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INSTRUCTIONAL LEADERSHIP
AS PERCEIVED BY PRINCIPALS
OF 3-7 TEACHER SCHOOLS

A thesis presented in partial fulfilment
of the requirements for the degree
of Master of Education at
Massey University

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My wife, Beverley: may she now experience that "light at the end of the tunnel".

ABSTRACT

The major objective of this study was to determine the match/mismatch between the ideal and the actual role of Instructional Leadership as perceived by a group of Teaching Principals (N=10) of 3-7 Teacher Schools.

Instructional Leadership is one of the major components of the principal's role and involves influencing the work of another teacher in order to improve the perceived effectiveness of the teaching-learning experience.

Teaching Principals of 3-7 Teacher Schools were chosen for the purposes of this study because these schools are an important component of the New Zealand education system, especially as falling rolls, changes in staffing ratios, and integration of private schools have increased both the proportion, and the total number, of these schools.

Very little research has been carried out into the actual role of a Teaching Principal. Most of the literature on the role of a principal assumes that all principals are without the responsibility for an actual class. Teaching Principals have a dual role because, while Teaching Principals have been appointed as "Principal", they have the full time responsibility for a group of children.

This study utilized semi-structured interviews to determine the perceptions of the Teaching Principals, and questionnaires to determine the perceptions of selected teachers in the Teaching Principals' schools. No observational or experimental interventions were attempted.

Each of the Teaching Principals had experienced some kind of course or training in educational administration, however minimal. Some of the Teaching Principals expressed doubts as to the relevance of these courses or training to their present positions.

The Teaching Principals perceived their role as both principal and teacher, and felt that they were unable to provide the standard and extent of Instructional Leadership that their position required because of the lack of sufficient time resulting from involvement in full time teaching, administrative tasks and continual interruptions by visitors.

Although the teachers were generally satisfied with the Instructional Leadership provided, there were differences in perception between the Teaching Principals and the teachers, with the teachers concentrating on the Teaching Principal's role as a facilitator and supporter. The teachers also placed greater emphasis upon help provided by other teachers.

There were also some differences in perception between the Teaching Principals and teachers of the smaller schools and those of the larger schools. The latter schools appeared to be more formal with syndicates being the major organizational focus.

While there was seen to be a need for more assistance with courses and training and the provision of extra professional and non-professional staffing to enable Teaching Principals to carry out their role as Instructional Leaders, the position of Teaching Principal was seen as providing definite advantages for Instructional Leadership. As classroom teachers, the Teaching Principals possessed a close identification with other staff members, and this gave credibility to their advice and guidance, as well as providing a practical example of class teaching.

By utilizing the advantages of their position Teaching Principals can provide worthwhile Instructional Leadership, which will ultimately benefit the children in their schools.

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1 THE PROBLEM AND ITS SETTING

"Correction and instruction must both work
Ere this rude beast will profit."

Measure for Measure 3.02.32-33.

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CHAPTER ONE

THE PROBLEM AND ITS SETTING

1:1 INTRODUCTION

SIGNIFICANCE OF THE STUDY

Primary schools staffed by three to seven teachers are an important component of the New Zealand education system, and were chosen for the purposes of this study, and previous work by the writer, because these schools are viewed as forming an important coherent group of schools with common problems.

The importance of 3-7 Teacher Schools is demonstrated by the fact that many principals of large schools, and holders of senior positions in the education service, have held positions as Teaching Principals during their early teaching service. The writer considers that this pattern is liable to continue in the foreseeable future, and consequently the attitudes and skills that Teaching Principals develop in these schools will determine their success, or otherwise, in their future positions.

Since reaching a peak of 525 323 in 1975 (Department of Education, 1982c, p6), primary school rolls have fallen, and this decline is expected to continue to fall to an estimated total primary school roll of 363 000 in 1990 (New Zealand Educational Institute, 1983d, p2) (1). While this decline in roll numbers has led to a fall in staffing in various schools, and the closure of many small schools, especially those in rural areas, the available statistics show that 3-7 Teacher Schools are increasing both in total number, and as a proportion of all state primary schools. (Appendix Three, p184).

These falling rolls are bringing more schools down into this group and, more importantly, they are also causing a geographical redistribution of the phenomenon as more urban schools are coming into this group.

Four other factors have been important causes of the increase in the number of 3-7 Teacher Schools. First, the translation of some High Schools into Form One to Seven Schools, with the consequent loss of the Form One and Two children from the associated primary schools, has often been enough to change the principal's status in the associated primary schools to that of a Teaching Principal.

Secondly, changes in the ratio of teachers to pupils, especially since 1979, have brought more smaller schools into the three to seven teacher

(1) Hereafter the full title of this item will be contracted to NZEI.

range, and have stabilized the staffing. In 1980 the first stage of the implementation of the 1:25 teacher/pupil ratio was completed in all full primary schools with rolls of up to 90. At the beginning of 1981 those full primary schools with rolls ranging from 91 to 150, and also all contributing primary schools with rolls of less than 151, were placed on the 1:25 staffing schedule (Department of Education, 1981, p6).

TABLE I

<u>CHANGES IN STAFFING RATIOS OF 3-7 TEACHER SCHOOLS</u>						
<u>SCHOOL</u>		<u>NUMBER</u> <u>OF</u>	<u>ROLL</u> <u>RANGE</u>	<u>ROLL</u> <u>RANGE</u>		<u>ROLL</u> <u>RANGE</u>
<u>GRADE</u>	<u>GROUP</u>	<u>TEACHERS</u>	<u>1972</u>	<u>1980</u>		<u>1981</u>
				<u>FULL</u>	<u>CONTRIB.</u>	
IVA	2	3	61- 90	51- 75	61- 90	51- 75
IVB	2	4	91-120	91-120	91-120	76-100
IVC	2	5	121-155	121-155	121-155	101-125
VA	3	6	156-195	156-195	156-195	126-195
VB	3	7	196-230	196-230	196-230	196-230

Thirdly, further changes in the staffing entitlements were introduced in 1983. The teacher entitlements for both full and contributing primary schools are now determined by the grading roll. This grading roll is calculated from the previous year's 1 July total roll, plus one quarter of the first year infant roll.

Fourthly, since the integration of the first two Catholic primary schools at the beginning of the third term 1979, (Department of Education, 1980, p33), 197 private primary schools have been integrated into the state education system up to July 1983 (The New Zealand Education Gazette, 1979-1983) (2). 127 of these schools, or 64.5%, are schools with three to seven teachers.

TABLE II

<u>INTEGRATED PRIMARY SCHOOLS (TO JULY 1983)</u>		
	<u>NUMBER</u>	<u>PERCENTAGE</u>
ONE TO TWO TEACHERS	10	5.0
THREE TO SEVEN TEACHERS	127	64.5
OVER SEVEN TEACHERS	60	30.5
TOTAL	197	100.0

(2) Hereafter the full title of this item will be contracted to Education Gazette.

The principals of 3-7 Teacher Schools are in an anomalous position, for while they have been appointed as "Principal" they are usually fully occupied in teaching their own class during the time that they should be carrying out the major aspect of the principal's role, that of Instructional Leadership as is fully discussed in Chapter 2:1, p42-48.

This study concerns a group of Teaching Principals and their perceptions of Instructional Leadership.

ORGANIZATION OF THE REMAINDER OF THE STUDY

In the remainder of this chapter, the researcher considers the problem and its setting in two different ways, each of which has been designed to complement the other.

In Chapter 1:2 the researcher considers the problem, and its setting, in the form of a description of a day in the life of a Teaching Principal. Although Bob, the Teaching Principal, is a fictional character, all the incidents related are actual incidents that have happened to different Teaching Principals at various times. While some minor details have been changed to make a coherent whole, the substance of each incident remains the same.

In Chapter 1:3 the researcher considers the problem, and its setting, in a more formal manner: stating the problem and the various subproblems within the delimitations of the study, and providing the researcher's definition of Instructional Leadership, which has been summarized from official and theoretical literature, as well as practical experiences.

In Chapter Two the researcher provides a background for the actual research study.

In Chapter 2:1 the researcher reviews the related literature, commencing with the definition of a New Zealand primary principal, and then looks at all principals, before focussing on New Zealand Primary Teaching Principals. In addition, the researcher looks at Instructional Leadership, and the differences in perception between principals and teachers as to what happens in schools.

In Chapter 2:2 the researcher provides a summary of the various courses in educational administration that are available in New Zealand, and in particular those that are suitable for Teaching Principals. Further details about University and ASTU courses are set out in Appendix Thirteen (p205).

In Chapter Three the researcher discusses the methodology used in this study.

In Chapter 3:1 the researcher introduces the actual study by summarizing the pilot study that took place during 1982 when five Teaching Principals were interviewed about their perception of Instructional Leadership.

In Chapter 3:2 the researcher looks at the teachers who are Teaching Principals of 3-7 Teacher Schools, and the composition of these schools. The two selected groups for this study, the Teaching Principals and the teachers, are described along with the study's introductory approach.

In Chapter 3:3 the researcher concentrates on the actual research methodology used with the participating Teaching Principals, details the collection procedure, and describes their response data and its initial treatment.

In Chapter 3:4 the researcher concentrates on the actual research methodology used with the teachers of these schools, details the collection procedure, and describes their response data and its initial treatment.

In Chapter Four the researcher sets out the results to the six subproblems, utilizing the Teaching Principals' transcripts and the teachers' questionnaires.

In Chapter 4:1 the researcher introduces the results of the interviews with the Teaching Principals, and looks at both their teaching patterns and backgrounds.

In Chapter 4:2 the researcher gives the results to the first subproblem, in which the researcher considers the Teaching Principals' perceptions of the role of Teaching Principals and of Instructional Leadership.

In Chapter 4:3 the researcher gives the results to the second subproblem, in which the researcher considers the types of preparation in educational administration that these Teaching Principals have experienced and their perceptions of the usefulness of this preparation to their present situation as Teaching Principals.

In Chapter 4:4 the researcher gives the results to the third subproblem, in which the researcher considers the perceptions of these Teaching Principals as to the actual role of Instructional Leadership as carried out in their schools and the advantages and disadvantages of the position

of Teaching Principal for Instructional Leadership.

In Chapter 4:5 the researcher introduces the results of the Teacher Questionnaires and gives the results to the fourth subproblem. First of all, the researcher looks at the length of the teachers' teaching service in small schools, and then looks at how well the teachers know their Teaching Principal, and what they perceive to be the job of the Teaching Principal in their school. Finally, the researcher looks at the match/mismatch of the perceptions of the Teaching Principals and the teachers as to the role of the Teaching Principal as Instructional Leader.

In Chapter 4:6 the researcher gives the results to the fifth subproblem, in which the researcher considers the teachers' perception of the frequency of the methods used to lead the staff and influence decision making, the frequency of the methods used to help them personally to do their jobs, and the effectiveness of these methods. The researcher also looks at the teachers' perception of the frequency with which they would approach various people for assistance with both subject areas and children, and the teachers' perception of the advantages and disadvantages of teaching in a school that has a Teaching Principal. Finally, the researcher looks at the match/mismatch of the perceptions of the Teaching Principals and the teachers as to how effectively, and by whom, Instructional Leadership is being supplied within the school.

In Chapter 4:7 the researcher gives the results to the sixth subproblem, in which the researcher looks at the differences in perception of the Instructional Leadership role held by both Teaching Principals and teachers of smaller schools and those of the larger schools, and possible causal factors.

In Chapter Five the researcher provides a discussion of the results and a summary, the conclusions and the recommendations, as well as a special tailpiece.

In Chapter 5:1 the researcher discusses the results of the study, and then summarizes these results.

In Chapter 5:2 the researcher sets out the conclusions and various recommendations.

In Chapter 5:3 the researcher provides an appropriate tailpiece taken from the end of one of the interviews during the pilot study.

The study concludes with relevant appendices and the bibliography.

1:2 THE PROBLEM AND ITS SETTING (1)A DAY IN THE LIFE OF A TEACHING PRINCIPAL

"I just don't know!" murmured Bob, as he unlocked the front door of the school. "I just don't know!"

The previous day, Bob had been at an NZEI meeting, which had been held to discuss the reports scheduled for presentation at the Annual General Meeting in Wellington next month. He had left school almost immediately at three o'clock, so that he could get there before the meeting started. He was on the Committee of Management of the NZEI, and he had been asked to present one of the reports for discussion by the meeting. As he walked in the door he had been greeted by one of the principals, who said, "We had a very interesting meeting today at the Principals' Association. You really should make an effort to come. You're the only principal in this area who doesn't come."

Bob remembered that he had swallowed the first answer that had hovered on the tip of his tongue and instead he had muttered something rather noncommittal in reply.

"I just don't know!" he said, as he paused outside of his office, glancing down the corridor to his room. "I just can't see how I could justify dashing off to a meeting once a month during school time. I can't leave my children unattended. Who's going to supervise them - the teacher next door? Both of them have got their own children to look after."

He looked down to his classroom again. He was very conscious that he had not prepared his day's work and he remembered that he had promised Terry that he would print some blank maps for his group's project in Social Studies. He shook his head and unlocked his office door and, as he did so, his glance fell upon the pile of exercise books on his desk. He had asked the Form One/Standard Four teacher to leave them there so that he could look through them.

"Oh well, first things first", he thought. "At least I got here early today. It'll be another half an hour before the first bus arrives, so let's get on with it."

He had nearly completed the pile of books when he heard hurrying footsteps coming up the corridor towards the office. Miss Jones burst into the office and glared angrily at him. "A window in my room has been broken again. What are you going to do about it!"

After placating Miss Jones, Bob walked down to look at the window, and after ensuring that no further damage had been done, he returned to his office. He sat down at his desk, and thought, "Now, if I can catch Bill before he goes to town, I'll get him to bring back a pane of glass and we'll get it in tonight. It's happened so often recently that I won't even have to measure it." After three telephone calls, he finally contacted a School Committee member who thought he would probably be going to town and agreed to call in after tea with the pane of glass.

"Morning, Sir."

"Morning, Tai."

"Morning, Sir."

"Morning, Terry."

He sighed and then headed down to his room where a small group of children were waiting for him. He sent some of the children to find the spirit duplicator, and, as he turned to listen to some of the children, the telephone rang.

"Good morning, Matauranga School."

"Yes, I am sending out a newsletter today."

"Yes, I'll put a notice in the newsletter about the start of badminton."

"Yes, if you send it with the children today, I'll make sure that it is included."

"Yes, that's quite alright."

"Yes, goodbye."

Someone had to answer the phone, he thought, as he headed back to his room again. Mrs Oliver, the School Secretary, did not arrive until 9.00am, officially, although she usually got to school well before that time.

When he arrived, the children had the spirit duplicator ready and were trying to find the old stencil they had used last time. He pulled the stencil out of the cupboard and printed off the required number, told the children to return it to Room One, and started on his blackboards.

"Excuse me, but the Board Property Supervisor is here."

It was Mrs Oliver. He grimaced to himself and nodded to Mrs Oliver.

"Good morning, Mrs Oliver - look I'll be there in a minute. I've got a newsletter to go out today, but I'll give that to you later." Turning to the children he said, "Look Deidre, you're in charge this week. When the bell goes, get the children into their Buzz Groups, and then they can report back. After that's finished, each group can start on the next page of their Maths' book. I'll see them all when I come back."

He strode out towards the office, grabbed the Repairs Notebook, and hurried out to find the Property Supervisor. He thought, "This time I might be able to get something done about the outside toilets. I'll try that before I discuss the more mundane things that are in the book."

After half an hour, he said goodbye to the Property Supervisor, and headed for the office. He picked up his draft of the newsletter.

"Morning, Mrs Oliver. It's been one of those days already. Has Frank or Rene given you a note about badminton?" When Mrs Oliver shook her head, he went on. "Would you mind going down and seeing who's got it? If they haven't got it, could you please ring their Mother as I want that notice to go out today."

He looked at the pile of library books on her desk. "When you've finished, go on with those library books. I've got some new pages for the scheme, but the teachers have been asking when they can use the new Social Studies' books. Oh well, first things first!"

He headed back to his room where he was met by a chorus of, "Sir! Sir! Come and help us, please Sir!" He continued working with the children - mathematics, writing for the group who still needed help, and checking through most of last week's spelling lists. The telephone rang continually throughout the morning, but luckily Mrs Oliver was there to answer it, and she always tried to shield him from unnecessary callers.

The bell rang, and he smiled. "Ah, morning tea!" He headed for the office, checked and signed the stencil for the newsletter, grabbed the exercise books off his office desk, and went down to the staffroom. Balancing a cup of tea in one hand, he gave the exercise books back to the Form One/Standard Four teacher and made some general comments about the books. He wished that he had had enough time to look at the books more carefully, so that he could be a little more helpful.

The bell disturbed his thoughts again and he headed back to his room where the children were already working in their reading groups. He walked round the various groups, glanced quickly over their work and

then settled down with William. He picked up the special reading work that William had been doing at home with his parents' help, and went through it with him.

"Excuse me, but there's someone on the telephone who says he must speak to the principal", said Mrs Oliver.

"Right, Deidre, I think everyone knows what to do. I won't be long." He wasn't. The reporter from the local newspaper had been the caller. He had wanted to know the roll of the school for an article that he was writing. "Why does everyone ask for the principal?" In the end he had to ask Mrs Oliver for the exact figures from the roll summary.

He walked back to his class again. The children were just finishing. The books were placed in piles on his desk so that he could do the final marking. He reached for the book that he had been reading to them, and his voice floated across a silent room, as both the class and he enjoyed the story. One activity followed another until finally the bell rang for lunch.

He took one quick look in the office to make sure that Mrs Oliver had not left any notes for him, or any letters to be signed, and then headed home for lunch. It was a quiet lunch. The telephone rang once and he gave a sigh of relief as his wife smiled, shook her head and continued talking to a friend.

When he arrived back at school, he walked around the school chatting to various groups of children before going into the office to read the mail. Most of it went on Mrs Oliver's desk to be filed, though he kept some so that he could draft out replies later on that day.

He sat down and started thinking. Mrs Boles, the Deputy Principal, had commented yesterday that she felt that Miss Hunt was still having trouble with her reading programme. Some of the mothers had said that they did not feel that the children were making as much progress as they had last year. She had noticed that there seemed to be too much noise coming from the room. He remembered that Manual was on Thursday, so, therefore, he would be able to take Mrs Boles' class, while she went to see Miss Hunt take reading. He would have to do that because Infants could not be expected to work on their own. He knew that the last thing in the afternoon was not perhaps the best time to take reading, but it was the only time that he could help. He had been out of his room too much this week already. Then he realized that he would not be able to

do that. He had promised Jack that he would look after his class while Jack worked in the library with a group of new parents who were coming to help with mending the library books. It had seemed a good idea, especially as it would have allowed him to look at Jack's class to see how they were getting on this year. The only thing he could do was to go and see Mrs Boyle tomorrow and try to arrange a time, probably Thursday next week, for her to go and see Miss Hunt. He would also see if he could arrange some time after school to talk with Miss Hunt.

The bell went. His life seemed to be ruled by bells. The afternoon seemed to fly. Everything seemed to be going nicely, although at times he was conscious of his lack of preparation. He gave a sigh of relief and glanced around the room. Everyone was working. After what had happened this morning, everything was going very nicely. This was the sort of day that he liked. It made his job worthwhile. He could even see William working with his group - he had really made progress. He really must make an effort to see William's parents this weekend and ensure them that all the work that they had been putting into helping their son with his reading was paying off. Then the telephone rang.

Deidre raced down the corridor and returned. "Sorry Sir, but someone wants to speak to you. I can't understand what she wants."

It was a parent from another school.

"Do you have Johnny's sandals?"

"No they didn't have his name in them - but they were brown!"

"He might have left them at your school after last week's match."

He supposed she wondered why he was so curt but, really, he had enough to do looking after his own children's belongings. She had seemed surprised when he had said that he could not go and look for them as he had a class waiting.

The telephone rang again.

Away went Deidre, and when she returned she said, "No, Sir. Just a bus change. I've put it in the bus book."

Time was getting on. The children started to tidy up the room and the duty children left to pick up the rubbish, while the remainder gathered around to discuss the forthcoming class trip to a neighbouring town. They had planned to see the local aerodrome, the topdressing company and their planes.

When the buses had departed, he sat down in the staffroom, listening to the teachers talking. On one side he could hear one of the teachers explaining the proposed colour scheme for her new house. On the other side he listened with half an ear to two of the teachers discussing one of the younger children and the fact that he did not appear to be making progress. He realized that he would have to look at the child - tomorrow.

He returned to his own room and started marking books and preparing for his work tomorrow. He could not afford to get caught again. It would not be fair to the children and he knew that there was a new family in the district. They would be coming to school tomorrow. He knew that Mrs Oliver could do the actual enrolling but he still liked to meet new children and their parents. He still had to decide which rooms the children were to go into when they arrived.

He pushed himself out of his chair and headed back to the office. When he got there, he reread the newly arrived booklet on the proposed in-service courses, looked at the courses that the teachers had indicated that they were interested in attending and drafted out a letter to the District Senior Inspector.

Next he reached into a pile of papers on his desk and, after looking at his partially finished report to the School Committee, he put it on one side. The meeting was not until next week, so, therefore, he could leave it until later. The same applied to the report to the Parent Teachers Association. He was lucky that they were not in the same week this time!

He put the papers back, and leafed through the school scheme. They had discussed reading over the past month, during the staff meetings, and he felt that they were close to reaching a consensus. Even so, there were some aspects of reading that he felt should have more emphasis placed on them in the classroom. He would have to see Miss Hunt when she arrived tomorrow and make a definite time to sit down and talk with her. He sat there for a moment, trying to think what she had said during the discussion about changes to the reading scheme. He sighed slowly and went on writing what he hoped would be the final draft of the new reading scheme.

The cleaner poked her head into the office and asked if he had got the new lot of toilet paper yet.

"Yes, I know that the Committee agreed to buy it, although this time they decided that they would buy it in bulk. I'll get Mrs Oliver to ring tomorrow to find out what has actually happened." He scribbled a note and placed it on Mrs Oliver's desk, and then became conscious about how dark it had become.

He switched on the light and looked around the office. As he did so, a green and black covered book caught his eye. He smiled wryly. He must finish reading it - one day. He remembered that he had bought the book in a fit of enthusiasm after that last in-service course. All the others who had attended that day had been principals of large schools, and he had got lost in the talk about syndicates, delegation, senior teachers, middle management, in-class supervision cycles, professional development cycles, and so on, but he had made a resolve to do something, and so he had ordered this book. The Course Director had kept referring to "Prebble and Stewart" and a lot of the material that had been used in the actual course had come from the book. He removed the paper clip that he had been using as a book mark, and continued to read.

The telephone rang. "Who is it this time?"

"Dad, tea time."

"Oh, is it that late!" He picked up the book again, looked round the office once more, turned off the light, and headed home.

1:3 THE PROBLEM AND ITS SETTING (2)

INTRODUCTION

In the previous section, which portrayed a day in the life of a Teaching Principal, the problem of the match/mismatch between the ideal and the actual role of Instructional Leadership, as perceived by Teaching Principals, is implied. A statement of the problem follows, together with a series of consequent subproblems arising from the original problem and forming the basis of the study. This is followed by the delimitations of the study and the definition of Instructional Leadership.

THE STATEMENT OF THE PROBLEM

This research proposed to identify the match/mismatch between the ideal and the actual role of Instructional Leadership as perceived by New Zealand Primary Teaching Principals and teachers of 3-7 Teacher Schools.

THE STATEMENT OF THE SUBPROBLEMS

First subproblem: To determine the perceptions held by a selected group of Primary Teaching Principals of the ideal role of Instructional Leadership.

Second subproblem: To determine what types of preparation in educational administration, if any, these Teaching Principals have had, and their perceptions of the usefulness of this preparation to their present situation.

Third subproblem: To determine the perceptions held by these Teaching Principals of the actual role of Instructional Leadership as carried out in their schools.

Fourth subproblem: To determine the perceptions held by various teachers in these schools as to the role of the Teaching Principal as Instructional Leader and the subsequent match/mismatch of their perceptions with those held by the Teaching Principals.

Fifth subproblem: To determine the perceptions held by various teachers in these schools as to how effectively, and by whom, Instructional Leadership is being supplied within the school and the subsequent match/mismatch of their perceptions with those held by the Teaching Principals.

Sixth subproblem: To determine if there are any differences between the perceptions of the Instructional Leadership role held by Teaching Principals and teachers of smaller schools and those of the larger schools within the 3-7 Teacher School range (within the limited sample of this study), and to identify possible causal factors (rural/urban situation, size of school, number of positions of responsibility, other factors, or a combination of some or all of these).

THE DELIMITATIONS

The study was limited to a group of ten Teaching Principals holding appointments in 3-7 Teacher Schools in the Wanganui Education Board area.

The study used self reports of the Teaching Principals' perceptions gathered during individual interviews. No observational or experimental intervention was attempted.

The study was limited to a selected number of teachers in each school: two teachers from each of the Three Teacher Schools, and three teachers from each of the Four, Five, Six and Seven Teacher Schools.

The study used questionnaires to discover the teachers' perceptions. No observational or experimental intervention was attempted.

DEFINITIONS

Instructional Leadership occurs when one person attempts to influence the work of another in order to improve the perceived effectiveness of the teaching-learning experience. The emphasis is upon those activities which directly affect the teaching process.

While, legally, Instructional Leadership, which is more implied than defined in the Department of Education's (1975) handbook, is the responsibility of the principal (and those teachers holding positions of responsibility), it can also be exercised by other teachers.

Match/mismatch is a term used in this study to indicate the apparent degree of congruency (or lack of congruency) between an ideal and an actual role.

Teaching Principals, 3-7 Teacher Schools and the number of positions of responsibility in 3-7 Teacher Schools are defined in Chapter 3:2 (p73-75).

2 REVIEW OF RELATED LITERATURE
AND SUMMARY OF COURSES IN EDUCATIONAL ADMINISTRATION IN NEW ZEALAND

"I tell you what mine authors say."

Pericles, Prince of Tyre. 1.00.20.

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CHAPTER TWO

REVIEW OF RELATED LITERATURE AND SUMMARY OF COURSES IN EDUCATIONAL ADMINISTRATION IN NEW ZEALAND

2:1 THE REVIEW OF RELATED LITERATURE

INTRODUCTION

Even though a certain amount of research about the role of the principal has been carried out since Adams (1976) wrote the following passage, his comments are still largely relevant, particularly to the New Zealand situation.

"Regrettably, no one in this country has looked systematically and objectively at what the typical principal (if there is one) actually does. No doubt there are varying perceptions of the principal's role - perhaps as many as there are people on whom he impinges. There is the official Departmental view reflected in...the Department of Education Handbook to Headmasters on School Administration. There are inspectorial views to be found in reports on school visits. As well, the teachers have their views, the parents theirs, the community at large theirs and more poignantly, the pupils theirs. Finally, we must concede that the principal probably has his own view of what he actually does, and like the others, of what he ought to do as well." (p44).

This section first reviews the role of the New Zealand Primary School Principal as perceived in official publications. After this, the section goes on to review the role of the principal as perceived in literature, and then specifically reviews the role of Primary Teaching Principals of 3-7 Teacher Schools.

In the final sub-sections, the role of Instructional Leadership and differences in perception between principals and teachers are surveyed.

THE ROLE OF THE NEW ZEALAND PRIMARY SCHOOL PRINCIPAL AS PERCEIVED IN OFFICIAL PUBLICATIONS

This first sub-section examines the various official publications that deal with the job of the Primary School Principal and illustrates their views of the ideal role of the Primary School Principal. With the exception of the final two publications which were prepared specifically for very small rural schools, all of these publications accept without question that Principals are free from the responsibility of a class.

There are three main documents which provide the legal basis for the responsibility of teachers in the conduct of schools: the Education Act,

the regulations made under the authority of that Act, and the By-Laws of the Education Boards.

The Education Act (reprinted 1st April 1976), together with its various amendments, gives very little specific guidance in helping to define the role of a principal. Where principals are mentioned it is mainly in relation to their responsibilities for enrolment and attendance of children at school.

Of the various regulations issued under the authority of the Education Act (reprinted 1st April 1976) (Clause 203), the most useful in helping to define the role of the principal is the Organisation and Inspection of State Primary Schools Regulations 1963, as modified by the statement on 'Planning and Preparation' (Department of Education, 1977a, p198). Part II of these regulations describes the duties of principals as arranging for the organization and administration of the school.

Principals are seen as being the "Head Teacher" and are regarded as occupying a middle level in a hierarchy above assistant teachers who,

"...shall carry out instructions of the Head Teacher in regard to all matters that come within the scope of these and other regulations under the Education Act 1914 and the bylaws of the Education Board." (Part III),

although principals are limited in their power and can only act within the authority of the Act and the By-Laws.

In addition, principals are responsible to other higher levels in this hierarchy, professionally, because,

"The school scheme shall be subject to the approval of an Inspector of schools." (Part IIa),

and administratively, because the principal must ensure,

"The entry of such particulars as may be required by the Director ...the carrying out of such instructions for the safe keeping, transfer and disposal of any records as may be required from time to time by the Director; and the making out of official returns." (Part IIj).

Specific duties of principals are set out in the regulations and these hold the principal as being responsible for distributing duties among the staff (a) and ensuring that these duties are carried out (f); ensuring that each teacher gives adequate preparation and planning to their work (c); holding regular staff conferences (k); instructing, training, guiding and supervising probationary assistants, student teachers, assistant teachers,

manual teachers and other specialists attached to the school (g).
If their children go elsewhere for Manual, they must maintain close relations with those Manual Teachers (m).

Principals are responsible for ensuring that their pupils are making satisfactory progress (i); and securing parental co-operation by reporting on their children's progress at least twice a year (l).

Principals are responsible for preparing the school scheme in consultation with the staff (b); planning timetables (d); recording significant events in the life of the school (e); and keeping such records as are required (j).

Principals are also responsible for developing the corporate life of the school (h).

The Education Board By-laws (1980),

"...have been prepared by the New Zealand Education Boards' Association for the information of and observance by teachers and members of school committees, and by separate resolutions, they have been adopted by nine Education Boards in New Zealand ..." (p3).

These By-laws view the principal as the official link between the Education Board and the school as far as buildings and grounds are concerned. This is usually in co-operation with the School Committee, for example,

"The principal or the school committee shall immediately report to the Board any outbreak of fire on school property..." (By-law 18c),

but the School Committee Handbook makes it quite clear that the principal is responsible for the professional side of the school.

"None of the powers conferred on the school committees should be allowed to conflict with the powers of the principal and teaching staff. The responsibility for school curriculum and discipline rests with the principal..." (Chapter 5.2).

The principal is regarded as the official link between the Education Board and the teachers in administrative matters, in that,

"When a teacher is absent from duty the Board shall be notified by the principal without delay, and an indication given of the probable period of absence. The date of resumption of duty shall be notified by the principal on the day the teacher resumes."
(By-law 53).

The principal must also notify the Board about any teacher's behaviour that is,

"...unbecoming to a member of the teaching service, or which tend to show his unfitness to remain in his present position or in the teaching service." (By-law 43b).

In addition to these three documents which provide the legal basis, the Education Department has produced a handbook, School Administration. A Guide for Primary and Intermediate School Principals. (Department of Education, 1975). While the foreword to the handbook warns that it,

"...cannot hope to be a complete statement, and it should not be assumed that every aspect of a principal's responsibilities is covered adequately.",

the (then) Director of Primary Education,

"...hoped...that this handbook will serve as one way of defining the role of the primary school principal in New Zealand." (Fw-1).

Whereas the Education Act, Regulations and By-laws are prescriptive, particularly in the use of the word "shall", the Handbook uses the word "should" in the list of the Principal's functions (4.2.1). Even though this may be mere semantics, this list of functions is wider in application and in its view of the functions of a principal.

In the handbook principals are viewed as being responsible for giving guidance, counsel and encouragement to their staff as necessary (b); delegating professional responsibilities (a); and arranging regular staff conferences to discuss the practice and policy of the school (h).

There is a wider, more detailed, emphasis upon the responsibilities towards the staff and especially the children. One new aspect of the function of the principal is their responsibility for seeing that the physical conditions are satisfactory for both pupils and teachers (f); and that they are protected from interruptions in order to avoid disturbing the normal activity of the classroom (g).

The wider and more detailed emphasis is also demonstrated in that principals are responsible for both knowing their pupils and interesting themselves in their welfare (c). In addition, they are responsible for knowing the parents and building up a community of interest based upon respect and goodwill (d).

Principals are also responsible for ensuring that the routine administrative affairs are carried out efficiently and punctually (e).

An entirely new emphasis in the handbook is the principal's responsibility to keep abreast of the times, both as a citizen, and as a teacher (i); to

read widely, and to keep up with the developments in the major fields of education (j).

These functions of a principal are expanded in Chapters 5 to 11 of the handbook. In particular, the definition of "staff" is expanded to include semi-professional staff; Teacher Aides (11.16.7 - 11.16.10), Library Assistants (11.16.11 - 11.16.12) and administrative staff; and Clerical Assistants (11.16.5 - 11.16.6). Although Caretakers and Cleaners are appointed by the school committee, rather than the principal or the Education Board,

"...under the delegated authority from the committee, the principal is responsible for ensuring that his programme of duties is fully and conscientiously carried out." (11.17.1).

The role of the principal is viewed as being much wider than merely being concerned with the professional aspects of the school. Even so, the role of principals must still be viewed in the context of their position in the middle level of a hierarchy for, while principals are "responsible for the tone and control of the school" (5.11.2), they are still responsible to the Inspectorate for professional matters.

"With the passing, through the years of greater responsibility to principals for the maintenance of standards, the role of the inspector has moved towards that of a consultant and adviser. This does not imply a lessening of his responsibility to the Department and the Board for ensuring adequate standards of teaching, effective learning and sympathetic and enlightened treatment of children..." (10.3.1).

The principals are also responsible to the Education Board for administrative matters,

"The principal and his staff are the employees of the Board to which they are responsible for the conduct of the school in accordance with the Education Act 1964, and the regulations made under that Act, and the By-laws of the board." (10.4.3),

while being expected to work in co-operation with the School Committee.

"In practice, a great deal depends on the principal's personal activity, and on his tact in winning the interest and enthusiasm of the committee..." (10.5.5).

During 1957, an article by Polaschek (1957) was published in Education. While this article was written by a university lecturer in political science and public administration who admitted that he only had a "slight acquaintance with headmasters" (p5), the fact that lengthy extracts from the original article have been included in both the Department of

Education's (1964) original handbook on School Administration (Appendix F and the current handbook, School Administration (Department of Education, 1975, Appendix A to Chapter 1), means that the article must be taken into account when looking at the role of the primary principal as perceived in official publications.

Although the first paragraph of the original article was obviously written with Senior Teachers, Senior Teacher (Junior Classes) and Deputy Principals in mind, it is also very relevant to Teaching Principals. Polaschek states that,

"When a teacher is given the control of staff he reaches a critical stage in his career. He now has two jobs to do - the specialist work of teaching, in which he is skilled and experienced, and the new task of administering, or controlling a group of people working together. If he is to be successful he must be proficient in both aspects of his work. Teaching presents no fresh problems, but newly acquired administrative duties bring three difficulties: the first is recognising that he, as a teacher-administrator, is faced with new duties in which he is largely untrained; the second is realizing the importance of his new work; and the third is finding time to do it." (p3).

Polaschek did not attempt to list the principal's duties in detail but provided some broad general principles based on business administration. The first objective of administration was seen as being that of defining objectives and, therefore, Polaschek pointed out that the principal would find that,

"...part of his energies is devoted to clarifying policy with his Committee, his Board, and the Department...policy is usually concerned partly with defining and elaborating purposes and partly with outlining broad plans of action.",

and then,

"Through the interplay of the various agencies concerned, every head teacher must define his objectives with some precision." (p4).

Rather than 'directing' people, the principal "must do more than issue orders: he must lead" (p5), and Polaschek viewed leadership as depending on the,

"...ability to work with men in solving problems, not on the capacity to fight and give orders. And central to the whole process is the art of communication." (p5).

To solve his administrative problems, the principal,

"...keeps his...School Committee informed on policy, progress and trends, formulates general principles, represents his school

in the outside world and watches generally its effectiveness and psychological health",

and in order to provide time to do this, the principal must delegate in order to,

"...give himself time to think, and time to perform his controlling duties." (p6).

As well as the Department of Education's (1975) major handbook, School Administration, other handbooks have been produced which are more directly related to the role of the Teaching Principal but they have usually been written with only Sole or Two Teacher Rural Schools in mind.

One such handbook is The Rural School Handbook (Hawke's Bay Education Board, 1972) produced by the Hawke's Bay Education Board. The handbook views the professional responsibilities in the light of the Regulations (Section 5) and, then, using a series of examples, recommends that the principal provides leadership by co-operative planning and teaching.

A similar handbook is The Rural School. A Handbook for Principals and Staff (Department of Education, 1977b). This handbook, like the preceeding one, is very practical and deals mainly with the school programme, giving only very broad suggestions about the role of a principal.

THE ROLE OF THE PRINCIPAL AS PERCEIVED IN LITERATURE

This next subsection surveys the role of principals, both Primary and Secondary, using literature from many countries, as well as New Zealand. The important theoretical writings which set out "what should be" are surveyed first, and then recent research which looks at "what actually happens" is surveyed. Finally, this subsection concludes with some recent relevant New Zealand research.

With the exception of the article by Polaschek, which has been discussed in the previous subsection, very little has been written about the role of the New Zealand Principal until recently. One early article that did look at the position of principals in New Zealand schools was the text of an address by Watson (1965), the (then) Assistant Director of the New Zealand Council for Educational Research, to the annual convention of the Auckland Headmasters' Association.

Even though Watson acknowledged his lack of experience as a headmaster, he attempted,

"...to outline how some of the contemporary changes seem likely to alter the responsibilities of headmasters of the future, and to raise some questions about the adequacy of existing provisions for their preparation." (p1).

Watson outlined five trends that he regarded as significant in the appointment, training and promotion of principals: the increasing specialization of teaching staffs, the changing patterns of authority, changing educational objectives, the wider recognition of the uniqueness of each school, and the clearer delineation of responsibilities.

Leading from these trends, Watson saw a need for the professional preparation of headmasters in direct contrast to the then current practice of assuming,

"...that success in teaching and experience in schools is sufficient to produce insight and skill in the task of administering a school..." (p18).

Next, Watson surveyed the development of educational administration publications and research and training institutions in Australia, Canada, the United Kingdom and the United States of America, in order to "stimulate discussion rather than to suggest that they have evolved practices and principles tailor-made for importation here" (p22).

Watson then continued to suggest a seven-point programme of action for New Zealand which, in retrospect, seems strangely modern in the light of current developments and discussion. He advocated that headmasters,

"...consider federating...regional headmasters' associations... devoted to the improvement of...knowledge of administrative practices...

...consider examining the activities of kindred organizations... with a view to discovering what opportunities there are for cooperation in administrative training of headmasters.

...consider entering discussions with...employing boards, the inspectorate, the teachers' colleges, the Department and the universities about opportunities for some headmasters to take up short-term appointments in these organizations on an exchange basis.

...consider setting up working committees...to collect information on the career patterns of headmasters, to assess current research on administrative behaviour, and to collect information on overseas practices in training headmasters.

...enter into discussions with each of our universities about the possibilities of modifying their undergraduate courses to provide courses for those students who may wish to begin their study of educational administration at an early stage in their professional careers.

...consider entering into discussion with one of our universities

with the object of setting up a full-scale postgraduate diploma course in educational administration for existing or prospective headmasters.

...consider finding ways and means of establishing a mid-career fellowship for at least two headmasters to proceed overseas each year for a period of sabbatical training at leading centres for the scholarly study of educational administration." (p26-27).

Despite this proposed programme the main thrust in educational administration still continued to be centred in countries outside of New Zealand, and it is to there that we must turn to follow its development.

The role of the principal, in literature, has been determined largely by the approach of various writers. In his paper on school administration, Miklos (1975) reviewed both the process and task approaches to school administration, and attempted to integrate the two. The process perspective assumes that there are elements, or processes of administration, which are common to administration in various types of organizations and at different levels in the same organization. The task perspective, while acknowledging certain elements in common across different types of organizations, believes it is probable that the administrative tasks of each type of organization will differ considerably.

Miklos traced the process tradition through to recent times, and showed, in his first table (p40), a trend away from the earlier, more autocratic and directive processes, towards relation-oriented functions.

He regarded the principal as the organizational link between the school and the total school system and the community, especially in areas such as communication (p7) and influence (p7-8).

In his discussion about the administrative tasks of the principal, Miklos pointed out that,

"If the administrative activities of a principal are to enhance and to further the attainment of instructional goals, then the school program should be the main focus of his administrative activity." (p11),

and he saw this as involving taking the initiative in planning a total school programme.

Other areas that Miklos stressed included: responsibility for coordinating special services to pupils, controlling pupil behaviour and placing the teachers in particular areas of the school, motivating, stimulating and

assisting them to evaluate their teaching performance.

One of the important writers in the field of educational management who has been influential in New Zealand educational studies is Downey (Department of Education, 1982b, p10), and his (1961) article on The Skills of an Effective Principal illustrated the task perspective. Worried by what he regarded as the piecemeal nature of much of the training for principals at that time, he saw what was needed as,

"...a comprehensive concept of the tasks which the Principal is required to perform and of the skills needed to perform these tasks well." (p12),

and he set out four specific roles and their corresponding skills for principals. (p12-13).

Firstly, principals must be efficient business managers with the technical-managerial skills to operate an efficient school office, as overseer, not as the performer of the clerical tasks, so that they will have time to concentrate on the other three roles.

Secondly, principals must be influential leaders of people with the human-management skills required to stimulate and motivate their staff members to maximum realization of the school's purpose.

Fourthly, principals must be knowledgeable curriculum developers with the technical-educational skills in the general field of education, acting primarily as a consultant, and knowing how, and where, to procure consultative resources of a specific nature when circumstances demand it.

Lastly, principals must be sensitive agents of organizational change and improvement with speculative-creative skills that allow them to think ahead, ensuring that fresh new ideas find their way into the school and are tried out and regularly assessed.

In a recent article, Sergiovanni et al (1980) outlined a more complex model of the role of the administrator, or principal.

The framework of this role is based on the concept of Parson's four functional problems, with the critical responsibilities of the administrator being described as,

"...achieving objectives, maintaining the organizational system... adapting to forces in the organization's external environment... maintaining cultural patterns." (p5).

These are looked at in terms of the critical administrative processes

and skills that are needed. The former are divided into planning, organizing, leading and controlling processes, and the latter into technical, human and conceptual skills.

While the preceeding articles have been prescriptive in nature, two other items in particular have been very influential in promoting another approach to viewing the role of the principal.

The first of these two items was by Wolcott (1973) who, as he states, did not set out "to provide an evaluation of the role of the principal, but to provide a description of what a principal does" (p319). To do this, Wolcott followed "Ed Bell", a reasonably typical elementary school principal, for a year, observing and recording what Bell actually did. Wolcott observed that,

"Ed seemed to be moved about through most of his day by little problems brought to him, or created for him by others, rather than by any grand design of his own of what he wished to accomplish." (p34).

The second of the two items is by Mintzberg (1975). In this article Mintzberg used previously published studies of managerial work in Sweden, Britain, and the United States, as well as his own observation of the work of five American managers of middle to large-sized organizations, to examine the role of the manager. In his original research Mintzberg had proposed that there was a gap between the classical prescriptive management theory and reality, and in his article, as Prebble (1981) has pointed out,

"The myth of the business manager as a cool, farsighted rational planner has been exposed and discredited...Mintzberg studied the work habits of a sample of top executives. These executives had all been judged as very efficient managers. However, none of them seemed to behave in a rational, detached and systematic manner advocated by management science. They rarely spent more than a few minutes on any single item of business, no matter how important; they consistently refused to use their sophisticated information systems, preferring to rely on intuition, experience and information from the "grapevine"; they allowed their days to be crowded with a constant stream of visitors, telephone calls, tours of the building and other unplanned activities. There is a considerable gulf between the way management science says good managers behave or should behave, and the way they do behave." (p3).

This view of a manager's role has been verified by studies and surveys of what a principal actually does. In Australia, Willis (1980b) looked at the work of three principals of large schools through a "time and motion "

study rather than an ethnography like Wolcott's research (p29), and his results coincided, in many respects, with those derived from Mintzberg's research, and, therefore, led to a suggested model of the work of the principal.

"...(principal's) work is susceptible to interruption, superficiality of treatment and shifts of location, all of which contribute to the general discontinuity of the work.

...principal's job is a people-centred one...

Planning of the principal's work is limited in effect, because of ...unscheduled activities...

Much of the principal's work is "invisible"...away from the school and outside of school hours...

...multi-variate of work...

...final level of co-ordination of the school's activities...

...school's main link with the external environment...

...principals' personalities can influence their work...

...chief executive officers of complex organizations...two interwoven orientations - internal (administration) and external (management).

...work entails interpersonal relationships and competence beyond the circle of school subordinates and the students.

...core element of the principal's work is communication...both interpersonal and informational...

The principal's work is an intensive technology that makes for difficulties in preparing people for the job, and also imposes stressful conditions on the incumbent." (p50-51).

The reasons for these work patterns are not always easy to determine but attempts have been made by various writers. Petersen (1982) described the basic properties of the work of a primary principal as "brevity, variety and fragmentation of tasks" (p1). He regards the reason for the brevity of the tasks as lying in the nature of the demands made upon the principal. Petersen believes that as there is only one administrator present in schools,

"...the principal must act as the primary linking mechanism for the entire subunit. The principal links the internal components to each other...the school level unit to the outside environment, and it to the upper levels in the organization. In this capacity the principal is constantly linking - often through brief encounters - component to component, school unit to the region and the school to the wider environment." (p2).

The tasks that the principal faces vary in a number of different ways. The tasks vary according to the different types of people with whom

principals interact, the skills or capacities needed to accomplish the tasks, the diverse affectivity required for different situations, and the cognitive processes involved in each task (p2). Petersen regards this as being,

"...in part due to the technology of school management, which is less specialized than that of architecture or accounting. The principals' tasks, therefore, have a broad band of cognitive variability...The greater the variability, the more skills needed to accomplish a set of tasks." (p2).

The work of principals is fragmented, being "regularly interrupted by other tasks, problems or crises" (p3), and Petersen thinks that the source of this fragmentation,

"...perhaps lies in the nature and complexity of the role and in the task initiation...as an interstitial position involves coping with the problems of workflow, information transmission, and decision-making simultaneously. These problems cause task interruption. The greater the number of simultaneous problems, the greater is the work fragmentation...when the locus of task initiation is outside the manager's control, there is a greater chance of task discontinuity and fragmentation of work..." (p3).

Finally, Petersen makes the point that "these three properties in combination make the job hectic, complex and hard to learn experientially" (p4).

In another paper, Willis (1980a) comments further on his research, and draws out some implications that his suggested model of work has for the principalship. Willis believes that the principal "will increasingly be the nexus between the school organization and the setting within which it must operate" (p3). This is emphasized by the fact that, in Willis' study described previously, "34.4 percent of the principals' work during the school day was devoted to external affairs", and, perhaps more significantly, "28.2 percent of their time was spent with non-subordinates" (p3).

Therefore, Willis feels that leadership models that concentrate only on the "leader" and the "followers" are inadequate.

Willis regards the principalship as demanding not only high levels of interpersonal competence with staff and students but also "with those people with whom the school must function, yet who are not subordinate to the principal" (p3).

The pressures from this external environment represent a higher degree of uncertainty for the principal, especially as the need to maintain an overview of the school brings about a need "to delegate authority to

lower level administrators for supervision of the school's activities", and, as Willis points out, this will "thus burden him/her with added accountability for the work performance of others in the school" (p3).

In this article Willis sees that, as well as there being,

"...the need for being an articulate spokesman for the organization, the principal is faced with the problem of superficiality as a work condition." (p3).

Willis next looks at calls for the "proper" management of the principal's time, maintaining that "standardisation of one's performance is not appropriate in this kind of work", and "information and relationships are the essence of organisational communication and the core of the principal's work" (p3).

While agreeing that principals need some control of their day, Willis maintains that there must be a balance between scheduled and unscheduled activities because "so much of the principal's work is current and topical, and associated with the "here and now" "(p4), and concludes that,

"The principal's day will generally be hectic in pace, varied in its composition, discontinuous and superficial in any pursuit of tasks, with the unexpected always as one of the few certainties of the job. For both personal survival and effectiveness as head of an educational organisation, the principal must cope with such an array of ambiguity, frustration, and disruption. That is both the nature and the price of the job." (p4).

Sergiovanni (1980), on the other hand, is one who calls for "proper" management of the principal's time, basing his approach on Drucker's suggestions to business executives. He regards planning and time management as being the keys to effective educational leadership.

While Sergiovanni readily admits that time is a scarce resource, he believes that its actual allocation is more important than is usually realized because it doesn't matter what a principal says that he wants to happen educationally,

"...if most of his or her time is spent on busy office work and on administrative maintenance activities, observers will learn that "running a smooth ship" is the goal of real value to the principal and school, and will likely behave accordingly." (p2).

Although Sergiovanni does not view it as reasonable to suggest that the principal should find additional time, or new sources of energy, he suggests that the available time could be managed more efficiently, even though he admits that even the most effective administrators are in

control of only a small part of their time, probably 10 to 15 percent. He regards the keeping of a detailed log of one's activities over a period of several weeks as the first step to managing this discretionary time. When this has been done, Sergiovanni suggests that principals compare what actually happened with their stated objectives and priorities, while not forgetting to be conscious of the omissions as well.

Following on from this, the principal's next step is seen as being,

"...to analyze key result areas and determine major purposes... Priorities should be few, perhaps no more than three primary and six secondary for the year...Once priorities are established, set a specific time for planning...A yearly plan ought to be developed with monthly times set aside for developing an operational plan...supplemented by a weekly planning session."
(p3).

Sergiovanni closes this article with a warning that most principals,

"...are likely to overestimate the number of issues which require special attention...By treating all activities the same, the vital-few activities are slighted and the trivial-many get administrative attention beyond their worth in effectiveness in the school."
(p3-4).

This pioneering work, especially by Mintzberg and Willis, has led to further observational studies of what principals actually do in their schools.

Deece (1983) observed three Australian Central School Principals who would be equivalent to New Zealand Area School Principals. He identified nine work characteristics, most of which were common to previous research. These work characteristics were: brevity (p155-156), variety (156-159), fragmentation (p159-161), invisibility (p162), an emphasis on secondary matters (p162-163), a preference for live action (p163-164), a preference for verbal media (p164-165), the superficiality of tasks (p165), and a concern for the specific (p165).

Research has also recently been carried out in New Zealand schools to determine what principals actually do in their schools.

During 1974-1975, a study was carried out in Grade VC-VID schools within the Wellington urban area and the Hutt Valley. Coleman (1976) did not look at smaller schools as he considered that,

"...as principals of these schools have full class responsibilities, and their circumstances are so different...they are worthy of separate study." (p1).

Although the work patterns of the principals in Coleman's study varied, ninety percent of the principals spent over 40 hours per week on school matters (p57), while eighty-seven percent of the principals spent more than 6 hours per week on "non-professional" administrative functions (p57), and fifty-nine percent spent more than 11 hours (p63).

Coleman also looked at the teachers' perception of the role of the principal and found that they regarded the principal as being,

"...a facilitator, responsible for providing an organizational system which allows staff to have aids, equipment and information readily available when needed." (p2),

rather than being a "superior teacher to be imitated by the rest of the staff." (p75).

His analysis of the questionnaires and the available published material (at that time) indicated several major problem areas. Firstly, there was "an obvious lack in New Zealand of critical study and comment on the principal's role", and, therefore, Coleman concluded that "principals have little school-based research to assist them to carry out the administrative functions in a competent manner." (p1).

Secondly, Coleman found that ninety-two of the principals surveyed felt that there were inadequate opportunities for in-service training of principals (p120), and, although provision had been made for the continuing education of teachers, "the training of principals in school administration techniques has remained somewhat neglected" (p1-2) and in fact could be regarded as "virtually non-existent." (p5).

Coleman's following recommendations are relevant to this present study.

i Further research should be carried out on the role of the principal. This research should include studies which are school-based as well as those which may be undertaken by other educational agencies, such as the Department, the universities, and the N.Z.C.E.R. Schools smaller than Grade VC are worthy of separate study, as are Grade VII schools and Intermediate schools.

iii Urgent consultation between teacher organisations and the Department should be undertaken with a view to planning and implementing in-service training courses on school administration.

vi Teacher organizations and the Department should examine non-professional functions, which at present take up a significant proportion of the principal's time. Some form of additional administrative assistance may be desirable, so that principals can be freed to carry out their professional functions more effectively." (p76-77).

In addition, two ethnographic studies have been carried out. For example, Edwards (1979b),

"...endeavoured to record some aspects of the lives of a small group of principals in urban multicultural primary schools in New Zealand. The intent was to provide a slice of "what principals actually do", and to illuminate the way in which they, and their work, are seen by themselves, and some members of their staff and pupil populations." (p166).

The picture that actually emerged (Edwards, 1979a) was that of,

"...each principal being heavily engaged in managing the school in response to the day-to-day factors arising from the multicultural nature of the school, placement and advice being given to relief or inexperienced teachers, concern with children's behaviour, routine management and involvement in community welfare. These activities and encounters, most frequently of short duration, tended to arise spontaneously out of the milieu of the daily life of the school. A substantial amount of a principal's work appeared to involve what may be termed "putting out fires" as principals responded to situations arising through the morning's observations...Many tasks were somewhat menial for an upper-level school administrator, and allowed little time for professional work with teachers or children." (p251-253).

Another study was carried out that looked at a principal's first few weeks at his new school. The published report of this study (Prebble, 1980a) discusses the methods used. The research team videotaped the principal's first few weeks and the resultant sixty half-hour tapes of raw ethnographic data were transcribed and edited, to produce seven final training tapes which focus on a training theme or administrative dilemma. As Prebble points out, the resulting,

"...series is documentary rather than didactic, unlike most management films which attempt to promote a particular viewpoint, or train in a particular skill...present a case study of one principal's approach to a common administrative situation." (p22).

Various surveys have also been carried out to determine the administrative roles and work of New Zealand principals.

During 1975 a survey of New Zealand Secondary School Principals was carried out. In an article in the NZPPTA Journal, Johnson et al (1977) presented part of the survey in which the ideal and actual rank orders for 24 specific tasks were listed, and noted that discrepancies occurred in some cases between what the principals regarded as the ideal and the actuality.

"...although the principals regard working with others, devising, assessing, and implementing teaching programmes as the highest priority, they are in fact only able to accord it ninth priority." (p17).

Another survey was carried out in 1981 to look at stress in teaching, part of which looked specifically at Primary School Principals.

The report (Galloway et al, 1982) stressed that,

"...the principal is responsible for the smooth running of the school...has to cope with unavoidable disruption...has to ensure that the staff have the necessary teaching equipment...required to inform the appropriate authorities of any breakdown in school plant...any structural damage...he then has to ensure that they take the necessary action." (p78).

The discrepancy between the ideal and the actual, as was noted in Johnson et al's survey, was reiterated in this survey by one of the principals who said that he,

"...felt frustrated because he was unable to spend as much time with children, or supporting staff as he considered necessary... much of his time every day was spent on other tasks." (p80).

These studies and surveys present a picture of principals being tied down by the administrative procedures of keeping the system functioning, and being unable to spend adequate time on any one job, let alone taking any real, consistent, long term role in the teaching process of the school.

These studies have also laid a foundation of theory that is now being used for a more prescriptive approach again as regards the principal's role. Various articles have appeared, particularly in Education 30(1) and Delta 28, looking at various aspects of the principal's role, especially in the light of the recent proposals for helping all principals by providing training programmes.

A recent book by Prebble and Stewart (1981b), while not claiming to propose a comprehensive theory of school administration, nevertheless puts forward a number of good working theories in areas where school principals often face difficulties. (p12).

They point out that,

"The first thing that school principals should be clear about is that managerial work is by its very nature high-pressured, chaotic and messy." (p13),

and many newly appointed principals therefore,

"...develop an administrative style that might most charitably be described as 'frantic pragmatism' or even 'administrative firefighting'. Their days are filled with a hundred calls on their time, and a dozen crises averted." (p11).

Prebble and Stewart's word picture of the principal's job, the myth and the reality, is vividly illustrated by Watson's cartoon, in their book (1981b), summing up much of the findings of the recent studies and surveys (Appendix One, p182).

THE ROLE OF THE NEW ZEALAND PRIMARY TEACHING PRINCIPAL OF 3-7 TEACHER SCHOOLS AS PERCEIVED IN LITERATURE

After surveying the role of all principals, both Primary and Secondary, in the previous subsection, this subsection concentrates on the literature that is available about the particular group of principals who are the subjects of this study. This subsection also surveys what the literature has to say about the effect that the size of a school has on the role of the principal.

Unfortunately, there is very little material that is specifically written about the role of a Teaching Principal. The major source is a series of articles published in National Education, mainly in the 1960s.

The first article was written by Hodge (1963, p127-129) at the same time as the original handbook for Headteachers was being prepared. In the article he asked, and answered, the question, "What are a headteacher's duties and responsibilities, besides teaching a class or classes?" Hodge had schools of Grades I, II, III, IV and V (now Groups One, Two and Three) in mind when he wrote this article.

The next articles were written in 1966 as part of the NZEI's attempt to gain a higher maximum salary for Grade IV Headteachers (now Group Two). In their submissions (NZEI, 1966b, p292), the NZEI quoted the duties of a headteacher from the Departmental manual and maintained that,

"Grade IV heads have a wide range of responsibilities towards their pupils, their school and their community;
Their duties contain important factors of a higher order of responsibility than assistant teachers at present on the same salary level;
They must provide the leadership and cope with educational change, in most cases without the help of highly assessed, experienced teachers;..." (p293).

The September 1966 edition of National Education (NZEI, 1966a) contained the evidence of a Grade IV Headteacher who had been before the Tribunal. The Director of Primary Education agreed that the Headteacher's evidence was "a very good picture of the wide range of responsibilities" (p362).

After describing his responsibilities to his class, the Headteacher, in commenting on each of the headings of the regulations covering the duties of headteachers, stated that the administrative duties as set out in the handbook were carried out in his school (p360).

In 1969, National Education (NZEI, 1969) carried an article reporting a survey into Canterbury Grade IV schools.

"The main points revealed...were the frequency that senior pupils were required to supervise classes, the number of times classwork was interrupted, and the long hours worked by the head masters." (p129).

This article, which was entitled " 'Jack-of-all trades' heads teach and work. 60 hour week", listed many of the professional and non-professional responsibilities of principals of these schools and was illustrated very graphically in an accompanying series of sketches (Appendix Two, p183).

A study on Rural School-Community Relationships was carried out by Frater (1980), who surveyed Sole, Two, Three and Four Teacher Schools in the Wanganui Education Board (p2).

32% of the Teaching Principals in Frater's study experienced difficulties in the development of classroom management strategies suitable to multi-class teaching (p24) and, significantly, 82.2% of the Teaching Principals (p73), on hindsight, considered that they would like classroom management strategies to cater for the multi-class teaching situation to be covered in possible pre-service training before taking up a principalship.

A small project has been carried out recently which looked specifically at the role of Teaching Principals. This project was carried out to aid in the construction of an In-Basket to help in the training of newly appointed Teaching Principals of rural primary schools (Groups 2 and 3) (Payne, 1980).

Teaching Principals were viewed as fulfilling a dual role as both Teacher and Principal. The project looked particularly at the three important major areas where the Teaching Principal, as distinct from a Senior Teacher, has the final responsibility: Community Relationships; Staff Supervision; Ancillary Staff/Parent Helpers (p4-7).

The main difficulty facing Teaching Principals was seen as the problem of time (p8-9). One of the participating Teaching Principals described

this problem, in relation to the dual role of the position, as,

"Built into the classroom programme must be the allowance for the unexpected - 'phone, visitors, other teachers, pupils etc., to be dealt with while the class can carry on without too much disruption. I know I must balance my time so that I can do the class I teach justice, and the administration matters I have to deal with, justice also." (p8).

A recent article by Margaret Smith (1981), a freelance writer and former teacher, provides a realistic picture of teaching in small rural schools. She describes three Three Teacher Schools north of Whangarei, their children, teachers and communities, and, although the article surveys all aspects of schooling in this area, certain points are raised by the author that are relevant to the role of a Teaching Principal.

The conflict between the dual roles is illustrated by the comments of one of the infant teachers about the need for experienced infant teachers in their situation.

"They haven't got the help of a STJC or a senior teacher, and the principal hasn't got time - he teaches!" (p5).

The role of the principal was viewed as being wider than just the school, as,

"All three principals were aware of some pressures on them as principals to take on certain responsibilities in the community, to attend meetings and social events, and expressed their willingness to do all this and sometimes more. "You're on call every hour of the day, seven days a week. A number of times I've had to take children into hospital - usually they've tried someone else, their mates, first, you know. But I'm pleased they do ring." " (p4-5).

Both the report on Teachers and Stress (Galloway et al, 1982), and an accompanying article on Stress and the Primary School Principal (Panckhurst et al, 1982) in National Education, give some guidance as to the actual role of a Teaching Principal although the authors' divisions of schools do not correspond exactly to the parameters of this study. Principals of Group One Schools were included in their group of thirteen Teaching Principals and, in addition, the authors did not make any differentiation between the principals of Group Three Schools although Six and Seven Teacher Schools have Teaching Principals while the principals of Nine and Ten Teacher Schools are freed from the full time responsibility of a class.

While the authors warn that, because of the small numbers of principals

involved in their study (forty, including the thirteen Teaching Principals), care must be taken in making comparisons, they do report some tentative conclusions (Galloway et al, 1982, p50-51).

Although most of their descriptions of principals apply to all principals, the authors comment on certain aspects that are particularly relevant to Teaching Principals. This dual role is accepted as part of the Teaching Principal's position (Galloway et al, 1982, p82-83) with its various conflicts of priorities. One of these is the many extra-teaching activities that principals are expected to carry out in small schools.

One of their participants seemed to be echoing the report of the 1969 survey of Canterbury Grade IV Head Teachers (NZEI, 1969, p218-219), referred to earlier in the subsection, when he said,

"You're a jack of all trades. For example, we have problems with sewerage with water pumps breaking down. There's no caretaker to rely on. The problem needs to be fixed and you are wandering round with a wrench in your hand half the time." (Panckhurst et al, 1982, p134).

Another problem to which the authors drew attention was that of the role of the Teaching Principal being hard to escape after school is finished.

"Rural school principals are more "visible" in the community than their colleagues in town or urban areas...the principal is never off duty." (Galloway et al, 1982, p88).

Although some 3-7 Teacher Schools can be classified as rural and some as urban, they are all "small schools", and, obviously, the actual size of any school effects the ease with which the principal can be expected to carry out the requirements of the position, as any increase in the size of the school causes an increase in the complexity of interpersonal staff interactions. Adams (1976) made the point that,

"...in a two teacher school, there is only one possible interpersonal interaction, a two-way. In a three teacher school there are four: three two-ways and one three-ways. In a four teacher school, there are eleven - six two-ways, four three-ways and one four-way. In a ten teacher school the possible number is in excess of one million." (p46).

The size of the school also has an effect on participation. Carr (1977), while discussing the benefits, or otherwise, of the consolidation of schools, quotes from research that shows that organization size affects employee satisfaction: the larger the organization, the lower the level of satisfaction by the employees. In addition, it has been found that,

"...small groups give rise to greater participation in communication and social interaction; more social transactions per person, facilitated communication, greater group cohesiveness, and more frequent liking of all other members of the group." (p55-56).

The actual principal-teacher relationship is also affected by the size of the school. George and Bishop's 1911 study of a school system, as reported by Steers (1977), found that,

"...smaller organizations were constantly associated with a more open, trusting and dependent climate, although the larger (and more bureaucratized) organizations were perceived to be the opposite." (p106).

McGee (1980) also commented about the effect of the size of the school upon principal-teacher relationships.

"In very small primary schools the relationship between principal and teachers can be more personal and informal. As school size increases, so too do problems of communication, and the need to develop more formal structures in which decision making may take place." (p54).

The size of the school can also affect the formality of the school. Archer (1972) pointed out that,

"...the more formal the system, the greater the amount of energy required for system maintenance. The small school can afford to be less formal and, possibly, has more of its energy available for adaptation and modification. If so, it can be more flexible, more open to innovation.",

but he also warned that,

"The converse holds also - the small school is more open to mediocrity, to unimaginative and stultifying teaching, and this is very dependent on the quality of teaching in general." (p48).

The recent study on Teachers and Stress (Galloway et al, 1982) also raised some important points about the size of the school in relation to the ease with which the principal can carry out his job.

They point out that Teaching Principals reported significantly less stress on the check list than walking principals, although they allow for the possibility that their check list may not cover the personal issues that are of particular concern to rural principals. Certain possibilities are given by the authors for the lower check list ratings reported by the Teaching Principals, such as being,

"...an artifact resulting from the fact that they have smaller schools.

...Teaching Principals may experience less role conflict concerning other professional and administrative aspects of the job.

...regular teaching may help to mitigate the effects of stress from administrative responsibilities." (p69).

In addition, they see the Teaching Principals as being,

"...to some extent shielded from continual demands, simply by being in the classroom.

...felt more confident of their role as teachers than their colleagues in larger schools with a "walking" principal." (p185).

THE ROLE OF INSTRUCTIONAL LEADERSHIP AS PERCEIVED IN LITERATURE

The two previous sub-sections, which dealt with the complementary topics of the role of the principal and the role of the Primary Teaching Principal of 3-7 Teacher Schools as perceived in literature, have mentioned Instructional Leadership as one part of the principal's role. This sub-section concentrates on the area of Instructional Leadership, stressing its importance as one of the major components of the principal's role. It also surveys the various definitions and components of Instructional Leadership, and the methods that are proposed to enable programmes of Instructional Leadership to be carried out in the schools. Lastly, the sub-section looks again at research that demonstrates the importance of the involvement of the principal in instruction in a leadership role.

Smyth (1980), in a recent article, has looked at some of the research that has sought to establish the current role of the school principal. He cites a 1978 study by Wellisch, MacQueen, Carriere and Duck, which was designed to trace the possible effects of the principal's behaviour on pupil learning, and which,

"...found gains in pupil achievement in schools where principals, (a) felt strongly about instruction; (b) communicated their views on instruction to teachers; (c) took responsibility for co-ordinating instruction, and (d) regularly reviewed and discussed teaching in their schools with teachers." (p3).

This emphasis upon Instructional Leadership, as the major component of educational administration, is also stressed by Stewart (1980), who holds that "the main task of an educational leader is to improve the quality of teaching and learning" (p13). He regards it as vital that the principal ensures that efficient systems are operating in such areas as communication,

office management, community involvement and financial services, so that the prime focus of the principal can be on the quality of instruction (p52).

In reply to the claims of many principals that they do not have the time to exercise Instructional Leadership, Stewart quotes Fallon's reply, that this is merely "a comfortable excuse by principals to avoid one of the toughest jobs in the world: assessing teaching learning situations and suggesting ways of improving them" (p3). Stewart advocates that any principal who deserves the title of leader will need to concentrate on the teaching, instructional and pedagogical aspects of the school in a constructive and helping context, by ensuring that,

"Firstly, the classroom should be the area of focus for any activity; secondly, the concerns and issues of importance to teachers and pupils should feature prominently; and finally, the teacher should be provided with objective feedback as to the quality of his/her classroom performance." (p4).

As well as being an essential component of the role of the principal, the opportunity to exert leadership can also be regarded as a challenge. Neagley and Evans (1975) point out that,

"If this challenge is not met by a display of high quality professional leadership by principals, they may be relegated to a managerial role of clerical minutiae and disciplining of uncooperative students." (p100).

Neagley and Evans admit that "unfortunately, this is a role too many principals have been satisfied to play" (p100), but they insist upon the prime importance of instructional leadership as part of the principal's role. They quote Jones, Salisbury and Spencer, regarding secondary principals,

"The prime justification for the position of principal in the school is to give leadership in the teaching-learning process..." (p102),

and Jenson et al, regarding primary principals:

"...instructional leadership emerges as the area which should have number one priority." (p102).

There are many differing views of what "Instructional Leadership" actually entails.

Stewart (1980) points out that many principals would define their task as predominantly involving organization and facilitation so,

"...that they work to set up structures and processes which

allow the aims of the institution to be met without themselves being closely involved in the work of the classroom." (p52).

The wide range of methods that are actually used by principals can be seen in the list of behavioural requirements needed to improve the instructional programme as given by over 700 American administrators (Bush, 1970). These methods include: using standardized tests to find both strong and weak areas, encouraging grouping, demonstrating audio-visual equipment, discussing homework assignments with teachers, allotting sufficient time for observing and supervising instruction, and following up classroom visits with teacher conferences.

Lipham and Hoeh (1974) used a systems approach to set out a systematic view of what is entailed by the term "Instructional Leadership" which they equated with designing, implementing and evaluating changes in the schools' instructional programme (p205). They outlined four phases of instructional change and gave the basic competencies required of the principal in each phase (p228-229).

In the first phase, assessing programme relevance, the principal must set out the current trends in society, and the general needs of the learners, and direct attention to those needs that are unique to both school and community. These are then integrated with the goals and objectives of the school, and the current programme is formally assessed in the light of these.

In the second phase, planning programme improvements, the principal examines and interprets alternatives, utilizing research and information, and involving others in the development of instructional alternatives.

In the third phase, implementing the programme improvements, the principal allocates and assigns the staff, materials, equipment and facilities, and explains the instructional change to the school community.

In the fourth phase, evaluating the programme change, the principal recommends the instruments of evaluation, collects, organizes and interprets the data, and, either certifies the viability of the programme, or initiates subsequent change.

Other authors have emphasized various aspects of Instructional Leadership that they feel are vital to the implementation of the concept.

Harris (1975, p30) points out that, while we are uncertain about the relationship between various activities for improving instruction, such as in-service programmes, curriculum development, organizational

climate, change process and improved pupil learning, there is little doubt about the importance of assuming an important relationship between teacher behaviour and improving pupil learning. For this reason, he urges that administrators should focus their efforts in this area.

Harris (p33-34) argues that any improvement of teaching cannot be a piece-by-piece affair, but must involve the following five categories - physical changes, rule changes, organizational changes, functional changes and personnel changes.

In dealing with the reality of the situation, Harris (p40) points out that resistance must be expected as inescapable, and he outlines methods of dealing with the resistance, concluding that,

"In teaching, instructional leadership is faced not only with the problems of implementing appropriate change processes, but also with the problems of dealing with resistance to change. Resistances to change are real, normal and substantial. They can be dealt with by recognizing fallacies, accepting the natural character of resistance, resolving to cope with them systematically, and developing tolerance for the turbulence that is inevitably a concomitant of change." (p43).

Sackney (1980) comments on the popular misconception of many principals who feel that being a leader requires them to do everything. He suggests, that what is required is that the principal should,

"...create conditions that will elicit leadership behaviour from everyone in the school, in those circumstances, at those times, when their contribution is essential for achieving the educational purposes." (p4)

Even so, Sackney points out, "a high degree of personal involvement in the instructional programme is still essential to the achievement of these ends", because he believes that "a principal cannot achieve these organizational ends, without simultaneously developing a heavy commitment to the primary function of the school, namely, teaching and learning". (p4). He insists that,

"Principals must furnish instructional leadership whether they want to or not. If they don't know how, they must learn. If they don't have time, they must find time." (p4).

Neagley and Evans (1975) concentrate on the importance of the Instructional Leadership Team, because they regard the job of educational leadership as having become so immense that the principal can no longer work successfully as an individual, and, therefore, "he must assist a group of persons with widely different backgrounds to work together for a common

cause" (p111).

In addition to the assistant principal (and other teachers in positions of responsibility), Neagley and Evans see this group as including classroom teachers, specialists, para-professionals and non-professional staff, students and lay individuals (p111-116), but they make the point that, while,

"The principal believes in the democratic process...he realizes that, in the final analysis, he is the responsible leader of the school." (p114)

The development of a team approach is also advocated by Prebble and Stewart (1981b) who suggest a strategy of middle management supervision which has been designed specifically to meet the New Zealand situation.

Prebble and Stewart point out that the sheer size of large schools makes it impossible, as well as undesirable, for the principal to attempt to do all the in-class supervision himself, and that in-class supervision should be shared among the senior, more experienced, staff members.

This means that principals have to make a major commitment of time to supervise their senior staff and then,

"...principals come to see their major influence on the work of the classroom teacher as being mediated by their senior staff... This involves careful delegation of duties and responsibilities, mutual goal setting, supportive supervision and regular mutual accounting..." (p51).

To help in carrying this out, Prebble and Stewart set out a method of middle management supervision, the Professional Development Cycle, but they are careful to point out that it is a minimal model and should not be regarded as inviolable. (p45).

The visitation-conference cycle has historically been an integral part of the supervisory system in America (Blumberg, 1970, p3) and, as such, has been exported in total to New Zealand, even though more and more teachers have felt that this process does not always live up to its expectations.

Blumberg and Cusick (Blumberg, 1974) analyzed the tape recordings of fifty conferences between supervisors and teachers to determine how they actually behaved toward one another in a supervisory conference. In this research Blumberg and Cusick assumed a model of supervision that was at variance with the traditional scientific management concept of relationships between authorities and subordinates, particularly because they believed that, in the school situation,

"...the supervisor is confronted with the problem of influencing a situation in which he has a minimal amount of power to control the manner, in which his attempts at influence are implemented." (p104).

Although they advocate caution about making generalizations from only 50 studies, Blumberg and Cusick point out that the data does raise a number of questions about the nature of interaction between supervisors and teachers, about supervisors' styles of solving problems, about the productivity of supervision and about the assumptions that underlie it. They point out that,

"Interaction between supervisors and teachers seem to be pretty much a matter of instruction, with the supervisor spending most of his time giving information." (p108),

and that "the interaction does not appear to be collaborative" (p108), and therefore they "are led to question the ultimate productivity of interaction between supervisors and teachers" (p110).

Blumberg and Cusick regard this as happening because of a combination of three factors: inadequate insight and skills by supervisors with interpersonal relationships, inadequate (if any) training for supervisors and selection of supervisors without regard to the behavioural demands of the job. (p110).

Finally, Smyth (1981) has canvassed a number of school effects studies where the active involvement of the principal in the instructional aspects of the school has been shown to be closely related to learning gains of the pupils of these schools. He found that the,

"Instructional leadership practices of school principals are, therefore emerging as one variable in "a critical mass of variables that collectively contribute to enhanced levels of learning within the schools". " (p1),

and,

"Embedded in the large cluster of variables that make a difference, is one that appears with remarkable regularity - the enactment of a strong leadership role by the principal." (p4).

Some important points that are raised by Smyth and which should be considered carefully by all those who are involved in Instructional Leadership include,

"...such leadership is not characterized by charisma or flamboyant style...but rather relates to a pervading concern and orientation ...towards classrooms and instructional matters. (p1-2).

...the influence of principals depends, to a considerable degree, on their possession of special knowledge and skills, which enable them to help teachers achieve their goals. (p4) .

Principals in the exemplary schools...seemed to have devised ways of successfully managing the dilemma of "two colliding systems of control" - the simultaneous and conflicting allegiances to head office bureaucracy, and to the teachers as professional colleagues. (p5).

...a willingness to move independently, and decisively, in matters affecting the faculty or school...genuine empathy for the teaching staff...in a non-condescending manner...primary task is to assist the teachers teach. (p6).

...personal involvement in the review of teaching performance... Communication to teachers of the principal's point of view concerning instruction...Involvement by the principal...in planning and evaluating instructional programs of the school. (p6).

...speaking the same language as the teachers...increase the amount of time principals are able to spend observing in classrooms." (p7-8).

DIFFERENCES IN PERCEPTION BETWEEN PRINCIPALS AND TEACHERS AS PERCEIVED IN LITERATURE

This last sub-section surveys various studies that have looked at differences in perception between principals and their teachers and looks at the reasons for these differences.

Studies that have taken place have found that the perceptions of principals and teachers do not always agree. Steers (1977) quotes three studies that show that "the location of an employee's job in the organizational hierarchy, or in a particular department, can effect perceptions of climate to some degree" (p106).

An investigation by Grassie (1973), involving the staff of fourteen metropolitan high schools, showed that there are differences in perception. For example, he found that "the principals differed significantly from all the other ranks, in their perceptions of the degree of hierarchy of authority, characterising the school" (p181). In addition he found that those teachers in positions of responsibility "take the more favourable view of the school administrative structure, and the principal's leadership quality" (p183).

Those teachers in positions of responsibility also perceived,

"...that there is significantly less supervision of their work, than do the two groups of teachers, of their work. The higher ranks are significantly more aware, than are the teachers, of having some part to play in decision making..." (p183).

Grassie believes that it is not surprising that the perceptions of individuals differ because, "perceptions are a function of an individual's needs and values, as well as the objective situation." (p186). He concludes his report with an important point that should be kept in mind by principals:

"Teachers do not wilfully "misperceive" - they perceive things differently, because the demands on them are different from those, say, on the principal." (p187).

A study by Stanton (1978) looked at the perceptions of teachers of aspects of school functioning in four large secondary schools, and he found that "class teachers in the low-status group construe several features of school life very differently from many of their colleagues" (p59). Stanton made the point that,

"Analysis of results at various levels shows that, while a number of differences may be observed between those classified as "low" or "high" in status, comparisons between specific groups indicate that the pattern of variations is more complex than seen initially." (p64) .

He suggested that these "differences could be associated with particular interests and responsibilities" (p64).

An investigation of twenty, representative, large metropolitan primary schools (Flanagan, 1983) into the types of leader behaviour that were perceived to be morale boosting for teachers, while finding areas of significant agreement, also found areas of significant disagreement. A common theme of these areas of disagreement was when, "in an endeavour to "get things done", the principals' leader behaviour was sometimes perceived by teachers as being "too intensive" or "over anxious". " (p2).

When these findings were discussed with the principals, they agreed that, on occasions, their behaviours could be perceived by teachers as being too intense, but the,

"Principals considered that the various degrees of intensity resulted from additional, and increasing demands on their time; for example increasing communications with various governmental departments, increasing interviews with various community groups and constant interruptions to routine caused by the telephone. Principals claimed that teachers were not fully aware of the additional demands on the principals' time." (p3).

This section has looked at the role of the New Zealand Primary School

Principal, as perceived in official publications, and has shown that a hierarchial structure is envisioned with the principal as the "man in the middle".

Much of the theoretical literature presents a picture of what the role of the principal should be, quite often drawn from the example of business, although in recent times some research has been directed to discover what a principal actually does.

Very little literature is available on the position of a Teaching Principal, probably because most of the research has been carried out in large (urban) schools, close to universities, although smaller schools have many advantages for teaching because of their small size.

Instructional Leadership is perceived to be part of the principal's role, and its importance is demonstrated by the fact that research has shown that, where principals are actively involved in Instructional Leadership, there are definite positive effects on pupil learning.

The final part of this section has looked carefully at research on differences in perception between principals and teachers which could be important to the understanding of the running of a school.

2:2 THE SUMMARY OF COURSES IN EDUCATIONAL ADMINISTRATION IN NEW ZEALAND

INTRODUCTION

At the 1982 Lopdell House Course on Educational Management (Department of Education, 1982b), both the Director General and the Regional Superintendents of Education listed various factors which they regarded as influencing the New Zealand education system, one of which was "inadequate preparation in management" (p4).

Many New Zealand principals would readily agree with this statement as many of them believe that their training for the position of principal has been inadequate and unsatisfactory. Prebble (1980b) in a summary of recent New Zealand research quoted three relevant surveys. The first survey showed that over two thirds of all secondary principals in 1975 "considered their level of training to be unsatisfactory" (p215). The second survey, that of non-teaching principals of Wellington primary schools (VC-VID) during 1974-1975, found "that most principals expressed dissatisfaction with the level of training for their positions" (p215). The third survey, that of rural principals in the Wanganui Education Board in 1980, "indicated a strong wish for more pre-training for their positions" (p215).

Yet, it is interesting to note that, in the recent study on stress in teaching by Panckhurst, Galloway and Boswell (1982), it was found that "the majority of principals (80 per cent) had undertaken some kind of course or minimal training in educational administration" (p135).

There are many different kinds of courses in educational administration, both theoretical and practical, that are available for principals, although very little has been designed specifically for Teaching Principals of 3-7 Teacher Schools. Therefore, Teaching Principals looking for further help will usually have to take part in a course of study or training that has been designed for a much wider group.

This section, therefore, notes courses that are available both now and in the future through the Universities, the Advanced Studies for Teachers Unit and the Teachers' Colleges, as well as surveying the various in-service courses that have been available, nationally, regionally and locally, since the 1978 Futuna House seminar was promoted.

"In response to a growing demand from teachers in all branches of the service for help to improve the quality of leadership in

education...As a result a plan for the development of further courses throughout the regions was formulated." (Department of Education, 1979, p29).

UNIVERSITY COURSES

Not all Teaching Principals wish to take leave to complete a course of study even if they are able to do so, and in many cases, the various papers and courses that are available at universities are timetabled at times that are unsuitable for Teaching Principals to attend even if the particular university is close enough to attend after school is finished. The actual suitability of the papers and courses that are listed in this section can be gauged from their prescriptions which are set out in Appendix Thirteen (p 205-206).

The extent of the contribution of the New Zealand Universities in the field of educational administration is summarized in Herbison's (1981) comments on the current scene in New Zealand.

"Currently, Dr Tom Prebble of Massey University is providing a two year extra-mural diploma course in educational administration. The first group graduated from that course in 1979. Apart from providing individual papers at diploma or master's level, few other universities are making a major contribution to this increasingly important field." (p6).

The following list of papers that were available in 1983, confirms the aptness of her summary.

The University of Auckland Calendar Centenary Issue 1983 lists "14.304 The Context of Educational Planning" and "14.317 Organisational Effectiveness" (p160) for Education for B.A., although the first paper was not taught during 1983. The second paper can also be taken for Education for M.A., and Honours (p161) but in 1983 it was only available "in full time hours", although in 1984 it will be taught "in part-time hours" (p160).

The Victoria University of Wellington New Zealand Calendar 1983 lists relevant papers in both the B.Ed.Stud.Course (p147) and the Dip.Ed. Course (p151) which can also be endorsed with 'Educational Administration' if the special requirements are carried out...(Appendix Thirteen, p 205.) These papers are, "EDUC 385 Theory and Practice of School Administration **", "EDUC 410 Educational Administration", "EDUC 482 Research Paper in Educational Administration **" and "EDUC 495 Supervision in Education **".

While there are restrictions on enrolment for three of these papers, it is doubtful that these restrictions would prevent any of the present holders of the position of Teaching Principal of a 3-7 Teacher School from enrolling if they were near enough, as "enrolment in EDUC 385, EDUC 482, EDUC 495 is restricted to candidates who have a minimum of 5 years service as a certificated teacher" (p147).

The Calendar 1983 Massey University lists the widest selection of relevant papers and courses in educational administration of any of the universities.

The fact that many of these papers at Massey can be taken extra-murally as well as internally makes them available to Teaching Principals in rural and provincial areas away from a university centre. Provision is also made for the postgraduate papers to be taken after school for those teachers who are close enough to commute after school has finished.

The undergraduate paper "36.334 School Organization and Management" can be taken for the B.Ed. degree both internally (p384) and extra-murally (Massey University Extramural Handbook 1983, p109).

Two postgraduate papers "36.405 Educational Administration" and "36.439 Educational Administration" can be taken for B.A.(Hons), M.A., B.Ed.(Hons) and M.Ed. (Massey University Graduate Courses in Education 1983, p4).

Paper "36.608 Educational Administration" for the Dip.Ed. can be taken both internally (Calendar 1983 Massey University, p385) and extra-murally (Massey University Extramural Handbook 1983, p111).

In addition to these papers, Massey University also provides the only university diploma course specifically in educational administration but it is restricted to "graduates or holders of an approved diploma" (Massey University Extramural Handbook 1983, p106).

This Diploma in Educational Administration consists of "four core papers, a special topic paper and an administrative project" (p106) which cover the following areas; Instructional Leadership and Organisational Behaviour, Theory and Process in School Administration, Educational Policy Making and Planning, Effective School Management, a Special Topic, and an Administrative Project.

While the diploma is designed to be taken extramurally in a "two year cycle" (p106) it can also be taken internally "as a two or three year part-time study programme, although in special circumstances a one year

programme may be possible". (Calendar 1983 Massey University, p262)

ADVANCED STUDIES FOR TEACHERS COURSES

The Advanced Studies for Teachers Unit (ASTU), and five of the six Teachers' Colleges, provide courses in educational administration (Department of Education, 1982a) that are relevant to the needs of Teaching Principals of 3-7 Teacher Schools.

While the majority of teachers enrolling through the Advanced Studies for Teachers Unit will study by correspondence, in certain circumstances they may be able to join a study group but, as "there should be a minimum of eight teachers interested before the unit will consider setting up a group" (p8), it is unlikely that many groups would be set up for these particular papers, especially in rural or semi-rural areas. Even so, the opportunity to study by correspondence makes these courses in educational administration available to a wider group than would otherwise be possible.

Two papers, "18.01 Educational Administration" and "18.02 School-Based Administration", are provided by the Advanced Studies for Teachers Unit itself for "teachers holding positions of responsibility in schools" (p6).

In addition, various Teachers' Colleges offer courses that are "similar in content" (p3), although sometimes these have a slightly different emphasis, as can be seen by comparing the prescriptions for the various courses as set out in Appendix Thirteen (p 206-208).

One new paper, "18.02 Professional Leadership in Education", is provided by Auckland Teachers' College for "Pre-school, primary and secondary teachers" (p11).

Two papers, "18.01 Educational Administration and Management (Paper A)" and "18.02 Educational Administration and Management (Paper B)", are provided by Hamilton Teachers' College for "teachers in primary and secondary schools" (p12).

Two papers in Educational Administration and Management, "18.01 Paper A" and "18.02 Paper B", are usually provided by Wellington Teachers' College, although only Paper A was offered in 1983. These papers are designed for "principals, deputy principals and teachers with administrative responsibilities in pre-school, primary and secondary schools" (p14).

Two papers, "18.01 School Administration, Paper A" and "18.02 School Administration, Paper B", are provided by Christchurch Teachers' College. These papers are designed for teachers "in either primary or secondary schools" (p15). While the first paper concentrates on "middle management", in the second paper "the earlier emphasis on middle management is extended to focus on the total field of school administration" (p15).

One paper, "18.02 School Administration", is provided by Dunedin Teachers' College in association with the Otago branch of the New Zealand Educational Administration Society for teachers in "pre-school, primary and secondary schools" (p16).

The Minister of Education has approved new teaching qualifications (Department of Education, 1983b), the requirements for which will,

"...provide all teachers with an opportunity to obtain further recognized qualifications beyond the pre-service level by a route that is alternative to obtaining university qualifications." (p77).

This new structure will require some extension to the present papers being offered by the ASTU, and the preliminary Education Gazette notice (p76 - 77) sets out three schedules of courses from which teachers will be able to make selections for the Higher and Advanced Diplomas.

The Second Schedule states that,

"It is intended at this level to provide opportunities for teachers to broaden their knowledge by studying new subjects; to begin study in specialist topics such as administration..."

while the Third Schedule states that,

"The intention is to include papers which will require teachers to undertake study in some depth in subjects of topics commenced during their training or in their study towards the Higher Diploma of Teaching." (p77).

Some idea of the proposed papers, that probably are envisaged when the new qualification structure is fully operational, may be seen from the following recommendations contained in the Educational Management report (Department of Education, 1982b).

"RECOMMENDATION 1

That ASTU consider adding further Level 1 & 2 papers in Educational Management/Administration to the present two papers offered,

- Management of change
- Supervision - instructional leadership
- Counselling and Consultation in Administration

RECOMMENDATION 2

That a Level 3 "Development project" option in educational Management be instituted, to count as two papers towards the "Dip Tchg" qualification strand.

Note: Completion of at least two Administration/Management papers at Level 2 a prerequisite." (p35).

DEPARTMENT OF EDUCATION NATIONAL COURSES

The Department of Education provides a national residential programme of in-service courses in Auckland (Supplement to the Education Gazette, 15 June 1982) and these courses are based upon,

"...the knowledge and experience of its officers...and that of the major teacher organizations who discuss with the directors at Head Office the specific topics which constitute the programme." (p1).

Suggestions for membership of the various courses come from many sources including,

"District senior inspectors are asked to suggest names...Any teachers who wish to be considered for nomination for a particular course should write to their district senior inspector...The teachers' organizations are invited to nominate representatives ...Specialized courses for particular groups...are arranged by the departmental officers concerned who consult the appropriate institutions and groups..." (p1).

Naturally, the conflicting needs of all areas of education has meant that courses in educational administration are only one of the many areas of education that must compete for the limited time that is available at the national in-service centre, especially now that the national residential courses have been increasingly put to use for policy-making and writing parties (NZEI, 1981, p147), and Hogben House was closed in October, 1981 (Department of Education, 1982c, p22).

Various courses have been held in educational administration during the period from 1978 onwards, some specifically for Teaching Principals of small (usually rural) schools, but the majority have been of a more general nature. In particular, the emphasis has been on setting up courses to 'train the trainers' (Stewart and Prebble, 1981, p5).

In 1978 a course on "Teaching in Small Rural Schools" (Education Gazette, 55(21), p546-548) was held at Hogben House while in the same year a course on "School Management Principles for Principals" (Education Gazette, 56(20), p535-538) was held at Lopdell House. The latter course covered a wide spectrum of a principal's duties including, "office, financial and

staff management, training ancillary staff, communications and community participation."

An important development in educational administration took place in July 1979 when,

"...the Department of Education drew together at Futuna House a group of administrators from all sectors of the education system including principals of secondary and primary schools, university, teachers' college and technical institute lecturers and tutors; and inspectors and advisers. Their purpose was to review the provisions for education and training of educational administrators." (Kings, 1981, p7),

and, as Stewart and Prebble (1981) pointed out, agreement was reached that,

"The three levels of institutional management, middle management, and classroom teacher seemed to offer a useful basis for the planning of future training programmes." (p3).

After the Futuna House policy planning workshop, and during 1979, the new policy was implemented when the,

"Department of Education organized a series of six two-week training courses at their residential courses in Christchurch and Auckland...to establish a corps of people throughout the country who would serve as resource people and organizers for management training at a regional and local level." (p4).

A course on "Administration and Teaching in Grade Two and Three Schools" was also held that year at Lopdell House (Education Gazette, 57(20), p513-516),

"To assemble experienced teachers and rural advisers in order to begin building up a resource book of ideas which could assist a newly appointed and inexperienced teacher."

Various courses on "Management of Educational Institutions" continued to be held during 1980. (Education Gazette, 58(10), p221-224; 58(20), p494-498).

A course on "The Teaching Principal" was held at Hogben House in 1980. The director of that course (Nicholson, 1982) described the course as follows:

"Basically, the course was approached in terms of the principal's role in a school where he is not released from teaching. While this means that in practice the principal must carry out similar functions to his non-teaching colleagues, ways were discussed of how this can be achieved by using staff strengths and by support services, such as advisers, inspectors, teacher college staff and teacher-colleagues."

During 1981, the aim of those courses that were run on the topic of

"Management of Educational Institutions" was specified as being, "for those involved in middle management." (Education Gazette, 59(20), p550-554).

In 1982 there were no relevant courses, although courses were provided for principals of Secondary Schools and large Primary Schools. There were also two courses on "Management of Educational Institutions", both of which had as one of their aims, "to develop regional and local programmes." (Supplement to Education Gazette, 31 July 1981, p1-4; 18 November 1981, p1-4; 15 June, p1-4).

The proposed programme for 1983 (Supplement to Education Gazette, 17 November 1982) demonstrated the changing pattern: from the original emphasis on National Courses to 'train the trainers', to courses at the regional and local level. While the programme provided for a national residential course for Secondary School Principals, the only relevant course for Teaching Principals of 3-7 Teacher Schools was one on "Educational Management" for which the aims were,

- 1/ To monitor progress of recommendations contained in April 1982 Educational Management Report.
- 2/ To further the implementation of effective co-ordination in the regions and districts.
- 3/ To involve key people from districts who have not yet had the opportunity to establish educational management courses in their areas.
- 4/ To train consultants to act as catalysts for change in educational institutions."

With the exception of a course on the management of the Advisory Services there were no relevant residential in-service courses planned for the period 1 October 1983 to 31 March 1984 (Supplement to Education Gazette, 15 June 1983, p1-3).

WANGANUI EDUCATION BOARD IN-SERVICE COURSES

The first phase of the new educational management training policy which sought to establish a corps of people throughout New Zealand who would be able to serve as resource people and organizers for management training at a regional and local level appears to be over. Even while the first phase was being implemented, the Department of Education began to encourage the regions and districts to expand their own in-service courses using these resource personnel. The Department of Education's

major concern for this area of teacher development was evidenced by its,

"...recommendation to the regions and districts in November 1981 that 20% of all inservice education be devoted to Educational Management training." (Department of Education, 1982b, p4).

Even so, while,

"The Department of Education's teacher education division continues to co-ordinate national and regional effort in the education and training of educational administrators...the division still has to depend on district senior inspectors and its own administrative branches to provide material, resources and people who can develop suitable education and training programmes." (Kings, 1981, p8).

Stewart and Prebble (1981) are more definite about the difficulties that they regard the Department of Education has in trying to influence in-service training at a regional level. They state that,

"In-service training policy is determined by a series of regional committees which advise the District Senior Inspectors. So while the Department of Education controls Hogben and Lopdell House and determines the kind of in-service training that takes place in those two facilities, it has only limited and indirect influence over training at a regional and local level." (p4),

although they agree that,

"...District Senior Inspectors have been most co-operative, and management training has been accorded a high priority in most regions." (p4).

Like the national in-service courses, local courses must make provision for all areas of education. It has become more difficult to provide educational administration in-service courses for more reasons than just the conflicting claims of other areas of education.

These other reasons include "a marked swing to school based in-service training", and although this has been helpful, in that "each school has been able to develop in-service activities to meet its own particular needs", (Department of Education, 1981, p17) the number of specialized courses has been cut down correspondingly.

Cuts in government spending have also affected the number of in-service courses that can be mounted and, therefore, courses in educational administration, especially those for Teaching Principals, are competing for fewer and fewer available days.

It was felt by the writer that a survey of the Wanganui Education Board's

in-service courses in educational administration from 1978 onwards, while providing information about 'local' courses, would be particularly relevant for the purposes of this study. Firstly, it was felt that the Wanganui Education Board's provision of in-service courses would probably be similar to those of other Education Boards and, secondly, that most of the Teaching Principals involved in this present study would have had the opportunity to take part in the in-service courses that had been provided in the Wanganui Education Board's area.

In 1978 (Wanganui Education Board In-Service 1978) there were day meetings for "Principals and D.S.I.P.S." (1) at various centres throughout the Education Board. 4-day courses for "Principals (Grade V and above)" were held at both Palmerston North and Wanganui to "examine some current issues of concern, and to look at possible future trends", as well as a 2-day course for "Principals of Larger Schools (Grade IV and above)" in one of the country areas to examine the same issues and trends. In addition, a 2-week (with a 1-day follow up) "Principals and Senior Teachers' Extension Course" was also available with "some emphasis on organization and administration".

In 1979 (Wanganui Education Board In-Service 1979) the usual 1-day course for all "Principals and D.S.I.P.S." was held throughout the Wanganui Education Board area at various centres (p1, 4, 5, 6, 7, 8, 9). A 5-day course on "Educational Administration" was available for Senior Teachers and Principals "to study in depth elements involved in the organization and administration of a large school" (p3, 10), while a 4-day course was held in the Ruapehu/Taihape area for "Principals of Large Schools (Grade V+)" to "consider professional and administrative matters in depth" (p6-7).

The previous year's "Principals and Senior Teachers Extension Course" was available again for 10 days specifically for those in the Rangitikei/Hunterville area (p8), while a new 5-day residential course based in Wanganui on "Leadership in Positions of Responsibility in Rural Schools" was available and was "designed to help improve teacher awareness and understanding of the educational role" (p4, 6, 8).

In 1980 (Wanganui Education Board In-Service 1980) the usual day meetings of "Principals and District Senior Inspector" were held (p6), while a 2-day "Leadership Course for Principals of Rural Schools" was available for those in the Palmerston North Country (Kainui) area "to consider the

(1) District Senior Inspector Primary Schools.

supervisory responsibilities of an effective principal" (p10). In addition, a combined Taranaki/South Auckland/Wanganui 2-day "Administration" course for Principals was also available. (p15).

In 1981 (Wanganui Education Board In-Service 1981) two "Principal Grade V+ Schools and District Senior Inspector" 1-day courses were held at Palmerston North and Wanganui (p8, 10). In addition a special course on "School Management" was held by two local teachers who were taking part in the Lopdell House courses on "Management of Educational Institutions".

In 1982 (Wanganui Education Board In-Service 1982 Term 1) two "DSI and Principals Grade 3+ Schools" 1-day courses were held at Palmerston North and Wanganui (p8, 11), in addition to 1-day courses for the "DSI and Rural Principals" (Wanganui Education Board Supplement In-Service 1982 Term 2) in the King Country (p4), Wanganui Country (p5) and Palmerston North Country (p5) areas on "management and administrative factors". Two, 2-day "Management and Administration in Education" courses were available as "an extension of the national in-service courses to apply modern administrative techniques to teaching" (p9, 12).

In 1983 (Wanganui Education Board Information Bulletin No 1 In-Service Training 1983/1984) two "District Senior Inspector of Schools and Senior Principals" 1-day courses were held at Palmerston North and Wanganui (p2). A 1-day course on "School Management" (Wanganui Education Board Information Bulletin No 3 In-service Training 1983/4) was offered for "principals and senior teachers who have not had the opportunity to share with others, various aspects of management". It also included such aspects as, "leadership styles, delegation, supervision, and writing job descriptions" (p6). There was also a 1-day course on "Administration" by the Advisers to Rural Schools for "principals and intending principals of small schools". The course involved such aspects as "office management, resource organization - both physical and human, staff supervision and training, community relationships" (p2).

TEACHERS REFRESHER COURSE COMMITTEE IN-SERVICE COURSES

The Teachers Refresher Course Committee (Education Gazette, 61(15), p365) provides a variety of National, North Island, South Island and regional courses for teachers which are usually held during the August and January vacations.

The Committee selects the courses from topics suggested by both teachers and teachers' associations, and any teacher can apply to attend, although places are limited, particularly for the more popular courses.

The cuts in education spending have also affected this area of in-service, as the grant to the Teachers Refresher Course Committee comes out of the total Government allocation of funds for in-service training (NZEI, 1982a, p146).

As these courses are designed to cater for as wide a variety of teachers as possible, courses specifically designed for Teaching Principals of Group Two and Three Schools have not been provided recently although elements of various courses would have been useful for Teaching Principals.

In January 1978 (Education Gazette, 56(14)) there was a National Course on "Organization and Administration in Sole Charge Schools" which covered among other things, "techniques, procedures and systems to meet administrative requirements", and "school, community and professional relationships" (p356).

In the following January (1979) a course was held on "Leadership in Positions of Responsibility in Primary Schools" (Education Gazette, 54(13)) which aimed to "help improve teacher awareness and understanding of educational leadership roles" (p318), while in January 1980 a National Course was held on "Teaching in Grades 2 and 3 Schools". The amended description for this latter course emphasized "multi-class teaching strategies and teaching resources in both the junior and senior school areas". In addition, opportunity was to be given for discussion on "the use of advisory services, voluntary helpers, community relationships and administration" (Education Gazette, 58(14), p331).

In January 1981 a National Course was held on "Educational Supervision" (Education Gazette, 59(12)) which was aimed at "all, from early childhood onwards, holding or aspiring to hold a position involving responsibility for the guidance of colleagues" (p291).

While there were no relevant courses held in 1982, a North Island only course was held in January 1983 on "Organization and Administration in Grades 1 and 2 Schools" (Education Gazette, 61(14)) which was designed to "cater for those teaching or intending to teach in schools with one to five teachers", and dealt with "school, community and professional relationships" (p348).

The January 1984 courses will provide a National Course in "Organization and Administration of Grades 1 and 2 Schools" (Education Gazette, 62(9), p208).

OTHER IN-SERVICE COURSES AND HELP

There are other organizations and individuals who provide help that would be valuable for Teaching Principals.

The New Zealand Educational Administration Society can provide help through its publications, educational programmes and job training at branch level (Prebble, 1980b, p215-216). An example of the latter is the October workshop advertised by the New Zealand Educational Administration Society (Wellington Branch) in their 1983-1984 programme.

"TEACHER-TEACHER COMMUNICATION

The NZEAS (Wellington) workshop will focus on problems teaching principals and other staff have when coping with the day to day demands of their classroom as well as school responsibilities."

Other specialist groups also offer help. The newly formed New Zealand Principals Federation (1982) has offered to provide "courses in Principalship and School Management" and advises that "principals anywhere interested in this should contact the Secretary." (p3).

As well as running formal courses, the Rural Advisers in the various Education Boards are available to help "in all the small country schools from one to about five teachers in size", although in some cases they "visit larger rural schools as well". Rural Advisers, in addition to providing help in subject areas, will "give guidance on other matters such as school administration and working relationships with communities and educational agencies, including school committees and education boards" (Department of Education, 1975, 8.7.15).

This section has looked at the various courses, both theoretical and practical, that are available for Teaching Principals of 3-7 Teacher Schools, and although access to courses in both theoretical and practical aspects of educational administration may be hindered by location, previous qualifications, and restrictions brought about by cuts in spending on education, all Teaching Principals of 3-7 Teacher Schools have the opportunity to obtain some form of help. The available

opportunities should be made better known, a point that is emphasized very strongly in the Education Management report (Department of Education, 1982b). The Lopdell House course members who drew up this report provided a list of task related action statements, the first of which is,

"Articles suitable for publication in teachers' journals etc with special reference to the nature and purpose of E.M.",

and they point out that,

"It is anticipated that some fifteen articles will be appearing in print over the next few months." (p8).

Under the heading "Selling the Idea", the course members set out certain guidelines for disseminating information about educational management.

"Information should demonstrate relevance to the daily life of teachers and teaching children - "What's in it, for me?" - and written in simple, easily understood, jargon-free English."

The concluding paragraph of the report recommends that,

"The information needs to be frequently published in Gazette, NZEI, PPTA, KTA, Playcentre, Child Care Journals, Education Magazines. Perhaps an article in the Listener."

3 METHODOLOGY

"I have an hour's talk in store for you;"

Julius Caesar 2.02.121.

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CHAPTER THREE

METHODOLOGY

3:1 THE PILOT STUDY

INTRODUCTION

During 1982, a pilot study was carried out with a small group of Teaching Principals to determine their perceptions of Instructional Leadership, both ideal and actual.

This section summarizes the pilot study and describes the selected group, the research methodology and the results, outlining various points that were raised during the pilot study that influenced the scope and methodology of the present study.

THE SELECTED GROUP

The group of five Teaching Principals involved in the pilot study, was composed of the principals of a Three, a Four, a Five, a Six and a Seven Teacher School, with each school being within an hour's drive of Halcombe, a small town in the Wanganui Education Board area.

Only six principals needed to be contacted initially by telephone to obtain the required number of Teaching Principals and range of schools. One of the six principals initially contacted was omitted from the pilot study when, during the initial contact, it was discovered that the school did not fit the criteria.

RESEARCH METHODOLOGY

An introductory letter was forwarded to each of the Teaching Principals who had expressed interest. This letter set out the details of the pilot study and asked for permission to conduct an interview using the format of a tape recorded discussion.

During this introductory stage, and later, care was taken to ensure that a structure was not provided for the proposed interviews although there was a focussing upon the "Principal" aspect of the Teaching Principal's role, to ensure that time would not be wasted unnecessarily on the class teaching aspect of their role.

When final permission had been given by each of the five Teaching

Principals, a mutually acceptable time was arranged for each interview.

The actual collection of data for the pilot study was carried out over a period of just over a month from the first interview to the returning of the last corrected transcript. The agreement of all participants to the use of a tape recorder facilitated the recording of the discussions and the consequent reproduction of these in the form of a typed transcript.

The questions used during the interviews were open ended questions designed to act as a funnel narrowing down to each specific point.

Typed transcripts of each interview were forwarded to each of the respective Teaching Principals for correction, or amplification, before being returned. The answers to each question were then collected and collated.

RESULTS

The semi-structured discussion format of the interviews allowed the Teaching Principals to put forward their perceptions of what actually happened in their schools. In previous research with Teaching Principals, (Payne 1980) the questions had been so tightly structured that the Teaching Principals had been given no real opportunity to express their own ideas and, therefore, they provided only the required answers. Because of the success of the semi-structured interview in the pilot study, this method was seen as having the potential to play an important part in the subsequent research although it was realized that any extension of the numbers being interviewed would cause a corresponding increase in time, both for the interviews and for the collation of the data.

All of these Teaching Principals had had a wide background of experience in smaller schools, while four out of the five had taught for varying lengths of time as Deputy Principal and/or Senior Teacher (Junior Classes).

In addition to this practical experience, the Teaching Principals had also experienced some type of educational administration course, varying from university papers in educational administration at Massey University, to in-service courses of varying types, although not all Teaching Principals were convinced that these courses were relevant to their

present situations.

There were common trends in the comments of the five participants to the rest of the questions, but there also appeared to be some differences in emphasis between the perceptions of the Teaching Principals of the smaller schools and those of the larger schools.

The initial questions centred on the Teaching Principals' perception of the ideal role of the "Principal" in their present situation. They were all very conscious that, as a Teaching Principal, they had a full-time responsibility for the running of their schools.

Their perceptions of the principal's role generally fell into the framework provided by Downey's (1961) four specific roles of Principalship, as summarized in Chapter 2:1 (p28).

The first of these roles, that of the efficient business manager, covers the area of the administrative tasks. Despite Downey's view that the principal should merely be the overseer of these tasks, the transcripts presented an entirely different picture due mainly to the lack of adequate non-professional support time for the Teaching Principals.

The second role, that of an influential leader of people, was also evident in the transcripts. The Teaching Principals were aware that the authority of their position was not sufficient of itself, and that Instructional Leadership could neither be carried out in an obviously autocratic manner, nor in a merely technically clinical manner. Indirect methods such as informal discussion on a one-to-one basis and the example of their own classroom teaching were seen as being more important than formal methods.

More formal methods included the checking of work plans, planning on a joint basis, and discussion of curriculum areas in staff meetings. All of the Teaching Principals attempted to see all class programmes in action.

The third role, that of the knowledgeable curriculum developer, also included the Teaching Principal's own example as a classroom teacher. Again this was seen as being more important than actual formal demonstration lessons.

Particularly in the larger schools, the Teaching Principals attempted to procure consultative resources because they felt that they were not

experts in every field and could not supply the help needed during teaching time.

While the role of the Principal as a sensitive agent of organizational change and improvement was mentioned, little time was available for this purpose. Although the Teaching Principals were concerned to ensure that fresh new ideas found their way into their schools they were unable to follow these into the classrooms.

The figurehead role of the Teaching Principal was also prominent with the principal being regarded as the official link between the Education Department, the Education Board and the community. Especially where the School Secretary was unavailable, because of an inadequate time allocation, the Teaching Principal was often called away from his other duties to see visitors.

The next group of questions dealt with the Teaching Principals' perception of the actual role of Instructional Leadership.

Instructional Leadership was seen as a necessary component of the role of the Teaching Principal as set out under Downey's last three headings.

No attempt was made to determine how the Teaching Principals viewed the place of Scale A teachers in Instructional Leadership in the schools, but it appeared that allowance was made for the skills of all teachers, though mainly in an informal way.

Where the Teaching Principals had other positions of responsibility on their staff these were viewed as playing a supportive role to the Teaching Principal as the Instructional Leader. These teachers were given delegated areas of responsibility in particular subject areas and in class areas of the school.

The disadvantages of the position of Teaching Principal for Instructional Leadership were felt very keenly, with the Teaching Principals being very conscious of the match/mismatch between their perceptions of the ideal and the actual role of Instructional Leadership.

This perceived inability to carry out their role as Instructional Leader was seen as being related to the Teaching Principal position as Teaching Principals cannot be easily released from their class when they are really needed to provide help. None of the Teaching Principals were very happy about leaving their classes unsupervised.

The Teaching Principals used Religious Instruction and Manual times, as well as Teacher Aides, to release them during school time. The Teaching Principals also tried to help their teachers after school when no teaching was taking place in either classroom.

There were also other conflicting demands on the Teaching Principals' time - the necessity to meet visitors, official and unofficial, necessary and unnecessary.

The other major question that was asked in the pilot study dealt with the advantages of the position of Teaching Principal for Instructional Leadership and the answers illustrated Kerlinger's (1977) comment that, in research,

"We will probably also pick up bonuses on the way. The serendipity of theoretical exploration is often surprising and rewarding." (p9).

This question was originally included to balance the previous question that asked for the Teaching Principals' perception of the disadvantages of the position of Teaching Principal for Instructional Leadership but it produced some definite advantages of the position of Teaching Principal for Instructional Leadership.

All of the Teaching Principals were certain that the position of Teaching Principal had definite advantages for Instructional Leadership, including a "buddy effect" that gave their suggestions more importance especially if they provided a good example in their own classroom, coupled with the point that the teachers felt that Teaching Principals were unlikely to inaugurate methods that were unnecessarily burdensome to themselves.

In addition to illuminating certain aspects of the role of the Teaching Principal as Instructional Leader, the pilot study also raised some important points that were seen as being important for inclusion in the main study.

These points were:

1. Can the findings of the pilot study be substantiated with a larger sample of Teaching Principals?
2. Is there a difference between the perceptions of Teaching Principals of smaller schools and those of the larger schools in the 3-7 teacher range?
3. If there is a difference, is it caused by the rural/urban situation,

the size of the school, the number of positions of responsibility, other factors, or a combination of some or all of these?

4. Is there a correlation between the Teaching Principals' perception of their role as Instructional Leader, and the staff's perception of the Teaching Principal's role as Instructional Leader?
5. Is there a correlation between the Teaching Principals' perception of the effectiveness of their role as Instructional Leader, and the staff's perception of the effectiveness of the Teaching Principals' role as Instructional Leader?
6. Who is perceived by the Teaching Principal and the staff as supplying Instructional Leadership within the school, and of what kind?
7. What type of courses, if any, in educational administration have the Teaching Principals attended?
8. What are the Teaching Principals' perceptions of the usefulness of these courses in their present situation?
9. Are the Teaching Principals putting the concepts that were presented at these courses into action in their schools?

Together with the pilot study these points have provided the structure of this present study which has covered the same area but at a greater breath and depth.

3:2 THE POPULATION OF NEW ZEALAND PRIMARY TEACHING PRINCIPALS AND TEACHERS OF 3-7 TEACHER SCHOOLS

INTRODUCTION

Although Teaching Principals of 3-7 Teacher Schools teach in seemingly differing schools both the positions and the schools have certain elements in common, and, therefore, the aim of this section is to provide both a definition of Teaching Principals of 3-7 Teacher Schools and a description of their schools. This will be followed by two main sub-sections which will provide a description of the selected groups that form the basis of this study; the first being the Teaching Principals, and the second some of their teachers. Finally, the introductory approach will be set out in some detail with the reasons for adopting this approach.

NEW ZEALAND PRIMARY TEACHING PRINCIPALS OF 3-7 TEACHER SCHOOLS

These Teaching Principals are certificated teachers, who have been appointed to the position of Principal of a State, Integrated, or Private Primary School, that is staffed on the basis of the official Numerical Staffing Entitlement with 3-7 full time teachers. In addition to being the Principal, they also have the full time responsibility for teaching a class.

3-7 TEACHER SCHOOLS

Officially, 3-7 Teacher Schools comprise all Group Two Schools, and those schools in the bottom half of Group Three. While the majority of these schools are in rural, or semi-rural areas, an increasing minority are in urban areas.

TABLE III

<u>ROLLS AND STAFFING RATIOS OF 3-7 TEACHER SCHOOLS</u>			
<u>SCHOOL</u>		<u>ROLL</u>	<u>STAFFING</u>
<u>GRADE</u>	<u>GROUP</u>	<u>RANGE</u>	<u>RATIO</u>
IVA	2	51- 75	1:25
IVB	2	76-100	1:25
IVC	2	101-125	1:25
VA	3	126-195	1:25/31
VB	3	196-230	1:31

The teaching staff of these schools is composed of a Teaching Principal and the requisite number of assistant teachers. When the total number of teachers reaches five, one of the assistant teacher positions becomes a Deputy Principal position. When the total number of teachers reaches seven, another assistant teacher position becomes a Senior Teacher (Junior Classes) position.

TABLE IV

<u>STAFFING OF 3-7 TEACHER SCHOOLS</u>					
<u>A. PROFESSIONAL STAFF</u>					
<u>SCHOOL</u>		<u>PRINCIPAL</u>	<u>D.P.</u>	<u>S.T.(J.C.)</u>	<u>ASSISTANTS</u>
<u>GRADE</u>	<u>GROUP</u>				
IVA	2	1	-	-	2
IVB	2	1	-	-	3
IVC	2	1	1	-	3
VA	3	1	1	-	4
VB	3	1	1	1	4
<u>B. NONPROFESSIONAL STAFF</u>					
<u>SCHOOL</u>		<u>ANCILLARY</u>	<u>CLEANERS</u>		
<u>GRADE</u>	<u>GROUP</u>	<u>HOURS¹</u>	<u>HOURS²</u>		
IVA	2	10	11		
IVB	2	10	15		
IVC	2	15	19		
VA	3	15	22		
VB	3	20	27		

Note: 1=The weekly entitlement for ancillary staff is set out in Table IVB, and can be allocated by the principal in any proportion, for clerical work, for assistance in the library, and to teachers generally. Schools with special needs can apply to the District Senior Inspector for additional ancillary hours.

2=The weekly allocation of cleaning hours is based upon the number of classrooms, not the number of teachers, and therefore the actual hours may vary from those set out in Table IVB.

Schools in this range, including some of those that were included in this study, may have slightly different staffing entitlements from those shown in Table IV for various reasons.

For example, the staffing schedule for a Six Teacher School (VA), prior to the introduction of Broadbanding in 1980, made provision for three positions of responsibility.

TABLE V

<u>STAFFING OF GRADE VA SCHOOLS PRIOR TO BROADBANDING</u>				
<u>SCHOOL</u> <u>GRADE</u>	<u>PRINCIPAL</u>	<u>D.P.</u>	<u>S.T.(J.C.)</u>	<u>ASSISTANTS</u>
VA	1	1	1	3

The new Broadbanding schedules made no provision for an S.T.(J.C.) in Six Teacher Schools (Grade VA) (refer Table IV, p 74) but those S.T.(J.C.)s who were affected by the changeover were allowed to retain their status and salary level so long as they remained in that position. If they resigned, or transferred to another position, their original position was advertised as a Scale A position.

In addition, when a school's roll rises so that the school becomes entitled to an extra teacher, Education Boards usually appoint a relieving teacher until it is certain that the school will hold its increased roll. Therefore, a school which increases from a Four Teacher to a Five Teacher, or from a Six Teacher to a Seven Teacher, will usually be given an extra Scale A relieving teacher. When the Education Board is certain that the school can maintain its new roll, the new position is then advertised as either a Deputy Principal for a Five Teacher, or an S.T.(J.C.) for a Seven Teacher School, to bring the staffing into line with the present staffing schedules.

THE SELECTED GROUP - TEACHING PRINCIPALS

The selected group of Teaching Principals for this study was composed of ten principals from various 3-7 Teacher Schools within the Wanganui Education Board. Schools in which it was known that the Deputy Principal was Acting Principal or whose principal had taken part in the pilot study were not considered. Because of the unequal spread of schools within the 3-7 Teacher range and changing rolls in some schools, equal numbers of schools within the 3-7 Teacher range could not be chosen for each size of school. The schools themselves were situated in rural, semi-rural and urban areas.

TABLE VI

<u>DISTRIBUTION OF THE SELECTED SCHOOLS BY NUMBER OF TEACHERS</u>				
<u>THREE</u> <u>TEACHER</u>	<u>FOUR</u> <u>TEACHER</u>	<u>FIVE</u> <u>TEACHER</u>	<u>SIX</u> <u>TEACHER</u>	<u>SEVEN</u> <u>TEACHER</u>
2	1	2	4	1

Although both the interviews and the filling out of the questionnaires were planned to take place out of school time, a letter was sent to the District Senior Inspector (Appendix Four, p186) informing him of the proposed research, and asking him if he would,

"...be able to supply me with a letter giving me permission to approach Principals and Teachers in the Wanganui Education Board area for the purpose of "research into the job of the Teaching Principal"...as I would like to include your letter with my introductory letter to the Teaching Principals which asks for permission, and with the teachers' questionnaires."

Ten schools were contacted by telephone at the beginning of the second term 1983, to obtain the required number and range of schools. The first letter (Appendix Six, p189) was used as the basis for the initial telephone contact and, as all the Teaching Principals initially expressed interest, an individually typed copy of this letter, together with a photocopy of the letter from the District Senior Inspector (Appendix Five, p188), was forwarded to them for consideration. The fourth paragraph, concerning the number of teachers in each school to be given the questionnaires, varied according to the size of the school.

One of the major purposes of this letter was to ensure that the researcher was accepted by the Teaching Principals involved in this project and this involved more than just being given permission to conduct the interview.

First, the letter emphasized the point that the researcher was also a Teaching Principal.

"...I have chosen this topic because it is one that vitally concerns me, as most of my teaching service has been as a Teaching Principal. I have run Sole Charge, Two and Three Teacher Schools, and at the present time I am Principal at Halcombe School, a Six Teacher School."

(Appendix Six, p189),

and this point was further emphasized during each discussion.

"Like me, you are a Teaching Principal. This means we have a class to teach full time. What should the term "Principal" mean in your situation?"

(Appendix Eight, p193).

Secondly, the Teaching Principals were assured that they would have some control of the data. The use of the taperecorder would help, in that, its use would also ensure that,

"...I would then be certain that I had a correct record of your views."

(Appendix Six, p 189),

and in addition, the Teaching Principals would be given two transcripts of the actual discussion, one of which they could correct or amplify if they desired before returning it to the interviewer to be used as part of the data.

"I intend to send you two transcripts of the discussion, so that you will be able to correct and amplify any of the points raised during the discussion, before returning one corrected copy to me. The other copy is for you to keep."

(Appendix Six, p 189).

This last point was further emphasized at the end of the interviews,

"I am going to send you two copies of the transcript of this discussion. I would like you to correct any part if necessary, or amplify any points that you raised if you wish. One copy will be for you, while the other corrected copy, when it is returned, will be used by me along with the other Principals' transcripts and teachers' questionnaires, to write up the project for the thesis."

(Appendix Eight, p194),

and in the letter (Appendix Twelve, p204) that accompanied the two copies of the typed transcript to each Teaching Principal.

Thirdly, the letter emphasized the confidentiality of all participants.

"Neither you nor your school will be identified in the thesis."

(Appendix Six, p190-191),

and emphasized that this confidentiality was guaranteed, firstly by the requirements of Massey University for all such projects, and also by the researcher's previous practice in similar projects.

"While the actual research project will have to be written up formally for the thesis, the confidentiality of all participants will be respected. This is one of the requirements laid down by the University. In similar work last year and previously, I have identified the participants only by alphabetical letters (A, B, C, etc) so that they remained anonymous."

(Appendix Six, p 189).

The other major purpose of the first letter was to focus the discussion generally on the "Principal" aspect of the Teaching Principal's position, while not unduly structuring the interviews and, therefore the participants'

replies .

"I am particularly interested in the "Principal" aspect of the position and I would like to discuss with you how you view this aspect of your job, and how you carry it out."

(Appendix Six, p 189).

This focussing upon the "Principal" aspect was to ensure that time would not be wasted unnecessarily on discussing 'how' and 'what' the Teaching Principal taught in his own class. This focussing was also included in the second letter.

"I look forward to seeing you, and hearing your views on how you, as a Teaching Principal, exercise the "Principal" aspect of your job."

(Appendix Seven, p 192).

To avoid, as far as possible, any unintentional structuring of the discussion, all preparatory material avoided the use of the term "Instructional Leadership" and for this reason the letter that was requested from the District Senior Inspector to be included with the introductory letter, and with the questionnaires, asked for the use of the wording "research into the job of the Teaching Principal" because,

"In all the letters and other material that I am sending out I am trying to avoid the phrase "Instructional Leadership" as I do not want to provide a structure for their answers...because looking back at one particular piece of research I did in another area, I got the answers that I wanted because I so structured the situation that they could see what I was looking for. In hindsight I now believe that it is more valuable to allow participants to express their own views fully and freely within a semi-structured interview situation as this sometimes provides insights that the interviewer had not thought about."

(Appendix Four, p 186-187).

Nine of the Teaching Principals agreed to take part in the study. As one of the original Teaching Principals declined to participate, a Teaching Principal of a similar sized school was contacted and he agreed to take part in the study.

As soon as final permission was obtained from each of the ten participating Teaching Principals, a mutually acceptable time was arranged by telephone and a confirming letter was sent to the Teaching Principals (Appendix Seven, p192), if there was time, before the interview. In some cases, the mail deliveries would not have enabled the confirming letter to have reached the Teaching Principal before the actual interview was to have taken place. When this happened, as in one particular case where it was arranged to meet that night, after having previously interviewed one of the other Teaching Principals in the same area during the afternoon, the

substance of the confirming letter was given during the telephone call.

THE SELECTED GROUP - TEACHERS

This sub-section concentrates on the second group, the teachers, who were partially selected by the fact that they taught at the same school as the Teaching Principals who were involved in this study. The second criteria for their selection is discussed below.

After the actual discussions, each Teaching Principal was given an explanatory letter (Appendix Nine, p195) and the requisite number of sealed envelopes with "TEACHER QUESTIONNAIRE" typed on the front of the envelope.

TABLE VII

<u>NUMBER OF TEACHER QUESTIONNAIRES DISTRIBUTED PER SCHOOL</u>					
<u>GRADE OF SCHOOL</u>	<u>IVA</u>	<u>IVB</u>	<u>IVC</u>	<u>VA</u>	<u>VB</u>
<u>NUMBER OF TEACHER QUESTIONNAIRES</u>	2	3	3	3	3

The Teaching Principals of the Three and Four Teacher Schools were asked to hand the envelopes to all their teachers, while the Teaching Principals of the Five to Seven Teacher Schools were asked to hand the envelopes to three of their teachers who came in designated places on an alphabetical list set out according to the surnames of the teachers. (Appendix Nine, p195). The places on the alphabetical list for each of the ten schools were chosen randomly using a table of random numbers.

Each of these envelopes contained a duplicated explanatory letter for the teachers (Appendix Ten, p196), a photocopy of the letter from the District Senior Inspector (Appendix Five, p188), and the duplicated questionnaire (Appendix Eleven, p198) together with a stamped addressed envelope.

The main purpose of the explanatory letter was to establish a rapport with the teachers by making the same point that the researcher had made to their principals originally, that the researcher had taught in small schools similar to their present positions.

"I have chosen this topic because it is one that vitally concerns me as most of my teaching service has been as a Teaching Principal. I have run Sole Charge, Two and Three Teacher Schools, and at the present time I am Principal at Halcombe School, a Six Teacher."

(Appendix Ten, p 196).

Secondly, the letter pointed out that both their principal and the District Senior Inspector had given their permission and support, and emphasized that the help of the teachers would be important because,

"Last year during a pilot study, I restricted myself to interviewing Teaching Principals...this time I wish to also sample the views of teachers about the work of Teaching Principals, as I consider that this would provide me with very valuable information that otherwise I may not be able to obtain."

(Appendix Ten, p196).

Thirdly, the letter emphasized the confidentiality of all participants:

"While the actual research project will have to be written up formally for the thesis, the confidentiality of all participants will be respected. This is one of the requirements laid down by the University. In similar work, both last year and previously, I have identified the participants only by alphabetical letters (A, B, C, etc) so that they remained anonymous. For this reason, although I have included the name of the school on the questionnaire, I do not want you to include your name, or any identification on the completed questionnaire. Neither the name of your school, nor that of your Principal will appear in the completed thesis."

(Appendix Ten, p196-197).

To allay any worries that the Teaching Principal might see their replies, the letter stated,

"If you are willing to help me by completing the questionnaire, would you please return it directly to me in the enclosed stamped addressed envelope."

(Appendix Ten, p196).

This point was also included on the face sheet of the actual questionnaire.

"Upon completion, would you please return the completed questionnaire to me in the enclosed stamped addressed envelope."

(Appendix Eleven, p198).

This section has described the population of the participants, indicated how they were chosen and discussed the methods used to ensure participation. The section has also touched upon some of the methodology used in this study which will be developed more fully in the following two sections of this chapter.

3:3 RESEARCH METHODOLOGY - TEACHING PRINCIPALS

INTRODUCTION

In this section, the rationale behind the methodology that was used in the study is developed further, focussing on the interviews with the participating Teaching Principals.

First, a justification is provided for the use of a semi-structured interview situation with the Teaching Principals, and, after this, the Teaching Principals' response data is defined, and the data's initial treatment is described.

(The next section covers similar ground focussing upon the teachers.)

SEMI-STRUCTURED INTERVIEWS

The original choice of the semi-structured interview method of collecting the requisite data from the Teaching Principals has already been discussed in this chapter (p68). This method was viewed as being the one that would be the most likely to obtain the data that was needed.

Firstly, as Borg and Gall (1979) point out,

"The semistructured interview is generally most appropriate for interview studies in education. It provides a desirable combination of objectivity and depth, and often permits gathering valuable data that could not be successfully obtained by any other approach." (p313),

and the method itself,

"...permits the research worker to follow-up leads and thus obtain more data and greater clarity...usually permits much greater depth than other methods of collecting research data." (p310).

Secondly, (Kerlinger, 1973),

"The personal interview can be very helpful in learning a respondent's own estimate of his reasons for doing or believing something." (p413).

This latter aspect was seen as being particularly important, as this study looked at the perceptions of Teaching Principals about Instructional Leadership, both ideal and actual.

Thirdly, Jackson and Rothney's study about the advantages of the interview over the mailed questionnaire in certain situations, as quoted by Borg and Gall (1979), made the important point that,

"...the interview is likely to yield more complete information when open-ended questions pertaining to negative aspects of self need to be asked." (p311).

This point applied particularly to the questions that looked at the actual carrying out of the role of Instructional Leader within the school, and the advantages/disadvantages of the position of Teaching Principal for Instructional Leadership.

The majority of the questions, as usual in this type of interview, were open ended because these types of questions,

"...are those that supply a frame of reference for respondents' answers, but put a minimum of restraint on the answers and their expression. While their content is dictated by the research problem they impose no other restrictions on the content and manner of the respondent's answers." (Kerlinger 1973, p483).

It is acknowledged that the interview method can have some practical disadvantages (Borg and Gall, 1979, p309-311), for, besides being time consuming, it can also be prone to shallowness and bias, unless special care is taken.

Bias on the part of the respondent, can be caused by an eagerness to please the interviewer, or by a vague antagonism, which sometimes can arise between interviewer and respondent.

Bias on the part of the interviewer, can be caused by a tendency on the part of the interviewer to seek out the answers to support his preconceived notions. In addition, Battersby (1980, p4) in his paper on doing fieldwork in schools, quotes Gan's warning that there is a danger of becoming a true participant, and points out that this temptation is a constant one.

Considerable training and experience are also seen as being required before an individual can successfully carry out an interview study. The possible disadvantages of the semi-structured interview method were examined, and careful and deliberate steps were taken to alleviate their possible effects, as have been detailed previously in Chapter 3:2 (p75-79) where the introductory steps were set out, and in this section in the description of the actual interviews.

The actual collection of data from the Teaching Principals was carried out over a period of just over two months and is fully described in the following two subsections. The actual interview procedure is described in the subsection on Collection Procedure, while the preparation of the typed transcripts from the tapes, the forwarding of two copies of the

transcripts to each participant, and the return of one corrected copy of the transcript, are described in the following subsection on the Response Data.

COLLECTION PROCEDURE

During the initial telephone contact and in the first letter, permission was sought to use a tape recorder because,

"...as I found during the pilot study that using a tape recorder facilitated matters, conserved time and lessened the distraction that could have been caused by my making handwritten notes during the discussion. In addition I would then be certain that I had a correct record of your views."

(Appendix Six, p 189).

The use of a tape recorder also reduced any tendency to make an unconscious selection of data during the interviews favouring the interviewer's biases. (Borg and Gall 1979, p315). All the participants agreed to the use of a taperecorder.

Short notes (or jottings) were used during the interviews, when the participant mentioned a point on which the interviewer wished to obtain further elaboration later, so as not to break the participant's train of thought.

The questions in the Interview Guide (Appendix Eight, p193) had been trialled during the pilot study and were found to be successful in gaining the required information about the perceptions of those Teaching Principals. In addition, the interviewer had gained the necessary interview skills.

Certain additions were made to the Interview Guide in the light of the interviews undertaken during the pilot study. Two areas that had not been anticipated in the original guide, came up during the first interview of the pilot study and were included in the subsequent interviews. The first additional area concerned the "Agreed Statement" (Department of Education, 1977a) which placed the emphasis upon the principal making suitable arrangements for classroom programmes to be seen in action regularly, rather than relying solely upon teachers' Work Plans. Because there had been some confusion between the interviewer and one of the Teaching Principals in the pilot study when the interviewer quoted the Agreed Statement from memory, the relevant section was included in

full in the Interview Guide to be referred to, if necessary.

"The Agreed Statement (Department of Education, 1977a) on Planning and Preparation states that:
It is the responsibility of the principal to ensure that every teacher prepares adequately for his work, develops a class programme closely linked to the school scheme, regularly evaluates pupil's progress and class programmes and maintains satisfactory records of the pupils. To achieve this the principal must make suitable arrangements for classroom programmes to be seen in action regularly so that an appreciation is developed of the total programme being done by the teacher. The principal must also provide whatever guidance he considers helpful or necessary.

How do you as a Teaching Principal ensure that you can see the class programme in action regularly."

(Appendix Eight, p194).

The second additional area was that of training in educational administration, especially in its relationship to the work being carried out at Massey University. This was included in this present study as the,

"SECOND SUBPROBLEM (Suggested Questions)

Have you had any courses to help you to be a Principal? I don't mean just on paperwork, but to help you to be the "Principal". What kind of courses were these? Who organized and ran them? How useful do you think these courses were to you as a "Teaching Principal"?

Have you come across the book by Tom Prebble and David Stewart on School Management. Strategies for Effective Management."

(Appendix Eight, p193).

A third additional area in the Interview Guide, related to the place of Scale A teachers in Instructional Leadership in these schools, which, while it had not been investigated in the pilot study, (as pointed out in Chapter 3:1, p70) was nevertheless seen as an area that needed to be investigated in future research.

This was included in the questions for the third subproblem, after the question on the role of the Deputy Principal and the Senior Teacher (Junior Classes) in Instructional Leadership, to give a fuller view of the Teaching Principals' perceptions of how Instructional Leadership was being carried out in their schools.

"How do other teachers fit into this aspect of Instructional Leadership?"

(Appendix Eight, p194).

When drawing up the Interview Guide care was taken to ensure that questions were not included that could be described as "leading questions". For this reason, the positive question,

"Does the fact that you are a Teaching Principal create any advantages in helping you to be the Instructional Leader?",
was asked before the negative question,

"Does the fact that you are a Teaching Principal create any disadvantages in your role as Instructional Leader?"
(Appendix Eight, p194).

During the discussions the interviewer tried to keep his responses neutral and not to lead the Teaching Principals to the "correct answer", even when asked,

"Does that more or less cover it - or not quite?

I'M TRYING NOT TO LEAD YOU." (M),

although on occasions he tried to elicit additional information by the judicious use of probes such as pausing before asking the next question or by asking additional questions such as,

"COULD YOU AMPLIFY THIS FURTHER?" (I).

"I WONDER IF I CAN PICK YOU UP PLEASE ON THAT WORD "ADVICE" AND ASK YOU WHETHER YOU COULD GO A WEE BIT FURTHER ON THAT?" (K).

"I WONDER COULD YOU GO A LITTLE BIT FURTHER ABOUT PROFESSIONAL RESPONSIBILITY IN REGARD OF TEACHERS?" (N).

Therefore, after the recorded discussion had finished, some time was usually spent in debriefing and further discussion of the issues that had been raised.

The actual Interview Guide (Appendix Eight, p193) was typed on a piece of cardboard, so that it could be referred to easily by the interviewer, without causing any distraction during the discussion.

As suggested by Borg and Gall (1979, p317), at the beginning of each of the actual interviews the interviewer engaged each Teaching Principal in a few minutes of small talk to help them relax and to establish rapport. After this section of the interview, the tape recorder was turned on and tested for sound and tone before the actual discussion took place. Each Teaching Principal was identified at the beginning of the tape, only by an alphabetical letter, to ensure the confidentiality of the participant.

These alphabetical letters ranged from F to O, as the letters A to E had already been used during the pilot study to identify those earlier participants. The actual date of each interview was determined by the suitability to both the interviewer and the Teaching Principal and was

not taken in order of school size. Therefore, the first of the present participants to be interviewed was allotted the letter "F", the second "G", the third "H", and so on.

The first two questions on the Interview Guide (Appendix Eight, p193) were "face sheet information" (Kerlinger, 1973, p412), and were designed to be neutral in character and to help the interviewer establish rapport with the Teaching Principal as well as to collect biographical data that could be relevant in judging the participant's later responses.

The remaining questions for the interviews were designed to collect data specifically for the first three subproblems. This data from the Teaching Principals was also compared with that gained from the Teacher Questionnaires to answer the fourth and fifth subproblems and was utilized in conjunction with the data obtained from the Teacher Questionnaires to answer the sixth subproblem (Chapter 1:3, p15-16).

The questions were open-ended and were designed to act as a funnel (Kerlinger, 1973, p484), starting with a broad question and narrowing down progressively to the important specific point. The questions provided were in the nature of a pool from which the appropriate questions could be selected, depending on how the actual discussion was proceeding.

Although the participants were "professional educators", Borg and Gall's warning (1979, p316) about educational jargon was heeded. As recommended, the term "Instructional Leadership" was introduced carefully and was either linked to the participant's own definition of the "Principal" aspect of the Teaching Principal's position,

"I was interested to hear you say.....That sounds like Instructional Leadership that I am interested in. Could you amplify?",

or explained carefully before asking the Teaching Principal's opinion.

"I think of Instructional Leadership as how one teacher influences the work of another, in order to improve the quality of the teaching-learning experiences of the children. What do you think this term means to you?"

(Appendix Eight, p193).

RESPONSE DATA

As soon as possible, after each interview, handwritten transcripts were

prepared from each tape, and then these transcripts were typed out in large spacing with a large margin, and they were then checked again with the tape recording. Ample space was left between each section to allow for extra comments by the Teaching Principal.

Whereas in the transcripts of the pilot study, three consecutive dots had been used to indicate long hesitations in speech, a dash was used for this purpose in the transcripts for the present study, to ensure that there would be no confusion in the printed thesis with the three consecutive dots conventionally used to indicate omitted material within a quotation. Commas were used to indicate small pauses, usually caused by the natural rhythm of the words, and to indicate where there was a change of thought by the speaker.

The interviewer's comments were typed in capital letters to distinguish them from the participant's contributions.

Where names of schools and personal names were mentioned on the tapes, these were omitted from the transcripts, being replaced in each case by: (Deleted).

Some of the words, in one sentence of one of the taped discussions, were not able to be heard clearly, and, therefore, these words were replaced by: (Indecipherable). This sentence was deleted by the Teaching Principal from his transcript before it was returned to the researcher.

Two copies of the transcripts were forwarded to the respective Teaching Principals with the third letter (Appendix Twelve, p204) asking them, if they wished, to correct any part or amplify any of the points that had been raised in the discussion. In one case, the interviewer wrote a short question alongside a section of the transcript asking for verification of one particular comment.

One copy of the transcript was kept by the Teaching Principal while the other (corrected) copy was returned to the interviewer to be used as the data. No attempt was made by the interviewer to correct the grammar of the transcripts that were sent to the Teaching Principals with the exception of the deletion of the interjection "um". Neither was any attempt made to correct the grammar, punctuation, spelling or abbreviations of the written comments, or corrections, made by the Teaching Principals on their transcripts. With the exception of the few corrections made by the respective Teaching Principals, the transcripts are a verbatim record

of the ten discussions.

Two sample transcripts have been included as Appendix Sixteen (p212) (Teaching Principal "K") and Appendix Seventeen (p221) (Teaching Principal "H"). These two complete transcripts have been included to show the type of data that was collected from the Teaching Principals in both small and large schools.

TREATMENT OF DATA

As the corrected transcripts were received, they were each allocated a different colour code and this colour was then used to draw one line vertically on each page. Each of the transcripts were read through carefully and a preliminary list of important points was drawn up.

Two photocopies were made of each transcript and four coloured lines, corresponding to the respective colour codes, were drawn vertically on each page of these copies to enable each part to be easily identified when they were cut up. The original transcripts were kept intact for reference and later checking.

One of the photocopies of each transcript was cut into sections, and the answers to each question were sorted according to the size of the school and pasted together onto large sheets of cartridge paper. Where a particular section of a transcript was relevant to more than one question, this section was cut from the second photocopy and pasted on the relevant sheet of cartridge paper.

This section has described the methodology of the study, concentrating on the semi-structured interviews with the Teaching Principals, their response data and its initial treatment. The next section concentrates on the methodology used with the teachers.

3:4 RESEARCH METHODOLOGY - TEACHERS

INTRODUCTION

This section further develops the rationale behind the methodology that was used in the study, focussing on the questionnaire (Appendix Eleven, p198) that was completed by the teachers.

First, a justification is provided for the use of a questionnaire with the teachers, and then the teachers' response data is defined and its initial treatment is described.

QUESTIONNAIRES

It was realized during the pilot study that the data that had been collected represented only the Teaching Principals' perception of what occurred and there was no way provided, within the research methodology that had been adopted, to check these perceptions. Therefore, to provide some means of checking the Teaching Principals' perceptions, and to gain a fuller appreciation of Instructional Leadership within each school, it was decided to investigate the perception of some of the teachers at each school as to what they perceived was involved in Instructional Leadership in their school.

Many writers have criticized the indiscriminate use of questionnaires, and as far back as 1839 (Engelhart, 1972), one writer said,

"It is impossible to expect accuracy in returns obtained by circulars, various constructions being put on the same question by different individuals who consequently classify their replies upon various principles." (p95-96).

The question of which research tool to use is best answered by another quotation. Avril S. Barr (Best, 1977), a Wisconsin teacher and researcher, always resolved any discussion as to whether the interview was superior to the questionnaire, or the psychological test over the interview, by asking, "Which is better, a hammer or a hand saw?", and then stating,

"Like the tools in the carpenter's chest, each is appropriate in a given situation." (p156).

Ary et al (1972) point out that interviewing is both time consuming and expensive, and they continue on to make the point that,

"As compared with interviewing, the written questionnaire is typically more efficient and practical, and allows for the use of a larger sample." (p169).

This point was relevant, especially in the present study where the researcher was working on his own. If the researcher had attempted to hold individual interviews with twenty-eight teachers, in addition to the ten Teaching Principals, the actual study would have taken an unnecessarily long period of time and expense. These additional interviews, like those conducted with the Teaching Principals, would have had to have been held after school, probably at night.

In addition, it was felt that, as the teachers were being asked to comment on points that had already been raised during the pilot study, rather than being asked to provide new information, the required data could be gathered economically by means of a questionnaire.

For these reasons the use of a questionnaire was seen to be appropriate for this section of the study.

COLLECTION PROCEDURE

The requisite number of sealed envelopes containing the explanatory letters and the questionnaire together with a stamped addressed envelope were given to each Teaching Principal after the discussion, so that they could hand the envelopes to the teachers in the manner described in Chapter 3:2 (p79).

The questionnaire (Appendix Eleven, p198), consisting of five duplicated foolscap pages, plus a cover sheet, had previously been pretested by trialling it with the staff of another school within the 3-7 teacher range. These teachers were asked to fill in the questionnaire exactly as if they were taking part in the actual study. In addition, an extra page was included asking for comments on format, clarity of instructions, clarity of questions, etc.

This pretest demonstrated that the questionnaire provided the required data and, with the exception of some minor rewording of part of some of the response categories of two of the questions in order to make them grammatically correct, the questionnaire as originally printed was used in the study.

The main section of each question was set out in capital letters. Where the question also involved instructions and response categories, these were set out in lower case and capitals as normal.

The cover sheet of the questionnaire (Appendix Eleven, p198) provided the basic instructions, the purpose of the questionnaire being set out as,

"...to gain your perceptions of what happens in your school."

The respondents were informed that,

"Some of the answers will require a few short sentences...",

while for the others, where an opinionnaire scale was used with each response category,

"...you will be asked to circle one of the five letters (A, B, C, D, E) to show the answers you have selected according to the given criteria."

Finally, the respondents were thanked in anticipation for their co-operation, and reminded again about the method of returning the completed questionnaire.

Questions 1 and 2 of the questionnaire (Appendix Eleven, p199) were "face sheet data" (Kerlinger, 1973, p412) and, as with the similar initial questions in the Interview Guide, (Appendix Eight, p193) they were designed to be neutral in character, as well as collecting biographical data that could be relevant in judging the respondents' later responses.

At the end of the main section of Question 1,

"1. HOW LONG HAVE YOU TAUGHT AT ",

enough space was left for the name of each school to be typed on each questionnaire before they were placed in the envelopes for distribution. The explanatory letter for the teachers, (Appendix Ten, p196) after ensuring the teachers that their confidentiality would be respected, continued on to state that,

"...although I have included the name of the school on the questionnaire, I do not want you to include your name, or any identification on the completed questionnaire."

This assurance of confidentiality was emphasized again in the following sentence.

"Neither the name of your school, nor that of your Principal, will appear in the completed thesis."

Although the identity of the respondents was not necessary for the purposes of this study, the identity of the school of each respondent was essential. First, this would enable the number of returns from each

individual school to be verified.

Secondly, it was important to know the name of the school, so that any judgements about selection, or non-selection, of the Deputy Principal, and/or Senior Teacher (Junior Classes) in the response categories for Questions 5-9, could be made in the context of the particular school's grading and, therefore, the number of positions of responsibility.

Thirdly, the identity of each teacher's school was essential to enable comparisons to be made between the perceptions of the Teaching Principals and their teachers, to resolve the fourth and fifth subproblems, and the perceptions of the teachers in smaller schools with those in the larger schools, to help resolve the sixth subproblem (Chapter 1:3, p 15-16).

Question 3 of the questionnaire (Appendix Eleven, p199) was also designed as a general probe to help establish background information against which the remainder of the responses could be judged.

Question 4 of the questionnaire (Appendix Eleven, p199) was designed specifically to determine the teacher's perception of their Teaching Principal's job.

Questions 5-9 of the questionnaire (Appendix Eleven, p200-202) were constructed to form a matrix of items and answers that could be answered using opinionnaire scales, as set out in the instructions for each individual question. The response categories were designed to cater for all the respondents from all types of schools although it was realized that the respondents from the Three and Four Teacher Schools would not have a Deputy Principal in their schools and only the Seven Teacher Schools would have a Senior Teacher (Junior Classes).

It was also realized, that the response categories provided were not exhaustive of all the possibilities and, so, extra response categories were provided for various questions.

"By Other Methods (Please specify)

Other Methods (Please specify)

Someone else
(Please specify)

Any Comments:"

Questions 8 and 9 also had the response category,

"Nobody",

as it was realized that this could be a valid response.

The response categories for Questions 5-7 were taken from the replies of the Teaching Principals in the Pilot Study, as to the methods that they had used to provide Instructional Leadership in their schools. These methods were listed in alphabetical order in the questionnaire, so as not to indicate a preferred response.

Question 5 looked at the methods used by the principal to,

"...LEAD THE STAFF, AND INFLUENCE DECISION MAKING IN YOUR SCHOOL.", and asked the teachers to indicate the frequency of use of each method.

Question 6 looked at the individual teacher and asked about the methods that had,

"...BEEN USED TO HELP YOU TO DO YOUR JOB MORE EFFECTIVELY SINCE YOU CAME TO THIS SCHOOL.",

and to indicate their frequency of use, while Question 7 asked the teachers to indicate how effective they perceived these methods to have been.

Question 8 asked the teachers,

"8. WHO WOULD YOU APPROACH FOR ASSISTANCE IF YOU HAD A PROBLEM INVOLVING SUBJECT AREAS?",

while Question 9 asked the same question, but for problems,

"...INVOLVING CHILDREN?".

Question 10 of the questionnaire (Appendix Eleven, p202), asked,

"HOW EFFECTIVE IS YOUR PRINCIPAL IN PROVIDING YOU WITH HELP WHEN HE ALSO HAS A CLASS?",

and, although this question was provided with an opinionnaire scale, the "Any Comments" section was larger than usual, to provide ample room for the answers to this particular question.

The last two questions, 11 and 12, of the questionnaire (Appendix Eleven, p203) looked at the advantages and disadvantages,

"...OF TEACHING IN A SCHOOL THAT HAS A TEACHING PRINCIPAL?",

to provide further data that would enable the principal's perceptions to be checked, and also to provide further data on the question of the advantages/disadvantages of a Teaching Principal's position from a teacher's point of view.

RESPONSE DATA

The completed questionnaires were used as the data. Twenty-three of the twenty-eight questionnaires were returned, giving a minimum of two questionnaires per school.

A perusal of the completed questionnaires showed that the teachers had taken care in completing them, even though some of the teachers did not provide full answers to all of the questions.

One teacher wrote notes alongside the response categories for one question instead of circling one of the letters as requested. Therefore, although the teacher's responses were clear, they were not included in the various totals given for this question in the relevant Table in Chapter 4:6.

In those schools which did not have a Deputy Principal, or a Senior Teacher (Junior Classes), the teachers either disregarded those response categories that referred to them, or wrote "N/A".

In addition, if the teacher was either the Deputy Principal or the Senior Teacher (Junior Classes), the teacher also disregarded those response categories that referred to them.

In the linked questions, only one teacher gave the same answers to all of the replies to Questions 5 and 6, while a different teacher gave the same answers to all of the replies to Questions 6 and 7. None of the teachers gave all the same answers to Questions 8 and 9.

The teachers' answers were taken, therefore, as giving their perceptions of the situations in their schools.

TREATMENT OF THE DATA

As each completed questionnaire was received, it was given a red consecutive identification number as a means of identification for the purposes of this thesis. Then the questionnaires were read carefully to ensure that there were no ambiguities or conflicting answers. Two coloured vertical lines were drawn on the original questionnaire, corresponding to the respective colour code on the transcript of the respective Teaching Principal.

A copy was made of each of the completed questionnaires on a blank questionnaire form. No attempt was made to correct the grammar,

punctuation, spelling or abbreviations of the comments written by the teachers on their questionnaires and, therefore, all teachers' comments included in this thesis are as written originally, although in many cases, where necessary, the conventional three consecutive dots have been used to indicate omitted material. Where names of schools or groups of schools were used in the answers, these were replaced in each case by (Deleted). Each questionnaire's consecutive number was then written, again in red, on the left hand side of each question (and answer) of the copy. Two coloured vertical lines were drawn on these copies, the colours corresponding to the colour on the original questionnaire.

The original questionnaires were kept intact for reference and checking, while the copies were cut and sorted as detailed below.

These copies were cut into eleven sections. The first section contained both the first and second questions and their answers, while the other ten sections contained one of the other questions and its answer. These sections were next sorted into groups according to the number of each question. Each of these groups were next sorted into order, first, according to school and, then, according to the size of the various schools.

The answers to Questions 1 and 2 were used to determine whether the teachers covered a wide range of teaching service and, where necessary, to provide a means of judging the relevance of the respondent's answers, as mentioned during the discussion of the questionnaire earlier in this section. These replies are set out in Chapter 4:5 (p133-134).

The answers to Questions 3 and 4, which are also set out in Chapter 4:5 (p134-138) were examined carefully to determine common perceptions and, then, these teachers' perceptions of the Teaching Principal's job were compared with those of the Teaching Principals, as set out in Chapter 4:2 to determine their match/mismatch.

The answers to Questions 5-12, which are set out in Chapter 4:6, were examined carefully to determine common perceptions and, then, these perceptions of the effectiveness of Instructional Leadership, and by whom it is provided within the school, were compared with those of the Teaching Principals as set out in Chapter 4:4 to determine their match/mismatch.

These perceptions were again examined to determine common perceptions within each school, with special notice being taken of any differences

in perception between the replies of the various teachers within each school. These common perceptions were then compared with their own Teaching Principal's perceptions to determine their match/mismatch.

Finally these perceptions were examined again, with those of their respective Teaching Principals, to determine if any significant differences in perception could be correlated with other common features such as the rural/urban situation of the school, the size of the school, the number of positions of responsibility, other factors, or a combination of some or all of these.

The research methodology of this study has been detailed fully in this chapter to give an understanding of the methods used, particularly as very little, if any, research has been carried out in this area. This research has relied upon two different methods of self-reporting of the participants' perceptions. Because of the methods used and the small numbers involved, any statistical evaluation in the following chapter is limited to totals and percentages of the replies to individual questions where these are perceived to provide informative interpretation of the data.

4 RESULTS OF THE STUDY

"What is the end of study? let me know."

"Why, that to know which else we should not know."

"Things hid and barr'd, you mean, from common sense?"

"Ay, that is study's god-like recompense."

Love's Labour Lost 1.01.55-58.

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CHAPTER FOUR

RESULTS OF THE STUDY

4:1 INTRODUCTION TO THE RESULTS OF THE INTERVIEWS WITH THE SELECTED PRIMARY TEACHING PRINCIPALS

INTRODUCTION

This section introduces the results of the interviews with the Teaching Principals by setting out the Teaching Principals' teaching patterns and backgrounds, including previous and present teaching service in positions of responsibility.

THE TEACHING PRINCIPALS' TEACHING PATTERNS

While most of the Teaching Principals involved in this study have the full time responsibility for one specific class of children, other organizational arrangements were employed in certain schools because of factors peculiar to those schools.

For example in one school the Teaching Principal found that,

"Due...to my predecessor having an organizational set up whereby he assisted mainly in the lower end of the school I come in, and have done for the past two and a half plus years, Reading, Language and Maths and we divide, normally, a two teacher situation into a three teacher situation. I also take a remedial reading group in, in the standard area and I also assist with sports once a week. I take assemblies and also music in the Standard areas so I'm not actually with a class from nine to three.

WOULD IT BE FAIR TO SAY THAT YOU ARE OCCUPIED WITH CHILDREN FROM NINE TO THREE?

Not entirely, but almost. Less earlier the year, than later on. Currently I haven't got involved in the language exercise in the Infant area partly because we've smaller numbers at the moment, but in the previous two years I was involved in Language, Maths and Reading." (H).

In another school, because of the small roll numbers,

"...this year in the first term, I was able to get out of the classroom for quite a bit of the time, I worked in the Junior School for all the first term. I took Maths and Reading with the J2 Classes, and worked with the other Infant Teacher for quite a bit of the day." (F).

In another school, because of rising roll numbers,

"...in our present set up we've got four classrooms and five teachers, so in the afternoon I float, and I spend half an hour in each classroom, taking the children...I carry on with the units

that they're doing while they take a group of extension or remedial children...In the morning I take full time class, I take a Form One and Two class myself, and one of the other teachers floats around and helps with reading and maths in the other classrooms." (O).

Because of the rising roll numbers and the consequent shortage of rooms in another school, the Teaching Principal taught his class in the same room as another teacher. The teacher commented in his questionnaire,

"...we...share the classroom completely - I help his children, he helps mine." (16).

In addition to these organizational arrangements, some of the Teaching Principals exchanged classes with other teachers to utilize the strengths of different teachers. In one school the,

"...teachers for example carry one subject area through two or three classrooms and swapping subject areas with teachers of a different strength, for example in my particular area I, I feel I have some strengths in Maths and so therefore I take Maths for two classrooms in the school while that particular teacher takes the reading for two classrooms in the school..." (G).

In another school the Teaching Principal said that,

"...I also have interchange with the teacher taking the Standard Two and Three area, this lady takes my class for Physical Education, I take her class for music so we, we work cooperatively in that." (N).

THE TEACHING PRINCIPALS' TEACHING BACKGROUNDS

All of the Teaching Principals had had practical experience of running at least one other smaller school before they were appointed to their present position and, in addition, half of the Teaching Principals had also held other positions of responsibility as outlined in Table VIII (p 103).

This teaching experience gave these Teaching Principals the ability to provide practical help in all areas of the school.

Two of the teachers from different schools commented specifically that their Teaching Principals' previous service in Junior Classes gave the Teaching Principals the ability to provide teachers with help in the Junior area of the school.

"First time I've had a Head who understands Junior class children and feels comfortable taking the class for periods of time." (3).

"As our Principal has had considerable experience in the Junior classes & is conversant with the current and modern teaching practices, he is extremely helpful when we require assistance."
(11).

TABLE VIII

<u>TEACHING PRINCIPALS' SERVICE IN POSITIONS OF RESPONSIBILITY</u>					
	<u>OTHER THAN</u> <u>PRINCIPAL</u>	<u>GROUP ONE</u> <u>PRINCIPAL</u>	<u>GROUP TWO</u> <u>PRINCIPAL</u>	<u>GROUP THREE</u> ⁴ <u>PRINCIPAL</u>	<u>GROUP THREE</u> ⁵ <u>PRINCIPAL</u>
<u>TEACHING</u> <u>PRINCIPAL</u>					
F	YES ³	YES	YES	YES	
G	YES ³	YES	YES	YES	
H	NO	YES	NO	YES	YES
I	NO	YES	YES		
J	YES ²	YES	YES		
K	NO	YES	YES		
L	YES ^{1,2,3}	YES	NO	YES	
M	NO	YES	NO	YES	
N	YES ¹	YES	YES		
O	NO	YES	YES		
Note: 1=Senior Teacher 2=Senior Teacher (Junior Classes) 3=Deputy Principal 4=Teaching Principal 5=Non Teaching Principal					

This section has provided the background data on the teaching patterns of the Teaching Principals and their teaching service in various positions of responsibility. The Teaching Principals' wide background of teaching service in smaller schools and other positions of responsibility indicate that their views on the position of Teaching Principal are based on practical experience, in some cases over a long period of time.

4:2 FIRST SUBPROBLEM: TO DETERMINE THE PERCEPTIONS HELD BY A SELECTED GROUP OF PRIMARY TEACHING PRINCIPALS OF THE IDEAL ROLE OF INSTRUCTIONAL LEADERSHIP

INTRODUCTION

This section sets out the Teaching Principals' replies to the questions from the first subproblem pool (Appendix Eight, p193). The Teaching Principals' perceptions of the role of the Teaching Principal are set out first, followed by their perceptions of the role of Instructional Leadership.

THE TEACHING PRINCIPALS' PERCEPTIONS OF THE ROLE OF THE TEACHING PRINCIPAL

None of the Teaching Principals saw any difference at all between their role as principal and that of a principal in a non-teaching situation. For example, in reply to the first question from the first subproblem pool concerning the meaning of the term "Principal" in their situation, (Appendix Eight, p193) one of the Teaching Principals from one of the smaller schools maintained that "the principal aspect of it remains the same, whether you're a Teaching Principal or not" (I). Another Teaching Principal from one of the larger schools stated that the term principal "means an overall charge of the school, regardless of whether I'm teaching or not" (M).

Although the Teaching Principals saw no difference in their role as principal compared to non-teaching principals, all of the Teaching Principals were conscious that they had the responsibility for their own group of children and they regarded this as very important. The Teaching Principals maintained,

"You've got a responsibility to your own children first. You're first and foremost a teacher..." (F).

"...I see my job principally during the day...as being classroom teacher, my children come first from nine till three when I've got them..." (I).

"...you have a class of 20 plus children who, will be as, demanding a class as in any city school because the needs of those children are as great, and their abilities probably just as varied..." (N).

Because of their full time commitment to a class, the Teaching Principals found it difficult to leave their children to carry out their other responsibilities.

"...to find time to move into the other classrooms, this is the initial problem which Teaching Principals have, to be free to move from their own classroom personally to find out whether the programmes which have been established, in operation." (K).

"Don't think it applies very much in my particular situation, if by Instructional Leadership you mean getting into classrooms to assist teachers...I'm not in a position to go out and do that..." (L).

One of the Teaching Principals maintained that "the classroom, as you know takes five teaching hours a day" (M).

Even where arrangements were made to go into other classrooms, in order to carry out the Principal aspects of their role, the Teaching Principals felt uneasy.

"...I teach the senior class of the school, and I try my best to make sure that these youngsters in my charge are adequately prepared for secondary school, therefore I am reluctant - to be out of my class for any - more than is absolutely necessary..." (G).

"It's often worrying having to leave a class of kids...especially young children, and I find that a disturbing aspect." (H).

"...I can leave them from time to time but that's not satisfactory because one can't be out of the room for more than ten minutes to do justice to the children in the room..." (J).

"...I found it much more difficult when I had a full time classroom to myself, it was much harder to leave your children for quarter of an hour and shoot into another room..." (O).

The Teaching Principals described the actual role of a Teaching Principal in various ways, including having the,

"...overall responsibility, for the education of a group of children, within the community that a school is placed..." (L).

"...overall responsibility to the curriculum and the standards of pupils' work..." (H).

"...control of the school, he's the number one figure..." (N).

"...Ultimately the responsibility of anything must rest on the Principal's shoulders..." (K).

Their replies could be summarized in the words of one Teaching Principal, who regarded the Teaching Principal as being "the person who everything ultimately stops at", and who is "responsible for all that happens in the school in the classrooms" (M).

They regarded the Teaching Principal's role as involving an administrative component. As well as the normal school administrative tasks, such as, "Board returns and so on" (O), and "correspondence to attend to" (K), the

Teaching Principals regarded themselves acting as the organizational link between the school and various groups. These interactions were seen as part of the Teaching Principal's job.

"...the interruptions to a Teaching Principal are numerous from people who call at school and demand to see the Principal..." (G).

These visitors range from the parent who unexpectedly "knocks on the door and Mrs So and So comes to enrol the child" (M), "Board Officers that call at regular intervals" (G), "travelling salespeople" (N), and people who "turn up out of the blue and someone has to see them" and "invariably it's the Principal that they seem to dig out" (H).

The care of the school buildings and environment usually falls upon the Teaching Principal.

"...especially in this sized school where there are no caretakers, cleaners but no caretakers the caretaking jobs tends to fall on your shoulders...whether he does it himself or calls in someone." (K).

"...something goes wrong with the drains or the toilets and it's the Principal who has to attend to it." (H).

Professionally, the Teaching Principals saw themselves as being responsible for providing "guidance both at the top and at the bottom", and, therefore, they have to keep themselves "up to date with what goes on in the Infant Department, as well as what goes on at the top of the school" (F). In order to be able to "influence anyone's teaching strategies", Teaching Principals "must be "au fait" with what you're trying to talk about yourself" (G), and, therefore, they have a responsibility themselves for "keeping abreast of developments in education" (H).

The Teaching Principals also saw this professional side as involving a responsibility towards children and staff. Their responsibility towards the children involved both a general and a specific component. The general component involved "ensuring that the school provides the best possible education that it can for the pupils - simply that" (I), or, as was more fully described by another Teaching Principal, as the,

"...responsibility...towards the welfare and well-being of... the children we teach, to ensure that programmes, and activities are appropriate for children to learn and develop the skills, abilities and attitudes as set down in the syllabus." (L).

The specific component involved the Teaching Principals in seeing that "the children are making the progress " (O).

Their responsibility towards their staff involved the Teaching Principals in "supervising staff both teaching and ancillary" (H), although most of the discussions centred upon their responsibilities to teachers. The Teaching Principals' role was seen as being the "professional leader in the school" (F) with the "professional responsibility for the other teachers within the school" (N).

This professional responsibility involved them in:

"...responsibility for in-service work, teacher training, staff meetings...seeing that staff do their jobs satisfactorily." (H).

"...I oversee the content of the work that they're going to cover in their classrooms, see that the syllabus and the school scheme are covered..." (O).

"...make sure my staff know what's expected of them, have the material to carry out what's expected of them and perform everything that I would expect of them." (G).

Another aspect of the role of the Teaching Principal was their,

"...responsibility...towards welfare and well-being of...the teacher. The emotional stability and well-being of all teachers..." (L).

This could sometimes involve the Teaching Principals in "mediating between parents and staff" (G).

THE TEACHING PRINCIPALS' PERCEPTIONS OF THE ROLE OF INSTRUCTIONAL LEADERSHIP

During the initial discussion about their role the Teaching Principals used various terms to describe their responsibilities to their staff, such as, "leading by example" (F), "leadership" (H), "advice, leadership" (K), "leadership, organiser" (L), "lead the staff" (O), "facilitator" (G), "Instructional Supervision" (I) and "Supervisional, evaluation" (N).

Two of the Teaching Principals expressed unease about the use of the word "Instructional" before going on to state their own definitions:

"...if you're implying that it's issuing a lot of instructions I don't go along with that. I believe in leading by example...I don't believe in issuing a lot of instructions to my staff. I treat them as professional people..." (F).

"I'm not sure if I really like the term "Instruction", it has connotations of - attempting to influence staff by fairly formalized situations...if you wish to influence anyone's teaching strategies that you must be "au fait" with what you're trying to talk about yourself, be prepared to go and help them, demonstrate to them and

discuss with them any shortcomings they find and any change that you might feel is necessary." (G).

One Teaching Principal stressed that the first ingredient was being aware of the "teachers' methods in other classrooms, the ability of the children, the strengths of the programmes", and once this was established, Teaching Principals were then able to "lead and guide a teacher who's having problems", and "try and find more effective education for the pupils in his classrooms" (K).

Two of the Teaching Principals regarded Instructional Leadership as requiring them to be actively involved in the classrooms. One pointed out that "it's required of a Principal that he ensures that the staff are preparing their programmes", and, therefore, to carry this out he arranged,

"...with the teacher, beforehand, what I'll be seeing...so I'll go in and watch the programme...and then after that I sit down with the teacher and just talk over things I've seen...and then we do have regular staff meetings which I try to bring an instructional component into..." (I).

The other Teaching Principal regarded Instructional Leadership as,

"...being able to work in with other teachers...see them in action, watch them in action, work with them in action, so that your knowledge and expertise can be passed on, you can see where there are areas of strength...areas of weakness, and you can actually deal with them in a practical way." (N).

Four of the other Teaching Principals put more emphasis on indirect methods. One Teaching Principal viewed Instructional Leadership as the principal being able to,

"...lead from out in front, you run your own classroom, and if you're running that efficiently, and you have lots of activities and things going on the rest of the staff are inclined to follow behind..." (O).

The other three Teaching Principals, although stressing this indirect method, gave a fuller description of their understanding of the term.

"I'm meant to have the time and by dint of the fact that I'm in the position, the knowledge to put situations in front of teachers where they can improve their skills and I would think that I, if I can absorb knowledge, make the job easier for the teachers to assimilate that knowledge then I'm going some way towards fulfilling that role as Instructional Leader...you have to go about it in a very careful way..." (J).

Another Teaching Principal, whose "support systems" included,

"...opportunities for learning and sharing - in-school in-service,

staff meetings etc, structured programmes; accompanying kits to help teachers get started in areas they feel they have little strength or competence.",

stated that,

"I think that the only possible way is to work in a more indirect manner, through the support systems that I've mentioned before, perhaps not in helping the actual teaching techniques but by ensuring that the teacher is using the appropriate materials..." (L).

The other Teaching Principal in this group talked about,

"...staff meetings with, with a round table discussion, a mixture of consensus and, "Well let's try this approach", seems to work, then I think it's, it's getting with the individual staff members in their classrooms, having a look see what's going on, sitting there, just absorbing, you know the particular thing that's going on and discussing it quietly with them and that way I seem to get most things I want...and generally in my own room setting a standard which, I, I think is reasonable for the rest of the staff members to look towards." (M).

Only one of the Teaching Principals mentioned the use of other teachers during this initial part of the discussion which concentrated on the "ideal" role of Instructional Leadership.

"I've tended to delegate some of my leadership in this field, and I leave it largely to my S.T.(J.C.) to work with her team and the Deputy Principal to take the lead with his teachers...we have as a team decided whether we needed to invite somebody along to bring us up to date...by using Advisers in the main, and having courses within the school...courses...at the In-Service centre..." (H).

The Teaching Principals' perceptions of their role, as expressed during the initial section of the interviews, have been set out in this section followed by their perceptions of Instructional Leadership.

In some cases in response to later questioning, some of the Teaching Principals provided a fuller picture regarding Instructional Leadership in their schools. This is discussed in Chapter 4:6 (p140), especially where the Teaching Principals' replies to the two questions that dealt with the use of the Deputy Principal, the Senior Teacher (Junior Classes) and the other teachers in Instructional Leadership are set out. Whereas only one Teaching Principal commented about this aspect initially, other Teaching Principals subsequently discussed how they involved their staff to a greater or lesser extent.

4:3 SECOND SUBPROBLEM: TO DETERMINE WHAT TYPES OF PREPARATION IN EDUCATIONAL ADMINISTRATION (IF ANY) THESE TEACHING PRINCIPALS HAVE HAD, AND THEIR PERCEPTIONS OF THE USEFULNESS OF THIS PREPARATION TO THEIR PRESENT SITUATION

INTRODUCTION

All of the Teaching Principals involved in this present study had experienced some kind of course or training in educational administration although in some cases it appeared to have been very minimal.

TABLE IX

<u>TEACHING PRINCIPALS' INVOLVEMENT IN EDUCATIONAL ADMINISTRATION COURSES</u>						
	<u>UNIVERSITY</u>	<u>ASTU</u>	<u>DEPARTMENT OF EDUCATION</u>	<u>EDUCATION BOARDS IN-SERVICE</u>	<u>TEACHERS REFRESHER COURSE COMMITTEE</u>	<u>OTHER</u>
<u>TEACHING PRINCIPAL</u>						
F		YES				
G				YES ²		
H				YES ²		YES ³
I		YES				
J		YES		YES		YES ³
K		YES			YES	
L			YES	YES ²		
M						YES ⁴
N	YES ¹					
O						YES ³
Note: 1=36.334 School Organization and Management. (Massey) 2=Wanganui Education Board. 3=Principals' Association. 4=Rural Adviser.						

This section sets out the various types of courses and training which these Teaching Principals have experienced and their perceptions of the usefulness of the courses, using the same divisions that were used in Chapter 2:2 (p51) to classify the various types of courses and training that were available.

In addition, this section looks at the involvement of Massey University educational administration personnel in these various areas.

UNIVERSITY COURSES

Only one of the Teaching Principals had undertaken any of the available university courses in educational administration, having done 36.334 "School Organization and Management" part time at Massey University as part of his degree.

While he thought that "it is a very practical interesting paper", in reply to a further question about its usefulness he said that he felt that,

"...there are two ways to look at it, I found it perhaps more interesting in that I had been in the position of a Teaching Principal for a number of years before I did the paper, so many of the elements which cropped up throughout the year I had already experienced and had some understanding of, whereas some teachers who were doing that paper, had not, or were not, Principals and found it rather difficult to come to terms with because they didn't really understand some of the problems...and the situations which arise, so, yes it was very helpful..." (N).

ADVANCED STUDIES FOR TEACHERS' COURSES

The ASTU papers in educational administration were more popular with these Teaching Principals. For example, one of the Teaching Principals had completed the original School Administration papers, two of the Teaching Principals had completed the recently rewritten papers, one was doing them this year and a further Teaching Principal intended to do them in 1984.

All of the Teaching Principals, who had either completed the papers or who were doing them, found the papers useful in varying degrees. One Teaching Principal, who was carrying out the proposed method of "Instructional Supervision" very fully, found the course,

"Very useful because - you'll recall I mentioned before that I arranged...with the teacher beforehand, when I'm going to go into the classroom and what I'm to see there...Before...I had just waltzed in at times when...I had a spare minute or two and I'd think, "Oh I'd better go down and see Miss X", and off I'd go and walk in unannounced. As a result of doing the course I could see that that wasn't the best approach and I find this approach most successful." (I).

On the other hand, another of the Teaching Principals, while he said that he had found the course very interesting, found difficulty in putting the ideas into practice because he found that,

"...you can't ask a question of a text book when it goes beyond what the textbooks are really giving you, so it's a trial and error process I find...trying to put them into practice..."(J).

Recently he had found it proving to be,

"...quite useful because I've found several other Principals in the area who have either read the book of their own free will or more often than not have done an administration course either through Massey or through the ASTU, and I find now I'm getting an opportunity to talk over some of the things a little bit more than I had been able to." (J).

DEPARTMENT OF EDUCATION NATIONAL COURSES

Only one of the Teaching Principals had attended a National In-Service Course and, as that was over ten years ago, he felt that,

"...much of what was done then, I would say is out of date now, certainly the courses run by the Wanganui Education Board were more up to date, much more recent..." (L).

WANGANUI EDUCATION BOARD IN-SERVICE COURSES

The day courses for Senior Principals and the District Senior Inspector were mentioned by the Teaching Principals, as well as the normal in-service courses ranging from a week's residential course to the now more usual 1-day course.

The Teaching Principals' views on the usefulness of these courses to their present positions were generally favourable but there were some important qualifications.

"...it made me realize what type of Principal I was...It was rather interesting...but as a Teaching Principal I found that, a lot of what was talked about referred more to the next step up in the Principal's position, that of a non-teaching Principal, rather than the Teaching Principal..." (G).

"I don't think I got a great deal out of them quite honestly...It might have been a personal thing that you'd got into certain habits - sometimes you come back fresh with ideas that seem great, but for one reason or another you may not put them into practice." (H).

Another Teaching Principal, while commenting on the usefulness of what

he described as a very practical course that he had attended before taking up his present position, said,

"Well not a great deal in hindsight although I have had occasion to refer to, notes on occasions but perhaps the most useful aspect has been that now when I'm wanting information about Principals, the Principal's role in such a school I know the authors of some useful texts..." (L).

He felt that he "would certainly appreciate something of the kind now to refine administrative procedures." (L).

Another Teaching Principal was involved in setting up a course on Organization and Administration in Grade One and Two Schools.

TEACHERS REFRESHER COURSE COMMITTEE IN-SERVICE COURSES

One of the Teaching Principals had been to the "Organization and Administration in Grades 1 and 2 Schools" course held in January 1983, and found that the course "became more a teaching in a country school situation rather than a course for Leadership for Principals in country schools", and he felt that, because the course covered such a wide scope, "nothing was really done in any depth at all" (K).

OTHER IN-SERVICE COURSES AND HELP

Two main areas were mentioned. The first area concerned help provided by the Rural Adviser. One of the Teaching Principals mentioned that the only help that he had had "would be in rural schools in past years, where the Rural Adviser comes round and sits down with you" (M), although another Teaching Principal wrote on his transcript that he had never discussed leadership or administration with a Rural Adviser.

The second area concerned Principals' Associations. One of the Teaching Principals mentioned the annual Palmerston North and Wanganui combined meetings where "it could happen that some of those courses tend to have aspects of our leadership roles, but not necessarily so" (H).

Two of the other Teaching Principals also discussed their newly formed, smaller Principals' Association which provided them with a forum for both formal and informal discussions where, as one of the Teaching Principals said, he found that he was now "getting an opportunity to talk over some of the things a little bit more than I had been able to" (J).

He regarded this as being very useful, for although,

"...unfortunately we all seem to share the same problems, it seems to be a common denominator coming through and again we're trying to sort the problems out as a group thing now whereas previously it was the old brick wall process that we were evolving..." (J).

As a means of helping themselves to sort out these problems David Stewart had been invited to speak to the group, and although,

"...we only listened to him for, for an hour, and out of that hour I would have got more than anything...that the Board or Rural Adviser or Inspector or anything like that has ever told me, gave me several points to, to go back and think about, such as running Staff Meetings and that type of thing...I found his ideas, the little I've seen of them so far, I'm interested in finding out more about them, the little I've seen so far I'm trying to implement at the moment." (O).

INFLUENCE OF MASSEY UNIVERSITY EDUCATIONAL ADMINISTRATION PERSONNEL

As the project progressed it became quite evident that the majority of the Teaching Principals had been influenced by the Massey University lecturers in educational administration even though only one of the Teaching Principals had done a university paper with Dr Prebble.

Dr Prebble was involved in writing the new "Educational Administration" paper for the ASTU which two of the Teaching Principals had completed and one was doing this year. In addition to these three Teaching Principals, two of the other Teaching Principals had read the book School Management written by Dr Prebble and David Stewart (1981b).

One of the organizers of the proposed course on "Organization and Administration in Grade One and Two Schools" saw,

"...the main feature of that course that we're getting through is, some of the School Administration philosophies that Tom Prebble and Dave Stewart have got in their book. We're getting Wayne Edwards in from Massey to hopefully open the course..." (J).

Dr Prebble was also mentioned as being one of the lecturers at a Wanganui Education Board In-Service Course attended by one of the Teaching Principals. Another Teaching Principal discussing a different Wanganui Education Board In-Service Course, commented that,

"...they drew on resource people from the university who had practical experience, and field experience and that sort of, what they were saying came from actual research done in the schools, they weren't - theoretically based, they weren't up

in the air over text books. I mean particularly here Dr Prebble and David Stewart." (L).

This section has detailed the various types of courses and training that these Teaching Principals have experienced and their perceptions of the usefulness of these courses. In addition, this section has also looked at the involvement of Massey University educational administration personnel in these different types of courses and training experienced by these Teaching Principals.

4:4 THIRD SUBPROBLEM: TO DETERMINE THE PERCEPTIONS HELD BY THESE
TEACHING PRINCIPALS OF THE ACTUAL ROLE OF INSTRUCTIONAL LEADERSHIP
AS CARRIED OUT IN THEIR SCHOOLS

INTRODUCTION

This section sets out the various methods that the Teaching Principals stated that they used for Instructional Leadership in their schools. These methods are summarized in Table X (p117), which is set out in the same order as Questions 5-7 in the Teacher Questionnaire (Appendix Eleven, p200). The "Other Methods" section has been expanded to include all the other methods that were mentioned by the Teaching Principals in their transcripts. It is not assumed that these are the only methods used by these Teaching Principals. In Chapter 4:6 (p140) some of the teachers mention other methods that have been used in their schools.

Finally, this section sets out the Teaching Principals' perceptions of the advantages and disadvantages of the position of Teaching Principal for Instructional Leadership.

THE USE OF ADVISERS

Only three of the Teaching Principals mentioned the use of Advisers, possibly because of the location of some of the schools for, as one of the Teaching Principals commented during the discussion,

"...you haven't got the same handy resources with regard to...
extra expert assistance, in a country school that you may have
within the city..." (N).

On the other hand, another of the rural Teaching Principals stated that he had "built up quite a close relationship with a number of advisers", and he felt that, in his case "we do get a good back up from the advisers in this area." (K).

Another of the Teaching Principals queried whether the practice of "putting an adviser into a teacher's room to show something new, or do something new is wholly satisfactory" (J).

DEMONSTRATION LESSONS

The use of "Demonstrations" as a technique in Instructional Leadership involved the majority of the Teaching Principals in working with, and

alongside their teachers, rather than giving a formal teacher-pupil lesson. Situations where Teaching Principals exchanged classes with another teacher to utilize various teachers' strengths in other classes were not included under this heading as it was felt that these exchanges did not coincide with the definition of Instructional Leadership as given in Chapter 1:3(p16) because in those situations, while it might improve the teaching-learning experience of the children, it would not improve the effectiveness of the other teacher.

The Teaching Principals did not find it easy to release themselves from their classes to work with their teachers as,

"...the position Teaching Principal doesn't provide one with the opportunity to be able to do this except...where one can use the Teacher Aide a little bit more effectively where she's not doing office work...to come into the class, release me to go and work in the rooms..." (J).

Two of the Teaching Principals were able to release themselves because of the particular organizational arrangements of their schools.

"...this year in the first term, I was able to get out of the classroom for quite a bit of the time, I worked in the Junior School for all the first term." (F).

"I come in, and have done for the past two and a half plus years... and we divide, normally, a two teacher situation into a three teacher situation." (H).

INFORMAL DISCUSSION

Eight of the Teaching Principals mentioned using "Informal Discussions" but there appeared to be two different understandings of this term though some of the Teaching Principals used a combination of both of these meanings.

Some of the Teaching Principals used,

"...comments dropped in the staffroom...comments dropped in conversation with, with the staff member with you..." (M),

as a springboard for further discussion and action while others structured the situation deliberately introducing a new idea. For example, one of the Teaching Principals stated that,

"...I like to see myself as someone who has done some work, followed it up and said to someone, "Here's a good idea, try it and see if it works in your situation, if it doesn't, fine..." (J).

JOINT PLANNING AND STAFF MEETINGS

As most of the joint planning took part during either whole or sectional Staff Meetings, these two methods are considered as one in this subsection.

The Teaching Principals consciously used their Staff Meetings for Instructional Leadership although most Staff Meetings would necessarily have both "a professional side as well as an administrative side" (F).

Two of the Teaching Principals stressed that the Staff Meetings must be planned.

"...it must be carefully considered and set up so that, these kinds of meetings, (staff meetings) don't degenerate into social gatherings." (L).

"Meatier than just sipping a cup of tea and waiting for half an hour to slip by." (H).

Only one of the Teaching Principals found that,

"...as a whole the people generally don't want to share in the responsibility of, of making their school programme...they want a prescription..."

a situation which he found "rather difficult and strange" (J).

The Teaching Principals generally used the technique of having "a round table discussion, a mixture of consensus and "Well let's try this approach" ". (M).

Another of the Teaching Principals stated that,

"...I have found that generally by giving my staff a chance to express their point of view that we can amicably come to some sort of school policy which suits my purpose, which is the main thing." (G).

On the other hand, the Teaching Principals were not inflexible. One Teaching Principal stated that,

"I'm prepared to let them have an opportunity to experiment if the teacher's got something worthwhile to offer, even though it might be something new and innovative and might be a little suspect, I'm prepared to let them have a try within reasonable bounds." (F).

Another Teaching Principal who was trying to introduce a basic skills component into the teaching, suggested that each teacher try it out in their own rooms. After this was done and the teachers,

"...came together and talked about the practicalities of the idea, and as a matter of fact...their ideas were accepted rather than mine..." (I).

SUPERVISION BY PRINCIPAL

The extent of personal supervision by the Teaching Principal naturally varied according to the size of the school. Where there were no other positions of responsibility in the school, the Teaching Principals regarded themselves as responsible for all the other teachers but, in schools where there were other positions of responsibility, the Teaching Principals shared their responsibilities.

All of the Teaching Principals commented on the difficulty of making suitable arrangements to see other classroom programmes in action regularly, and their views are set out fully later in the subsection that deals with the Teaching Principals' perception of the disadvantages of their position for Instructional Leadership (p 129). This present subsection concentrates on the attempts by the various Teaching Principals to carry out this requirement and their perceptions of their effectiveness.

One Teaching Principal commented briefly, "You can't" (F), while another Teaching Principal questioned the effectiveness of any attempt.

"I can't - I think it can be done in an artificial cosmetic kind of way, we can convince ourselves...that we are in fact doing these things, I don't believe that we can do this as effectively and as efficiently as perhaps the Department or the NZEI would like us to - simply because it's not physically possible at times, without it being too disruptive..." (L).

Another Teaching Principal challenged the possibility of seeing classroom programmes in action on a regular basis and he defied "any Principal of a Six Teacher School to do that regularly". He maintained "it's not possible" (M).

Where the schools were full primary schools, the Teaching Principals were able to utilize Manual Time when their Form One and Two children were away but they realized that,

"...the only thing about that is that it's always on the same day at the same time, it's an afternoon and, that doesn't really give one the opportunity, that I would like to be able to spend with the teacher and their children..." (N).

In one school where the Teaching Principal was released from his class each afternoon because of his particular school organization and spent half an hour in each classroom while that class teacher was taking small groups of children, he was able to "check through the books and so on", and he felt that "at the moment I would have a better finger on what's going on in the other rooms than I've ever had in my life" (O). Even so,

he went on to point out that,

"...I found it much more difficult when I had a full time classroom to myself, it was much harder to leave your children for a quarter of an hour and shoot into another room..." (O).

Another Teaching Principal who was released from a full time class because of his school organization did not find it easy to carry out his proposed programme to monitor the children's progress as,

"...I found that the timetable bore in on me to such an extent that I got through half of one class and then I found it rather difficult to find the time to get the remainder..." (H).

Two of the Teaching Principals used the Teachers' Aide to release them, but the majority relied upon leaving their classes working unsupervised while they were involved in what could be described as,

"...ten minute flying visits...primarily at present my role within the classrooms is that very much of, of a raider, where I do the ten minute stint and get out..." (J).

None of the Teaching Principals were really happy about the effectiveness of their methods because they felt,

"...on one of these ten minute flying visits one gets a very superficial view of what's going on in the class..." (J).

"There is very little one learns from this apart from getting a feel of how things are going on in a fairly general sort of way..." (N).

SUPERVISION BY THE DEPUTY PRINCIPAL (AND SENIOR TEACHER (JUNIOR CLASSES))

While six of these schools had additional positions of responsibility, only four of the Teaching Principals mentioned these staff members as playing some part in the running of the school before the Teaching Principals were asked specifically about how the Deputy Principal (and the Senior Teacher (Junior Classes)) fitted into the way they perceived Instructional Leadership.

During the discussions some of the Teaching Principals emphasized the point that; the fact that a school had additional positions of responsibility did not automatically make the Teaching Principal's job easier or more efficient for various reasons that are set out below.

One of the Teaching Principals, in discussing the difference between working in schools at the bottom of the 3-7 teacher range and his present

position, argued that,

"...when you get up to Five Teacher School you get a Deputy Principal allocated...then straight away your work's virtually halved..."

although he went on to qualify this assertion by saying that "it depends - if you're prepared to delegate" (F).

One of the Teaching Principals raised the point that, while it is all right where both the Teaching Principal and Deputy Principal are fairly parallel in their thinking, if the Deputy Principal does not, or will not, support the Teaching Principal, then the school will suffer. He believed that a Deputy Principal could make or break a school.

Another Teaching Principal pointed out that, where a Deputy Principal isn't over-interested in his job and doesn't want to accept responsibility, it creates a difficult school situation, particularly where it presents a bad example to the remainder of the staff members.

Where the schools had a Teaching Principal and a Deputy Principal, they were usually split organizationally in two, with in one case the Deputy Principal being responsible for the Standard Two to Form Two area and the Teaching Principal being responsible for the Junior area.

In addition to this type of division of responsibility, in one of the schools the Deputy Principal, who had previously been responsible for training the Year One, was now helping a staff member who was new to the school that year.

Where the schools had a Teaching Principal, a Deputy Principal and a Senior Teacher (Junior Classes), the usual organizational pattern was for the Senior Teacher (Junior Classes) to be responsible for the Junior area, the Deputy Principal the Middle area and the Teaching Principal the Senior area.

In addition to the responsibility for specific areas of the school, the Deputy Principals also usually had a specific responsibility for particular curriculum areas throughout the school, such as, "Language and Social Studies" (G), "phys. ed and sports programmes" (L), and "Maori language" (M). These areas were usually related to the Deputy Principal's particular strengths (although this was not always the case),

"...each teacher has their area, or areas of responsibility, some by wishing to do them and others because nobody else's, not no one else wouldn't do them but because, "O.K. that's a spare one, would you please take it (Deleted)"..." (M).

As well as these two main types of responsibility Deputy Principals also helped "with staff training. He has very good suggestions for in-service courses" (G), and with Staff Meetings where,

"...I've asked him to use...the Religious Instruction time...he's to keep an account of what is taken each week...it might be sport's teams and sports discussed. I have asked them to look through the various subjects throughout the year." (H).

Another Deputy Principal's responsibilities included, "to specifically identify and monitor those children who are gifted or talented" (I).

One Teaching Principal regarded the Deputy Principal as "an understudy to the Principal really" and, therefore, he ensured that "there's a weighting given his administrative duties and training him to be a principal in the future" (F).

On the other hand, the direct influence of the Senior Teacher (Junior Classes) was usually restricted to the Junior classes.

"My S.T.(J.C.) has only got one other staff member at the moment she's working with and they do most of their work after school." (H).

"The S.T.(J.C.) takes a very positive lead in the two Junior class areas..." (M).

The Deputy Principals and the Senior Teacher (Junior Classes) were used by their Teaching Principals as sounding boards for their own ideas,

"...I use that time for, for ideas that I've hatched up, things that I want to do, and I've put that to them fairly clearly, and I ask for their feedback and what do they think..." (M),

and the ideas of other staff members,

"...and then I in turn discuss it with my Deputy Principal who, because of his perceptive nature, is able to help me and, once we have agreed upon aspects of change that would be beneficial we then discuss it with the whole staff..." (G).

As well as being used as a sounding board, the Deputy Principal and the Senior Teacher (Junior Classes) assisted in forming school policy. One of the Teaching Principals used "Thursday lunch times from half past twelve to one o'clock to get with the two senior staff members" to discuss his own ideas and, when the whole school was revising a particular area of the school scheme,

"...generally the D.P. and I go over the aims and, and the general guidelines and we sort those out and say, "What do you think of these?"..." (M).

Another Teaching Principal stated that he worked in a more informal way,

"...I seldom get them in just as a twosome...Over lunch times, dropping into their rooms...generally, if we have something we want to discuss and determine a policy, discuss it around the table and decide in a fairly informal way...Currently we're talking about midyear surveys and wondering whether June is the best month to be doing them through interviews." (H).

CHECKING OF WORK PLANS

Only two of the Teaching Principals mentioned "Work Plans" and in both cases they placed very little emphasis upon this method. One Teaching Principal, in commenting upon "the actual aspect of ensuring that teachers plan for their work regularly and successfully", stated that,

"...each year I tell my staff that I have expectations of them as professional people, and they've been trained to do a professional job...tell them they are responsible adults that I will not be checking up on them with plans unless I am dissatisfied with what's going on in the classroom and they have not let me down so far." (G).

The other Teaching Principal said,

"I'm not particularly interested in workbooks as such but I am drawn to them if I find that I can't make head nor tail of what I see in the classroom and I suppose that goes someway into fulfilling some aspects of that Departmental statement." (J).

OTHER METHODS - SCHOOL SCHEME

Four of the Teaching Principals mentioned utilizing the rewriting of their "School Scheme" as one component of Instructional Leadership.

One of the Teaching Principals said that his school had,

"...just finished rewriting the school scheme and it was done on the basis that we met together and...a lot of the school scheme, has been written by the other teachers...and because they've been involved in writing the scheme, programmes which were set in place are really their programmes..." (K).

Another Teaching Principal used the,

"...area of the school scheme, that some of the heavy subjects like reading, Maori language, Maths and Science, we've treated that as a Teacher Only Day...to look at their own work." (M).

Again, another of the Teaching Principals commented that,

"Being new to the school I'm also, having to rewrite the school scheme which is, quite old, and so we're doing, doing this cooperatively, and there's quite an amount of opportunity when we're talking about our scheme to talk about programmes... methods...relevancy and so on, so there's quite an amount of learning I think going on in that way with the staff as well." (N).

The other Teaching Principal stated that he worked systematically through the School Scheme with his teachers by taking,

"...an area of the school scheme each term, and the staff as a unit work together on that unit and we rewrite the whole scheme so, that'd be four years...every section gets rewritten and we rewrite the whole area together, and we look at the needs of the children and, of the area, and we try to base it on that...we do a lot of talking about it and, by doing it together I find that I have very few problems in implementing it, because teachers have planned it together as a unit so they put it into practice together..." (O).

OTHER METHODS - IN-SERVICE COURSES

The Teaching Principals used various types of in-service courses to help their teachers. One of the Teaching Principals had used the "Teacher Only Day" to look at "some of the heavy subjects like reading, Maori language, Maths and Science" (M). Another of the Teaching Principals used "Advisers in the main, and having courses within the school"(H), while,during a School Based In-Service Course in another school, the Infant Teacher took the other two junior school teachers "for the day and went through her reading programmes" (O).

In addition to School Based In-Service Courses, one Teaching Principal "used what's been offering in the way of courses" at the In-Service Centre "if a need is seen for our enlightenment or benefit" (H).

One of the Teaching Principals queried the effectiveness of attendance at one day in-service courses, pointing out that,

"You accept that kids need to be taught on an individual level then probably teachers in a school shouldn't have the same course at the same time on the same subject because they may not have a need in that particular curriculum area..." (J).

OTHER METHODS - OTHER TEACHERS

Only four of the Teaching Principals mentioned Scale A teachers as playing some part in the running of their schools before they were

specifically asked how these teachers fitted into the way they perceived Instructional Leadership. All of these comments occurred when the Teaching Principals were discussing the rewriting of the school schemes.

The majority of the Teaching Principals accepted that the Scale A teachers played a part in Instructional Leadership although some Teaching Principals expressed some reservations.

One of the Teaching Principals felt that "virtually all the leadership's coming from the three of us" (M), meaning himself, the Deputy Principal and the Senior Teacher (Junior Classes), although he did discuss the use of Staff Meetings in this section. Another Teaching Principal was "not quite sure" as he felt that "they don't fit in in any conscious kind of way", although he agreed that,

"...they do have an influence and a part to play in it...through being given an opportunity to talk about what they do...",

and noted on his corrected transcript that,

"Each teacher has a specific area of responsibility
- professional (curriculum area) and administrative (e.g. girls welfare)." (L).

One of the Teaching Principals queried the assumption that he had found,

"...in doing the administration papers and in talking with people more knowledgeable than myself about teaching...that teachers want to take responsibility for their careers, and their classroom and their professional standing..." (J).

He had found at his present school,

"...that people have said to me that they don't want to do shared planning, they don't want to assist in writing the scheme, they don't want to help form an organizational model and they don't want to discuss things at staff meetings, they want to be told..." (J).

In contrast to this view, a more common view was that,

"...most staff members want to have some responsibilities, they like to feel, that they're being used in a professional manner. If they've got strengths...I think they like to have it recognized, it's possibly good for the ego too." (F).

Usually the Teaching Principals encouraged their teachers to give guidance "where a teacher's interests lie", (or in one school "where a teacher's weakness lie"), and the Teaching Principals would therefore "encourage that teacher to lead in that particular area" (I). Various subject areas were mentioned, such as "Art and Craft, Reading, Maths

and Science" (G), "Social Studies" (I), "music" and "Maori" (O).

In various schools teachers in the same area worked together.

"Yes, the two teachers that are working in the junior area of my school work quite closely one with another, they do quite an amount of cooperative activity..." (N).

Where a teacher,

"...has attended one or two courses...they work within that area, if it's a teacher from the Standard Two area...she'll be closely allied with the Standard One Teacher, and similarly Three, Four or however wide the spread seems to fit..." (H).

Other instances where Scale A teachers take part in Instructional Leadership within the school have already been set out in the sub-sections on Joint Planning (p119), Staff Meetings (p119) and In-Service Courses (p125).

OTHER METHODS - EXAMPLE OF TEACHING PRINCIPALS' OWN CLASS

The Teaching Principals regarded the fact that they actually taught a class as an advantage for Instructional Leadership. First of all, as is set out more fully in the next sub-section dealing with the advantages of the position of Teaching Principal for Instructional Leadership, it was felt that,

"...as a teaching principal we're probably closer to our teachers than a non-teaching principal who probably sits on his backside in the office all day." (F).

Secondly, many of the Teaching Principals consciously used their rooms, and the fact that they were teaching, to influence their teachers. One aspect of this use of their rooms was where a major curriculum programme was set up in the Teaching Principal's room specifically to provide a practical example for the teachers.

"At the moment I'm pursuing the McLachlan Language Charts myself within the classroom seeing how they work with the Form One and Two group...I've been talking a lot about it in the Staff Room and hoping that it catches on with the other staff members so I could then introduce it as a school based programme..." (J).

The other aspect of this use of the Teaching Principals' rooms was in a more indirect manner where,

"...I can set the pattern in my room and it's, it's interesting when teachers are on duty they frequently walk through my room just on, on the casual one and I get feedback on something that the kids have done or, something on the wall..." (M).

THE TEACHING PRINCIPALS' PERCEPTIONS OF THE ADVANTAGES OF THE POSITION
OF TEACHING PRINCIPAL FOR INSTRUCTIONAL LEADERSHIP

As has been pointed out in the previous sub-section, Teaching Principals feel that they are closer to their teachers than a non-teaching principal,

Firstly, the Teaching Principals felt that, as a Teaching Principal,

"...because you are right in the thick of it, you're not the social misfit, the guy that hasn't got a class, so therefore can't talk (in inverted commas) with authority on various matters because you not actually teaching, you don't know what it's like at the chalkface..." (J).

In fact, another Teaching Principal pointed out,

"...in the staff room I'm, I'm treated as one of the boys not Principal, there's as much mud flung at me as anyone else, and this is good because we, we are teachers together..." (M).

Secondly,

"...it keeps me closer to the realities of the job - being in touch with children, I think it is possible for Principals to get out of touch with children and what makes them tick..." (H).

Another Teaching Principal felt that,

"...it probably helps to keep my feet firmly on the ground. I think that the kinds of things that I request or demand of my staff are more realistic because of my own immediate classroom experience." (L),

a point echoed by another Teaching Principal,

"...you're more aware of the pressures teachers are under and so the demands you make on teachers are more realistic." (I).

In addition the Teaching Principals felt that the fact that they were teaching "lends credibility to anything I say" (I) and, therefore, they could,

"...still look my staff square in the eye and say, "I teach thirtyone kids each day, of a wide ranging ability"...and so I, I'm able to call upon my experiences as a practising teacher to help the rest of my staff." (G).

Another two Teaching Principals felt that they were respected because they were seen as proven practising teachers who were "not just talking theory" (M) and,

"...not somebody who was a teacher many years ago but's been an administrator for many years as well, and therefore's often suspect." (F).

The example that Teaching Principals were able to set in their own classrooms, with regard to things like "the organization of your room" (O), "working with, interacting with and handling children" (N) was seen as providing a practical example for their teachers and,

"...being able to teach and put your ideas into practice is much better than being able to preach and have other people put your ideas into practice." (J).

Because they were teaching, the Teaching Principals felt that they were better able to initiate changes within their schools because,

"...your pet enthusiasms can get fuller play. If you're particularly keen on some method or particular subject you can put far more into it. If you've got your own class obviously you've got continuity." (H).

As well as being able to initiate programmes, the Teaching Principals felt that they were able to control the progress of these new programmes because,

"...it's easier to get an overall theme through the school and be in the middle of it and see what's going on, that's good... you're part of the machine and it's so much easier to influence it..." (M).

THE TEACHING PRINCIPALS' PERCEPTIONS OF THE DISADVANTAGES OF THE POSITION OF TEACHING PRINCIPAL FOR INSTRUCTIONAL LEADERSHIP

The major disadvantage, as seen by the Teaching Principals, was basically the question of time allocation - how to cope with running a class, providing help and guidance for the teachers and coping with the administration and the hundred and one things that were necessary to keep the school going. The demands of each of these three aspects of the position of Teaching Principal conflicted with the others.

For Teaching Principals, who were trying to provide a model in their own classroom for the other staff members, this conflict of time meant,

"...you just can't do the things especially in the classroom as well as you've done as an ordinary classroom teacher because you simply haven't got the time, I've been frustrated at times, I can't really be satisfied with some of the methods and some of the things that I've done because of the pressure of time. I have not been able to do preparation and justice to the lesson ...I would like to be able to have time to take the unit further...but there are so many tasks to do as a Teaching

Principal that, you can't really afford to ignore them because if you ignore the administration side of the job the school starts to run down..." (K).

The Teaching Principals also felt that the position of Teaching Principal,

"...limits the amount of time available to me to assist in the classroom through a lack of release time..." (G).

Even one of the Teaching Principals who had outlined a very well organized system of observing his teachers in their rooms felt that he only got a "fragmented picture of their programmes", because, as he said,

"I simply can't for instance go and see the reading programme of Teacher A twice a term. It might be that I can only manage to see the reading programme of Teacher A once a year if I'm to see the other teacher, and also to see the Teacher A teaching other things..." (I).

He also stated his concern about,

"...what I am to do if a teacher has a problem that would require my going into the room and observing the teacher in action...I just simply haven't got the time to do that, so I feel that a Teaching Principal has a problem on his hands if he's got a teacher with problems, because I don't feel that he has time to give the teacher...time that he would like to be able to give." (I).

This point was further reinforced by two other Teaching Principals who saw that, in this situation, "you could have all sorts of problems" (O) because if,

"...you've got a dicky teacher in the room that person can easily cover up the problem areas for the ten minutes or so you're in the classroom, one needs to be in there regularly, on an observational but also as an assisting type of observer ...the position Teaching Principal doesn't provide one with the opportunity to be able to do this..." (J).

Part of the difficulty that these Teaching Principals experienced of finding time to get into the classrooms was because they felt that,

"...there's a limit to the amount of time you can spend out of the classroom irrespective of what the class is like..." (F).

As well as helping teachers there are other times that Teaching Principals have to leave their own classes and this further compounds the problem. As one of the Teaching Principals pointed out while discussing disturbances and interruptions to the daily routine within the classroom such as "visitors, telephone calls and the like" (H),

the non-professional staff in schools of this range are only there part time:

"...I've got a, my secretary, what is it? Princely sum of 15 hours a week, something ridiculous anyway, she gets there at half past eight in the morning to sell things to the kids and leaves at half past eleven." (M).

Another Teaching Principal made the point that,

"I don't have a clerical assistant all day and, just at the wrong moment you're called away to attend to some crisis..." (H).

A typical example of what happens when the clerical assistant is not at school was provided by one Teaching Principal.

"...I would suppose we would average five to six calls a day coming through the telephone when you're trying to teach and the kids runs down the corridor, answers the telephone, comes back and gets you and you've got to fly down the, to answer the telephone and you can just be getting to the important part of a lesson or something like that and that would be the part that annoys me the most..." (O).

In addition to the limited provision of Clerical Assistants and Teacher Aides in schools of this size,

"...where there are no caretakers, cleaners but no caretakers, the caretaking jobs tend to fall on your shoulders..." (K),

and quite often such jobs as "the heating system, the pool" (G) need urgent attention during teaching time.

Teaching Principals find that there is also,

"...a fair amount of work to do in administration, the same number of forms, the same amount of, of administration has to be done even if less bulk..."

while, particularly in a rural community, the Teaching Principal,

"...is expected to take a lead, with regard to community activity, with regard to community involvement, be it social, be it sporting, be it academic..." (N).

The Teaching Principals saw that, if they are to keep up to date in order to help their teachers, then they must find time both to plan ahead and to read widely, although they found that there is a,

"...lack of time in the firm's time to sit down when you, your mind's not tired and do constructive practical thinking, and that's the thing I just don't get time for..." (M).

Another Teaching Principal stated that as "a walking Principal you could find time to peruse a little more leisurely, regulations, new books, ideas", whereas he found it,

"...much more difficult to find now, I've got to do it at home or out of school hours. This works against me in that respect."
(H).

For Teaching Principals to keep up to date with all the various types of school work, they found that a lot of this work had to be done out of school time. One Teaching Principal said,

"...last night I was working from, had an hour off after school and then I worked from five o'clock and I finished at half past ten, and all the work that I had done was organizational, and I hadn't done a work plan for this particular week..." (J).

Consequently, the majority of the Teaching Principals found that "the job is demanding, extremely demanding" and, therefore, in many cases,

"...your whole family life I think it's affected as a Teaching Principal, it's very seldom that you can go for any length or period, length of time being sure that you're devoting all your outside time to, to your family. I think that's important."
(K).

The various methods that the Teaching Principals stated that they used for Instructional Leadership have been set out in this section as well as the Teaching Principals' perceptions of both the advantages and disadvantages for Instructional Leadership of the position of Teaching Principal.

4:5 FOURTH SUBPROBLEM: TO DETERMINE THE PERCEPTIONS HELD BY VARIOUS TEACHERS IN THESE SCHOOLS AS TO THE ROLE OF THE TEACHING PRINCIPAL AS INSTRUCTIONAL LEADER AND THE SUBSEQUENT MATCH/MISMATCH OF THEIR PERCEPTIONS WITH THOSE HELD BY THE TEACHING PRINCIPALS

INTRODUCTION

The teachers' replies to Questions 1-4 of the Teacher Questionnaire (Appendix Eleven, p199) are set out in this section which deals specifically with the perceptions held by these teachers as to the role of the Teaching Principal as Instructional Leader, together with the subsequent match/mismatch of the teachers' perceptions with those held by the Teaching Principals as set out previously in Chapter 4:2 (p104).

First, the teachers' length of service in their present schools and in other small schools (Sole Charge to Seven Teacher Schools) are set out, followed by the teachers' perceptions of how well they know their Teaching Principal. Finally, the teachers' perceptions of the role of the Teaching Principal are set out in the same order as the perceptions of the the Teaching Principals in Chapter 4:2 to enable comparisons to be made about the role of the Teaching Principal as Instructional Leader.

THE TEACHERS' TEACHING SERVICE IN SOLE TO SEVEN TEACHER SCHOOLS

The teachers' teaching service in their present schools, as given in their replies to Question 1, (Appendix Eleven, p199) is set out in Table XI.

TABLE XI

<u>TEACHERS' TEACHING SERVICE IN THEIR PRESENT SCHOOLS</u>											
<u>YEARS:</u>	<u>UNDER ONE</u>	<u>ONE</u>	<u>TWO</u>	<u>THREE</u>	<u>FOUR</u>	<u>FIVE</u>	<u>SIX</u>	<u>SEVEN</u>	<u>EIGHT</u>	<u>NINE</u>	<u>TEN+</u>
<u>NUMBER OF TEACHERS</u>	8	1	3	3	1	1	0	0	1	2	3

The teaching service of these teachers in their present schools ranged from one month to just over sixteen years, with just over one quarter of the teachers having taught in their present position for over eight years.

Of the eight teachers who had had under one year's service in their

present school, five teachers were teaching in schools that did not have a Deputy Principal, while the six teachers who had had over eight years service in their present schools were all teaching in schools that had Deputy Principals and in some cases a Senior Teacher (Junior Classes).

For ten of the teachers, their present school was the first school in which they had taught that did not have a non-teaching principal. Six of these teachers had had under one years' experience in this type of school.

The teachers' total teaching service in small schools, as given in replies to both Questions 1 and 2, (Appendix Eleven, p199) is set out in Table XII. Although none of the teachers had taught in a Sole Charge position, four of the teachers had taught previously for three months, one year four months, two years and four years six months respectively in various Two Teacher Schools.

TABLE XII

<u>TEACHERS' TOTAL TEACHING SERVICE IN SOLE TO SEVEN TEACHER SCHOOLS</u>											
<u>YEARS:</u>	<u>UNDER ONE</u>	<u>ONE</u>	<u>TWO</u>	<u>THREE</u>	<u>FOUR</u>	<u>FIVE</u>	<u>SIX</u>	<u>SEVEN</u>	<u>EIGHT</u>	<u>NINE</u>	<u>TEN+</u>
<u>NUMBER OF TEACHERS</u>	6	1	2	3	1	2	0	2	0	0	6

THE TEACHERS' PERCEPTIONS OF HOW WELL THEY KNOW THEIR TEACHING PRINCIPAL

The teachers' replies to Question 3 (Appendix Eleven, p199) are set out in Table XIII.

TABLE XIII

<u>TEACHERS' ESTIMATES OF THEIR KNOWLEDGE OF THEIR TEACHING PRINCIPAL</u>					
	A	B	C	D	E
<u>NUMBER OF TEACHERS</u>	3	7	9	2	2
Note: A=Very Closely. B=Close. C=Moderately. D=Not Close. E=Very Little					

The majority of the teachers' replies ranged from "Close" to "Moderately" and, while one teacher commented that the Teaching Principal "had mince for tea three nights a week (that close)", (16) most of the comments concentrated on school relationships with common comments being, "Friendly, easy working relationship, do not know, see, outside of usual working hours" (3), and "Little social or outside contact either formally or informally" (10).

THE TEACHERS' PERCEPTIONS OF THE ROLE OF THE TEACHING PRINCIPAL

The wording of Question 4 (Appendix Eleven, p199) concentrated specifically on the principal aspect of the Teaching Principal's job but, even so, twelve of the teachers noted his responsibility as a classroom teacher under this section. The other teachers were not unaware of this part of his job as can be seen from the prominence given to his classroom teaching in the teachers' replies to Questions 10, 11 and 12 (Chapter 4:6, p146-152).

Two of the teachers summarized their view of the actual role of their Teaching Principal as being "to carry the ultimate responsibility for what happens within the school" (4) and as having the "final say in matters affecting school" (8).

The teachers described the overall role of the Teaching Principal in various ways. The Teaching Principal was seen as ensuring that "the school runs smoothly, day to day" (9), and in particular "to see the smooth running of all classrooms" (2).

To do this, the teachers pointed out that the Teaching Principal had to ensure that "the standard of education within the school is effective and total and varied in coverage of syllabus & school scheme" (5) and to do this the Teaching Principal must "provide professional leadership and run the school" (14). Another teacher expressed this as being able to "organize and participate in the running of the school (includes an administrative & educational role)" (6).

The educational role of the Teaching Principal was perceived as including such aspects as "standard setting of school principles" (12), "setting tone and requirement for his school" (17), "over all discipline" (7) and providing "direction ie guidance in the determination of school policy" (20).

The teachers viewed the Teaching Principal as the "Policy Maker" concerning School Scheme - subject matter & methods to be taught in school" (8), especially in one case, in "bringing the old school scheme up to date" (23) and as the person who "leads Staff meetings" (8).

In addition to keeping the administrative aspects of the school in order, the Teaching Principal's administrative role was seen as including such aspects as consistently making "sure that his staff have their planning and records in similar condition." (19).

The teachers also regarded the Teaching Principal's job as ensuring that "Materials and conditions are conducive to education & learning" (10).

Two of the teachers mentioned delegation of the various school responsibilities by the Teaching Principal :

"To delegate or supervise the responsibilities of various aspects of school life e.g. special needs, sports activities, maintenance of school equipment, curriculum areas." (18).

Three teachers saw the Teaching Principal as either the "Sports Administrator" (16) or the "part organizer of school sports" (12).

This administrative role of the Teaching Principal was also seen by the teachers as including the paper work side of the school where the Teaching Principal was the "clerical worker" (22).

Thirteen of the teachers saw their Teaching Principal as having "responsibility for school administration" (20). The specific aspects of this type of administration were seen by the teachers as "bus organization" (3), "correspondence etc" (8), "letter writer" (16), "the formal business of the school" (18) and "dealing with administration from the board" (23).

The teachers also regarded the Teaching Principal as being the organizational link between the school and various groups. Two of the teachers saw part of the job of the Teaching Principal as being "to maintain contact with the Board" (10), while most of the other comments concentrated on links with local groups and organizations. Three of the teachers regarded "to liaise between staff" and "school committee" (18) as being part of the Teaching Principal's job, while two of the teachers regarded it as including "keeping close contacts with the P.T.A." (23). Three of the teachers stressed that the job of the Teaching Principal included providing "tactful & informative liaison between school and parents" (6) and keeping "parents aware of educational trends" (12).

Five of the teachers described the Teaching Principal's job, in relation to the wider community, as being, "to provide tactful and informative liaison" (6), "to maintain good public relations" (13), "to build & maintain effective relationships" (20), to "liaise between" (11) and, generally, to act as the "public relation officer" (12). One of the teachers saw the responsibility of the Teaching Principal as including allocating "the use of District Hall" and "the hiring of the grounds" (2).

In addition to liaising with these groups, the Teaching Principal was seen as being the link with the local school groups in "helping with (Deleted) group organization" (23) and the wider teacher organizations by keeping staff "aware of education trends & of NZEI movements" (12).

The care of the school buildings and the environment was mentioned by two of the teachers who saw their Teaching Principal as "general handyman of quick repair jobs. Making sure school grounds are kept neat and tidy" (12), and "Caretaker - Handyman - Farmer - Gardener" (16). Another teacher saw the Teaching Principal as a "labourer" at "working bees" (22).

On the professional side, one of the teachers saw a need for the Teaching Principal to keep "up-to-date with trends in education - changes in methods, technology, content areas" (18).

The teachers regarded this professional side of the Teaching Principal as involving a responsibility towards children and staff. The teachers saw the responsibility of the Teaching Principal towards the children as involving both a general component,

"To see...that each teacher is teaching their class to the best of their ability and is using the school scheme" (9).

"To develop and encourage programmes within the classroom and throughout the school using strengths and interests of both staff and chn." (10),

and a specific component, which included ensuring "the progress of all pupils" (2), seeing "that each child is happily learning" (9), "pupil counselling" (12), showing an "interest in the welfare and progress of all children in the school" (18) and, even, as "Doctor" (22).

The responsibility of the Teaching Principal towards the staff was seen as involving supervision of "the duties of ancillary & caretakers" (2) although most of the teachers' replies centred on the Teaching Principal's responsibilities to the teachers. The teachers saw the Teaching Principal as being "a leader and colleague to his staff" (11), in particular, by "supporting his staff" (1). Other aspects of this supportive role included "to provide guidance & help for the other 2 members of the staff" (6), "to help the teachers in their jobs" (9), "to guide his staff and offer help where needed" (15), "to support and give guidance to his staff" (18) and "to provide back-up & support for other class-room teachers - or be aware of others who can do so" (20).

Basically the teachers regarded their Teaching Principal as an "Adviser"

(22), whose job involved,

"Keeping staff...aware of education trends..." (12).

"...to ensure his staff maintain as professional a level as possible..." (13).

"To keep...his staff up-to-date with trends in education - changes in methods, technology, content areas - by handing out printed materials, arranging for in-service training, adviser visits etc." (18).

"To ensure that teachers are kept up to date with development in subject areas and teaching methods (not withstanding the teacher's own responsibility in this area)" (20).

Another aspect of the Teaching Principal's responsibility towards his staff was on a more personal level, where the teachers regarded their Teaching Principal as being responsible for "counselling & our morale booster" (12). This was seen as involving caring for "the health of staff" (2), by promoting "staff relationships" (17), in particular "harmonious relationships between staff members" (20) and, in addition, "to give teachers help with any problems involved in their career (both in and out of the classroom)" (5) and "keeping the staff aware of NZEI movements" (12). Finally, one teacher ended a long list with the comment:

"...In fact - anything one can think of." (22).

THE MATCH/MISMATCH OF THE PERCEPTIONS OF THE TEACHING PRINCIPALS AND THE TEACHERS AS TO THE ROLE OF THE TEACHING PRINCIPAL AS INSTRUCTIONAL LEADER

Both the Teaching Principals and the teachers were aware that the Teaching Principal has the ultimate responsibility for what goes on within the school but there were differences of emphasis as to what the term "ultimate responsibility" actually entailed, as can be seen from the quotations from the transcripts and the questionnaires.

Both groups regarded the Teaching Principal as having a general responsibility to ensure that the school provided the best possible education that it could for all the pupils together with a specific responsibility to ensure the progress of all children.

There was a difference in emphasis as to the role of the Teaching Principal towards the teachers. This was demonstrated by the terms used by both groups. The Teaching Principals regarded the Teaching

Principal as having the professional responsibility for the teachers. The Teaching Principals viewed themselves as the professional leaders of the schools and, as such, saw themselves as being responsible for ensuring that the teachers carried out their jobs satisfactorily.

On the other hand, the teachers saw the role of the Teaching Principal as being a colleague, one who was there to provide guidance, support, help and backup.

Some of the Teaching Principals viewed the role of the Teaching Principal as requiring them to be actively involved in the classrooms, a point that was not mentioned by any of the teachers.

In addition to this "active involvement", the Teaching Principals stressed various indirect methods of leading teachers and these indirect methods came closer to the teachers' perceptions of the role of the Teaching Principal as an adviser whose job was to help the teachers keep up to date in methods, technology, content areas and teaching methods.

Although the Teaching Principals placed some emphasis upon their responsibility for the welfare, emotional stability and well-being of their teachers, the teachers themselves regarded this as a very important part of the role of the Teaching Principal. The teachers saw this as caring for the health of the staff - and involving counselling, boosting of staff morale and helping teachers with their careers. Promotion of harmonious interstaff relations was also regarded as important.

The length of time that these teachers have taught in their present schools, as well as in other small schools that had Teaching Principals, has been set out in this section. The length of the teachers' teaching service in schools with Teaching Principals, as well as in their present school, varied widely, demonstrating that these teachers as a group were not markedly atypical compared with the majority of teachers in this type of school.

In addition, the teachers' perceptions of the role of the Teaching Principal were set out and the teachers' perceptions of the Teaching Principal as Instructional Leader were compared with those of the Teaching Principals in Chapter 4:2,(p104) to discover their match/mismatch.

4:6 FIFTH SUBPROBLEM: TO DETERMINE THE PERCEPTIONS HELD BY VARIOUS TEACHERS IN THESE SCHOOLS AS TO HOW EFFECTIVELY, AND BY WHOM INSTRUCTIONAL LEADERSHIP IS BEING SUPPLIED WITHIN THE SCHOOL, AND THE SUBSEQUENT MATCH/MISMATCH OF THEIR PERCEPTIONS WITH THOSE HELD BY THE TEACHING PRINCIPALS

INTRODUCTION

The teachers' replies to Questions 5-12 of the Teacher Questionnaire (Appendix Eleven, p200-203) are set out in this section, which deals specifically with the perceptions of these teachers as to how effectively and by whom they perceive that Instructional Leadership is being supplied, together with the subsequent match/mismatch of the teachers' perceptions with those held by the Teaching Principals as set out previously in Chapter 4:4 (p116).

First, the teachers' perceptions of the methods that the Teaching Principals use to lead their whole staff and influence decision making in their schools are set out before concentrating on the teachers' perceptions of the methods that have been used to help them individually, as well as the teachers' perceptions of the effectiveness of these methods in helping them to do their jobs.

The next subsections indicate the various people whom the teachers perceive that they would approach for assistance in problems involving curriculum areas and children.

The following subsections deal with the teachers' perceptions of the effectiveness of the Teaching Principals' provision of help for their teachers, and the teachers' perceptions of the advantages and disadvantages of teaching in a school that has a Teaching Principal.

Finally, the teachers' perceptions as to how effectively and by whom Instructional Leadership is being supplied within the schools are compared with the perceptions of the Teaching Principals.

THE TEACHERS' PERCEPTIONS OF THE FREQUENCY OF THE VARIOUS METHODS USED TO LEAD THE STAFF AND INFLUENCE DECISION MAKING IN THEIR SCHOOLS

The teachers' replies to Question 5, (Appendix Eleven, p200) regarding their perceptions of the frequency with which various methods were used to lead staff and influence decision making, are set out in Table XIV (p141).

Two teachers mentioned the principal as providing Demonstration Lessons,

one the Advisers, two the teachers in their own school, two the teachers in other schools, and one finished by mentioning "other appropriate person" (11). In addition, one of the teachers described Demonstration Lessons as, "ie details and prescribed format" (13).

The majority of the teachers regarded Informal Discussion as taking place between the principals and all staff members, although two of the teachers in larger schools mentioned "syndicate leaders and teachers" (1) and "senior staff and then others" (17).

In reply to the request for "Other Methods" one teacher wrote that the "principal has generated enthusiasm by introducing new methods into approach to teaching" (12), while another teacher stated that, "we have at least one major whole school unit per term that we all plan. Also shared teaching in Maori, P.E., and music" (21).

One of the teachers felt that, because of "probably a higher percentage than most schools of very experienced staff members, therefore less need for direction" (4). While one of the teachers felt that in their school, the principal "tends to tell us what he wants done" (19), other teachers in different schools stressed that their Teaching Principals worked by "suggestion, and putting suitable publications where they can be seen and handled" (9) and "does not influence decision making. Works more towards a staff decision" (16).

TABLE XIV

<u>TEACHERS' PERCEPTIONS OF THE FREQUENCY OF METHODS USED TO LEAD STAFF AND INFLUENCE DECISION MAKING</u>					
	A	B	C	D	E
By the use of Advisers	1	5	11	5	0
By Demonstration Lessons	0	1	4	4	13
By Informal Discussion	8	12	1	0	2
By Joint Planning	1	11	8	1	2
By Staff Meetings	8	8	6	0	0
By Supervision by Principal	1	5	5	1	6
By Supervision by Deputy Principal	1	2	3	3	5
By Supervision by S.T.(J.C.)	1	0	2	2	1
By Checking of Work Plans	0	3	10	3	6
By Other Methods	1	2	0	0	3
Note: A=Always. B=Often. C=Occasionally. D=Seldom. E=Never.					

THE TEACHERS' PERCEPTIONS OF THE FREQUENCY OF THE VARIOUS METHODS THAT HAVE BEEN USED TO HELP THEM TO DO THEIR JOBS MORE EFFECTIVELY SINCE THEY CAME TO THEIR PRESENT SCHOOLS

The teachers' replies to Question 6 (Appendix Eleven, p200) regarding their perceptions of the frequency of the methods that had been used to help them, rather than the methods that had been used with the staff generally as in the previous question, are set out in Table XV.

TABLE XV

<u>TEACHERS' PERCEPTIONS OF THE FREQUENCY OF METHODS USED TO HELP THEM INDIVIDUALLY</u>					
	A	B	C	D	E
Advisers	1	6	4	9	2
Demonstration Lessons	0	2	3	3	13
Informal Discussion	8	10	3	1	1
Joint Planning	2	11	6	3	0
Staff Meetings	4	8	7	3	0
Supervision by Principal	4	4	4	2	7
Supervision by Deputy Principal	1	1	2	1	6
Supervision by S.T.(J.C.)	0	0	1	1	1
Checking of Work Plans	0	2	7	6	5
Other Methods	1	2	3	1	1
Note: A=Always. B=Often. C=Occasionally. D=Seldom. E=Never.					

Two of the teachers mentioned the use of the Rural Adviser while the Science, Physical Education, Art and Mathematics Advisers were also mentioned as providing visits and demonstration lessons.

Three of the other teachers mentioned the principal as providing demonstration lessons. Two of the teachers mentioned teachers in their own schools, one teacher commenting on "teachers following similar techniques we wish to follow" (12), while two other teachers mentioned teachers in other schools as well as "visits to other schools" (22). As in the previous sub-section one of the teachers finished by mentioning "other appropriate person" (11).

Eighteen of the teachers mentioned Informal Discussion with the Principal, while only one teacher specifically mentioned the Deputy Principal, although the other positions of responsibility could have been included

in the very common reply, "others on staff" (7).

Seventeen of the teachers mentioned teachers in their own school. Three teachers specifically mentioned teachers in their own areas of the school, such as "teacher next class", because "class next work Science, Sc St. Health 3 yr cycle" (2); "sometimes the other Junior teacher" (11); and "teachers of junior school" (12). Another of these teachers, while mentioning that it was "usually own staff", made the point that "other local schools are helpful" (21).

One of the teachers was prepared to look for help anywhere: from "any person - in or out of the education system - who has an idea that might work" (18).

Two of the teachers in the larger schools made the point that their Joint Planning was carried out within their syndicates.

Individual teachers mentioned the following "Other Methods" that they perceived had been used to help them to do their jobs more effectively.

"Psychologist for odd problem chn D. School Inspector C. Inservice Courses C." (4).

"Enthusiasm. Introduced more individualized reading & maths programmes which have instituted further interest in teaching." (12).

"Being dragged into the community - Weekends and evenings - Meeting parents socially." (16).

"Telling me what he does and that this has been proven to be the best way - so I will do it too." (19).

"University courses (Part B.Ed) Contrast with PNIC Students. Own children growing up in the Education System." (18).

A comparison of Table XIV (p141) with Table XV (p142) shows that, with three exceptions, there were no significant differences between the teachers' perceptions of the frequency of the methods used to lead all the staff and influence decision making and the frequency of the methods used to help the teachers individually. The frequency of the help provided by both Advisers and Staff Meetings was perceived as being less for the teachers individually when compared with that provided for the whole staff. On the other hand, more teachers perceived that they had had a higher frequency of supervision by their Teaching Principal than had been provided for the whole staff.

THE TEACHERS' PERCEPTIONS AS TO THE EFFECTIVENESS OF THE VARIOUS METHODS THAT HAVE BEEN USED TO HELP THEM TO DO THEIR JOBS MORE EFFECTIVELY SINCE THEY CAME TO THEIR PRESENT SCHOOLS

The teachers' replies to Question 7 (Appendix Eleven, p201) regarding their perceptions of the effectiveness of the methods that had been mentioned in Question 6 are set out in Table XVI. Where the teachers had ringed "E" in Question 6 to signify that this method had not been used with them, they either left that method unmarked in their replies to Question 7 or noted that the method was "N/A" (20).

TABLE XVI

<u>TEACHERS' PERCEPTIONS OF THE EFFECTIVENESS OF METHODS USED TO HELP THEM INDIVIDUALLY</u>					
	A	B	C	D	E
Advisers	4	6	6	4	1
Demonstration Lessons	4	1	2	2	6
Informal Discussion	14	5	2	0	2
Joint Planning	9	3	4	4	1
Staff Meetings	4	7	9	3	1
Supervision by Principal	2	4	6	1	5
Supervision by Deputy Principal	1	2	2	1	4
Supervision by S.T.(J.C.)	0	0	2	0	2
Checking of Work Plans	0	2	7	7	4
Other Methods	0	0	2	0	1

Note: A=Very Effective.B=Somewhat.C=Moderately.D=Little.E=Ineffective.

One of the teachers who had circled "A" for the effectiveness of Advisers also stated that "not all advisers come under category A! " (22).

One teacher expressed reluctance to approach the Teaching Principal for help because of the Teaching Principal's attitude which the teacher perceived as being uncompromising and persistent.

A comparison of Table XV (p142) with Table XVI shows that the teachers' perception of the frequency of the various methods used to help them did not always coincide with their estimates of the efficiency of each method. The frequency of the various methods that were used to help the teachers should have had some correlation with the importance that the Teaching Principals placed on them, while taking into account the fact that some of these methods are not easy for Teaching Principals to provide.

The teachers rated the use of Advisers, Demonstration Lessons, Informal Discussion and Joint Planning as being more effective than would be expected from their frequency rating in Table XV (p142).

THE TEACHERS' PERCEPTIONS OF THE FREQUENCY WITH WHICH THEY WOULD APPROACH VARIOUS PEOPLE FOR ASSISTANCE INVOLVING A PROBLEM ABOUT SUBJECT AREAS

The teachers' replies to Question 8 (Appendix Eleven, p201) regarding their perceptions of the frequency with which they would approach various people for assistance in subject areas are set out in Table XVII.

TABLE XVII

<u>TEACHERS' PERCEPTIONS OF THE FREQUENCY WITH WHICH THEY WOULD APPROACH VARIOUS PEOPLE FOR HELP IN SUBJECT AREAS</u>					
	A	B	C	D	E
The Principal	9	6	5	3	0
The Deputy Principal	0	4	5	3	1
The S.T.(J.C.)	1	0	2	0	0
A Teacher at your school	2	8	11	1	0
A Teacher at another school	0	1	9	5	4
Someone else	0	3	4	3	7
Nobody	0	2	1	1	8
Note: A=Always. B=Often. C=Occasionally. D=Seldom. E=Never					

Seven of the teachers mentioned Advisers as "Someone else" who they would approach for help, although one of the teachers stated that,

"Although Advisers are quite effective in providing assistance related to subject area problems they are scattered somewhat thinly through the Board area and cannot be consulted with the frequency or ease with which one can consult other staff members." (20).

Another teacher included the Advisers along with many others:

"Training College, Advisers, Specialists in any associated area of topic eg farmers, business, police, traffic department, post office etc Librarians People from other countries." (18).

Other people who the teachers would approach for help were "Ward member, NZEI Councillor" (13), "Teachers responsible for subject areas as allocated by the Principal" (17) and "a source" (9). Two of the other teachers viewed it in a much wider sense. One would "pinch ideas

from anyone and everyone if they are of value to me" (16) while another teacher felt that, "it depends on the problem and who I think is competent to help." (10).

THE TEACHERS' PERCEPTIONS OF THE FREQUENCY WITH WHICH THEY WOULD APPROACH VARIOUS PEOPLE FOR ASSISTANCE INVOLVING A PROBLEM ABOUT CHILDREN

The teachers' replies to Question 9 (Appendix Eleven, p202) regarding their perceptions of the frequency with which they would approach various people for assistance with children are set out in Table XVIII.

TABLE XVIII

<u>TEACHERS' PERCEPTIONS OF THE FREQUENCY WITH WHICH THEY WOULD APPROACH VARIOUS PEOPLE FOR HELP WITH CHILDREN</u>					
	A	B	C	D	E
The Principal	14	4	3	2	0
The Deputy Principal	2	3	5	3	1
The S.T.(J.C.)	1	1	1	0	0
A Teacher at your school	2	6	8	5	0
A Teacher at another school	0	0	3	5	11
Someone else	0	3	5	2	8
Nobody	0	0	1	0	7
Note: A=Always. B=Often. C=Occasionally. D=Seldom. E=Never.					

Nine of the teachers mentioned parents as "Someone else" who they would approach for help, while other people who were mentioned included, "School Doctor, Dept. Psychologist" (13), "visiting teacher" (15) and "speech therapist. Health nurse." (18).

A comparison of Table XVII (p145) with Table XVIII shows that the teachers regarded the Teaching Principal as having more responsibility for those problems involving children than with problems involving subject areas.

THE TEACHERS' PERCEPTIONS OF THE EFFECTIVENESS OF THE THEIR PRINCIPAL IN PROVIDING THEM WITH HELP WHEN HE ALSO HAS A CLASS

Whereas Question 7 concentrated on the teachers' perceptions of the effectiveness of the various methods that had been used to help them individually, Question 10 (Appendix Eleven, p202) concentrated on the total effectiveness of the Teaching Principal in providing help when he

also had a class. The results are set out in Table XIX.

TABLE XIX

<u>TEACHERS' PERCEPTIONS OF THE EFFECTIVENESS OF THEIR TEACHING PRINCIPAL IN PROVISION OF HELP</u>					
	A	B	C	D	E
<u>NUMBER OF TEACHERS</u>	12	5	3	1	2
Note: A=Very Effective. B=Somewhat. C=Moderately. D=Little. E=Ineffective					

Fifteen of the teachers commented at varying lengths. The majority of comments emphasized personal factors rather than organizational ones.

Four of the teachers stressed the fact that their Teaching Principals were prepared and willing to listen, one commenting that "he is always available for guidance and discussion", while adding that "some courses of action are slow to be affected because of the limited time at his disposal as a teaching principal" (18). This point about limited time in which to provide help was also mentioned by four other teachers.

The present school of one of the teachers was contrasted with the teachers' previous position in a large urban school and it was felt that, "a Teaching Principal maintains a more realistic attitude to the classroom situation" and is, therefore, "more inclined to have a practical & effective solution to subject area or pupil problems" (20).

One of the teachers felt that the principal did not know what was going on, while another teacher in a different school questioned whether the Teaching Principal's method of rearranging classes to provide help for various children was to the ultimate benefit of the children.

In four of the schools each of the participating teachers gave the Teaching Principal the same rating as their other staff members, three of the Teaching Principals being rated as "A" and one being rated as "B" by their teachers.

Two of the other Teaching Principals were viewed slightly differently by different staff members, one Teaching Principal being rated as "B", "C", and the other Teaching Principal being rated "A", "A", "B".

The teachers' views of the other four Teaching Principals were more divergent. One Teaching Principal was rated as "A", "C" by his staff, the second Teaching Principal was rated "A", "A", "E", the third Teaching

Principal was rated "A", "C", "D", and the last Teaching Principal was rated "B", "E". The teacher in the third school, who gave a rating of "D" to the Teaching Principal, qualified this rating by pointing out that this rating only applied during the part of the year when the Teaching Principal was teaching full time.

THE TEACHERS' PERCEPTIONS OF THE ADVANTAGES OF TEACHING IN A SCHOOL THAT HAS A TEACHING PRINCIPAL

Two similar comments from the teachers' replies to Question 11, (Appendix Eleven, p203) regarding their perceptions of the advantages of teaching in a school with a Teaching Principal, are particularly relevant to all of the teachers' replies in this sub-section and the following one. These two teachers said that "this depends on the principal" (15) and "it depends entirely on the personalities involved" (18).

One of the advantages was perceived to be that Teaching Principals were "not shut off from the rest of the staff but part of it" (16). Teaching Principals were seen as "the leading member of the team, not an outsider" (4) and consequently they shared "the responsibilities that go with this, including duty!" (6).

Because of the size of these schools, some teachers felt that, "you get the chance to share in the administration of the school" and consequently learn "more about the running of the school" (16). The fact that,

"A Teaching Principal has to delegate responsibility...makes a heavier work load for all staff, but also makes for a better community if all members pull their weight." (18).

Another of the teachers felt that Teaching Principals, because of their job, "tend to trust their staff and this, in turn, brings out the best qualities in these T's" (17).

The advantages of teaching in a school where the principal teaches a class were seen as five-fold. First, three of the teachers felt that a Teaching Principal "keeps up to date" (3).

Secondly, three of the teachers felt that a Teaching Principal is "more aware of demands made on teachers at different times of the year" (3), "more realistic about adding to their burden" (6), "not preoccupied with checking up on his staff, and inundating them with screeds of paper work" (16).

Thirdly, twelve of the teachers pointed out that the Teaching Principal "is more aware of the problems that can arise" (7) and, therefore, because he "is not remote from the day to day problems, highs and lows, that take place every day in the classroom he is able to assist in a practical manner" (11). In addition to the problems of teaching, "any environmental problems he has to suffer also" (16).

Fourthly, thirteen of the teachers pointed out that the Teaching Principal "is more aware of the individual children - family structure, backgrounds etc" (16), and also "is more well known by the children", although this latter teacher felt that this "point is probably also related to school size" (20). Two of the teachers felt that this could be because the Teaching Principal "is going to "inherit" them one day" (9).

Lastly, two teachers from different schools commented on the example that can be provided by the Teaching Principal's own classroom.

"The potential advantage a Tchg Principal has, is that a lead and example of how things can be done/will be done, can be given in a quiet practical way." (10).

"His classroom can provide a wonderfully exciting atmosphere, and can be a real source of inspiration." (13).

One other advantage was mentioned.

"He's always there - not off at some principals' meeting or some other group that requires principals." (5).

THE TEACHERS' PERCEPTIONS OF THE DISADVANTAGES OF TEACHING IN A SCHOOL THAT HAS A TEACHING PRINCIPAL

The teachers' replies to Question 12 (Appendix Eleven, p203) regarding their perceptions of the disadvantages of teaching in a school with a Teaching Principal centred around two main areas. The first area concerned the disadvantages for the Teaching Principal and the second area concerned the disadvantages for the teachers. Both of these areas focussed on the perception of the "lack of time".

Two of the teachers in large schools felt that there were no disadvantages. Another teacher felt that, while "there is no disadvantage for the rest of the staff", the Teaching Principal may experience difficulties because "it makes his administration work harder to complete" (7). A similar point was made by another teacher who felt that, "in our school

the disadvantages seem mostly in the principal's field" (12).

The actual administrative requirements of the position of Teaching Principal were regarded by the teachers as putting "more pressure" (17) on the Teaching Principals. The teachers saw their Teaching Principals as being busy with their extra duties during "break time" (12) and "busy on phone when you need him. Busy with visitors. Busy with admin work" (21) and, therefore, the teachers felt that because of their Teaching Principal's "administrative duties he is not always available for discussion" (11).

One of the teachers also felt that "the Principal is not always able to do justice to his administrative role because of his teaching responsibilities" (14).

Two of the teachers warned what could happen if the Teaching Principal did not keep both the "Principal" and the "Teacher" aspect in balance. One teacher expressed the view that, while "the principal must teach, if he is not prepared or able to spend the amount of time necessary to carry out the remainder of his duties, obviously the school will suffer" (20). The other teacher felt that,

"...a teaching principal who didn't make himself available and interested in all his staff members and school based activities ie balance his responsibilities, could end up with a divided community." (18).

This could happen particularly where,

"A lot of the district's activities are centred around or near the school - he is called upon to be the liaison officer for a lot of these activities - often outside of school hours." (12).

The teachers felt that a Teaching Principal was prevented from spending "very much time observing, helping, demonstrating" (22) because of lack of "release time" (5) "to effectively insure that all requirements are being met" (17). Another of the teachers felt that it was not possible for a Teaching Principal "to be too much involved in much planning for any other area than his own" (13).

This perceived inability to provide help for the teachers was viewed as "no disadvantage if the staff is experienced" (2) and was seen by another teacher as "not a bad thing necessarily, in our situation, where the staff are experienced, but could be a problem in others" (13). A third teacher regarded this inability to provide help, as giving teachers "perhaps more responsibility for one's own planning and

development" but acknowledged that "in a school with several inexperienced or incompetent teachers there could be problems for a teaching principal" (4).

Two of the teachers pointed out that a Teaching Principal "may have less time with his own class" (12) and "his own class suffers when he must attend interviews during teaching hours" (2).

In contrast to the teachers' comments in the previous subsection, that a Teaching Principal had a better knowledge of all the children, one teacher felt that "the Principal hasn't the time to know all the children within his school" (17).

The disadvantages for the teachers centred mainly around the Teaching Principal's lack of time and, because of this, the teachers were "loath to disturb him during teaching hours" (8) and they found it "hard to find an appropriate time to send children - for praise or opposite" (22).

As the Teaching Principal was "often busy with administration during intervals or lunchtimes", the teachers found it difficult to approach him at these times even "when you may really feel the need to sit down or discuss something that is on your mind" (23). Consequently the teachers felt that "sometimes one hesitates in taking small problems to the Principal" (9), especially when, in some cases, there appears to be "a line of people to meet the principal" (10).

Other teachers emphasized the additional work that they had to do, such as "clerical work" (22) and other jobs that were "shared out among teachers eg Scholastic Book Club Money" (3).

When the Teaching Principal was away on trips and, therefore, was unavailable to meet visitors, the teachers found that there were "numerous interruptions during the day - visitors, telephone, book travellers etc" (22).

As well as the additional work load of the ordinary teachers in these schools, one teacher saw that "the D.P. carries a heavier load" (2).

One of the teachers in a rural school felt that "out of school contacts eg public health nurse take longer. Slower to obtain resources from the city" (3).

In addition, because the principal in these schools also taught a class, one teacher felt that there was "a danger/possibility that the Tchg

Principal will launch into the problem/situation in his/her room", even though his "problems may/may not be as great as yours" (10).

THE MATCH/MISMATCH OF THE PERCEPTIONS OF THE TEACHING PRINCIPALS AND THE TEACHERS AS TO HOW EFFECTIVELY AND BY WHOM INSTRUCTIONAL LEADERSHIP IS BEING SUPPLIED WITHIN THE SCHOOL

The Teaching Principals generally regarded themselves as supplying effective Instructional Leadership. The one Teaching Principal who stated that he didn't think that he had been successful was rated as an "A" by both teachers who replied from his school. The Teaching Principals were aware of the difficulties caused by the conflicting claims of their position and, basically, they regarded the problem as lack of time to do everything that they wanted to do. Over half of the teachers saw Teaching Principals as being very effective in providing help with only two teachers regarding their Teaching Principals as ineffective in the provision of help.

Various methods were mentioned by the Teaching Principals as being used for Instructional Leadership, the first being the use of Advisers. Only one of the three Teaching Principals who mentioned using Advisers regarded them as being useful, and one Teaching Principal, in particular, queried the usefulness, particularly the usual short term method. The teachers' replies ranged mainly from "Very Effective" to "Little". One teacher pointed out that Advisers differed in their effectiveness.

The Teaching Principals did not find the method of Demonstration Lessons particularly effective because they felt that, in their situation, they were unable to release themselves, or their teachers, to carry it out. The teachers' perception of the effectiveness of this method varied widely, with a bi-modal distribution at both ends of the scale and, in one case, the three teachers from one school gave ratings of "Very Effective", "Somewhat Effective" and "Ineffective".

The Teaching Principals regarded Informal Discussion with their teachers as being one of the particularly effective methods. The majority of the teachers regarded this method as being "Very Effective", but in reply to the supplementary question "(With whom?)", in addition to the principal, they also included other teachers and the Deputy Principal.

The Teaching Principals also regarded Joint Planning and Staff Meetings

as being particularly effective, especially where they were unable to spend very much time observing what was happening in the classrooms. The majority of the teachers regarded Joint Planning as being "Very Effective" while the majority of the teachers viewed the effectiveness of Staff Meetings as ranging from "Somewhat Effective" to "Moderately Effective".

Many of the Teaching Principals pointed out that, because of the constraints of full time teaching, they were unable to exercise supervision, and even those Teaching Principals who were able to exercise supervision expressed doubts about the effectiveness of what they were able to do. The majority of the teachers did not regard supervision by the Teaching Principal as being particularly effective, with two thirds of those teachers who replied giving answers ranging from "Moderately" to "Ineffective".

Those Teaching Principals who had other positions of responsibility in their schools utilized these teachers and saw them as supplying leadership within the school in specified areas of the school and in subject areas. The teachers' estimate of the effectiveness of this supervision obviously depended to a large extent on their syndicate and, therefore, who was responsible for their classroom work.

Only two of the Teaching Principals mentioned the checking of Work Plans, and they both downplayed their use. This low priority is further demonstrated by the frequency ratings given to the method in Table XIV (p141) and Table XV (p142). The teachers' ratings of the effectiveness of this method centred around "Moderately Effective" to "Little".

Four of the Teaching Principals regarded the rewriting of the school scheme, and the subsequent discussion of the programmes and methods, as being effective in helping teachers improve their teaching. None of the teachers in these schools mentioned the rewriting of the school scheme although probably it was included under the response category "Joint Planning" or seen as the Teaching Principal's job. (Chapter 4:5, p135).

The Teaching Principals used various kinds of In-Service Courses to help their teachers and, while one Teaching Principal expressed doubts about the effectiveness of one day courses, the other Teaching Principals regarded them as an important method of helping their teachers. The teachers did not stress In-Service Courses specifically, but various teachers mentioned "Advisers" as providing Demonstration Lessons. These

would probably be included under the response category "Advisers".

The Teaching Principals viewed the Scale A teachers as playing some part in Instructional Leadership, although some Teaching Principals expressed reservations. The majority of the teachers regarded other teachers at their school as being people whom they would approach for help in subject areas "Often" or "Occasionally". As well as help from teachers in problems involving subject areas and children, eighteen teachers specifically noted on their questionnaires that they received help from other teachers. This would support the idea that the teachers regarded Instructional Leadership as being supplied within the school by the other teachers, their syndicate leader and the Teaching Principal.

The last of the "Other Methods" mentioned by the Teaching Principals was the example of their own classes. This was viewed by the Teaching Principals as being both an advantage in establishing a rapport with their teachers as well as providing a showcase for new ideas and methods. The teachers regarded the fact that their principals taught a class as helping the Teaching Principals to understand and help the teachers in their day to day teaching and two of the teachers saw the Teaching Principals' classes as a source of inspiration.

This section has dealt with the teachers' perceptions of Instructional Leadership in their schools. In particular, it has covered the teachers' perceptions of the various methods that Teaching Principals use to lead the whole staff and influence decision making in their schools, the methods that have been used to help the teachers individually and the effectiveness of these methods, the people whom the teachers would approach for assistance in problems involving curriculum areas and children, the effectiveness of the Teaching Principals' provision of help for their children, and the advantages and disadvantages of teaching in a school that has a Teaching Principal.

Finally, the teachers' perceptions as to how effectively and by whom Instructional Leadership is being supplied within the schools was compared with the perceptions of the Teaching Principals.

4:7 SIXTH SUBPROBLEM: TO DETERMINE IF THERE ARE ANY DIFFERENCES BETWEEN THE PERCEPTIONS OF THE INSTRUCTIONAL LEADERSHIP ROLE HELD BY TEACHING PRINCIPALS AND TEACHERS OF SMALLER SCHOOLS, AND THOSE OF THE LARGER SCHOOLS WITHIN THE 3-7 TEACHER SCHOOL RANGE (WITHIN THE LIMITED SAMPLE OF THIS STUDY), AND TO IDENTIFY POSSIBLE CAUSAL FACTORS (RURAL/URBAN SITUATION, SIZE OF SCHOOL, NUMBER OF POSITIONS OF RESPONSIBILITY, OTHER FACTORS OR A COMBINATION OF SOME OR ALL OF THESE)

INTRODUCTION

In this last section of this chapter the perceptions of the Instructional Leadership role held by the Teaching Principals and teachers of the smaller schools are compared with those of the larger schools and the possible causal factors of these differences in perception are evaluated.

First, the differences in perception between the Teaching Principals of the smaller and the larger schools are set out, followed by the differences in perception between the teachers of the smaller and the larger schools. Finally, possible causal factors are suggested for these differences in perception.

DIFFERENCES IN THE PERCEPTIONS OF THE ROLE OF INSTRUCTIONAL LEADERSHIP BETWEEN TEACHING PRINCIPALS OF THE SMALLER SCHOOLS AND THOSE OF THE LARGER SCHOOLS

One of the Teaching Principals regarded leadership in his small school as taking "a different form than leadership in, a large school where you have a group of senior teachers, then a Principal", because as he pointed out,

"...teachers...in a school such as this, go for advice...to a more senior teacher and the Principal being the only one in the school it's logical for them to go to that...person..." (K).

This type of leadership was seen as being helped by two main factors. First, "in a small school, staff relationships are usually pretty good" (O) and, secondly, that as the numbers of both staff and children are small, the Teaching Principal's job is easier because, as another Teaching Principal commented, "I only have three other rooms to call in on and they're all in close proximity" (N).

In addition, the Teaching Principals felt that as schools increase in size,

"...the more people who are involved, the greater the pressures are that tend to be exerted, the more pressures that are exerted the more diverse one has to become...one gets into personality difficulties one has with staff...one gets into the fact that you can't do things intuitively anymore, one has to have some form of organization..." (J).

Forms of organization usually involve delegation of some part of the school to other teachers. As a Teaching Principal in one of the larger schools said,

"...when you get up to Five Teacher School you get a Deputy Principal allocated - normally the Deputy Principal would have the responsibilities of the S.T.(J.C.), or else he would take the upper school, and you would take the lower school..." (F).

In each of the larger schools with additional positions of responsibility these teachers had the oversight for a particular area of the school, either "he's responsible for the junior classes, and I'm responsible for the senior classes" (F), or, in an even larger school,

"...the J1 and 2 are together under the S.T.(J.C.) and the Standard One and Standard Two are sort of paired situation, working with the D.P. and I work with the Standard Three guy." (M).

In addition to these organizational divisions in the larger schools, there also appeared to be a two tiered division of staff where, if,

"...a staff member who is seeking some sort of change, are discussed with me privately in my office beforehand...and then I in turn discuss it with my Deputy Principal...and, once we have agreed upon aspects of change that would be beneficial we then discuss it with the whole staff the following Wednesday morning before implementing the particular change." (G).

One Teaching Principal used the "Thursday lunch times from half past twelve to one o'clock to get with the two senior staff members", and at these meetings,

"...anything that could be factious is, is then ironed out and if then I find well I'm on a wrong tack and these two don't like it well oh (Deleted) let's back off and have another look at it." (M).

Another Teaching Principal held "sectional sessions with the S.T.(J.C.) and the D.P." where,

"...if we have something we want to discuss and determine a policy, discuss it around the table and decide in a fairly informal way." (H).

DIFFERENCES IN THE PERCEPTIONS OF THE ROLE OF INSTRUCTIONAL LEADERSHIP
BETWEEN TEACHERS OF THE SMALLER SCHOOLS AND THOSE OF THE LARGER SCHOOLS

Whereas the teachers in the smaller schools perceived that they received help and guidance from "the Principal, other teachers" (23), or "all staff members" (5), the comments of the teachers in the larger schools indicated that they perceived their schools as having an hierarchial organization. One of the Teaching Principals was seen by one of the teachers as discussing things informally with "Senior Staff and then others" (17) and the larger schools were generally perceived as having an organizational division into syndicates.

In these larger schools this syndicate organization was perceived as providing a lot of the Instructional Leadership within the school. One Teacher regarded help for teachers as coming from informal discussion with the "Deputy Principal, Principal & staff", "team meetings" (lead by the Deputy Principal) "and team planning" (1).

Two teachers from different schools pointed out that the joint planning in their respective schools was carried out within the syndicates. Another teacher from a third school made the point that it was just not possible for the Teaching Principal "to be too much involved in much planning for any other area than his own" (13).

This use of syndicate organization, rather than the whole school, can also be seen when comparing the replies of two teachers to the question as to whom they would approach for assistance if they had a problem involving children. A teacher in a school without any other positions of responsibility commented, "basically - general discussion 'mongst staff & principal" (22), while another teacher in a larger school commented, "possibly Parents, after consultation with Principal or Senior Syndicate" (17).

POSSIBLE CAUSAL FACTORS OF THE DIFFERENCES BETWEEN THE PERCEPTIONS OF
THE INSTRUCTIONAL LEADERSHIP ROLE HELD BY TEACHING PRINCIPALS AND
TEACHERS OF THE SMALLER SCHOOLS AND THOSE OF THE LARGER SCHOOLS

The rural/urban situation of these schools, by itself, did not appear to be an important causal factor of the differences in the perception of the role of the Teaching Principal. The smaller schools were usually situated in rural areas, the middle sized schools in semi-rural areas.

and the largest schools in urban areas, the sizes of the schools being determined by the population of the surrounding area.

The size of the school determines the actual number of positions of responsibility (Table IV, p74) and it is probable that the additional positions of responsibility are the major causal factor of the differences in perception of the Instructional Leadership role in these schools. The Five Teacher School that did not have a Deputy Principal's position at the time of the interview appeared, from both the Teaching Principal's transcript and the teachers' questionnaires, to work cooperatively and with less formality than the large schools.

Where schools were large enough to have additional positions of responsibility, there appeared to be a more formal organization in these schools. The Teaching Principals of the larger schools saw themselves as working through the teachers who held these positions of responsibility.

"...I've got two other good Senior Teachers and I've told them, "Well you're responsible for just checking up to see things are going there"..." (M).

The teachers in the larger schools saw themselves more as members of a syndicate responsible to their Senior Teacher unless the Teaching Principal had the responsibility for their particular syndicate.

In the larger schools, because of their size it is impossible for one person to know everything that is going on, Teaching Principals delegate particular areas of the school to the other holders of positions of responsibility. This type of school organization raises another problem because, unless Teaching Principals institute some form of reporting where,

"They are required to complete a form which summarizes briefly what's happening in the classes & the performance level and suggested remedies etc. The teachers do this and make statements regarding their progress in various subjects and possible new directions & remedies." (H),

the teachers can justifiably say that the Teaching Principal "doesn't know what is going on" (15). Yet, the fact of reporting to the principal tends to create formality.

In addition, the fact that the Teaching Principal discusses policy and organizational matters with his Senior Teachers tends to set up the two tiered system as has been mentioned previously (p156).

In this section the differences between the perceptions of the Instructional Leadership role of the Teaching Principals and the teachers of the smaller schools, and those of the larger schools have been compared. The possible causal factors of the differences in perception have been evaluated and the major factor appears to be the number of positions of responsibility in the school, which in turn is determined by the size of the school.

5 DISCUSSION OF RESULTS AND SUMMARY;
CONCLUSIONS AND RECOMMENDATIONS;
TAILPIECE.

"The gentleman is learn'd and a most rare speaker;
To nature more bound; his training such
That he may furnish and instruct great teachers."

King Henry VIII 1.02.111-113.

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CHAPTER FIVE

DISCUSSION OF RESULTS AND SUMMARY; CONCLUSIONS AND RECOMMENDATIONS; TAILPIECE

5:1 DISCUSSION OF RESULTS AND SUMMARY

INTRODUCTION

In this section the results of the study are discussed: in particular the role of the Teaching Principal as Instructional Leader, while taking into account the differences in perception between the Teaching Principals and the Teachers. The section concludes with a summary of the main findings of the research.

THE TEACHING PRINCIPALS' BACKGROUND EXPERIENCE

Like the Teaching Principals involved in the Pilot Study (Chapter 3:1, p 68), all of the Teaching Principals in this present study had had previous experience as a principal in smaller schools. In addition, half of these Teaching Principals had taught for varying lengths of time in other positions of responsibility, such as Senior Teacher, Deputy Principal and Senior Teacher (Junior Classes). (Table VIII, p103). Their practical experience in these positions had provided the Teaching Principals with a wide background for coping with the requirements of their present positions enabling them to help their teachers in particular areas of the school.

In addition to this practical experience, all of the Teaching Principals had experienced some type of course or training in educational administration (Chapter 4:3, p110) although in some cases this appeared to have been very minimal. Their perceptions as to the usefulness of these courses to their present position of Teaching Principal varied greatly. Doubts were raised by various Teaching Principals about the usefulness of particular courses because of a lack of depth associated with their wide scope, a lack of relevance to the position of a Teaching Principal and difficulty in putting into practice the concepts that had been learned in these courses.

The most useful source of help for these Teaching Principals appeared to have been provided by the various lecturers in educational administration at the nearby university (Chapter 4:3, p114), through their books (Chapter 2:1, p 36), the various courses provided at Massey University,

and the lecturers' involvement in the Advanced Studies for Teachers Courses, the Wanganui Education Board In-Service Courses and talks to the various Principals' Associations (Chapter 4:3, p 114-115).

DIFFERENCES IN PERCEPTION BETWEEN THE TEACHING PRINCIPALS AND TEACHERS

As has been pointed out previously (Chapter 2:1, p48-49), various studies have shown that the perceptions of principals and teachers differ, not because teachers wilfully misperceive, but because they perceive things differently because the demands on them are different from those on principals.

This was shown in this present study where, while both the Teaching Principals and the teachers acknowledged that the Teaching Principal has the overall responsibility for the school and the children (Chapter 4:5, p138), the Teaching Principals' emphasis was on the need for the school to provide for the educational needs of its children and the teachers' emphasis was on the teachers' role as a professional.

This difference in perception between the Teaching Principals and the teachers was also highlighted by their different views on the relationship of Teaching Principals to the teachers (Chapter 4:5, p138-139). The Teaching Principals regarded themselves as being responsible for ensuring that the teachers carried out their jobs satisfactorily while the teachers regarded the Teaching Principal's role as that of a senior colleague, whose job it was to provide guidance, support and backup. Although the Teaching Principals placed a certain importance upon the responsibility of the Teaching Principal to ensure the welfare, emotional stability and well being of their teachers to ensure the smooth running of the school, the teachers placed much more stress on this aspect. The teachers regarded the provision of this latter kind of help as one of the major aspects of the Teaching Principal's role.

DIFFERENCES IN PERCEPTION ACCORDING TO THE SIZE OF SCHOOL

As well as these differences in perception between the Teaching Principals and their teachers, there were also differences in perception between the staffs of the smaller and larger schools. The Pilot Study (Chapter 3:1, p69) had indicated that, although there were common trends in the answers of the Teaching Principals, there were also differences in

emphasis between the Teaching Principals of the smaller schools and the Teaching Principals of the larger schools. This difference in emphasis was also evident in the present study, with differences between the Teaching Principals (Chapter 4:7, p155-156) and the teachers (Chapter 4:7, p 157) of the smaller schools and those of the larger schools.

The smaller schools in this study appeared to have a more informal atmosphere. The Teaching Principals of the smaller schools were generally accepted as being the person to whom the teachers would turn for help, while, in the larger schools, both the Teaching Principals and the teachers were conscious of an hierarchical structure in the schools. The teachers were viewed as being responsible to their syndicate and receiving, in return, help and guidance from their syndicate leader.

This finding agreed with the literature (Chapter 2:1, p40-42) which pointed out that, the larger the school, the more complex became interpersonal staff interactions, with a corresponding need to develop more formal structures to aid decision making. On the other hand, in smaller schools there is usually a more open, trusting and dependent school climate, together with a more personal and informal relationship between principal and staff. The development of a more formal structure in the larger schools appeared to be related to the number of positions of responsibility in the school which, in turn, was related to the size of the school (Chapter 4:7, p158).

THE ROLE OF THE TEACHING PRINCIPAL

As in the Pilot Study (Chapter 3:1, p69), all of the Teaching Principals in this present study regarded themselves as both principal and teacher, with the duties and responsibilities of each of these roles. They were very conscious that, as Teaching Principals, they had a full time responsibility to a specific group of children (Chapter 4:2 , p104), a point that was also noted by their teachers (Chapter 4:5, p135).

Similarly, these Teaching Principals' perception of their role generally fitted into the framework provided by Downey's (1961) four specific roles of Principalship, even though they did not necessarily use these actual terms. The Teaching Principals regarded Instructional Leadership as a necessary component of their role, commenting on it in terms of Downey's last three roles.

The first of Downey's roles, that of the efficient business manager with technical-managerial skills (Chapter 2:1, p28), highlighted the difference between theory and practice. Although the administrative tasks of the Teaching Principal, such as correspondence, forms, requisitions, returns, etc, are the lot of all principals, the Teaching Principals, in many cases, had to perform these tasks (Chapter 4:2, p105) rather than being the overseer as advocated by Downey because of the inadequate provision of non-professional help. In some cases, some of these tasks were carried out by other teachers (Chapter 4:6, p151). Because the Teaching Principals had to carry out these tasks themselves, they did not have the time to concentrate on the other three roles of the principal as advocated by Downey. The allocation of non-professional hours to each school is based on the size of the school (Table IV, p 74), with the result that, the smaller the school, the smaller the amount of non-professional help. In addition, the amount of time for each school is allocated as a total block that has to be shared out by the principal for clerical work, assistance in the library, and for teachers in the form of Teacher Aide hours.

The second of Downey's roles, that of an influential leader of people (Chapter 2:1, p 28), received a lot of comment from the Teaching Principals. Although the Teaching Principals were conscious of the authority inherent in their position, they were also aware of the need to utilize human-managerial skills. When asked to describe their responsibilities to their staff, the Teaching Principals' answers contained many variants on the theme of leadership (Chapter 4:2, p107).

The Teaching Principals perceived the importance of utilizing indirect methods, during which they could suggest possible improvements in the teachers' programmes and methods. These methods (Chapter 4:4, p 118-119, 124-125, 127) included, in addition to informal discussions, other methods such as joint planning and rewriting the school scheme during staff meetings. The Teaching Principals also stressed the importance of their own example as a class teacher within the school.

More formal methods mentioned by the Teaching Principals included the use of demonstration lessons and supervision by the Teaching Principal. This latter method included checking of work plans, although supervision by the Teaching Principal received more emphasis from the teachers (Table XIV, p141) than from the Teaching Principals (Chapter 4:6, p133).

The third of Downey's roles, that of the knowledgeable curriculum developer with technical-educational skills (Chapter 2:1, p28), was also predominant in the Teaching Principals' transcripts. The importance of the Teaching Principal's example as a classroom teacher also featured as part of this role. The Teaching Principals regarded their example as a classroom teacher as being more useful than demonstration lessons.

The Teaching Principals realized that they were not experts in every field and, therefore, as Instructional Leaders they still needed to procure consultative resources when required by their teachers. They used Advisers, In-Service Courses and other staff members who had specific skills (Chapter 4:4, p116, 125-127). They also perceived that this type of help was necessary in their situation because, as a Teaching Principal, they were unable to supply the help when it was needed - during teaching time.

While the transcripts showed that the Teaching Principals were concerned that fresh new ideas found their ways into their schools, and they tried to encourage these, the Teaching Principals were usually unable to follow new ideas through into the classrooms.

This role of the Teaching Principal, that of the knowledgeable curriculum developer, is the one upon which the teachers placed the most emphasis. The teachers regarded the Teaching Principal as a facilitator whose job was to provide guidance, help and backup. (Chapter 4:5).

The last of Downey's roles, that of the sensitive agent of organizational change with speculative-creative skills, (Chapter 2:1, p28) was also mentioned but usually only to make the point that very little time seemed to be available during school time for the Teaching Principal to spend in serious planning for the future. The Teaching Principals found that this sort of planning had to be carried out after a full day's work when they were mentally tired and had family commitments (Chapter 4:4, p131). If any time was available during school hours, it was usually swallowed up by what the Teaching Principals regarded as present, pressing problems.

The figurehead role of the principal was also prominent in the transcripts. The Official Publications (Chapter 2:1, p19) regard the principal as being the official link between the Department of Education, the Education Board and the school. This was illustrated in the present study by the Teaching Principal having to fill in forms and returns and

to meet official visitors (Chapter 4:2, p 105-106).

As well as being the organizational link between the school and the total school system, the Teaching Principals were also regarded as the link with the community as described by Miklos (Chapter 2:2, p27).

There were many other visitors who came to the schools to see "The Principal" and, where the School Secretary was unavailable to act as a filter, the Teaching Principals had to meet these visitors, even if only to determine if they needed to see them, or to ask them to call back at a more convenient time (Chapter 4:4, p 130-131).

This particular role of the Teaching Principal was only noted by one of the teachers who realized how many interruptions there were when the Teaching Principal was away but, for the other teachers, this aspect of the Teaching Principal's role had the characteristic of "invisibility" as has received comments in current research (Chapter 2:1, p 30,33).

INSTRUCTIONAL LEADERSHIP BY DEPUTY PRINCIPALS AND SENIOR TEACHER (JUNIOR CLASSES)

The Teaching Principals of the larger schools had additional positions of responsibility in their schools (Table IV, p74) but only four of these six Teaching Principals mentioned these staff members as playing some part in the running of the school until they were asked specifically how these teachers fitted into the way they perceived Instructional Leadership (Chapter 4:4, p121). This failure to mention the part played by these teachers may have been caused by unintentional structuring caused by the emphasis upon the role of the Teaching Principal. When the Teaching Principals were asked specifically about the role of the Deputy Principal (and Senior Teacher (Junior Classes)) they agreed that they played a part in Instructional Leadership, but the point was also made that the fact that a school had these additional positions of responsibility did not automatically make the Teaching Principal's job easier or more efficient (Chapter 4:4, p121).

The Deputy Principals had the responsibility for specific areas of the school and particular subject areas throughout the school. In some cases the Deputy Principals were responsible for staff meetings and assistance with staff training. On the other hand, the direct influence of the Senior Teacher (Junior Classes) was usually restricted to the Junior Classes (Chapter 4:4, p123).

As had been found in the Pilot Study (Chapter 3:1, p70), the Deputy Principals and Senior Teacher (Junior Classes) were used as sounding boards by the Teaching Principals for their own ideas and in the formation of school policy.

In the larger schools, the teachers placed more emphasis upon the Deputy Principal and the Senior Teacher (Junior Classes) providing Instructional Leadership than upon the Teaching Principal, probably because the teachers in the larger schools worked more in syndicates and, therefore, the teachers looked to their syndicate leader rather than their Teaching Principal unless they happened to be the same person (Chapter 4:7, p 157).

INSTRUCTIONAL LEADERSHIP BY SCALE A TEACHERS

While no attempt had been made in the Pilot Study to discover how the Teaching Principals viewed the place of Scale A teachers in Instructional Leadership, this study looked specifically at this aspect of Instructional Leadership.

This time, only four of the ten Teaching Principals mentioned Scale A teachers as playing some part in the running of the schools before they were asked specifically about this. Again, this possibly may have been caused by the unintentional structuring caused by the emphasis upon the role of the Teaching Principal.

The majority of the Teaching Principals accepted that their Scale A teachers played some part in Instructional Leadership but they saw this as taking place during combined staff planning under the guidance of the Teaching Principal, and in certain curriculum areas where the teacher had definite strengths (Chapter 4:4, p125-127). The teachers themselves placed more emphasis upon the part that other teachers played in Instructional Leadership in their schools (Chapter 4:6, p154).

ADVANTAGES OF THE POSITION OF TEACHING PRINCIPAL FOR INSTRUCTIONAL LEADERSHIP

As had been discovered during the Pilot Study, (Chapter 3:1, p71) the Teaching Principals in this present study perceived definite advantages for Instructional Leadership in the position of Teaching Principal (Chapter 4:4, p128-129).

The Teaching Principals saw themselves as being accepted as fellow teachers and, providing their own classrooms were being run efficiently, their advice and direction to their teachers possessed credibility. In addition, some of the Teaching Principals felt that they were better able to initiate change within their schools and control its progress because they were part of the process.

This feeling of the Teaching Principals of being a "fellow teacher" was also held by the teachers (Chapter 4:6, p148). The teachers saw the Teaching Principals as being more aware of the demands on teachers and, therefore, as being more realistic, while some of the teachers commented positively about the example provided by the Teaching Principal's own classroom.

DISADVANTAGES OF THE POSITION OF TEACHING PRINCIPAL FOR INSTRUCTIONAL LEADERSHIP

The Teaching Principals were very conscious of the match/mismatch between their perceptions of the ideal and the actual roles of Instructional Leadership. They felt that they were unable to carry out their Instructional Leadership role satisfactorily for various reasons that they perceived were directly related to their position as Teaching Principal. These reasons all revolved around the allocation of their time, between running their class, providing help and guidance to the teachers, coping with all the administration, and the hundred and one tasks necessary to keep the school going (Chapter 4:4, p129-132).

One particular problem raised by the Teaching Principals was the difficulty of finding adequate time to provide help for any teacher who was experiencing serious teaching problems.

The Teaching Principals commented on the lack of adequate clerical and caretaking help which in many cases necessitated principals working long hours after school had officially finished.

The teachers were also conscious of the conflict between the "Principal" and the "Teacher" aspect of the Teaching Principal position (Chapter 4:6, p149-152) but, while the teachers realized that Teaching Principals had difficulties coping with their administrative tasks and their own classes, the teachers did not regard the lack of time to help teachers as necessarily being a disadvantage, especially where the staff was

experienced. The teachers also raised the question of, "What would happen if there was a teacher at the school who was having serious teaching problems?"

EFFECTIVENESS OF INSTRUCTIONAL LEADERSHIP IN 3-7 TEACHER SCHOOLS

The perceptions of the Teaching Principals as to the effectiveness of Instructional Leadership carried out in their schools varied according to the particular methods that were used. As stated previously in this chapter, the more informal methods were regarded as being the most effective. A similar point of view was expressed by the teachers.

Although there were some clashes of personality between the Teaching Principals and some of the teachers, the teachers as a whole rated their Teaching Principals as being effective in the provision of help. (Chapter 4:6, p146-148). In addition, the help that was provided by those teachers holding positions of responsibility was usually rated highly.

SUMMARY

This research has shown that the ten Teaching Principals in this study perceived that they were providing Instructional Leadership to their teachers, either directly or through those teachers holding positions of responsibility in the school or through teachers inside or outside of the school who possessed special skills and abilities. None of the Teaching Principals were really satisfied with either the help or training that they had received in educational administration or with the way that they are forced to carry out their role as Instructional Leader. As Teaching Principals they are conscious of the disadvantages caused by their dual responsibilities as "Principal" and "Teacher" but they also realize that there are advantages to their position.

Although there are differences in the perceptions of the Teaching Principals and their teachers, the teachers are generally satisfied with the Instructional Leadership provided within the school.

There are also some differences in perception between Teaching Principals and teachers of the smaller schools and those of the larger schools.

5:2 CONCLUSIONS AND RECOMMENDATIONS

INTRODUCTION

Although this study was concerned with a limited number of Teaching Principals in one area of New Zealand, certain aspects of their perceptions of Instructional Leadership stand out. In particular, while this study has demonstrated that Teaching Principals can make provision for effective Instructional Leadership within their schools, it has also demonstrated that there are major difficulties that Teaching Principals face in providing help for their teachers and, therefore, this section in addition to drawing conclusions about the topic of Instructional Leadership by Teaching Principals of 3-7 Teacher Schools, sets out various recommendations for action by the various groups that are listed below. A summary of these recommendations is included in Appendix Fifteen (p210) where each recommendation is directed to the various groups who have the power to implement the suggested courses of action.

In New Zealand only "Central Government" has the power to allocate additional finance to the education system and, while recommendations that require additional finance would be vetted by the Minister of Education in the first place, any final decision would be taken by Cabinet or the Government Caucus as a whole.

While it is conceded that at the present time any changes in priority of in-service emphasis merely means transferring finance from one area to another, the "Department of Education" is the body that administers national courses and publicity throughout New Zealand.

Similarly the "District Senior Inspectors" administer regional and local courses.

The majority of New Zealand primary teachers belong to the New Zealand Educational Institute or NZEI and more intensive publicity about various courses could be provided through already existing channels of communication.

This direction of recommendations to various official bodies and organizations is not intended to absolve Teaching Principals from the responsibility for their own professional development and, therefore, certain relevant recommendations have also been recommended to "Teaching Principals" both individually and as a group.

PROVISION OF COURSES IN EDUCATIONAL ADMINISTRATION FOR TEACHING PRINCIPALS

One method of helping Teaching Principals to become more efficient in providing help for their teachers, and ultimately for the children, would be to provide adequate relevant courses in educational administration.

The NZEI (1983a) has as its policy,

"That all teachers appointed to their first position as principal of a country school attend a regional or national course on "Administration, Management, and Community Relationships" within their first 12 months of appointment." (V.9.2.9),

but because many 3-7 Teacher Schools are in urban areas, have larger staffs than Grade One Schools and, in the case of the larger schools, include additional positions of responsibility, there is a need for courses that would cater specifically for all teachers who have been appointed for the first time to a position as Teaching Principal of a 3-7 Teacher School wherever their schools are situated.

Recommendation 1: That all teachers appointed to their first position as Teaching Principal of a 3-7 Teacher School attend a regional, or national course providing content in the areas of administration, instructional leadership and community relationships within their first 12 months of appointment.

While this recommendation, if put into practice, would cater for teachers taking up their first position as Teaching Principal of a 3-7 Teacher School, it would not help those teachers already in these positions. Therefore, to help these Teaching Principals, and to provide a continuing in-service programme for all Teaching Principals, it is recommended that a continuing in-service programme along the same lines be provided. These courses could also be used to build up the necessary resource bank needed for future courses.

Recommendation 2: That provision be made from the national and local in-service allocation for continuing in-service programmes for Teaching Principals of 3-7 Teacher Schools to assist them in providing leadership in their schools.

In addition to this need for further continuing practical training, there is also a need for Teaching Principals to have a theoretical foundation in the field of educational administration, both for their present and future positions. It is, therefore, recommended that those courses that contain a substantial theoretical content (Chapter 2:2, p51) should be

more actively promoted by both the Department of Education and the NZEI. This could be done by following the guidelines that are set out in the recent report on Education Management (Department of Education, 1982b) and discussed in Chapter 2:2 (p64).

Recommendation 3: That courses such as the ASTU papers in "Educational Administration" and "School Based Administration" and the Massey University "Diploma in Educational Administration" should be more actively promoted, to ensure that all Principals of whatever size school have a theoretical understanding of the concepts involved in educational administration.

Although the various courses that are available have not been specifically designed for holders of the position of a Teaching Principal of a 3-7 Teacher School, it is recommended that Teaching Principals should still utilize these courses to help upgrade both their theoretical understanding and practical skills in Instructional Leadership.

Recommendation 4: That Teaching Principals utilize the available courses to upgrade their theoretical understanding and practical skills in Instructional Leadership.

In addition, it is recommended that Teaching Principals, either individually or in groups, should look at the type of courses that they feel would be beneficial to their situations and then take steps to inaugurate relevant courses either through the existing course structures or with the use of suitable resource personnel working with local groups. These resource personnel could be drawn from the lists of people who have participated in leadership training courses, or who have completed the Diploma in Educational Administration, which are held by the Regional Superintendents and the District Senior Inspectors (Kings, 1981, p8).

Recommendation 5: That Teaching Principals make recommendations to the Universities, the Department of Education, the District Senior Inspectors, the Teacher Refresher Course Committee, and other relevant organizations about the availability and scope of suitable courses for Teaching Principals.

Recommendation 6: That Teaching Principals inaugurate local courses for Teaching Principals, using suitable resource personnel who have been trained in school management.

Although Teaching Principals should be the Instructional Leader in their school they must also utilize the skills of other teachers, particularly those teachers who hold positions of responsibility. As suggested

previously by Prebble and Stewart (1981b), a team approach to Instructional Leadership (Chapter 2:1, p46) is the only practical solution in the larger schools. In order to develop this team approach Teaching Principals in the larger schools must come to see their major influence on the work of the classroom teacher as being mediated through those teachers who hold positions of responsibility and, in order to ensure that this can be carried out effectively, it is recommended that Teaching Principals help those teachers on their staff who have a position of responsibility to develop their theoretical understanding and practical skills in Instructional Leadership.

Recommendation 7: That Teaching Principals help their Deputy Principals and Senior Teacher (Junior Classes) to develop their theoretical understanding and practical skills in Instructional Leadership.

PROVISION OF ADEQUATE STAFFING IN 3-7 TEACHER SCHOOLS

Another method of helping Teaching Principals to become more efficient in providing help for their teachers would be to provide more non-professional and professional staff for 3-7 Teacher Schools.

First, a more realistic time allocation of non-professional help should be provided for schools with Teaching Principals and, therefore, it is recommended that research should be carried out urgently to determine an adequate level of non-professional support for Teaching Principals.

Adequate non-professional help would aid the Teaching Principal in carrying out the the necessary administrative tasks, bearing in mind that all schools of whatever size receive the same number of circulars, forms, etc, from the Education Board and the Department. The School Secretary would then be able to also act as a filter to prevent the Teaching Principal being interrupted unnecessarily, especially when teaching children or helping teachers. As well, extra time could be allocated to the Teacher Aide position to free those teachers who are involved in Instructional Leadership activities.

Recommendation 8: That research be undertaken as a matter of priority to determine an adequate level of non-professional support for Teaching Principals to enable them to carry out their jobs as Teacher and Principal.

Various organizational methods that would enable Teaching Principals to

see classroom programmes in action are set out in Appendix Fourteen (p209). These methods are based on an article in the (then) South Auckland Education Board's Rural Schools Newsletter No 1 (Payne, 1981) and additional suggestions from the Teaching Principals in both the Pilot and the present study.

Secondly, as none of the organizational methods set out in Appendix Fourteen are really satisfactory in the long run, it is recommended that part-time teachers should be allocated to release Teaching Principals to be the Instructional Leader in their schools. At the present time 3-7 Teacher Schools are not entitled to any part-time teachers.

Many educational groups realize the importance of providing release time for Teaching Principals. The NZEI's (1983a) policy states,

"That release time of at least 2.5 hours per week for teaching principals be negotiated. (V.9.2.13).

In schools where the principal is not freed from full-time teaching the Institute press for the implementation of part-time staffing basing negotiations on the minimum grade roll for each school.

(a)...in three, four and five-teacher schools the principal be counted as 0.6 of a teacher; and in six and seven-teacher schools the principal be counted as 0.4 of a teacher, and this be given urgency. (V.2.8).

That all Grade 3 positions be non-teaching with the necessary additional positions to achieve this." (V.2.16).

In 1982, at the Education Boards Association Annual Conference two remits were passed unanimously (NZEI, 1982b). These remits were,

"That those schools with rolls in the range 151-230 be staffed in such a way as to release principals from full-time teaching duties.

That government approval be sought for the employment of additional teachers to provide...

(d) employment of teachers to release senior teachers and teaching principals from classroom duties to enable them to devote time to providing special tuition for children with specific needs, to assisting and tutoring young teachers and to counselling children, parents and staff." (p1).

The Education Boards Association further noted that,

"...the present trend of falling rolls and consequent teacher redundancies provide an ideal opportunity to employ surplus teachers to meet these needs." (p1).

At the 1983 Annual Conference of the New Zealand School Committees Federation (1983) a similar recommendation was adopted.

"...Government approval to be sought for the employment of teachers to release teaching Principals and senior teachers from classroom duties, to enable them to provide tuition for children with specific needs, to assisting and tutoring young teachers, and to counselling children, parents and staff." (p24).

Recommendation 9: That, where the Principal is not freed from full-time teaching, sufficient part-time staffing be provided to enable Teaching Principals of three, four and five teacher schools to be counted as 0.6 of a teacher and that Teaching Principals of six and seven teacher schools be released from the classroom to enable them to devote sufficient time to ensuring adequate programmes are provided for all children, assisting teachers, and counselling children, parents and staff.

UTILIZATION OF THE ADVANTAGES OF THE POSITION OF TEACHING PRINCIPAL FOR INSTRUCTIONAL LEADERSHIP

Although there are major disadvantages in the position of Teaching Principal for Instructional Leadership, there are also important advantages that have been described fully throughout this thesis especially in Chapter 4 (p128-129, 148-149). It is recommended that these advantages which include the example of the Teaching Principal's own class and the consequent acceptance of the Teaching Principal as a "fellow teacher" by the other staff members should be fully utilized by the Teaching Principals to help them in their role as Instructional Leader. Where there are undoubted difficulties, such as the full time commitment to a class, methods such as those recommended in Appendix Fourteen (p209) can be used to free Teaching Principals for Instructional Leadership to a certain extent.

Recommendation 10: That Teaching Principals utilize the advantages of the position of Teaching Principal for Instructional Leadership within their school.

METHODOLOGY AND FUTURE RESEARCH

The methods as outlined in Chapter 3:3 (p81) and Chapter 3:4 (p89) were adequate for the purposes of this study.

The researcher experienced little difficulty in being accepted by the Teaching Principals, probably because he was a Teaching Principal, although this tended to cause other difficulties. During the interviews

the researcher had to consciously guard against the danger of becoming a true participant, to remain neutral and not to suggest "correct" answers.

The method of using open ended questions and progressively funnelling down to the important point was successful, but the amount of data collected in each interview would undoubtedly present some difficulties in collation and reporting if this study was extended in its present form to encompass a larger group of Teaching Principals. Although information on some of the points that were included in this study could be gathered by means of a written questionnaire constructed from the data gathered in this study, the present semi-structured interview method despite its time consuming nature still appears to be the best method of providing the data for the reasons that have been set out in Chapter 3:3 (p81).

As already discussed in Chapter 3:3 (p83), the use of the tape recorder was essential in the semi-structured interview situation to provide a true and correct record of the discussion. Other methods of recording the data would not have been adequate. After one discussion the researcher came away with the impression that the Teaching Principal being interviewed had completed paper 36.608 "Educational Administration" as part of the Diploma in Education (Chapter 2:2, p53) but, when the transcript was prepared, it was discovered that the Teaching Principal and the researcher had actually discussed the administration course that the Teaching Principal had done for the Diploma in Teaching.

The use of a written questionnaire with the selected teachers was also successful.

Of the twenty-eight teachers who were asked to complete the questionnaire, twenty-three (82%) returned their completed questionnaires and these teachers' replies provided another view of Instructional Leadership within these schools that was important in fully understanding how Instructional Leadership was perceived to be carried out in these schools.

Both the Teaching Principals and the teachers were usually very frank and free in their comments and this enabled the researcher to gain a comprehensive view of the Instructional Leadership situation in the schools.

There is still a need for further research studies to determine what New Zealand principals actually do in their schools. The major job of

all principals is to provide Instructional Leadership within their schools, a point emphasized in the literature (Chapter 2:1, p42) and, therefore, this study has concentrated on the perceptions of Instructional Leadership held by a small group of Teaching Principals of 3-7 Teacher Schools. This range of schools was chosen for the purposes of this study because, although these schools are an important component of the New Zealand education system (Chapter 1:1, p3), very little research has been carried out in this area. It is recommended that similar methods to those used in this study be utilized in any similar research. Both rationales for the methodology used in this study, the first for the use of the semi-structured interview with the Teaching Principals (Chapter 3:3, p 81) and the second for the use of the questionnaire with the teachers, (Chapter 3:4, p89) proved to be fully justified. The semi-structured interview situation enabled the researcher to allow the Teaching Principals to express their own views fully and freely and, yet, enabled the researcher to return to certain areas and seek clarification of certain points. The questionnaires enabled the researcher to gather the data that he needed in an economical manner from a relatively large group of teachers.

Recommendation 11: That further research be carried out to determine how Principals of various sized schools carry out Instructional Leadership in order to improve this aspect of a Principal's role and, therefore, ultimately the learning experiences of the children.

5.3 TAILPIECE

The following tailpiece was a comment passed by one of the Teaching Principals who was involved in the Pilot Study. At the end of this interview the researcher said:

"IF AFTER LISTENING TO THE DISCUSSION ON THIS TAPE THERE IS ANYTHING I NEED TO KNOW, WOULD IT BE ALRIGHT IF I RANG YOU TO ASK?

Yes.

OUT OF SCHOOL TIME!

Yes I got that. I was rather fascinated actually with your carrying out some kind of inquiry about the role of a Teaching Principal. In our initial discussion, I probably took the inference that you thought there were some problems in terms of work load, or being able to carry out the role; you know, the traditional roles of a Principal as they are seen. I found it rather fascinating that you were going to require of these people even more time in their own time to satisfy your inquiry. But it was just a fascinating little thought I had." (E).

APPENDICES

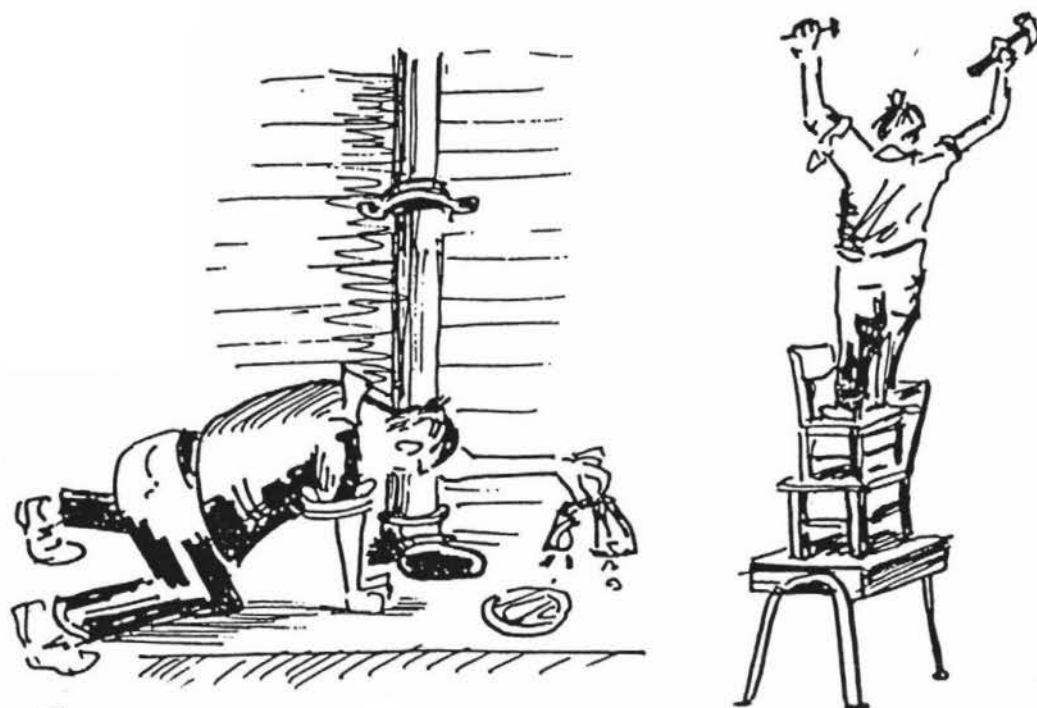
"Therefore, to be possess'd with double pomp,
To guard a title that was rich before,
To guild refined gold, to paint the lily,
To throw a perfume on the violet,
To smooth the ice, or add another hue
Unto the rainbow, or with taper-light
To seek the beauteous eye of heaven to garnish,"

King John 4.02.9 - 15

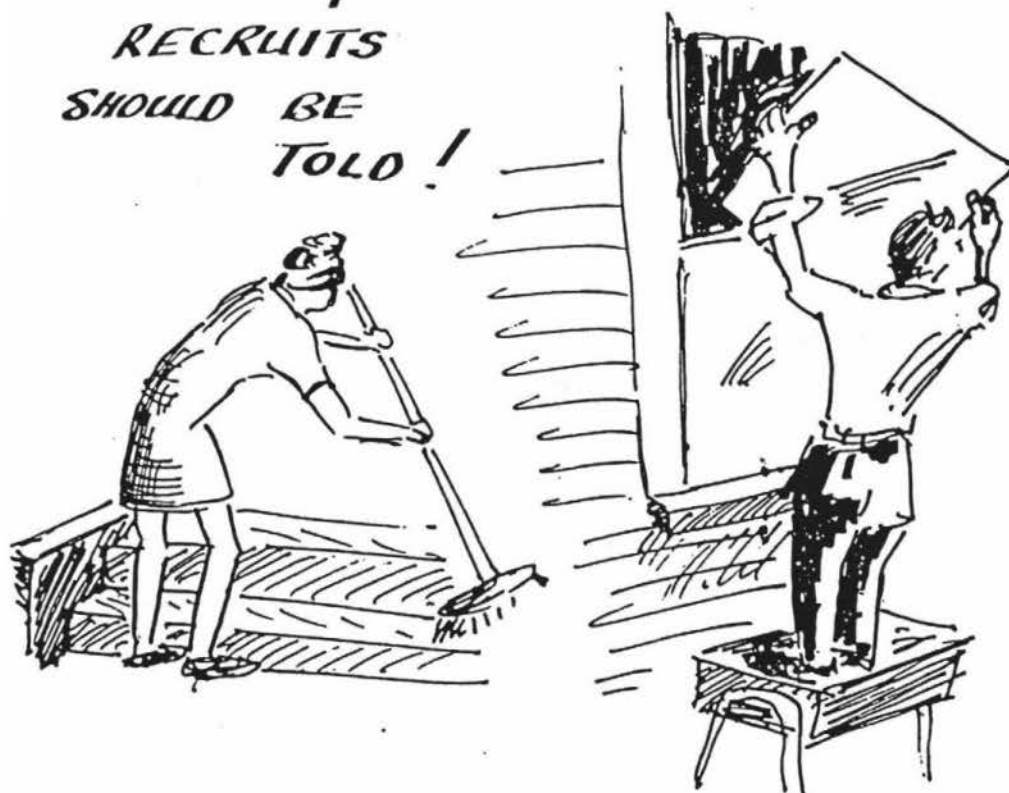
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APPENDIX ONETHE PRINCIPAL'S JOB: THE MYTH AND THE REALITY

(Prebble and Stewart, 1981b, p10)

APPENDIX TWOTEACHING RECRUITS SHOULD BE TOLD!

**TEACHING
RECRUITS
SHOULD BE
TOLD!**



(Slade, 1969, p218)

APPENDIX THREE

NUMBER OF THREE TO SEVEN TEACHER SCHOOLS COMPARED TO TOTAL NUMBER OF PRIMARY SCHOOLS													
	1971(1)	1972(1)	1973(1)	1974(1)	1975(2)	1976(2)	1977(2)	1978(2)	1979(3)	1980(4)	1980(5)	1981(6)	1982(7)
3 TEACHERS	233	202	204	198	196(b)	200(b)	200	192(c)	186(c)	188(b)		222	228
4 TEACHERS	125	131	124	128	129(b)	132(a)	132(a)	141(a)	140	125	348	121	125
5 TEACHERS	84	111	111	103	99(a)	96(a)	96(a)	88	96(a)	98(a)	97	93	110
6 TEACHERS	86	77	75	80	82	79(a)	79	77(a)	89(b)	98(a)	116	166	187
7 TEACHERS	69	56	60	65	64	64(a)	64	66	83	85	69	72	89
TOTAL	597	577	574	574	570	571	571	564	594	594	630	674	739
TOTAL ALL SCHOOLS	2211	2202	2176	2168	2146	2155	2155	2145	2152	2164	2125	2165	2195
3-7 TEACHER SCHOOLS AS PERCENTAGE ALL SCHOOLS	27.0	26.2	26.4	26.5	26.6	26.5	26.5	26.3	27.6	27.4	29.6	31.1	33.7
<p>(1) Public Primary Schools by Grade and Intermediate Schools and Departments</p> <p>(2) State Primary Schools by Grade (Including Full and Contributing, Intermediates, and Primary departments of D.H.S., but excluding Chatham Island Schools).</p> <p>(3) State Primary Schools by Grade (Including full and contributing, intermediates, and primers to standard four of Area, D.H.S., and reorganized D.H.S., but excluding the Chatham Island Schools).</p> <p>(4) State Primary Schools by Grade (Including full and contributing, intermediate, and primers to standard 4 of Area and DHS, but excluding the Chatham Island Schools)</p> <p>(5) Grading of Full Primary Contributing and Intermediate Schools 30 Sept 1980 (Excludes normal and model full primary, contributing and intermediate schools). Includes the Chatham Islands and integrated schools.</p> <p>(6) Full Primary, Contributing and Intermediate Schools 30 September 1981 excluding Normal, Model, Special and Area Schools. Includes integrated schools.</p> <p>(7) Includes integrated schools, normal and model schools.</p> <p>(a) Indicates one Normal Primary School included</p> <p>(b) Indicates two Normal Primary Schools included</p> <p>(c) Indicates three Normal Primary Schools included</p> <p style="text-align: right;">(Department of Education, 1970-1982; 1983a)</p>													

APPENDIX FOURLETTER TO DISTRICT SENIOR INSPECTOR

HALCOMBE SCHOOL

"Today for Tomorrow"

Telephone Halcombe [REDACTED]

[REDACTED]
Halcombe.District Senior Inspector of Schools,
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

20 April, 1983

Dear Mr Chapple,

I am completing an M.Ed. degree at Massey University, and for my thesis I am looking at the work of Teaching Principals of 3-7 Teacher Schools as Instructional Leaders.

I have chosen this topic because it is one that vitally concerns me as most of my teaching service has been as a Teaching Principal. I have run Sole Charge, Two and Three Teacher Schools, while my present position is a Six Teacher.

During my university studies, especially during the last few years, I have concentrated on the educational administration area. One of my 300 level papers in 1977 for my B.Ed. was "Professional Education: School Organization and Management", and this made me look carefully at my own patterns of work as a Teaching Principal.

During 1979 - 1981 I completed a Diploma in Educational Administration which included an administrative project. For this project I prepared (and trialed) an In-basket for new "Teaching" Principals of rural primary schools (Groups Two and Three).

Last year, as part of the requirements for B.Ed.(Hons) I looked at Instructional Leadership in relation to Teaching Principals of 3-7 Teacher Schools in one of the papers and, now that I have transferred to the M.Ed. programme, I wish to continue this topic through as a thesis.

I have discussed with Mr E. Archer (the Graduate Adviser) as to whether I need to apply formally through the University Research Committee to you,

and he feels that as I will not be looking at children, and all the work will be carried out, outside of school time I do not need to do this. He did advise me to write directly to you to ask for your permission to approach Principals and Teachers.

I intend to approach (ten) Teaching Principals in the Wanganui Education Board for permission to interview them, and to ask their teachers (two from each of the three teacher schools and three from each of the four to seven teacher schools) to fill in a short questionnaire which will be returned to me.

I have chosen the method of a semi-structured interview situation with the Teaching Principals to ensure that there will be no intentional, or unintentional structuring of the replies.

Naturally the confidentiality of all participants and schools will be respected. This is one of the requirements laid down by the University, and in similar work I have identified participants only by alphabetical letters so that they remained anonymous.

As well as being of particular importance to me, I feel that although with the closure of many rural schools brought about by falling school rolls the number of schools with 3-7 teachers is diminishing, falling rolls are also causing a redistribution of these schools leading to many more urban schools having Teaching Principals. I have found very little research that has been carried out specifically on the position of Teaching Principals of 3-7 Teacher Schools, and yet I consider that many of the future Principals of large schools and holders of senior positions in the education service will come through these schools, and the attitudes and skills that they develop there will determine their success or otherwise in the future.

Would you be able to supply me with a letter giving me permission to approach Principals and Teachers in the Wanganui Education Board area for the purpose of "research into the job of the Teaching Principal"? I would like this particular wording, if you are agreeable, as I would like to include your letter with my introductory letter to the Teaching Principals which asks for permission, and with the teachers' questionnaires. In all the letters and other material that I am sending out I am trying to avoid the phrase "Instructional Leadership" as I do not want to provide a structure for their answers, although naturally the term will come up during the discussion after they have given me their ideas about

what their job entails.

I have chosen this particular method of setting up the discussion because looking back at one particular piece of research I did in another area, I got the answers that I wanted because I so structured the situation that they could see what I was looking for. In hindsight I now believe that it is more valuable to allow participants to express their own views fully and freely within a semi-structured interview situation as this sometimes provides insights that the interviewer had not thought about.

Yours sincerely,

(J.R.Payne)

PRINCIPAL

APPENDIX FIVEMEMO TO TEACHING PRINCIPALS FROM DISTRICT SENIOR INSPECTOR

DEPARTMENT OF EDUCATION

OFFICE OF THE
DISTRICT SENIOR INSPECTOR
OF PRIMARY SCHOOLS

WANGANUI

2 May 1983

MEMO TO TEACHING PRINCIPALS
WANGANUI EDUCATION BOARD

I wish to state that approval has been granted for Mr J R Payne of Halcombe School to approach principals in the Wanganui Education Board's area for the purpose of research into the job of the teaching principal. Mr Payne is undertaking this task as part of the requirements for his M.Ed. degree at Massey University.

Although participation is completely voluntary I would commend the research to you as the information gained could be very useful to those of us involved with education in this district.

A handwritten signature in cursive script, appearing to read 'M E Chapple'.

M E CHAPPLE

District Senior Inspector of Schools

APPENDIX SIXLETTER ASKING PERMISSION OF TEACHING PRINCIPALS

School House,
 [REDACTED]
 [REDACTED]

Phone: House HALCOMBE [REDACTED]

School HALCOMBE [REDACTED]

23 May, 1983.

Dear.....

This year I am looking at the work of other Teaching Principals for my Thesis for an M.Ed.

As I discussed on the telephone, I have chosen this topic because it is one that vitally concerns me as most of my teaching service has been as a Teaching Principal. I have run Sole Charge, Two and Three Teacher Schools, and at the present time I am Principal at Halcombe School, a Six Teacher School. As a Teaching Principal I am aware of many of the tasks and activities of the position.

I am particularly interested in the "Principal" aspect of the position and I would like to discuss with you how you view this aspect of your job, and how you carry it out. This would take approximately one hour. I enclose a letter from the District Senior Inspector giving me permission to approach schools in connection with this study.

(Refer next pages for relevant paragraph)

I would like to use a tape recorder during my discussion with you, as I found during the pilot study that using a tape recorder facilitated matters, conserved time and lessened the distraction that could have been caused by my making handwritten notes during the discussion. In addition I would then be certain that I had a correct record of your views. I intend to send you two transcripts of the discussion, so that you will be able to correct and amplify any of the points raised during the discussion, before returning one corrected copy to me. The other copy is for you to keep.

While the actual research project will have to be written up formally for the thesis, the confidentiality of all participants will be respected. This is one of the requirements laid down by the University. In similar work last year and previously, I have identified the participants only by alphabetical letters (A, B, C, etc) so that they remained anonymous.

I will contact you later to establish a mutually acceptable time providing you are willing to take part in this project. I enclose a stamped addressed envelope for your reply.

Yours sincerely,

(J.R.Payne)

(Paragraph for letters to Three Teacher Schools)

Last year I carried out a small pilot study with a group of Teaching Principals which raised certain questions that I wish to pursue further. During this pilot study I restricted the study to interviews with Teaching Principals only. This time I would also like to gain information from the full time teachers, other than yourself, who are on your staff. Neither you nor your school will be identified in the thesis. If you agree to take part in this present study, I will give you two sealed envelopes after our discussion. Each envelope will contain explanatory letters, a questionnaire and a stamped addressed envelope that I would like you to hand to your teachers. If the teachers are willing to complete the short questionnaire, they should return it directly to me in the enclosed stamped addressed envelope.

(Paragraph for letters to Four Teacher Schools)

Last year I carried out a small pilot study with a group of Teaching Principals which raised certain questions that I wish to pursue further. During this pilot study I restricted the study to interviews with Teaching Principals only. This time I would also like to gain information from the full time teachers, other than yourself, who are on your staff. Neither you nor your school will be identified in the thesis. If you agree to take part in this present study, I will give you three sealed envelopes after our discussion. Each envelope will contain explanatory letters, a questionnaire and a stamped addressed envelope that I would like you to hand to your teachers. If the teachers are willing to complete the short questionnaire, they should return it directly to me in the enclosed stamped addressed envelope.

(Paragraph for letters to Five, Six and Seven Teacher Schools)

Last year I carried out a small pilot study with a group of Teaching Principals which raised certain questions that I wish to pursue further. During this pilot study I restricted the study to interviews with Teaching Principals only. This time I would also like to gain information from three of the full time teachers, other than yourself, who are on your staff. Neither you nor your school will be identified in the thesis. If you agree to take part in this present study, I will give you three sealed envelopes after our discussion, for you to hand to your staff members who come in designated places on a list of your teachers, when set out in alphabetical order according to their surnames. Each envelope will contain explanatory letters, a questionnaire and a stamped addressed envelope. If the teachers are willing to complete the short questionnaire, they should return it directly to me in the enclosed stamped addressed envelope.

APPENDIX SEVENLETTER CONFIRMING DATE OF INTERVIEW WITH TEACHING PRINCIPAL

School House,

Phone:House HALCOMBE [REDACTED]

School HALCOMBE [REDACTED]

[REDACTED]
[REDACTED]
(Date)

Dear.....

This is to confirm that I will come and see you on (Date and Time) at
(Place).

(Paragraph for letters to Three and Four Teacher Schools)

I look forward to seeing you, and hearing your views on how you as a
Teaching Principal exercise the "Principal" aspect of your job. I will
also bring the envelopes containing the explanatory letters and
questionnaires for your teachers.

(Paragraph for letters to Five, Six and Seven Teacher Schools)

I look forward to seeing you, and hearing your views on how you as a
Teaching Principal exercise the "Principal" aspect of your job. I will
also bring the envelopes containing the explanatory letters and
questionnaires for three of your teachers.

Yours sincerely,

(J.R.Payne)

APPENDIX EIGHT

INTERVIEW GUIDE FOR DISCUSSION WITH TEACHING PRINCIPALS

- 1) What positions did you hold before you became a Principal of your first Group Two/Three position - in other words in 3-7 Teacher Schools?

How long were you in each position?

- 2) How long have you been a Principal in 3-7 Teacher Schools?

How long did you spend in each position in this area?

Three Teacher?

Four Teacher?

Five Teacher?

Six Teacher?

Seven Teacher?

During this time did you change to any other positions, eg S.T.(J.C.) or D.P. in a large school?

FIRST SUBPROBLEM (Suggested Questions)

Like me, you are a Teaching Principal. That means we have a class to teach full time. What should the term "Principal" mean in your situation?

I am interested in the idea of Instructional Leadership. What do you understand by this term?

or

I was interested to hear you say That sounds like Instructional Leadership that I am interested in. Could you amplify?

or

I think of Instructional Leadership as how one teacher influences the work of another, in order to improve the quality of the teaching-learning experiences of the children. What do you think this term means to you?

SECOND SUBPROBLEM (Suggested Questions)

Have you had any courses to help you to be a Principal? I don't mean just on paperwork, but to help you to be the "Principal".

What kind of courses were these? Who organized and ran them?

How useful do you think these courses were to you as a "Teaching Principal"?

Have you come across the book by Tom Prebble and David Stewart on School Management. Strategies for Effective Management.

THIRD SUBPROBLEM (Suggested Questions)

How are you able to carry this out?

or

How are you able to fulfil your role as Instructional Leader?

or

The Agreed Statement (Department of Education, 1977a) on Planning and Preparation states that:

"It is the responsibility of the principal to ensure that every teacher prepares adequately for his work, develops a class programme closely linked to the school scheme, regularly evaluates pupils' progress and class programmes and maintains satisfactory records of the pupils. To achieve this the principal must make suitable arrangements for classroom programmes to be seen in action regularly so that an appreciation is developed of the total programme being done by the teacher. The principal must also provide whatever guidance he considers helpful or necessary."

How do you, as a Teaching Principal, ensure that you can see the class programmes in action regularly?

(Principals of 5-7 Teacher Schools only)

How does the fact that you have a Deputy Principal (and an S.T.(J.C.) for 7 Teacher Schools) fit into this aspect of Instructional Leadership?

How do other teachers fit into this aspect of Instructional Leadership?

Does the fact that you are a Teaching Principal create any advantages in helping you to be the Instructional Leader?

Does the fact that you are a Teaching Principal create any disadvantages in your role as Instructional Leader?

Have you any further comments?

If after listening to this discussion, there is anything else I need to know, would it be alright if I rang you to ask?

I am going to send you two copies of the transcript of this discussion. I would like you to correct any part if necessary, or amplify any points that you raised, if you wish. One copy will be for you, while the other corrected copy when it is returned, will be used by me, along with the other Principals' transcripts and teachers' questionnaires to write up the project for the thesis.

APPENDIX NINELETTER TO TEACHING PRINCIPALS EXPLAINING METHOD OF DISTRIBUTION OF THE QUESTIONNAIRES

School House,
 [REDACTED]
 [REDACTED]

Phone:House HALCOMBE [REDACTED]

School HALCOMBE [REDACTED]

(Date)

Dear.....

(Paragraph for letters to Three and Four Teacher Schools)

Would you please hand these envelopes to the full time teachers on your staff. Each envelope contains explanatory letters and the questionnaire together with a stamped addressed envelope.

(Paragraph for letters to Five, Six and Seven Teacher Schools)

Would you please hand these envelopes to the three full time teachers on your staff who would come,, and on an alphabetical list of your teachers arranged by their surnames. Each envelope contains explanatory letters and the questionnaire, together with a stamped addressed envelope.

Yours sincerely,

(J.R.Payne)

APPENDIX TENEXPLANATORY LETTER FOR TEACHERS

School House,
[REDACTED]
[REDACTED]

Phone:House HALCOMBE [REDACTED]

School HALCOMBE [REDACTED]

(Date)

Dear Colleague,

This year, for my Thesis for an M.Ed. at Massey University, I am looking at the work of Teaching Principals.

I have chosen this topic because it is one that vitally concerns me, as most of my teaching service has been as a Teaching Principal. I have run Sole Charge, Two and Three Teacher Schools, and at the present time I am Principal at Halcombe School, a Six Teacher.

I have already discussed the role of a Teaching Principal with your Principal, and he has agreed to give you this questionnaire. I am also enclosing a letter from the District Senior Inspector giving me permission to approach schools in connection with this study. Last year during a pilot study, I restricted myself to interviewing Teaching Principals, but this time I wish to also sample the views of teachers about the work of Teaching Principals, as I consider that this will provide me with very valuable information that otherwise I may not be able to obtain.

If you are willing to help me by completing the questionnaire, would you please return it directly to me in the enclosed, stamped addressed envelope. A return within the next seven to fourteen days would be appreciated.

While the actual research project will have to be written up formally for the thesis, the confidentiality of all participants will be respected. This is one of the requirements laid down by the University. In similar work, both last year and previously, I have identified the participants only by alphabetical letters (A, B, C, etc) so that they remained anonymous. For this reason, although I have included the name of the school on the questionnaire, I do not want you to include your name, or any identification on the completed questionnaire. Neither the name of your school, nor that of your

Principal will appear in the completed thesis.

Yours sincerely,

(J.R.Payne)

APPENDIX ELEVENTEACHER QUESTIONNAIRE

The purpose of this questionnaire is to gain your perceptions
of what happens in your school.

Some of the answers will require a few short sentences,
while, for others, you will be asked to circle one of
five letters (A, B, C, D, E) to show the answers
you have selected according to the given criteria.

Thank you for your co-operation.

Upon completion, would you please return the completed
questionnaire to me in the enclosed stamped addressed
envelope.

1. HOW LONG HAVE YOU TAUGHT AT

.....yearsmonths

2. HOW LONG HAVE YOU TAUGHT IN SMALL SCHOOLS?

(OTHER THAN YOUR PRESENT SCHOOL)

Sole Charge	.....years	.....months
Two Teacher	.....years	.....months
Three Teacher	.....years	.....months
Four Teacher	.....years	.....months
Five Teacher	.....years	.....months
Six Teacher	.....years	.....months
Seven Teacher	.....years	.....months

3. HOW WELL DO YOU KNOW THE PRINCIPAL OF THIS SCHOOL?

A-Very closely.B-Close.C-Moderately.D-Not close.E-Very little.

A B C D E

Any Comments:

4. WHAT IS THE PRINCIPAL'S JOB IN THIS SCHOOL?

5. HOW DOES THE PRINCIPAL LEAD THE STAFF, AND INFLUENCE
DECISION MAKING IN YOUR SCHOOL?

(Indicate the frequency of each method used)

A-Always. B-Often. C-Occasionally. D-Seldom. E-Never.

By the use of Advisers	A	B	C	D	E
By Demonstration Lessons	A	B	C	D	E
(By whom)					
By Informal Discussion	A	B	C	D	E
(With whom?)					
By Joint Planning	A	B	C	D	E
By Staff Meetings	A	B	C	D	E
By Supervision by Principal	A	B	C	D	E
By Supervision by Deputy Principal	A	B	C	D	E
By Supervision by S.T.(J.C.)	A	B	C	D	E
By Checking of Work Plans	A	B	C	D	E
By Other Methods (Please specify)	A	B	C	D	E

Any Comments:

6. WHAT METHODS HAVE BEEN USED TO HELP YOU TO DO YOUR JOB
MORE EFFECTIVELY SINCE YOU CAME TO THIS SCHOOL?

(Indicate the frequency of each method used)

A-Always. B-Often. C-Occasionally. D-Seldom. E-Never.

Advisers	A	B	C	D	E
Demonstration Lessons	A	B	C	D	E
(By whom?)					
Informal Discussion	A	B	C	D	E
(With whom?)					
Joint Planning	A	B	C	D	E
Staff Meeting	A	B	C	D	E
Supervision by Principal	A	B	C	D	E
Supervision by Deputy Principal	A	B	C	D	E
Supervision by S.T.(J.C.)	A	B	C	D	E
Checking of Work Plans	A	B	C	D	E
Other Methods (Please specify)	A	B	C	D	E

Any Comments:

7. HOW EFFECTIVE ARE THESE METHODS IN HELPING YOU TO DO YOUR JOB MORE EFFECTIVELY SINCE YOU CAME TO THIS SCHOOL?

(Indicate the effectiveness of each method used)

A-Very Effective.B-Somewhat.C-Moderately.D-Little.E-Ineffective.

Advisers	A	B	C	D	E
Demonstration Lessons	A	B	C	D	E
(By whom?)					
Informal Discussion	A	B	C	D	E
(With whom?)					
Joint Planning	A	B	C	D	E
Staff Meetings	A	B	C	D	E
Supervision by Principal	A	B	C	D	E
Supervision by Deputy Principal	A	B	C	D	E
Supervision by S.T.(J.C.)	A	B	C	D	E
Checking of Work Plans	A	B	C	D	E
Other Methods (Please specify)	A	B	C	D	E

Any Comments:

8. WHO WOULD YOU APPROACH FOR ASSISTANCE IF YOU HAD A PROBLEM INVOLVING SUBJECT AREAS?

(Indicate the frequency that you would approach each person)

A-Always. B-Often. C-Occasionally. D-Seldom. E-Never.

The Principal	A	B	C	D	E
The Deputy Principal	A	B	C	D	E
The S.T.(J.C.)	A	B	C	D	E
A Teacher at your school	A	B	C	D	E
A Teacher at another school	A	B	C	D	E
Someone else	A	B	C	D	E
(Please specify)					
Nobody	A	B	C	D	E

Any Comments:

9. WHO WOULD YOU APPROACH FOR ASSISTANCE IF YOU HAD A PROBLEM INVOLVING CHILDREN?

(Indicate the frequency that you would approach each person)

A-Always. B-Often. C-Occasionally. D-Seldom. E-Never.

The Principal	A	B	C	D	E
The Deputy Principal	A	B	C	D	E
The S.T.(J.C.)	A	B	C	D	E
A Teacher at your school	A	B	C	D	E
A Teacher at another school	A	B	C	D	E
Someone else	A	B	C	D	E
(Please specify)					
Nobody	A	B	C	D	E

Any Comments:

10. HOW EFFECTIVE IS YOUR PRINCIPAL IN PROVIDING YOU WITH HELP WHEN HE ALSO HAS A CLASS?

A-Very Effective. B-Somewhat. C-Moderately. D-Little. E-Ineffective.

A B C D E

Any Comments:

11. WHAT ARE THE ADVANTAGES OF TEACHING IN A SCHOOL
THAT HAS A TEACHING PRINCIPAL?

12. WHAT ARE THE DISADVANTAGES OF TEACHING IN A SCHOOL
THAT HAS A TEACHING PRINCIPAL?

APPENDIX TWELVELETTER ENCLOSED WITH TRANSCRIPTS FOR TEACHING PRINCIPALS

School House,

Phone:House HALCOMBE [REDACTED]

School HALCOMBE [REDACTED]

(Date)

Dear.....

I have enclosed two copies of the transcript of our discussion on (Date). If you would like to correct any part, or amplify any of the points that were raised in the discussion, please feel free to do so before you return one corrected copy of the transcript in the enclosed stamped addressed envelope. The corrected copy will be used by me along with the other principals' transcripts, and the teachers' completed questionnaires, to write up the completed thesis. The other copy is for you to keep. A return within the next seven to fourteen days would be appreciated.

Thank you and your teachers for your help and co-operation in this project.

Yours sincerely,

(J.R.Payne)

APPENDIX THIRTEEN

PRESCRIPTIONS FOR EDUCATIONAL ADMINISTRATION PAPERS AVAILABLE THROUGH UNIVERSITIES, ADVANCED STUDIES FOR TEACHERS UNIT, AND TEACHERS' COLLEGES IN 1983

University of Auckland Calendar Centenary Issue 1983

Education for B.A.

"14.304 The Context of Educational Planning

An examination of the rationale, modes and problems of educational planning, with particular reference to developed industrial societies." (p159).

Education for B.A., Education for M.A. and Honours

"14.317 Organisational Effectiveness

A study of the structural and interpersonal factors which influence the effectiveness of educational organizations.

Note. This course has special relevance to those with experience or interests in administration in educational or social service settings. In 1983 this paper will be taught in full-time hours and in 1984 in part-time hours." (p160-161).

Victoria University of Wellington New Zealand Calendar 1983

B.Ed.Stud.Course, Dip.Ed.Stud.Course

"EDUC 385 Theory and Practice of School Administration **

EDUC 410 Educational Administration

EDUC 482 Research Paper in Educational Administration **

EDUC 495 Supervision in Education **

** Enrolment in EDUC 385, EDUC 482, EDUC 495 is restricted to candidates who have a minimum of 5 years service as a certificated teacher, or who satisfy the Chairman of the Department that they have equivalent experience which will enable them to benefit from the course. (p147, 151).

Dip.Ed.Stud.Course

8. A Diploma in Educational Studies endorsed in a special field may be awarded to any candidate who has been credited with the courses prescribed for that endorsement.

9. The following endorsements have been approved...

(b) Diploma in Educational Studies (Educational Administration).

Requirements:

An approved course within the provisions of Regulation 4 which includes EDUC 385 and at least three of EDUC 323 (Curriculum Theory and Development), 402 (Comparative Education), 482, 495." (p149).

Calendar 1983 Massey University

B.Ed.

"36.334 School Organization and Management

Theory and practice of school administration with special reference to primary schools." (p384).

B.A.(Hons), M.A., B.Ed.(Hons), M.Ed.

"36.405 Educational Administration

36.439 Educational Administration

Course Leader: Dr Tom Prebble

The content areas which follow are linked to the central focus of effective school management and include:

organizational effectiveness, goals, school climate and health, organizational change, school development, programme and organizational evaluation.

Classes will be held weekly with seminar and discussion activities being the usual methods. The course is internally assessed on the basis of written assignments, seminar presentations amongst other activities." (Massey University Graduate Courses in Education 1983, p4, 9).

Dip.Ed.

"36.608 Educational Administration

An introduction to the theory and practice of school administration with particular emphasis on human relations in educational organizations." (Calendar 1983 Massey University, p385).

Dip.Ed.Admin.

"36.661 Instructional Leadership and Organisational Behaviour

A school-level study of the administrative process with a dual emphasis on instructional leadership and personnel management.

36.662 Theory and Process in School Administration

The application of organizational and administrative theory to the study of educational administration, and the study of organizational leadership within the school systems.

36.663 Educational Policy Making and Planning

An analysis of educational policy making and planning at a national, regional and local level within the New Zealand educational system.

36.664 Effective School Management

A study of elements of effective management including school climate, organizational structure, strategies of change, organizational development and institutional evaluation.

36.665 Special Topic

As approved

36.666 Administrative Project"

(Calendar 1983 Massey University, p386, 387).

Advanced Studies for Teachers Unit: (Department of Education, 1982a)

"18.01 Educational Administration

This paper is intended for teachers holding positions of responsibility in schools, who wish to improve their administrative skills. Paper 18.01 concentrates on presenting a conceptual background on which practical studies in paper 18.02 are based. It will normally be expected that students will enrol in both 18.01 and 18.02 in the same year.

18.02 School-based Administration

This paper is intended for teachers holding positions of responsibility in schools, who wish to improve their administrative skills. Paper 18.02 builds on the conceptual backgrounds provided in Paper 18.01 to provide practical guidance at the school level. It will normally be expected that students will enrol in both 18.02 and 18.01 in the same year." (p6).

Auckland Teachers College

"18.02 Professional Leadership in Education (New Paper)

This course is designed for teachers in pre-school, primary and secondary holding or preparing themselves for positions of responsibility carrying administrative duties. It aims to provide them with theoretical and practical experiences in goal clarification, organisation theory, developing leadership skills, problem solving, decision making and supervision." (p11).

Hamilton Teachers College

"18.01 Educational Administration and Management (Paper A)

A foundation course which will be concerned with relating educational administration and management theory to practice. The emphasis will be on the complementary relationship with special focus on the school. As well, problems, trends and issues in the administration of public education in New Zealand will be highlighted, to set the school and its immediate concerns in the wider system context. Intended for teachers who presently occupy or are likely to occupy positions of responsibility in primary and secondary schools.

Pre-requisite for the complementary Paper B

Ratio of coursework to examination 2/3:1/3

18.02 Educational Administration and Management (Paper B)

This course is for practising teachers who have gained credit for the prerequisite Paper A or who can show evidence of some equivalent qualification. Through lectures, in-class case studies and simulation exercises, the skills and understandings introduced in Paper A will be applied to selected aspects of school based administration and management and developed in practical exercises in schools.

Ratio of coursework to examination 2/3:1/3" (p12).

Wellington Teachers College

"Educational Administration and Management

18.01 Paper A

18.02 Paper B *(See note below)

The course is designed for principals, deputy principals and teachers with administrative responsibilities in pre-school, primary and secondary schools. Applicants should have had at least five years teaching experience. The course is not restricted to those presently holding positions of responsibility, but is also open to teachers who anticipate securing such positions in the near future.

* Educational Administration and Management paper B, 18.02, not offered in 1983." (p14).

Christchurch Teachers College

"18.01 School Administration, Paper A

This course is designed to meet the needs of teachers occupying or preparing to occupy positions of responsibility in either primary or secondary schools. Topics to be studied in this course in middle management will include: the nature of administrative work; the New Zealand Department of Education in action; local administration; school administration and organisation, administrative principles and procedures; problems of leadership; staff development; curriculum development; community relationships; using the resources of the system; education under review.

Extensive use will be made of case studies or simulation exercises closely related to the school situations. Course members will be required to complete five minor practical assignments and one major assignment based on the set text.

18.02 School Administration, Paper B (New Paper)

This course is designed as a follow-up to paper 18.01, School Administration, Paper A, which is therefore a pre-requisite. The earlier emphasis on middle management is extended to focus on the total field of school administration. Major topics are staff development, review of a school's operation, programme development school management, organisational principles.

(Wednesday, 7-9 p.m., March-July plus three-day vacation and two Saturday block sessions.)" (p15).

Dunedin Teachers College

"18.02 School Administration (one paper)

The course will be conducted in association with the Otago branch of the New Zealand Educational Administration Society. It is designed to meet the needs of teachers occupying or preparing to occupy positions of responsibility in pre-school, primary or secondary schools." (p16).

APPENDIX FOURTEEN

ORGANIZATIONAL ARRANGEMENTS TO FREE THE TEACHING PRINCIPAL (AND OTHER POSITIONS OF RESPONSIBILITY) TO SEE CLASSROOM PROGRAMMES IN ACTION

When routines and class habits have been firmly established Teaching Principals can leave their classes, providing suitable work has been prepared for the children. Competent auxiliary staff such as Teachers' Aides can be used in a semi-professional or supervisory role. Clerical or Library Assistants can take their own work into the classroom and provide a general supervision. As a last resort the children can be left to work on their own.

In schools which have Teachers College Students during the year Teaching Principals can utilize some of the time that they have students, particularly during the students' "Week of Control", to free themselves.

While classes are being taken for "Bible in Schools" Teaching Principals are free to see other classrooms that are not involved in this programme.

In full primary schools where the Form One and Two children go to Manual, this time can be used to enable Teaching Principals to be freed. In small schools where the Teaching Principal has a Standard Four to Form Two class, the Standard Four children can join in with the next class for subjects such as Science or Social Studies.

In schools where a parent or the Teachers' Aide takes music for the Teaching Principal, this time can also be utilized to free the Teaching Principal.

Two or more classes can be combined for large group activities such as music or physical education and taken by a resource teacher, thus freeing a teacher.

The time for intervals can be staggered so that some classes are still working while other classes are playing (well away from the classrooms).

In schools which have more teachers than classrooms Teaching Principals can be freed from a class for varying lengths of time.

At the beginning of the year when roll numbers are smaller, the Teaching Principal can be freed from a class.

The School-based In-service allocation can be used to get a reliever to enable the Teaching Principal to be freed to work in each of the other classrooms during the day.

(Adapted: Payne, 1981)

APPENDIX FIFTEEN

RECOMMENDATIONS FOR ACTION

TO THE DEPARTMENT OF EDUCATION AND DISTRICT SENIOR INSPECTORS:

Recommendation 1: That all teachers appointed to their first position as Teaching Principal of a 3-7 Teacher School attend a regional, or national course providing content in the areas of administration, instructional leadership and community relationships within their first 12 months of appointment. (Chapter 5:2, p172).

TO THE DEPARTMENT OF EDUCATION AND DISTRICT SENIOR INSPECTORS:

Recommendation 2: That provision be made from the national and local in-service allocation for continuing in-service programmes for Teaching Principals of 3-7 Teacher Schools to assist them in providing leadership in their schools. (Chapter 5:2, p172).

TO THE DEPARTMENT OF EDUCATION AND THE NZEI:

Recommendation 3: That courses such as the ASTU papers in "Educational Administration" and "School Based Administration" and the Massey University "Diploma in Educational Administration" should be more actively promoted, to ensure that all Principals of whatever size schools have a theoretical understanding of the concepts involved in educational administration. (Chapter 5:2, p172-173).

TO TEACHING PRINCIPALS:

Recommendation 4: That Teaching Principals utilize the available courses to upgrade their theoretical understanding and practical skills in Instructional Leadership. (Chapter 5:2, p173).

TO TEACHING PRINCIPALS:

Recommendation 5: That Teaching Principals make recommendations to the Universities, the Department of Education, the District Senior Inspectors, the Teacher Refresher Course Committee, and other relevant organizations about the availability and scope of suitable courses for Teaching Principals. (Chapter 5:2, p173).

TO TEACHING PRINCIPALS:

Recommendation 6: That Teaching Principals inaugurate local courses for Teaching Principals, using suitable resource personnel who have been trained in school management. (Chapter 5:2, p173).

TO TEACHING PRINCIPALS:

Recommendation 7: That Teaching Principals help their Deputy Principals and Senior Teacher (Junior Classes) to develop their theoretical understanding and practical skills in Instructional Leadership. (Chapter 5:2, p173-174).

TO CENTRAL GOVERNMENT:

Recommendation 8: That research be undertaken as a matter of priority to determine an adequate level of non-professional support for Teaching Principals to enable them to carry out their job as Teacher and Principal. (Chapter 5:2, p174).

TO CENTRAL GOVERNEMENT:

Recommendation 9: That, where the principal is not freed from full-time teaching, sufficient part-time staffing be provided to enable Teaching Principals of three, four and five teacher schools to be counted as 0.6 of a teacher and that Teaching Principals of six and seven teacher schools be released from the classroom to enable them to devote sufficient time to ensuring adequate programmes are provided for all children, assisting teachers, and counselling children, parents and staff. (Chapter 5:2, p 174-176).

TO TEACHING PRINCIPALS:

Recommendation 10: That Teaching Principals utilize the advantages of the position of Teaching Principal for Instructional Leadership within their school. (Chapter 5:2, p176).

TO CENTRAL GOVERNMENT, DISTRICT SENIOR INSPECTORS, NZEI, AND TEACHING PRINCIPALS:

Recommendation 11: That further research be carried out to determine how Principals of various sized schools carry out Instructional Leadership in order to improve this aspect of a Principal's role and, therefore, ultimately the learning experiences of the children. (Chapter 5:2, p176-178).

APPENDIX SIXTEENTRANSCRIPT OF DISCUSSION WITH TEACHING PRINCIPAL "K"

WHAT POSITIONS DID YOU HOLD BEFORE YOU BECAME A PRINCIPAL OF YOUR FIRST GROUP TWO TO THREE POSITION, IN OTHER WORDS A THREE TO SEVEN TEACHER SCHOOL?

From Scale A position, Scale A for five years, I moved to a relieving position before that stage, and then straight to this one here which was a Grade One so I'd already had one year's experience as a Principal which was relieving Principal for a year.

HOW LONG HAVE YOU BEEN HERE?

This is my third year.

SO IN OTHER WORDS YOU HAVEN'T HAD A POSITION AS, FOR EXAMPLE, A D.P., S.T.(J.C.), SENIOR TEACHER?

No, I just came, straight from Scale A.

LIKE ME YOU'RE A TEACHING PRINCIPAL. NOW THAT MEANS WE HAVE A CLASS TO TEACH FULL TIME. WHAT SHOULD, WHAT SHOULD THE TERM "PRINCIPAL" MEAN IN YOUR SITUATION?

Really perhaps I see it as Principal in my situation as being a person that the other teachers of the school turn to for advice, but really just straight as a member of a team of teachers at a school, and ultimately the responsibility for anything must rest on the Principal's shoulders but I like to see it as a member of the team, perhaps working with the other teachers rather than in the role of directing them.

I WONDER IF I CAN PICK YOU UP PLEASE ON THAT WORD "ADVICE" AND ASK YOU WHETHER YOU COULD GO A WEE BIT FURTHER ON THAT?

The first place I think teachers in a country area, in a school such as this, go for advice is to a more senior teacher and the Principal being the only one in the school it's logical for them to go to that, go to the person, and I think the Principal's got to be knowledgeable, in all the areas of the school, because it's his responsibility to, I think, help the teachers. Initially if they haven't got, if he can't help them the Principal must go to outsiders, advisers.

IN OTHER WORDS WOULD YOU SEE YOURSELF AS PROVIDING SOME SORT OF LEADERSHIP?

Yes it's, leadership, definitely, I think it's leadership in a different form than leadership in, a large school where you have a group of senior teachers, then a Principal.

I'D LIKE TO GO A WEE BIT FURTHER ON THIS IDEA OF LEADERSHIP, AND I'M THINKING OF THE TERM, I KNOW IT'S A TECHNICAL TERM, OF "INSTRUCTIONAL LEADERSHIP". NOW MY DEFINITION OF INSTRUCTIONAL LEADERSHIP WOULD BE, HOW ONE TEACHER INFLUENCES THE WORK OF ANOTHER, IN ORDER TO IMPROVE THE QUALITY OF THE TEACHING-LEARNING EXPERIENCES OF THE CHILDREN. WHAT DO YOU THINK THIS TERM COULD MEAN TO YOU?

I think it means that I'm not only responsible for the children under my care I'm also responsible for the education of the children under the care of the other teachers. Firstly I've got to be aware as Principal of teachers' methods in other classrooms, the ability of the children, the strengths of the programmes and once the Principal's aware of these things he can then lead and guide a teacher who's having problems, try and find more effective education for the pupils in his classrooms.

HAVE YOU HAD ANY COURSES TO HELP YOU TO BE A PRINCIPAL. NOW I DON'T MEAN JUST ON PAPERWORK, BUT TO HELP YOU TO BE THE "PRINCIPAL"

Definitely not before I came, to this position but I did attend a Teacher Refresher Course in January this year which was for Grade One and Two Principals, it was difficult to say whether, the course solely was, for Grade One, Two Principals there were a lot of other teachers there and it became more a teaching in a country school situation rather than a course for Leadership for Principals in country schools.

WHO ORGANIZED AND RAN THIS PARTICULAR COURSE?

It was the Teacher Refresher Course Committee Department in Wellington. The Course Director was a Rural Adviser from (Deleted).

HOW USEFUL DO YOU THINK THIS COURSE WAS FOR YOU AS A "TEACHING PRINCIPAL"?

It, certainly didn't throw up new ideas or - provide ways of solving problems. It seemed to open up ideas and perhaps problems from other areas which really didn't relate to your own situation, such a wide scope for a course that nothing was really done in any depth at all.

WHY DID YOU ACTUALLY GO TO THIS COURSE?

Well I had hoped that it would open up avenues that would make the job a little bit easier, less demanding, enable us to organize perhaps our time

a little bit better, greater value for the time we put in, but really it ended up as being a curriculum based course, the problems of teaching rather than of being a Principal in a small school.

HAVE YOU COME ACROSS THE BOOK BY TOM PREBBLE AND DAVID STEWART ON SCHOOL MANAGEMENT?

I haven't actually read it but I, I am aware of the title.

WHERE DID YOU COME ACROSS THE TITLE?

This year I enrolled in the two papers from ASTU, the School Based Administration, Educational Administration. That's where and the two people are from Massey University and I was associated with Teachers College, this is the only reason why the title of the book stood out.

ARE YOU STILL DOING THE TWO PAPERS?

Yes, behind a couple of weeks though.

NO, NO THE REASON WHY I ASKED THAT WAS BECAUSE I'D LIKE TO COME AND ASK THE SAME QUESTIONS ABOUT THAT PARTICULAR COURSE BECAUSE I REGARD THAT AS A COURSE TOO. HOW USEFUL SO FAR, BECAUSE IT'S ONLY PART WAY THROUGH THE YEAR, HAVE YOU, DO YOU THINK THESE TWO PAPERS ARE TO YOU AS A TEACHING PRINCIPAL?

Because of the problems they've thrown up and the approach they take, theory that's, I found interesting, and I can see areas where, principals that I felt in the past in schools had difficulty, coping with - for example the administration side of the school compared to the professional, the term professional administration of the school, the curriculum, leadership, that sort of thing, that area seems to be neglected by a lot of Principals and, just a couple of readings I've done on the course so far I can see some reasons for this neglect and perhaps can see some ideas that would rectify these situations.

HOW DO YOU SEE YOURSELF FULFILLING YOUR ROLE AS INSTRUCTIONAL LEADER WITHIN THE SCHOOL?

Personally as to find time to move into the other classrooms, this is the initial problem which Teaching Principals have, to be free to move from their own classroom personally to find out whether the programmes which have been established, in operation. The only other time that can be used is staff meetings. We've just finished rewriting the school scheme and it was done on the basis that we met together and ideas were put in

by the other teachers, a lot of the school scheme, has been written by the other teachers in the school, and because they've been involved in writing the scheme, programmes which were set in place are really their programmes, this has got to be done, to find time to sit down with teachers and talk about their programmes and sorts of instruction which go on in the school, really can't be done successfully during teaching time, got to be done outside teaching time.

WELL, THE AGREED STATEMENT BETWEEN THE DEPARTMENT AND THE NZEI IN 1977 PUT IT AS THE RESPONSIBILITY OF THE PRINCIPAL TO ENSURE THAT EVERY TEACHER PREPARE ADEQUATELY ETC, ETC, AND THEN WENT ON TO MAKE THIS STATEMENT: TO ACHIEVE THIS THE PRINCIPAL MUST MAKE SUITABLE ARRANGEMENTS FOR CLASSROOM PROGRAMMES TO BE SEEN IN ACTION REGULARLY SO THAT AN APPRECIATION IS DEVELOPED OF THE TOTAL PROGRAMME BEING DONE BY THE TEACHER. HOW DO YOU AS A TEACHING PRINCIPAL ENSURE THAT YOU CAN SEE THE CLASSROOM PROGRAMMES IN ACTION REGULARLY?

Well I use time such as Manual Time when the senior class is away at Manual, I use that time for listening to children read, the reading programme, talking and taking activities, scientific activities doing mathematical activities, certainly not done as regularly as I would like, but that's one way. I was fairly fully involved in the first year out here, with the retraining of a teacher in the Junior Room and I just had to spend a lot of time with the children in that room and in the room when teaching was going on, finding out just how the teaching was being done and how effective the programmes were. - Often walking into a room, walking around, looking at the children's work, finding out the result of instruction. I keep a careful sort of record of children's progress in individual folders, that sort of thing is probably the way that I find is the easiest to keep a track on children's work and the programme. The programme comes out in the children's work and results achieved. If, let's look at perhaps Junior Reading, if you hear children read three, four time a year you'll certainly be aware of any deficiencies within the programme, planning that sort of thing because the progress in the main in Reading is fairly clear cut and there are certain levels which the average child should reach once, they've started.

JUST CURIOUS ABOUT THE MECHANICS. YOU'VE MENTIONED MANUAL TIME, I TAKE IT THAT YOU GO INTO THE ROOMS ON OTHER TIMES, WHAT HAPPENS TO YOUR CHILDREN THEN?

There must be a routine in the Senior Room I think for the Principal, the Teaching Principal to allow that Principal some time out of the room, for example there are interruptions such as visitors arriving, they have to be attended to during the day. Now the class must have routines there, they continue to work on activities which will keep them busy in learning while the Principal's out of the room and so, whenever they've finished work they must have something to go on with so they're not relying on the teacher being in front of the room all the time directing their progress during the day, these are only built up over a period of time so that when I'm in another classroom, when I'm out attending to visitors, they have something worthwhile that they can go on with, not activities that just keep them occupied, children quickly get sick of things merely that are there just to occupy them, they've got to be things that are worthwhile activities to carry on with.

YOU TALKED PREVIOUSLY ABOUT YOUR USE OF ADVISERS WITHIN THE SCHOOL, WOULD YOU LIKE TO ELABORATE ON THAT?

I've built up quite a close relationship with a number of advisers and many of them do, when they're in the area call in and look at things, for example Science Adviser, planned all the planting around the school, that sort of thing. They fairly frequently visit the school, now I use them when they're coming on a casual visit to quickly say, "There's a problem in the Middle Room, quickly discuss it with the teacher", or if I know that they are coming I will drop them a note just outlining the area I want them to deal with. We try and stick to fairly specific sort of areas rather than the wide area and I think this is the way we get the best value out of them. We do get a good backup from the advisers in this area.

HOW DO YOUR OTHER TWO TEACHERS FIT INTO THIS ASPECT OF INSTRUCTIONAL LEADERSHIP?

I try and make them feel that they're also helping me and that, I haven't got all the answers and if, it's a two way thing. I find that the teachers I've had here are much more open to advice, to help and accept readily if they feel that it is a two way thing, if they feel that they've got something to offer myself, I certainly make sure that they're aware that I've taken an idea from them, used their advice. They've each got their responsibilities as well, I think this is part of the team we've got and I can completely forget one particular area of the school

because one of the junior teachers has that responsibility and I have the confidence in them doing a good job in that area and it certainly frees myself, so it must be a two way thing and they accept it very readily. They frequently come for advice and quite often it's just a discussion and problem seems to have a solution after our discussion.

DOES THE FACT THAT YOU ARE A TEACHING PRINCIPAL CREATE ANY ADVANTAGES IN HELPING YOU TO BE THE INSTRUCTIONAL LEADER?

I feel at the moment it does because, the teacher can 1) come and have a look at my planning and we do this at staff meeting where we share our planning, look at it and discuss each others planning so they are aware that I have misgivings, they are aware that I have to plan as well, they're also aware that I have to teach and they want to see something they come in and see it in operation or see the result of something and then we talk about it as this is I think, it's from example, it's probably the biggest advantage. It's easy perhaps to go into a room and take an isolated activity to show the teachers in the, it's easy for them to think, "Well, they haven't got the class the whole time, hows that fit into the whole programme?", but if they can see things fitting in with the whole programme, because I'm a Teaching Principal it's probably a lot easier.

DOES THE FACT THAT YOU ARE A TEACHING PRINCIPAL CREATE ANY DISADVANTAGES IN YOUR ROLE AS INSTRUCTIONAL LEADER?

I've been a little bit aware of this, whether it's been real or just imagined I'm not too sure yet because the new teacher which arrived at the school this year I've had a very good relationship with ever since I've been in (Deleted) for seven, eight years, but at the moment now it's beginning after a three weeks, four weeks beginning to break down, at the moment I feel that, that particular person is treating me just as something a little bit different. I would like that person to treat me as, as another teacher but I think that because I've got the tag "Principal" the person is just being perhaps a little bit careful about what they say to me, rather, or rather than being more open, it's beginning to break down as I said where the teacher's starting to be a little bit more open. It's like sometimes she's a little afraid to say something because I'm "Principal" or a little bit afraid to disagree with what I said, especially in the early stages, disagree with what I suggest or say because I'm the "Principal". I've always been aware of this ever since I've been a "Principal", whether it's my feeling, but, but the

more I've worked with a teacher and the more they've got to know me it has broken down. It's certainly there, there at the early stages just the thing, "He's the Principal, we shouldn't really cross him, we shouldn't really disagree with him."

ARE THERE ANY OTHER DISADVANTAGES THAT YOU CAN SEE ABOUT BEING A TEACHING PRINCIPAL?

I think that - everything suffers, you just, can't do the things especially in the classroom as well as you've done as an ordinary classroom teacher, because you simply haven't got the time, I've been frustrated at times, I can't really be satisfied with some of the methods and some of the things that I've done because of the pressure of time. I have not been able to do preparation and justice to the lesson, or to the unit, I would like to be able to have time to take the unit further, to do other things that are there, but there are so many tasks to do as a Teaching Principal that, you can't really afford to ignore them because if you ignore the administration side of the job the school starts to run down and communication starts to fragment, communication between the other teachers, between children, between parents, you've got to keep that communication up, and that takes time. If you concentrate solely on your classroom job that's not the whole job. If you, give too much time to the communication aspect making sure communication's right through the school with the teachers and pupils, you are neglecting your own teaching in your classroom. Trying to strike that balance of having a good programme going as well as making sure that your school is going well, because you've got these two jobs and they conflict quite a bit. You neglect one you're in trouble straight away, you can't - you haven't got the time, to do everything, all of them well, and that's the frustrating piece.

I'VE ASKED THE COMMENTS, SORRY I'VE ASKED THE QUESTIONS ABOUT WHAT I WANTED TO FIND OUT, BUT I WONDER WHETHER YOU HAVE GOT ANY FURTHER COMMENTS YOU'D LIKE TO MAKE, ANYTHING YOU'D LIKE TO SAY, JUST PERHAPS EVEN JUST GENERALLY ABOUT THE POSITION OF TEACHING PRINCIPAL?

I think, perhaps to carry on from that last question, some of the things I've done as a junior teacher sort of thing, outside school time but that has involved school children like gymnastic competitions and that, gymnastic clubs, those sorts of things, those are the sort of things I would like to be able to continue, especially with children in the country here, because they miss out, of those things which you just

haven't got the time to do, your after school hours are committed solidly and to do those sorts of things something else must go. The only comment I want to make on the job is, O.K. the job is demanding, extremely demanding - your whole family life I think it's affected as a Teaching Principal, it's very seldom that you can go for any length or period, length of time being sure that you're devoting all your outside time to, to your family. I think that's important. There's always things that crop up you've got to attend to, you've got to think about, you've got to be organized, prepared for, so that apart from just being a job away say from eight in the morning through to the time you go home which could be half past four, five o'clock, very frequently there's all that time outside, you get people on the phone, you've got to do this, got to do that because if you don't do it you're not ready to proceed through the next week. It's one of the hard things, you've got to get used to, and especially in this sized school where there are no caretakers, cleaners but no caretakers, the caretaking jobs tends to fall on your shoulders - round the place which again you must do in your own time because it becomes a reflection on you - for example, I think a lot of the problems which arise in the schools come from the fact that these sort of jobs are neglected, parents see, their school falling apart because the Principal's not making sure that the grounds are tidy, something broken needs to be fixed, whether he does it himself or calls in someone. That's probably about all.

I WONDER IF YOU'D GO A WEE BIT FURTHER ON THIS QUESTION. YOU MADE A STATEMENT WHERE YOU SAID YOUR TIME IS COMMITTED AFTER SCHOOL. NOW I UNDERSTOOD FROM THAT, THAT YOU'RE TALKING ABOUT SCHOOL ACTIVITIES, NOT PERSONAL.

Yes.

NOW I WONDER IF YOU COULD PERHAPS GIVE SOME IDEA OF WHAT YOU FEEL YOUR COMMITMENTS ARE AFTER SCHOOL, IN THE SCHOOL SITUATION?

I think, after school you've got planning time for your own school, for your own classroom every teacher's got that, and that takes time. Before school and after school and if not immediately after school it has to be done sometime, and if there's no time immediately after school it's usually night time. Apart from that you've got all the administration tasks, your correspondence to attend to, you've got newsletters to send out, those sorts of tasks, you've got - your teaching, your Teachers'

Aide time to organize to make sure that, you know the Teacher Aide has a programme which she can do and carry on. Those are the tasks which commit your time immediately after school. Out - in the wider school area, the meeting time, the group meeting time, especially in the country because country schools rely on the support of other teachers a lot and, teachers will get together to discuss field days and that sort of thing and that time is, all that's after school so that is committed time, and your own personal time really is left till later, so those are the sorts of things that commit your time after school.

IF AFTER LISTENING TO THE DISCUSSION THERE'S ANYTHING ELSE I NEED TO KNOW, WOULD IT BE ALRIGHT IF I RANG YOU TO ASK?

Yes.

I'M GOING TO SEND YOU TWO COPIES OF THE TRANSCRIPT OF THIS DISCUSSION. I'D LIKE YOU TO CORRECT ANY PART IF NECESSARY, OR AMPLIFY ANY POINTS THAT YOU RAISED IF YOU WISH. ONE COPY WILL BE FOR YOU, WHILE THE OTHER CORRECTED COPY WHEN IT IS RETURNED, WILL BE USED BY ME ALONG WITH THE OTHER PRINCIPALS' TRANSCRIPTS AND TEACHERS' QUESTIONNAIRES TO WRITE UP THE PROJECT FOR THE THESIS.

THANK YOU.

APPENDIX SEVENTEEN

TRANSCRIPT OF DISCUSSION WITH TEACHING PRINCIPAL "H"

WHAT POSITIONS DID YOU HOLD BEFORE YOU BECAME A PRINCIPAL OF YOUR FIRST GROUP TWO, THREE POSITION - IN OTHER WORDS YOUR FIRST THREE TO SEVEN TEACHER SCHOOL, AND HOW LONG WERE YOU IN EACH POSITION?

I was never in a Three to Seven School, I jumped - that's not including overseas experience when I was just a reliever except for a stint in (Deleted) in a largish school, but within New Zealand I jumped straight from Sole Charge into a Grade Six school in (Deleted) and from there I became Music Adviser in (Deleted) Board the old Scale Four Salary, G3 now. After Seven and a half years I moved from that into a Principal position as a non teaching Principal at (Deleted), seven and a half years later I moved to (Deleted) and I'm in my - approaching my third year now. I accepted that position because of the drop in grade at (Deleted), used my transfer rights but this school is a Teaching Principal's school.

GOOD, THANK YOU. NOW LIKE ME YOU'RE A TEACHING PRINCIPAL. NOW THAT MEANS THAT WE HAVE A CLASS TO TEACH FULL TIME. WHAT SHOULD THE TERM "PRINCIPAL" MEAN IN YOUR SITUATION?

Well I don't have a class full time. Due to the - to my predecessor having an organizational set up whereby he assisted mainly in the lower end of the school. I come in, and have done for the past two and a half plus years, Reading, Language and Maths and we divide, normally, a two teacher situation into a three teacher situation. I also take a remedial reading group in, in the standard area and I also assist with sports once a week. I take assemblies and also music in the Standard areas so I'm not actually with a class from nine to three.

WOULD IT BE FAIR TO SAY THAT YOU ARE OCCUPIED WITH CHILDREN FROM NINE TO THREE?

Not entirely, but almost. Less earlier in the year, than later on. Currently I haven't got involved in the language exercise in the Infant area partly because we've smaller numbers at the moment, but in the previous two years I was involved in Language, Maths and Reading.

WELL, CAN I REPHRASE THIS ONE? WHAT DO YOU SEE THE TERM "PRINCIPAL" MEAN IN YOUR SITUATION? I'M TRYING TO LEAVE OUT THE CLASSROOM TEACHING.

Well my overall responsibility to the curriculum and the standards of pupils' work within the school and responsibility for in-service work,

teacher training, staff meetings, organizational & administrative duties - responsibility to School Committee, taking an interest in the development of the school for the betterment of all, staff and pupils - responsibility for any updating, keeping abreast of developments in education - supervising staff both teaching and ancillary, responsibility for Dental Clinic, seeing that staff do their jobs satisfactorily. Determining school needs and policy in consultation with staff & school committee. Encourage harmonious working relationship with staff, School Comm. & P.T.A. & take interest in community affairs & parents.

NOW YOU'VE TALKED ABOUT SUPERVISING STAFF WHICH I THINK TIES INTO SOMETHING THAT I'M LOOKING AT. IT'S GOT A TERM CALLED "INSTRUCTIONAL LEADERSHIP". NOW I THINK OF INSTRUCTIONAL LEADERSHIP OF HOW ONE TEACHER INFLUENCES THE WORK OF ANOTHER, IN ORDER TO IMPROVE THE QUALITY OF THE TEACHING-LEARNING EXPERIENCE OF THE CHILDREN. WHAT DO YOU THINK THIS TERM MEANS TO YOU?

Well I must admit that I have changed a little and I've tended to delegate some of my leadership in this field, and I leave it largely to my S.T.(J.C.) to work with her team and the Deputy Principal to take the lead with his teachers. Previously I must admit that I took a much stronger lead, especially when I was a non-teaching Principal, in organizing staff meetings and topics, but currently I've been leaving it largely to them, but we have as a team decided whether we needed to invite somebody along to bring us up to date such as Science. Recently we've had Language and we've had Reading this year, by using Advisers in the main, and having courses within the school. As courses have cropped up at the In-Service centre they've, if there's been a possibility of sending someone along, we've used what's been offering in the way of courses there, if a need is seen for our enlightenment or benefit.

YOU TALK ABOUT COURSES, HAVE YOU YOURSELF HAD ANY COURSES TO HELP YOU TO BE A PRINCIPAL. NOW I DON'T MEAN JUST ON PAPERWORK, BUT TO HELP YOU TO BE THE PRINCIPAL?

Yes. Shortly after I became a Principal at (Deleted) I attended a course on largely sort of administration, certain amount of leadership, just that one course, but at the Principal's Association we often help each other. They're not set courses as such, except for the annual Palmerston North and Wanganui combined meetings and it could happen that some of those courses tend to have aspects of our leadership roles, but not necessarily

so, but they do provide us with material and thoughts which we can take back to our own staffs and also the District Senior Inspector's courses, the annual gettogether with the Principals in various areas and we can take back current thinking.

HOW USEFUL DO YOU THINK THESE COURSES WERE TO YOU, AND I'M STILL GOING TO USE THE TERM AS A "TEACHING PRINCIPAL".

I don't think I got a great deal out of them quite honestly and that, may be no reflection on the quality of the course altogether. It might have been a personal thing that you'd got into certain habits - sometimes you come back fresh with ideas that seem great, but for one reason or another you may not put them into practice, but then again you can pick up some worthwhile ideas, but I don't know that I was greatly changed by the courses that I attended.

HAVE YOU COME ACROSS THE BOOK BY TOM PREBBLE AND DAVID STEWART ON SCHOOL MANAGEMENT, STRATEGIES FOR EFFECTIVE MANAGEMENT?

No, well I've heard of it but I don't know that I've - don't recall ever actually having a copy.

NOW ON THIS IDEA OF INSTRUCTIONAL LEADERSHIP, IN PARTICULAR IN HELPING YOUR TEACHERS HOW ARE YOU, BECAUSE YOU'RE IN A PARTICULAR SITUATION, HOW ARE YOU ABLE TO CARRY THIS OUT?

Largely I would say fairly informal discussions in our situation - we have our sectional sessions with the S.T.(J.C.) and the D.P., I speak to them but I seldom get them in just as a twosome - it's fairly informal in our situation. Over lunch times, dropping into their rooms, but generally, if we have something we want to discuss and determine a policy, discuss it around the table and decide in a fairly informal way. They might get together and discuss it. Currently we're talking about midyear surveys and wondering whether June is the best month to be doing them through interviews. There is the possibility we may even bring it forwards. Generally we don't sit down to thrash things out in set sessions. It's fairly informal and flexible type of discussion in determining various actions and initiating programmes, changing organisation, encouraging new methods etc.

THE AGREED STATEMENT BY THE DEPARTMENT AND THE INSTITUTE ON PLANNING AND PREPARATION STATED THAT IT'S THE RESPONSIBILITY OF THE PRINCIPAL TO ENSURE THAT EVERY TEACHER PREPARES ADEQUATELY FOR HIS WORK ETC, ETC, THE THINGS

THAT THE TEACHERS MUST DO, AND THEN IT HAS THIS SENTENCE: TO ACHIEVE THIS THE PRINCIPAL MUST MAKE SATISFACTORY ARRANGEMENTS FOR CLASSROOM PROGRAMMES TO BE SEEN IN ACTION REGULARLY SO THAT AN APPRECIATION IS DEVELOPED OF THE TOTAL PROGRAMME BEING DONE BY THE TEACHER. HOW ARE YOU ABLE TO SEE CLASSROOM PROGRAMMES IN ACTION?

I've delegated the responsibility to my D.P. and S.T.(J.C.) - They report and I enquire of them how things are going - that's largely it - I get samples of work - They are required to complete a form which summarizes briefly what's happening in the classes & the performance level and suggested remedies etc. The teachers do this and - make a statement, regarding their progress in the various subjects & possible new directions & remedies - Getting into classrooms I don't find easy with my particular timetable - I had, this year, for instance samples of written work. I was hoping to speak to every child, to discuss their work & interests generally in order to get to know them, to know what their interests were, but I found that the timetable bore in on me to such an extent that I got through half of one class and then I found it rather difficult to find the time to get the remainder, due to administrative chores, visitors and interruptions requiring my attention.

YOU HAVE ANSWERED THE NEXT QUESTION PARTIALLY BUT I WONDER IF THERE'S ANYTHING ELSE YOU'D LIKE TO SAY. HOW DOES THE FACT THAT YOU HAVE A DEPUTY PRINCIPAL (AND AN S.T.(J.C.)) FIT INTO THIS ASPECT OF INSTRUCTIONAL LEADERSHIP, OF HELPING TEACHERS?

The Deputy Principal - I've asked him to use, for instance the Religious Instruction time every week, and he's to keep an account of what is taken each week, sometimes it solves itself. This week reviewing displayed books set out by the NZEI representative was done in that time. Another time it might be sports' teams and sports discussed. I have asked them to look through the various subjects throughout the year. It might be a round table 'air & share' discussion but I'm hopeful that it'll be more than that. Meatier than just sipping a cup of tea and waiting for half an hour to slip by. My S.T.(J.C.) - has only one other staff member at the moment she's working with, and they do most of their work after school.

HOW DO OTHER TEACHERS FIT INTO THIS ASPECT OF INSTRUCTIONAL LEADERSHIP, NOT JUST YOUR D.P. AND YOUR S.T.(J.C.)?

Where a teacher has a particular interest, and I can think of one who has

attended one or two courses, in fact two or three have - they work within that area, if it's a teacher from the Standard Two area who's attended a course on Language she'll be closely allied with the Standard One Teacher, and similarly Three, Four or however wide the spread seems to fit, sometimes it does, and sometimes it doesn't - but they may observe the others in action, they may address the staff. We've had recent course on Language for instance, I understand that two teachers in the top area of the school one has gone into it in a little more depth, the other one has not really got off the ground which suprised me - he just may need an injection from, a refreshment from the advisers who are conducting a trial session shortly but, it's obvious that it didn't work for him and I would hope that it would be the Deputy Principal who will encourage this chap to try again and maybe plan in a different way.

DOES THE FACT THAT YOU ARE A TEACHING PRINCIPAL CREATE ANY ADVANTAGES IN HELPING YOU TO BE THE INSTRUCTIONAL LEADER OF THE SCHOOL?

I think it keeps me closer to the realities of the job - being in touch with children, I think it is possible for Principals to get out of touch with children and what makes them tick, and a good Principal, in a non-teaching role, would make himself, I'm sure, keep in touch with kids but, I do hear of cases where Principals get out of touch, so it has that advantage - you do keep your feet on the ground and face the realities of the situation. In other ways you could demonstrate too (this might work both ways) you might prove that you're not as effective as you thought you were, and sometimes the younger teachers seem to have much more flexibility and sense of humour than someone who is greying somewhat. You might be a little bit more formal and stern - and not be, quite so adaptive and receptive to new ideas.

YES I WAS PARTICULARLY THINKING HERE WHERE YOU'RE A UNIQUE SITUATION, HAVING BEEN A WALKING HEAD AND NOW A TEACHING HEAD, WHAT ADVANTAGES YOU COULD SEE OF THE TEACHING POSITION.

I'm not quite clear what you -

WELL I HAVE NEVER WALKED AS A "PRINCIPAL" AND SO ALL MY IDEAS ARE BOUND UP WITH THE TEACHING, BUT YOU'VE SEEN BOTH SIDES OF THE FENCE, THAT'S WHAT I WAS MEANING.

Yes I think you're in a position to see different teachers in action and assess their teaching personalities and can encourage inter-school/class

visits and, develop interrelationships between teachers who can help each other, particularly young teachers, if you've a PA for instance. Mind you most Principals would do this in any case but, as a walking Principal you can go in and actually sit in and see what is making things tick and where successes are, and you can encourage others in getting ideas.

DOES THE FACT THAT YOU ARE A TEACHING PRINCIPAL CREATE ANY DISADVANTAGES IN YOUR ROLE AS INSTRUCTIONAL LEADER?

Yes I would say the time factor, preparation - preparing things like staff sessions for teachers. This is probably the reason I do less in this field now and have delegated to others, rather than doing it myself, I religiously prepared material during the seven years at my previous school. I would say it's the time factor, having to prepare work - I find this rather restrictive - having to be in a classroom so much, even if it's not a regular class.

I'VE ASKED THE QUESTIONS THAT HAVE INTERESTED ME. HAVE YOU GOT ANY OTHER COMMENTS THAT I MAY NOT HAVE TOUCHED UPON, ABOUT THE JOB OF THE TEACHING PRINCIPAL?

One that is a little reflective of the last one, the amount of time you get to read. As a walking Principal you could find time to peruse a little more leisurely, regulations, new books, ideas. I find this, much more difficult to find now. I've got to do it at home, or out of school hours. This works, against me in that respect. Would you like to just restate your -

WELL I JUST WONDERED IF, IF THERE WAS ANYTHING ELSE YOU'D GENERALLY LIKE TO COMMENT ON.

I would think that the type of school can make a difference. I had come from a fairly hard school with children who demanded a great deal from the school in attention & time. I find it easier here, even as a Teaching Principal, compared to the last school, which had children from a lower socio-economic background.

One thing I have appreciated following along that line - finding relieving teachers in cases of sickness. I found this quite a headache at my last school because of the amount of sickness among teachers, whereas at this present school, because the children are a different type, if a teacher's feeling a little off colour he's likely to come along and say, "Oh the

kids won't be too bad I'll struggle through, whereas at my previous school, the thought of facing up to that particular group, even if you were not feeling too bad, it was just enough to make you decide you were going to have the day off, I'm not saying the teachers threw sickies at all, but it was a much harder role and they would decide they just couldn't face it. Now that is something that I've found much easier. It was hearing calls between seven & seven thirty call in the morning made your heart plummet. I have organized it, currently so that I have a list of approved teachers and the teachers have copies of this. I've said, "If you feel up to it, or your better half is able to do it, you may employ any of these teachers", so I have made it easier in that respect - they don't always do it, because if they're too bad they just ring through and say, and I'm only too happy to do it, but that is something that I, found much easier in this present position.

I've found working with this particular school committee much easier as a Principal too. Again it was the choice of personnel, I'm not saying the last weren't good people but, they just had very little experience of serving on committees & running meetings, nearly all being in labouring, or semi-labouring work and a few tradesman's positions, whereas my current parent stock if you like, come from a few in the upper class of professions or occupational groups and as a result of this you get higher calibre with which to work, and this has been a notable difference. Greater efficiency evident.

Fund raising is something that was much more difficult at the first school I was at, because of the area, and yet we had rather ambitious undertakings there which I was able to get behind with a great deal of enthusiasm as a non-teaching Principal - and I think that is something which may have suffered here. Putting in the equivalent amount of time, effort and enthusiasm into various projects. Things have gone on and things have happened very well at the school I'm at. I think probably the newness too, helped in the first school, I had come after seven and a half years in an advisory role into a school, my own first school and naturally the new broom when you come in. Age makes a difference too.

The disturbances & interruptions to the daily routines within the classroom I find disturbing. Visitors, telephone calls and the like. I don't have a clerical assistant all day and, just at the wrong moment you're called away to attend to some crisis maybe around the grounds,

somebody's cleared out, or there's a visitor. If you can arrange an appointment that's fine, but so often these people turn up out of the blue and somebody has to see them. Invariably it's the Principal that they seem to dig out, or something goes wrong with the drains or the toilets and it's the Principal who has to attend to it. The Police may call making inquiries. It's often worrying having to leave a class of kids, albeit a smallish group, especially young children, and that I find a disturbing effect. It worries me at times having to leave kids. It's not excessive but it does happen.

As a Teaching Principal I think your pet enthusiasms can get fuller play. If you're particularly keen on some method or particular subject you can put far more into it. If you've got your own class obviously you've got continuity. Not that teachers aren't receptive. I've found that if I was prepared to go in and do something over a period they didn't mind. In fact they were quite pleased for somebody to do something like that. Come in, help them, demonstrate, especially if it's something they don't feel particularly strong in themselves.

I think when I moved into this particular situation, knowing there would be far more class time involved, I thought that I might be placing myself in a more stressful situation. In practice it hasn't worked out quite like that at all. In spite of the years marching along, I've really enjoyed it. I think I was measuring it probably from the previous school I was at where I could see what was happening to other teachers, and to myself a little, but at least I could control and regulate that, more than I can in my present position. It could be that in a few years, if the roll falls away and, I'll find myself with a full time class. I'm fairly fully committed now and probably work harder overall but I've felt better in health for the less stressful situation. Now this could be a personal thing. I don't allow the problems to bug me too much at home. I'm fortunate that I can walk out and leave a lot of the worries behind. In my previous position I was leaving school relatively early and coming home absolutely exhausted and drained, and that was in the non-teaching position. The fact that you are a Teaching Principal doesn't necessarily mean that you might suffer more stress than a non-teaching one. I think it's going to depend on the particular school and its location.

IF AFTER LISTENING TO THE DISCUSSION THERE IS ANYTHING ELSE I NEED TO KNOW, WOULD IT BE ALRIGHT IF I RANG YOU TO ASK?

Oh yes, certainly.

I AM GOING TO SEND YOU TWO COPIES OF THE TRANSCRIPT OF THIS DISCUSSION. I WOULD LIKE YOU TO CORRECT ANY PART, IF NECESSARY, OR AMPLIFY ANY POINTS THAT YOU RAISED IF YOU WISH. ONE COPY WILL BE FOR YOU, WHILE THE OTHER CORRECTED COPY WHEN IT IS RETURNED WILL BE USED BY ME ALONG WITH THE OTHER PRINCIPALS' TRANSCRIPTS AND TEACHERS' QUESTIONNAIRES TO WRITE UP THE PROJECT FOR THE THESIS.

THANK YOU.

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"Why, all delights are vain; but that most vain
Which, with pain purchas'd, doth inherit pain:
As painfully to pore upon a book
To seek the light of truth;..."

Love's Labour Lost 1.01.72-75.

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