The Dance of Influence: Professional relationships evolve as teachers and administrators engage in whole school renewal

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ABSTRACT: This paper explores how involvement in a whole school improvement process can change professional relationships in a school, particularly between the principal and the professional community. Before engaging in this process, the teachers in the study already enjoyed a supportive school environment nurtured by the principal. However, through engagement in the school improvement process they began to experience professional growth – both individually and as a teacher-lead professional community. As a result, they began to challenge the nature of the relationships which had been nurtured by the principal. This placed never before felt tensions between the teaching community and the principal.
Our case study captures the dynamics of the continuing dance of influence as the improvement process unfolded. As a professional community, they were "growing up" and moving beyond the cultural meaning that the principal has created. However, they could only continue to grow if the principal reconsidered the organisational and relationship system he had developed.

Introduction

Whole school improvement processes can change professional relationships in a school, particularly between the principal and a teaching community. Senge (2001) refers to the dynamics of changing relationships in organisation as a "dance of influence". Our study explored these changing relationships at Eucalypt Grove State School as the school engaged in a whole school improvement process which focused on the work of teachers. As the teachers at Eucalypt Grove worked with the process, they began to tentatively challenge the school operating framework established and nurtured by the principal. This paper explores the dynamics of the continuing dance for influence as the process unfolded.

The Context

Eucalypt Grove, a public primary school (Pre-Year 7), opened in the mid-1960s to serve a semi-rural community gradually being surrounded by the suburban spread of the State capital of Queensland, Australia. By 1990, it was characterised by stable staffing, well-established routines and a long serving principal. However, by the late 1990s the demographics had changed and the students coming into the school were increasingly difficult to manage. Established procedures and familiar patterns of teacher and student interaction were losing their effectiveness. The situation came to a head when the long-standing principal left. Two short-term acting appointees were followed by the appointment of new principal and a period of major crisis in the school. Behaviour management deteriorated dramatically and within the education district the school was reputedly a 'tough and terrible place' to work.

The replacement principal left and another new principal, Doug Scott[i], arrived. While teachers supported each other through this very difficult period, it had been a very traumatic time for staff. The appointment of Doug Scott was a critical event for Eucalypt Grove. Entering a school that was in survival mode, he began to transform it into a school with high teacher morale, successful behaviour management and a positive profile in the educational community. This change can be traced back to a number of factors: the cohesion of the staff community; the qualities of the principal; and the theoretical underpinnings of the principal's leadership practices. Doug Scott was able to build on the existing staff cohesiveness as he worked to bring coherence to the school's operation through the very intentional use of a Total Systems Model. This was his blueprint for school change.
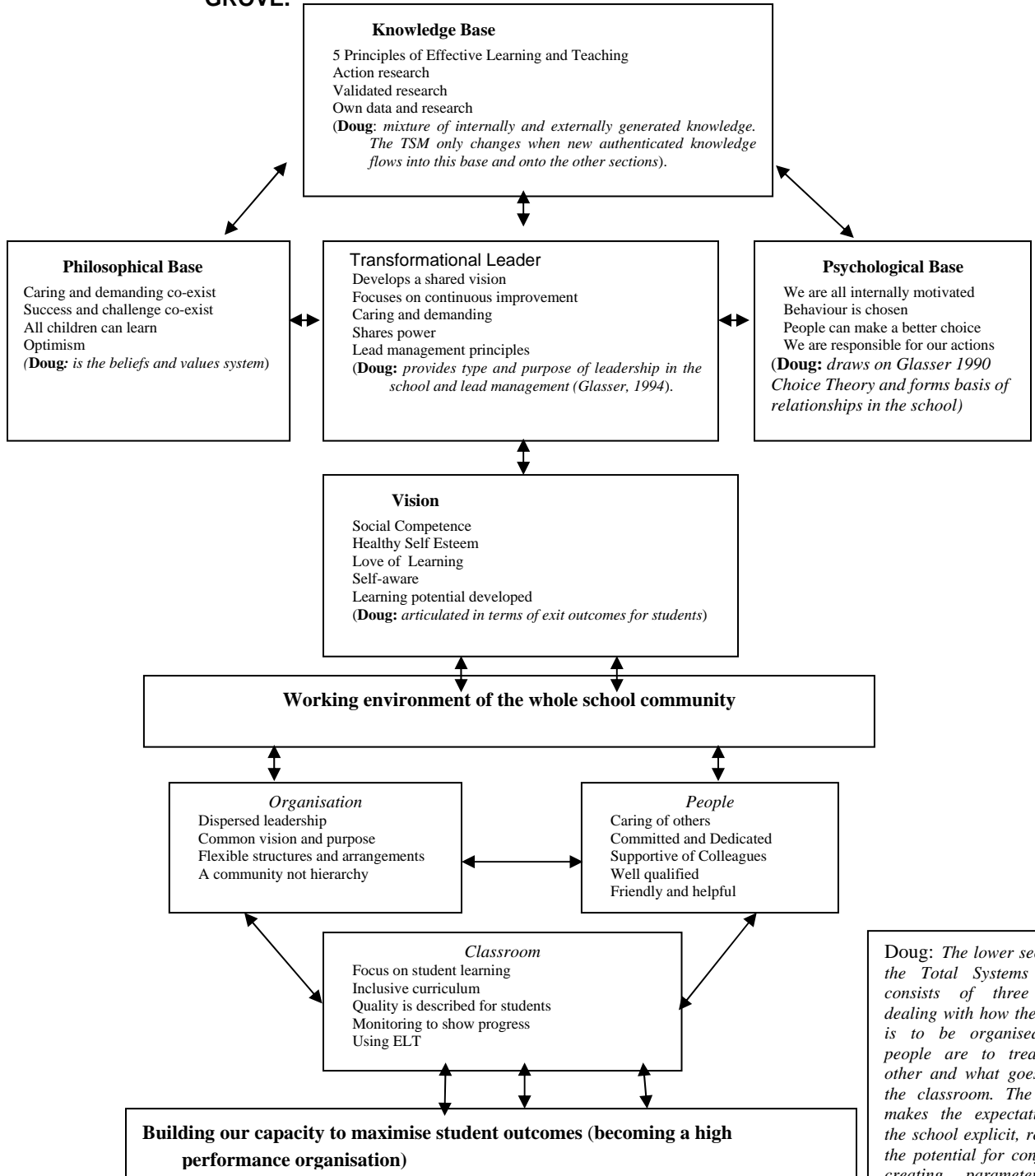
Eucalypt Grove Total Systems Model: The principal's blueprint for change

The Total Systems Model developed by Doug Scott as his blueprint for change is outlined in Figure 1. He was highly committed to this multi-pronged but highly coherent approach to school change. It guided his thinking and his actions in the school. In the upper section of the Model, five interlinked boxes represent the 'working environment' of the school. In the lower section, three interlinked boxes represent the organisational components, all leading to building capacity to improve student outcomes.

For clarity, a summary of Doug Scott's explanation of the meaning of his Total Systems Model blueprint for change, shown in italics, has been included in the model.

For Doug Scott, the principal's role was to be a transformational leader and culture builder in the school (Lewis, 2003). His leadership had clearly been a significant factor in turning the school around after a particularly difficult phase in its history. The notion of the principal as the transformational leader is well supported in the literature (for example, Leithwood & Sleegers, 2006; Avolio & Bass, 1998**;** Caldwell, 1998**;** Hallinger & Heck 1998; Leithwood et al., 1998; Uline et al., 1998) where transformational leadership is seen as appropriate for institutions needing to restructure to deal with the complexities of a changing world. Essentially, Doug's leadership theory draws on the notion of transformational leadership originally conceptualised by Burns (1979, p. 11) where "power and leadership…are seen as relationships set in a context of human motives and physical constraints". This was a conceptualisation of leadership, where the

FIGURE 1: THE DOUG SCOTT TOTAL SYSTEMS (TSM) MODEL FOR EUCALYPT GROVE.

Knowledge Base

5 Principles of Effective Learning and Teaching
Action research
Validated research
Own data and research
(**Doug**: *mixture of internally and externally generated knowledge. The TSM only changes when new authenticated knowledge flows into this base and onto the other sections*).

Philosophical Base

Caring and demanding co-exist
Success and challenge co-exist
All children can learn
Optimism
(**Doug***: is the beliefs and values system*)

Transformational Leader

Develops a shared vision
Focuses on continuous improvement
Caring and demanding
Shares power
Lead management principles
(**Doug:** *provides type and purpose of leadership in the school and lead management (Glasser, 1994).*

Psychological Base

We are all internally motivated
Behaviour is chosen
People can make a better choice
We are responsible for our actions
(**Doug:** *draws on Glasser 1990 Choice Theory and forms basis of relationships in the school)*

Vision

Social Competence
Healthy Self Esteem
Love of Learning
Self-aware
Learning potential developed
(**Doug:** *articulated in terms of exit outcomes for students*)

Working environment of the whole school community

Organisation
Dispersed leadership
Common vision and purpose
Flexible structures and arrangements
A community not hierarchy

People
Caring of others
Committed and Dedicated
Supportive of Colleagues
Well qualified
Friendly and helpful

Classroom
Focus on student learning
Inclusive curriculum
Quality is described for students
Monitoring to show progress
Using ELT

Doug: *The lower section of the Total Systems Model consists of three boxes dealing with how the school is to be organised, how people are to treat each other and what goes on in the classroom. The Model makes the expectations of the school explicit, reducing the potential for conflict by creating parameters for teacher behaviour and practice.*

Building our capacity to maximise student outcomes (becoming a high performance organisation)

relationship between leaders and followers has an enduring moral purpose and which is grounded in the fundamental wants, needs, aspirations and values of followers (Allix, 2000, p. 9). The leader, pivotal to the operation of the organisation, played a significant role in developing a culture underpinned by a common purpose, based on definable values.

Eucalypt Grove becomes an IDEAS school.

In 2000, Eucalypt Grove State School joined an education district initiative called the *Northern Schools District Schools with IDEAS.* Innovative Design for Enhancing Achievement in Schools (IDEAS) is a school improvement project (Crowther, Andrews, Dawson & Lewis, 2001) that has been developed over a five-year period by researchers attached to the Leadership Research Institute of the University of Southern Queensland, Australia in partnership with Education Queensland. Although this project has an organisational framework, relationships, and a leadership construct that challenges many of the assumptions that underpin the Doug Scott TSM, Doug volunteered the school for involvement. He acknowledged that his model lacked a clear statement of school-based pedagogy to complete the "knowledge base" in the Total Systems Model and as such define the characteristics of the "Eucalypt Grove Teacher".

The IDEAS framework and the process

IDEAS has three essential components:

1. The Research-based Framework for Enhancing School Outcomes (Appendix 1);

2. A five-phase school-based implementation strategy known as the *ideas* process (Appendix 2);

3. Parallel leadership (Crowther, Kaagan, Ferguson & Hann, 2002).

Underpinning these three components are the concepts of professional community and shared responsibility for school development and revitalisation (King & Newmann, 2000**;** Hord, 1997; Marks & Louis, 1999; Crowther et al., 2001). It is a framework that implicitly requires the organisation to re-image itself (Morgan, 1997). The new image of teacher that emerges relates to developing a professional community of collaborative individuals (Limerick, Cunnington & Crowther, 1998) which is underpinned by the characteristics of deprivatisation of practice, collaboration, shared norms and values, reflective dialogue (Louis & Marks, 1998) and taking a pedagogical leadership role. The other re-imaging that occurs during the process is the changing the role of the principal to a metastrategic leader (Crowther et al., 2002).

1. The Research-based Framework

The Research-based Framework [RBF] (see Appendix 1) provides an image of a successful school and a way of thinking about a school as an organisation. This image is based on authoritative organisational and educational research and an understanding of the characteristics of a successful organisation in a post-industrial world (Crowther et al., 2001). Central to enhancing school outcomes is alignment (Drucker, 1946) across the contributory elements (i.e. Strategic Foundations, Cohesive Community, Infrastructural Design, Schoolwide Pedagogy, and

Professional Learning). The RBF draws on the concept of organisational capacity (Newmann & Wehlage, 1995), a whole school approach to reform (Hill & Jane, 2000), and the notion of a 'Balanced Scorecard' (Kaplan & Norton, 1996). The alignment concept (Crowther et al., 2001), which derives primarily from the concept of 'school capacity' (King & Newmann, 2001), asserts that schools that have generated both depth and integration across the five core elements in the RBF (i.e. Strategic Foundations, Cohesive Community, Infrastructural Design, Schoolwide Pedagogy, Professional Learning) have been found to produce enhanced sense of identity and greater capacity to pursue high expectations for student achievement (Crowther et al., 2001).

*2. The **ideas** process*
The **ideas** process (see Appendix 2) has five phases: initiating, discovering, envisioning, actioning and sustaining (hence the acronym: *ideas*). Journeying through each phase enables groups of professionals to work together to create understandings that could not easily by created by individuals. It engages the school's professional community in "collaborative learning in order to enhance the school's approach to teaching and learning and to heighten the integration of teaching and learning with the school's vision, values and infrastructures" (Crowther et al., 2001, p. 29). The *ideas* process is conceptualised around building organisational capacity (Hargreaves, 2001; Scribner et al., 1999; Crowther et al., 2002; Newmann et al., 2000). Capacity building is asserted to occur when the professional community of the school engages collaboratively in school improvement. This creates added-value that transposes into enhanced school identity and ultimately into enhanced student achievement.

3. Parallel leadership.
IDEAS uses a form of leadership called parallel leadership which is built on a particular relationship between the teaching community and the principal. It is based on mutualism (mutual trust and respect between administrators and teacher leaders), a sense of shared purpose, and an allowance for individual expression. Parallel leadership encourages a particular relatedness between teacher leaders and administrator leaders that enables the knowledge-generating capacity of schools to be activated and sustained (Andrews & Crowther, 2002) and is defined as follows:

> Parallel leadership engages teacher leaders and administrator leaders in collaborative action, while at the same time encouraging the fulfilment of their individual capabilities, aspirations and responsibilities. It leads to strengthened alignment between the school's vision and the school's teaching and learning practices. It facilitates the development of a professional learning community, culture building and school wide approaches to teaching and learning. It makes possible the enhancement of school identity, teachers' professional esteem, community support and students' achievements (Crowther, et al., 2002, p. 38).

Teacher leadership is based on three essential features, namely:

- the values base that is inherent in the work of teachers who seek to elevate their schools and communities to enhanced outcomes and improved quality of life;

- the power of teaching to create new meaning in the lives of people in schools and communities; and

- the role of supportive structures and processes in facilitating leadership as an aspect of

the work of teachers.

As Crowther et al. assert:

> Teacher leadership facilitates principled action to achieve whole-school success. It applies the distinctive power of teaching to shape meaning for children, youth and adults. It contributes to long-term, enhanced quality of community life (2002, p. 10).

This conceptualisation of teacher leadership implies a different role for the principal, a role outside the traditional paradigm of 'the leader' and culture builder. The new role is one which reimages many of the traditional school leader principles and extends them into a knowledge-generating context. This new role engages the principal in:

- enabling the development of shared vision;

- creating cultural meaning through identity generation;

- the alignment of organisational elements;

- distributing power and leadership enabling members of the school's professional community view themselves as being critically important in developing the school direction and future;

- developing external alliances and networking (Crowther et al., 2002, p. 65).

An important aspect of the principal's role is working together with the professional community.

Methodology

This study has used qualitative case study research. The school was selected from a 26 school cohort in the *Northern Schools District Schools with IDEAS, 2000* project. As researchers, we were interested in examining evolving professional relationships in a school engaged with IDEAS, particularly where good relations between the principals and teachers already existed. Eucalypt Grove was selected on the basis of:

- familiarity with the school through IDEAS related visits. (One of the researchers (Lewis) had also carried out previous research in the school – with a specific focus on the way teachers were creating contextualised professional knowledge);

- information contained in the *Northern Schools District Schools with IDEAS, 2000* project evaluation reports;

- feedback from IDEAS facilitator workshops during 2000 indicating that interesting developments were occurring.

The researchers then collected documentation and artifacts that had been recorded and developed as a result of the *ideas* process. These were analysed for emerging issues and trends. From this analysis, a semi-structured interview schedule was developed. This schedule was used to guide the interviews.

Interviews were transcribed and then analysed for themes related to evolving relationships and emerging perspectives drawn from the related lived experience of the participants. Using the IDEAS construct of parallel leadership, the data was interrogated using three possible emerging relationships:

1. The principal with the facilitators and the IDEAS management team (consisting of classroom teachers who had volunteered to take on the role of coordinating IDEAS in the school)
2. The facilitators with the principal and the IDEAS management team
3. The IDEAS management team as a group and their relationship with the "leaders".

The following format was used for the interviews,

Interviewed – Reason Selected	Researcher	Number/Comment
Members of the IDEAS School Management Team	Single interviews with one researcher	10 people – this included those involved in the process from the start and others that have newly entered.
Principal	Interviewed by both Researchers	Two interviews – a preliminary interview with 1 researcher and the second with both researchers.
Deputy Principal	Interviewed by both Researchers	Acting Deputy – had been involved in the process and then pulled back.
Facilitators	Individual interviews by both researchers	There were two facilitators – one was the Deputy (now part time) and the other was a teacher.
IDEAS School Management Team	Both Researchers	Focus Group Session

The lived experiences - emerging relationships

The Eucalypt Grove teachers' engagement with the *ideas* process required them to explore their pedagogies and develop a shared understanding about ways of teaching in order to develop a schoolwide pedagogy (SWP). The *ideas* process was managed by a team (the IDEAS school management team –The IDEAS team) that consisted of teachers, the principal and the facilitators. Over time, perceptions of the tensions that emerged and the achievements that resulted varied depending on the perspective of the viewer. The principal, facilitators and the IDEAS team members had varying understandings and interpretations of events. Each participant provided a varying account of their experience with the process and the outcomes they felt had been achieved.

From the voice of the principal, Doug Scott

The voice of the principal is clear and encapsulated in the Total Systems Model (TSM). For Doug there was one piece missing in his Model - the part that described the pedagogy of the school. From his perspective, the school took on IDEAS so that the TSM could be enhanced.

Doug was an extremely popular principal, well respected and well liked by the staff. Coming into a dysfunctional school, he had created a positive environment through his application of Glasser (1998) Choice theory which emphasises building relationships. A great systems thinker, he had been able to engage the staff and the parent community in the construction of the TSM, his blueprint for school operation. Where the *ideas* process fitted with his agenda of enhancing the Model, he offered support and encouragement. Where it began to follow the IDEAS agenda, he

used his influence to bring it back within his parameters. He had indicated early in the school's engagement with IDEAS that he was very outcomes focused and found it difficult to deal with processes where the intended outcomes where not known in advance. His objectives were clear – expanding the Model to include an explicit statement of the schoolwide pedagogy.

Doug exercised leadership through goodwill and the culture he had constructed. He was very skilful in guiding the teachers along the appropriate path. He dealt with each teacher on an individual basis and encouraged initiative provided it met the parameters of his Model. From his perspective he was a strong supporter of teacher leadership. He worked from the premise that *'what we all believe'* is in the TSM and therefore within its parameters, everyone could be a leader. IDEAS, operating with different understandings of teacher leadership, created space for the development of a type of teacher leadership that did not fit within the parameters of Doug's Model.

As time went on the IDEAS team grew in confidence and professional maturity. They needed a vision that reflected their growing understanding of schoolwide pedagogy. Whilst Doug was happy with the vision in the Model (expressed as exit outcomes for students), he also agreed, after some persuasion, that the teachers could explore creating a vision as a focus for their pedagogy. As the IDEAS team was led by his Deputy Principal, a facilitator in whom he had great trust, there was little risk of this concession jeopardising the achievement of his desired outcomes – a school-based pedagogy to complete the TSM.

Doug was delighted when the schoolwide pedagogy document was complete:

> We can now have a staff induction that…touches on both the way we treat our kids as well as the planks we base our teaching on; a professional development program, that determines the sort of activities that you expect them to be engaged in, and the 12 characteristics that a teacher can use to self appraise.

From the perspective of the facilitator: Rachel

Rachel was the Deputy Principal and one of the two IDEAS facilitators. A survivor of the dysfunctional years at Eucalypt Grove in the mid-1990s, she had experienced the remarkable transformation since Doug came into the school. Taking on a leadership role in the IDEAS project Rachel could see its potential for establishing professional dialogue groups in the school – something she had wanted for some time. Professional conversations were not a real interest for Doug – but this was a way in and where she wanted to take it.

> I had this wonderful vision of what could possibly be, but maybe I didn't vocalise it enough. Sometimes, I've fought to keep directing those processes the way I could see them going. I always tried to maintain a strategic direction for where it was going. Sometimes that got difficult because other people couldn't see sometimes where I thought it needed to go.

It key point in this account is Rachel's growing awareness of the leadership dynamics in the school. She knew that some proposals made by staff for change had come up against a brick wall, or were never acted upon, but had never really understood what was happening. Aspects of the principal's leadership buried in the culture of the school were gradually becoming visible to her.

Looking back 18 months after IDEAS commenced at Eucalypt Grove, Rachel could see that there were two different agendas running – the IDEAS agenda which she was leading and the

principal's agenda which was powerful but hidden. The principal trusted her, though, and when she was away from the school for an extended period he tended to hold the project back, unsure where it might go with a different facilitator.

Doug did not accept some of the things coming out of IDEAS. He had taken a lot of convincing of the need for a new vision – even though none of the teachers understood or owned the vision in his Model.

> You've got a principal with a particular agenda about what he wants to get out of the process. …It was fairly hard at times to convince Doug – to get it back on track. And an awful lot of talking to show him why.

> I thought it was fairly democratic here, but I don't really think it is. Doug's like a central pivot point…the source of all communication. He might delegate something to you but you don't have decision making in that area.

Rachel could see that the whole notion of parallel leadership could be confronting for principals. At Eucalypt Grove, teacher leaders have developed and become quite powerful in their personal style. But she believed that as teachers have no strategic overview of the school, it is important to have someone in the middle – someone who can see both the teacher and principal's perspectives – who could straddle that middle ground.

For Doug, parallel leadership seemed to mean working with one other person at a time, rather than with groups. It was a way of maintaining influence. Rachel observed that Doug was still acting as a transformational leader in the TMS mode, rather than as a leader in the IDEAS mould. She could actually see how different the two were:

> The lights have gone on for me now. I didn't see it before, IDEAS has sort of opened my view on that which has been quite informative. Where leadership in schools is more democratic – people are allowed to blossom. The style of leadership has made some of the issues we've had to face more difficult to manage. I don't think our IDEAS management team has any power. They've become more empowered certainly so.

As IDEAS progressed into its second year, Doug started to attend the IDEAS management team meetings:

> Actually it's good. At first he couldn't stop talking and taking a directive lead. It's a bit better now. People will disagree with him so in some ways, it's quite positive. I think it is getting hard for him. Some things he won't let go of - but if people take a stand against something he tends to listen more – and people are more prepared to disagree. People haven't been prepared to disagree before.

Looking back over the previous 18 months, Rachel could see a huge difference in the way the staff interact – with much more professional interaction about work.   Rachel talks about how Margaret has emerged as a teacher leader through this process,

> She's just been brilliant in terms of the connections she's made. She seems to have the capacity and enthusiasm to do things and make connections. To me she is way out front. Her confidence has increased - it's just brilliant.

But at IDEAS School Management Team meetings, there is still a reluctance to say the unspoken, to speak the unspeakable.

> The whole thing about how the leadership is, that we can't really have parallel leadership with a leader who won't enable us to blossom, or who won't let it go, I suppose. He still sees himself as central but I see his voice as silencing others. He is a very respected

> leader but he is extremely paternalistic and in some ways that keeps people from blossoming. You are almost kept in a child like state really. It's all been driven by his needs.

From the perspective of a member of the IDEAS Management Team: Margaret

Margaret joined the Eucalypt Grove IDEAS Team and was eager to start working with IDEAS. She found it a bit vague to begin with but liked the idea of being able to get in and work with the process, rather than being told what to do. Initially, the IDEAS management team did not play a significant role in IDEAS. They were used as a sounding board by the facilitators and offered some suggestions for planning. Gradually, during the first year of IDEAS, their role changed and the IDEAS team began to develop a role, which gained momentum.

One Team member commented

> In the beginning we were like Santa's little helpers - in the background. Then came the day when we came up with some ideas and it was like – yep, we're out. (we've been unleashed).

This was Margaret's perception also – the group had gone from handing out the pens and paper to taking an active role in keeping IDEAS going. She could see how having responsibility for running workshops had skilled the IDEAS Management Team – it had been a professional learning curve because they had taken on new roles and developed new skills. Towards the end of the first year of IDEAS, Margaret observed:

> It has caused us to do things that normally we wouldn't do. I know I am most comfortable sitting back and just putting in a word every so often but even I have actually been asked to do things towards these sessions. I think it has happened to us all.

> Those skills aren't really available to us through normal training and development, are they – but they are equally important. So that is something that the IDEAS process has done for us. For most of us, the classroom is a safe environment and is something we are used to. It is something we are good at and enjoy. Now when we have to stand up in front of out peers –you need different skills to face your peers.

> So that is one of the valuable things that we have got from IDEAS we have gone from theoretically knowing the points you made are correct – to knowing, yes –we can do it.

> I think it is a big step for us to realise that we professionally can give ideas to other people – we don't actually have to go outside of the school to get good learning.

Margaret could see the members of the Management Team taking on more roles as the process progressed. Reflecting on the last eighteen months of IDEAS, she observed:

> I think many things have been achieved…what has developed is the schoolwide pedagogy - everyone in the school knows the language…we know what we are talking about. The staff was a professionally cohesive group before, but now it is on a different level. I think it is the shared understanding that is important.

Members of the IDEAS management team were continuing to develop their skills – working with their peers. The relationships between members of the IDEAS management team had developed and there was increasing communication between some members of the IDEAS management team and other staff members,

> I think that more often people come and confer with us…not necessarily on IDEAS, but more so than they perhaps did before we started on IDEAS. They'll come and ask us about all sorts of things … bouncing ideas around and things like that.

While other teachers identified Margaret as a real teacher leader she tended to downplay here own role in the IDEAS Team – describing her particular role as:

> I don't set out to be a teacher leader – what I set out to be is someone who listens, comments, thinks about what I am hearing and tries to make practical suggestions. And if along the way something develops – but I haven't particularly noticed that myself…I haven't particularly put myself up as…I don't perceive myself as that. I just perceive myself as doing my job to the best of my ability,

Margaret noted that in the second year of IDEAS Doug has become a member of the IDEAS management team. He had deliberately taken a back seat, though, putting his point of view across but allowing the team to make decisions.

The outcomes of engagement: a strong professional community begins to emerge

For the principal, the outcome of engagement with IDEAS was positive, as Doug had achieved his aim. A schoolwide pedagogy had been developed and could be used to enhance the TSM, to induct new staff and to evaluate teaching performance outcomes. Although he had compromised on the issue of vision, Doug could see how this had enhanced the pedagogical principles that were developed to support the schoolwide pedagogy. From his perspective, IDEAS had delivered and he was totally comfortable with the work of both the facilitator and the IDEAS management team. He remained an active member of this group, ever keeping a watchful eye.

At the same time, a strong teacher-led professional community was beginning to emerge. The increased willingness of teachers to share experiences and engage in in-depth discussion about their pedagogical practices had developed a heightened valuing of their work and deprivatised their practices. The teachers had demonstrated the characteristics of a professional learning community as defined by Louis and Marks (1998).

In addition, several members of the IDEAS management team demonstrated their emerging capacity for teacher leadership, developing ways of working that enabled the group to begin to discuss issues that had not previously been open for consideration. Through their collaborative action, the team was building substantial capacity for the continuance of both individual and group learning. Evidence of their developing teacher leadership can be seen in the challenge of the principal's vision. It can also be seen in their moves to question the operating framework still cherished by the principal, and to tentatively challenge the culture he had nurtured and placed never before felt tensions between the teaching community and the principal. The further growth of this group would very much depend on the ability of the principal to 'step back' from the process – a process that he had decided had already served its purpose. However, it was also a process that he could use to extend his next phase in the renewal process, a process that enabled self-evaluation based on the teaching principles already developed.

The facilitator (Rachael) had become increasingly aware of how IDEAS has been guided and limited by the parameters imposed by the principal's adherence to his TSM. Trusted by the principal, she had played a key role in keeping the process moving. The principal listened to the

challenges she posed, and, as the bridge between the IDEAS team and the principal she successfully negotiated the possibility of developing a new vision and the continued use of dialogue groups. However, Rachel was all too aware of the boundaries that were non-negotiable. She came to the realisation that she had outgrown both the principal's leadership style (which she now described as paternalistic) and the TSM that defined outcomes of the community. At the same time she felt disinclined to challenge the relationship that she now saw as contrived. She needed to move on to another organisation.

Conclusion

To understand the significance of the *Dance of Influence* described in this account it is useful to revisit the notion of parallel leadership. Crowther et al., (2002) and Andrews and Crowther, (2002) have demonstrated that through parallel leadership three school-based processes can be activated and integrated. These processes are culture-building, organisation-wide professional learning and development of a schoolwide approach to pedagogy. It is through the interaction and alignment of these processes that school communities are able to enhance their capacity to improve school outcomes. The Andrews and Crowther (2002) depiction of the three processes, and their linkage to school-based leadership, is contained in Figure 2.

FIGURE 2 PARALLEL LEADERSHIP AND ENHANCED SCHOOL OUTCOMES
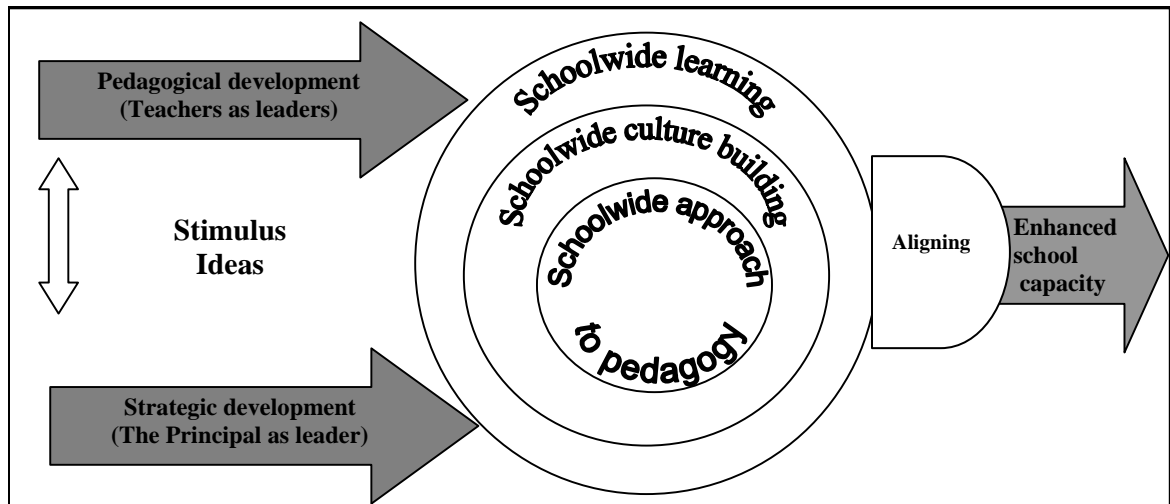
Source: Andrews & Crowther 2002, p.154 adapted from Crowther, et al., 2002.

Analysing the Eucalypt Grove experience using the Crowther et al. model, the stimulus was IDEAS and ostensibly, both the principal and the teachers engaged in this process 'in parallel', seeking the same goals but with different roles to play. However, at Eucalypt Grove, the principal's goal was to enhance his TSM while the teachers believed they are engaging in IDEAS

as a means of whole school renewal. While IDEAS gave the teachers a pedagogical leadership role, in reality they were only permitted to enact within the parameters of the TSM, a model that casts the principal as transformational leader and culture builder.

A strong culture, intentionally built and nurtured by the principal already existed in the school. As building and maintaining 'good relationships' was a central part of this culture, critical analysis of its unpinning assumptions was not permitted. However, through their engagement with IDEAS, the professional community at Eucalypt Grove had ventured on a journey of self-discovery and group learning which engaged them in organisational learning as they developed their schoolwide pedagogy and created their vision.

IDEAS had delivered for the principal – the TSM has been completed. The outcomes for the teachers, however, went beyond those intended by the principal:

- Teacher grew in confidence and developed strong support structures within the professional community;
- Within the professional community, teachers developed their capacity for self-reflection and review;
- The IDEAS team developed as a professional learning community and built considerable capacity to work and learn together. Individuals had grown professionally and taken on roles outside of the classroom.

The dance of influence had slowly but surely been enacted as IDEAS unfolded. The IDEAS team were able to 'take the lead' provided they remained within the prescribed boundaries. Where they began to stray beyond the parameters, they were guided back into the designated dance area. However, while the IDEAS team may have been led, they were also being empowered by their learning, making the dance more complex. By the time the vision and schoolwide pedagogy had been completed, some members of the IDEAS team were beginning to question, even challenge the boundaries that had been imposed. Working within the IDEAS conceptual framework, they had developed their professional confidence and the capacity to take leadership roles would challenge the TSM. The professional community has outgrown their dependence on the principal's leadership skills.

However the future development of the professional community will depend on the ability of the principal to 'step back' and allow some space for new learning to occur and therefore to allow the renewal of the Knowledge Base in the TSM. The further growth of development of teacher leadership and the richness of new understandings is limited by the boundaries placed around the operation and further development of the school pedagogy and school decision-making processes. The new challenge for the principal is to change the dance, to demonstrate corresponding growth and therefore rethink his Total Systems Model. The study has illustrated that enrichment of his Dance happened but the achievement of this enrichment challenged his conceptualisation of the Dance. Further development of all members of the school organisation required him to reimage his role and create a new organisational construct.

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**APPENDIX 1: THE RESEARCH-BASED FRAMEWORK FOR ENHANCING
SCHOOL OUTCOMES (LRI IDEAS TEAM FEB 2001)**

STRATEGIC FOUNDATIONS

- Is the school vision clear and meaningful?
- Is leadership distributed?
- Are successes capitalised upon to enhance the school's identity and ethos?
- Are decision-making processes shared and transparent?
- Is the school's conceptualisation of education promoted in the community?

COHESIVE COMMUNITY

- Is the community supportive of the school vision?
- Is the community actively involved in school planning processes?
- Does the staff assume collective responsibility for individual students and school outcomes?
- Are the contributions of individuals and groups to the school's culture and identity recognised and valued?
- Is there a culture of "No Blame"?

PROFESSIONAL SUPPORTS

- Do professional learning initiatives reflect the school vision?

SCHOOL OUTCOMES

- What have students achieved?
- What new knowledge, skills and dispositions has the professional learning community created?
- What is the nature of school-community relationships?
- Are the five Contributory Elements aligned to sustain successes?

PROFESSIONAL SUPPORTS

- Are collaborative professional learning processes in place?

PROFESSIONAL SUPPORTS

Do teachers' networks/alliances contribute to their professional growth?

SCHOOLWIDE PEDAGOGY

- Do teachers have a shared understanding of successful pedagogy for their school?
- Do pedagogical priorities reflect the school vision?
- Do teachers base their work on authoritative theories?
- Is student achievement measured against agreed authoritative benchmarks?

PROFESSIONAL SUPPORTS

- Are physical/human resources available to support teachers' shared pedagogical priorities?

INFRASTRUCTURAL DESIGN

- Do financial, physical and human inputs facilitate the school's vision and schoolwide pedagogy (SWP)?
- Is the school's use of time, space and technologies:
  - reflective of the school vision?
  - responsive to students' developmental needs?
  - conducive to quality teaching?
  - conducive to an aesthetic environment?
- Are the school's curriculum frameworks
  - reflective of the school vision?
  - responsive to students' needs?
  - transposable into quality teaching?
- Is time allocated for reflective practice?

This framework has been developed through a four-year strategic alliance between the University of Southern Queensland's Leadership Research Institute and Education Queensland. The University of Wisconsin-Madison's longitudinal studies of successful restructuring in American Schools (e.g. Newmann and Wehlage, 1995; King and Newmann, 2000) have been particularly helpful.

APPENDIX 2: THE *ideas* PROCESS

The five phases of the *ideas* process

initiating
discovering
envisioning
actioning
sustaining

Awareness

initiating: How will we manage the process?
Who will facilitate the process?
Who will record our history of the journey?

discovering: What are we doing that is most successful?
What is not working as well as we would like it to?

envisioning: What do we hope our school will look like in the future?
What is our conceptualisation of schoolwide pedagogy?

actioning: How will we create a tripartite action plan?
How will we work towards the alignment of key school elements and processes?

Sustaining: What progress have we made towards schoolwide pedagogy?
What school practices are succeeding and how can we expand them?

All names used are pseudonyms.