoy?
>Which aspects of your job do you LEAST enjoy? NO PROBLEM
>
```

How did the other feel?

L.A. & J.C. Price, 08:10 13/10/98 +0, Re: Survey Response

>Q28 What, for you personally, is the most impoertant part of your job?OK
>
>A lot of these questions will be dependent upon the answers to Qs 1-12.
>Might like to think about how we are going to separate the responses.
>Divide into piles of AP and DP, then Male and Female, then school type,
>then size of school. Going through by hand get a much better feel for
>what is coming through. First 15 might be difficult, but after that
>should be quite straight forward. Probably going to be easier to put in
>piles and look at from there than to have to develop a programme to try
>to pull out information. More time setting it up than the responses
>deserve.
>
>Good not to have too many lines for them to respond on. Will get
>relatively concise responses that way.
>
>This really looks pretty good, was his overall comment and he looks
>forward to seeing what kind of responses we get. He said that he could
>see none of the typical "what did you have for breakfast?" types of
>questions. Well done.GREAT
>
>Okay - how's that for an initial feedback. I thought it was quite
>helpful. AGREED But I also said that I would wait and see what Karen and Bob
>(the two guinea pigs) have to say before we do anything to it at all.
>After all their experience might be quite different from Mike's.WELL DONE LYNLEE WE ARE
ON THE SAME TRACK
>
>So will be in contact again on Wednesday. Take care.LOOK FORWARD TO IT - I WON'T MAKE
ANY ALTERATIONS TILL THEN SO WE HAVE THE BENEFIT OF MORE RESPONSES.

THANKS HEAPS FOR ALL YOUR EFFORT - I'LL PRINT THESE EMAILS FOR MY RECORD
>
>Cheers
>
>Lynlee
>

Douglas Table 5 - 18 DP Tasks

Deputise for Principal
Daily Administration
Discipline
Timetable/classroom allocation
Term Programme
Year/term beginning/ending
Assemblies
Professional Development
Staff Appraisal
Exam Timetable
Uniform
Curriculum committee
Daily Staff Briefing
Teacher Trainees
Induction of New Staff/List A
Teaching
Report system
Property Management

Hartzell et al 20 DP/AP Tasks

Discipline
Administration of school policies
Evaluation of teachers
Student attendance
Special Arrangemets
Graduation activities
Emergency arrangements
Building use - school related
New student orientation programme
Student assemblies
Teacher duty rosters
Administrative representative
School master schedule
School dances
Instructional methods
Orientation programmes for new teachers
Faculty meetings
Substitute teachers
School calendars
Curriculum development

Kelly 22 DP/AP Tasks

Deputise for Principal
Student programming
Discipline
Attendance
Alternate education programme
Locks
Lockers and keys
Cocurricular programme
Student Council
Building Supervision
Textbook rental
Parking
Fire Drills
School pictures
Graduation
Public address announcements
Awards
Supplies
Support staff
Exam Scheduling/supervision
Junior High promotion
Report cards

SPAC Workload Survey of Senior Administrators in Secondary and Area Schools

Work Related Activities

The times spent working between midnight Sunday 9th March and midnight Sunday 16th March on each of the following activities were:

Activity	Average Hours	Proportion of Workload
General Administration Activities	13.53	22.6%
Scheduled classroom teaching	8.73	14.6%
Student Discipline (outside timetable classes)	4.68	7.8%
School meetings	4.10	6.9%
Preparation for class teaching	3.59	6.0%
Counselling/pastoral activities	3.55	5.9%
Marking, assessment and reports	3.14	5.2%
"Other" activities	3.11	5.2%
Extracurricular/sport	2.69	4.5%
Contact with parents and community	2.32	3.9%
Organising day/class relief	2.14	2.0%
Professional development(other than frameworks-related)	1.22	1.7%
Contact with BOT	0.99	1.6%
Staff appraisal	0.97	1.5%
Class relief cover	0.88	1.4%
Fund raising	0.83	1.3%
Contact with outside education agencies	0.75	1.1%
Marketing the school	0.64	0.9%
Contact with social agencies	0.55	0.9%
Implementing assessment frameworks	0.51	0.9%
Professional development related to frameworks	0.42	0.7%
Implement Curriculum frameworks	0.36	0.6%

Average Total   *59.82 hours(59.34 for AP/SM, 60.49 hours for DP)*

Sample of the process used on 1999 results to provide a comparison with 1983 results.

Type of School	Position Held	Sex	Administration	Welfare	Curricilum	Discipline	PMS
			8	2	1	2	3
			9	(5)	2	1	(3)
		Male – Boys.					
			3	2	.2	2	.2
			5	2	2	2	2
			6	2	0	-2	-3
			7	.1	(1)	.1	.4
			7	.3	.1	2 High	.5
			(7)	.3	2	1 (2)	-2
			8	.0	-2	.0	(2)
			8	-1	2	.0	-5
			10	2	.0	.2	-2
			10	.3	.0	-2	-5
		3 – 11	11	0 – 3	0 - 2	2 0 - 2	2 2 - 5

Co-ed

AP

Fem

			3	.3	.0	-2	.8
			3	.8	1	.2	1
			4	.2	1	.1	.4
			4	.3	2	.1	1
			5	.3	.0	.2	2
			5	.3	.0	2	2

Handwritten annotations: Normal Dist. Discipline is high. PMS slightly lower. Range of welfare on low side (no one over 2/3) & mod. to low. DP – Male boy's. AN = Admin. Welfare Curric. PMS. High = Disc. Female. UP.

Tuesday, 11 May 1999

Type of School	Position Held	Sex	Administration	Welfare	Curriculum	Discipline	PMS
			5	4	6	2	1
			5	4	1	2	2
			5	4	2	2	3
			5	5	1	2	4
			5	6	2	2	2
			6		1	2	2
			6	3	2	2	6
			6	6	2	2	1
			6	4	2	2	5
			6	6	1	2	6
			6	6	2	2	3
			7	3	1	2	2
			7	3	2	1	2
			7	4	2	2	3
			8	3	6	2	4
			8	3	1	2	1
			8	3	2	2	3
			8	6	2	2	2
			9	4	1	2	4
			13	5	3	2	5
		Male	13	8	2	2	5
			4	4	6	1	6
			5	1	6	1	2

Tuesday, 11 May 1999

Sample of the process used on 1983 results to provide a comparison with 1999 results

Table 8 : Question 9 : Administrative responsibilities (check list)
Question 10 : Other responsibilities (responders wrote in). : Number of new categories

	D. P. s					S. M. s			
	Male Co-ed	Male Girls	Male Boys	Female Co-ed	Female Girls	Female Co-ed	Female Girls	Male Co-ed	Male Girls
Total	20→36 57	3-4 6	13 16	4-5 8	56 12	16→28 48	5% 11	50 12	34 7
(D) *Discipline	H 48 H	A 5 H	H 13 H	H 7 H	H 9 H	H 39 H	A 6	H 10	L 2 L
D. *Uniforms	H 41 H	1 L	8 A	6 H	6 A	40	A 5	7 A	L
A. *Exams (internal)	43 H	4 A	9 A	5 A	7 A	4 L	6 H	4 L	1 L
A *Assemblies	A 43 H	L 3 A	L 12 H	L 4 A	L 7 A	L 12 L	L 3 L	L 3 L	L 4 A
A. A.Duties-Staff	39 H	4 A	12 H	4 A	7 A	12 L	3 L	4 L	2 L
A *Relief	41 H	5 H	10 H	3 L	7 A	8 L	3 L	5 A	2 L
A.) *Buildings)	26 A	2 L	6 L	3 L	1 L	-	-	1 L	2 L
A / *Grounds)	25 A	-	6 L	1 L	5 A	2 L	-	3 L	4 A
W *Attendance	L -	- L	- L	- A	- A	A 7 L	- L	1 L	- L
A *Timetable	43 H	2 L	6 L	5 A	4 L	3 L	3 L	4 L	2 L
P *In Service	17 L	1 L	5 L	2 L	4 L	11 L	4 L	5 A	3 L
A (P) *Social Function	6 L	1 L	4 L	1 L	1 L	14 L	2 L	1 L	-
W *Staff Welfare	19 L	3 A	13 H	7 H	7 A	24 A	6 A	1 L	2 L
W *Guidance network	15 L	1 L	4 L	6 H	5 A	20 A	6 A	6 A	2 L
A *Host/Hostess	5 L	-	6 L	3 L	2 L	21 A	3 L	-	-
W *List A Teacher	18 L	4 A	3 A	2 L	5 A	20 A	2 L	6 A	4 A
A *Public Relations	9 L	-	6 L	4 A	1 L	12 L	2 L	2 L	-
A *Furniture	25 H	1 L	6 L	1 L	3 L	-	1 L	1 L	3 A
A *Returns - Dept	23 H	5 H	7 A	3 L	7 A	9 L	3 L	3 L	1 L
	20 H	-	7 A	4 A	4 L	15 L	3 L	2 L	1 L
A Exam Entries	-	3 A	-	-	-	2 L	3 L	-	3 A
NR *Boarding Dept	-	-	4 L	-	-	-	-	-	-
W Health	-	- L	-	-	-	12 L	-	-	-

Coding for the Interview Analysis

7 dominant themes (as per the literature review)

Read through the literature review before starting to code

1   **Ragbag Nature of responsibilities** of the job (cross reference the appendices of lit review)

- Never having full attention on one thing
- all over the place - differing demands and continual prioritising
- dealing with what comes along/through the door
- carrying several tasks at the same time
- quickly changing nature from one thing to another

2   **Job Satisfaction - things most/least enjoyed; unpredictability**

Motivators:
- Importance of teaching
- contact with kids
- positive contacts with people
- little things that mean so much
- knowing you make a difference
- completing jobs
- improving teaching and learning
- projects
- being valued

Demotivators:
- MOE intervention
- exploitation of our 'caring' nature
- lack of time
- fragmentation

3 Job Descriptions - nature of/ job ambiguity/ personal interests

- "What has to be done"
- matching of interests and responsibilities
- construction of Management team
- who decides
- being dumped on

4 Changing nature of the Role - internal/external, complexity, increased workload

- Curriculum
- NZQA/Assessment
- Achievement 2001
- MOE demands (PMS, Professional Standards)
- Bulk-funding
- Single sex to Co-ed
- Form 1-7
- Integration
- New Right Philosophies
- Management team structure
- Tomorrow's Schools (BOT), parental involvement, policy development
- Changing clientele needs (welfare)

5 Career Patterns - preparation for principalship

- networks
- mentors
- referees
- movement sideways and downwards
- family commitments
- DP as better 'training' for principalship?
- training for the job as AP/DP (mostly initiated and done by the individual rather than the school or system?)
- 'Costs' of career mobility

6   Teamwork - autonomy/ lack of autonomy

- management structures
- perceived or real autonomy
- school-wide autonomy?
- committees
- political issues and agendas
- levels of collaboration
- decision-making procedures

7   Gender - barriers to women/men. Women/men's career aspirations

8   Points of interest not already covered (the 8th/9th themes emerging which are different from those identified in the overseas experience)

- little school/big school
- BoT?
- Decile rating?
- Special character of the school

Categories used for Analysis (Most Important Part)

1983

Administration:
- Smooth running
- School routines
- Organisation
- Day to day running
- Establishing administrative framework
- Co-ordinator

Interpersonal:
- Climate/morale
- Harmonious working relationships
- Sounding board/listening
- Communication
- Relating to people
- Diplomat/peacemaker
- Liaison between staff and pupils
- Support teacher/pupil
- Trouble shooter

Policy Making:
- Innovator
- Planner
- Development of long term policy
- Ideas man
- Initiating systems
- School development

1999

Administration
- Admin/management functions
- Ticking over

Interpersonal:
- Student welfare
- Staff support/dependability
- Dealing with people

Policy Making:
- Curriculum oversight/PMS

Leadership
- Role model/promoting standards
- Professional leader/development

Teaching and Learning
- Effective use of resources for student outcomes

Categories used for Analysis (Essential Role)

1983
Administration:
- Smooth running
- School routines
- Organisation
- Day to day running
- Establishing administrative framework
- Co-ordinator

Interpersonal:
- Climate/morale
- Harmonious working relationships
- Sounding board/listening
- Communication
- Relating to people
- Diplomat/peacemaker
- Liaison between staff and pupils
- Support teacher/pupil
- Trouble shooter

Policy Making:
- Innovator
- Planner
- Development of long term policy
- Ideas man
- Initiating systems
- School development

1999
Administration:
- Effective
- Ticking over

Interpersonal:
- Approachable
- Listener
- Support staff
- Community liaison/awareness

Support Principal/Teamwork
- Support principal
- Facilitator
- Teamwork

Discipline:
- Discipline

Policy Making:
- Curriculum oversight
- Professional leader
- Informed
- Ideas

Teaching/learning:
- Teaching
- Supporting learning
- Supporting students
- Role model