# University of Southern Queensland

# The principal in a process of school revitalisation: a metastrategic role

A dissertation submitted by

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# Certification of Dissertation

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person nor material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institute of higher learning, except where due acknowledgement is made in the text.

I also declare that the intellectual content of this thesis is the product of my own work, even though I may have received assistance from others on style, presentation and language expression.

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<div align="center">To Judy, with many thanks and much admiration and love</div>

# Abstract

The educational literature has popularised models of school leadership such as Instructional, Transformational, Strategic, Educative, and Servant Leadership. Whilst valuable as ways of conceptualising leadership styles, worldviews, traits, roles and functions of individual principals, these models fall short of capturing the dynamic between the outcomes of leadership and the leadership process in contemporary school contexts.

Distributed leadership theory is held by many to be more attuned to the post-industrial needs of organisations, and its influence on educational research has seen the emergence of new ways of comprehending leadership in schools. One influential example is 'parallel leadership', a derivative of distributed leadership that describes teachers as leaders of curriculum and pedagogy and principals as metastrategic leaders. This study looks specifically at the leadership processes of a small sample of principals in the process of school revitalisation titled *IDEAS* (Innovative Designs for Enhancing the Achievements of Schools).

A key motivation for this study was that the concept of 'parallel leadership' had been subjected to little serious critique. Uncertainty surrounded how principals in *IDEAS* schools conceptualised their leadership, and what impacts experience with the *IDEAS* Project has on conceptions of leadership. The purpose of this study was to tease out the meanings that a sample of principals gave to their highly complex role as principal, whilst engaging with the concept of 'parallel leadership' during their schools' implementations of *IDEAS*. The Research Problem was stated as: <u>What conceptions of</u>

principal leadership arise out of a sample of principals' experiences with a process of school revitalisation that emphasises a distributed approach to school leadership?

The overarching inquiry took the form of a multi-case or collective case study and comprised four principals who had engaged with *IDEAS* over a period of at least two years. Data collection strategies included the in-depth interview, which was chosen as the primary method for informants to describe their perceptions of their leadership, together with concept mapping and a structured interview that was utilised to gain staff perceptions of informants' leadership. Methods of analysis involved detailed transcriptions of taped interviews and tools derived from the literature review that were used to code and categorise the texts of interviews.

Crowther et al. (2001) proposed the following Model of Successful School Revitalisation as a result of their research conducted under the auspices of the Australian Research Council and Commonwealth Department of Education, Training and Youth Affairs (DETYA).
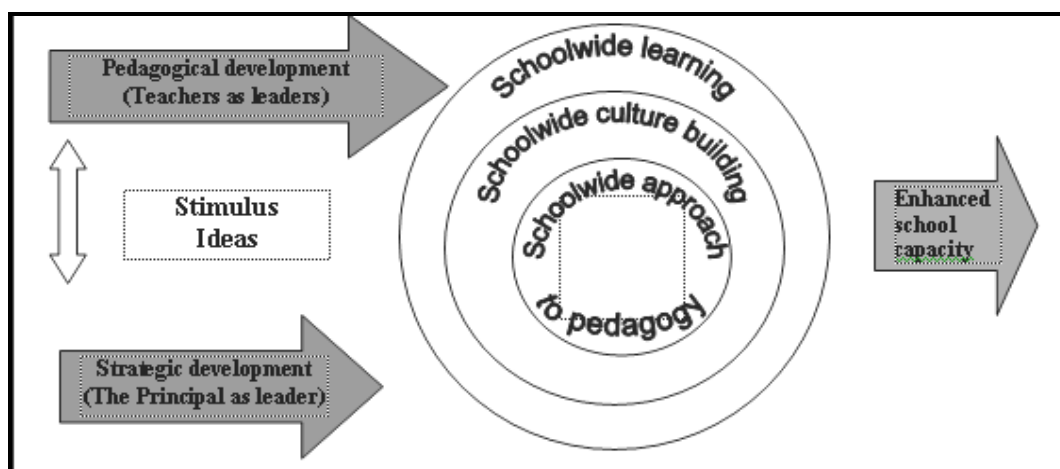


Source: (Crowther, Hann & McMaster 2001, p. 141)

First, the Model identifies principal leadership and teacher leadership as each having concrete meaning and significance and that success occurs through a mutual and respectful association. This relationship is captured by the authors in the new concept of 'parallel leadership'. Second, the Model makes clear a view that effective school leadership impacts three school processes that are conceptualised as culture building, shared approach to pedagogy and schoolwide learning. Third, the Model proposes that through the enrichment and integration of these three processes school outcomes are enhanced.

This study focussed on the principal leadership aspect of 'parallel leadership' and resulted in a Model of Metastrategic Principal Leadership that conceptualises the intersection of principal leadership and the *ideas* process which Crowther et al. described as the Stimulus in **Figure 1.1**.

The present study thereby extends the definition of 'parallel leadership' by describing how principals contribute to transformations of leadership, learning, and pedagogy through three principal-led processes. The proposed Model of Metastrategic Principal Leadership suggests that when activated by a principal's continuous professional learning the combination of the interactions of personal style (Personal), the process of revitalisation (Processual), and personal conceptualisation of role (Conceptual) result in principal-led processes that support successful school revitalisation. The three principal-led processes that were uncovered are described as re-imaging school leadership, support of organisation-wide learning, and management of meaning.

The researcher hopes the outcomes of the study will be of benefit to principals and teachers in the increasing numbers of schools now engaging with *IDEAS* across Australia and internationally. A further hope is that the present study's descriptions of new ways of comprehending leadership in schools might be of assistance to school practitioners seeking to move from traditional to distributed forms of leadership and also educational theorists who are working in the field of school improvement.

# Glossary of Terms and Abbreviations

Band 11      Queensland Public schools are banded 5-11 in ascending order according to size and complexity

DETYA        Department of Education and Training and Youth Affairs

DI           Diagnostic Inventory

HOD          Head of Department

IBPP         International Best Practice Project

*ideas*      The process of school revitalisation

*IDEAS*      Innovative Designs for Enhancing Achievements in Schools (The Project)

PL           Parallel leadership

PLF          Personal Leadership Framework

RBF          Research-based Framework for Enhancing School Outcomes

SWP          Schoolwide Pedagogy

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# Chapter One: Introduction to the Study

## 1.1 Chapter overview

Chapter One focuses on the purpose and nature of the study and begins by providing a background to the educational context in which this study of school leadership is located. The research problem is then identified followed by the purpose of the study, a brief overview of the research design and methodology and a description of the assumptions, limitations, significance, and expected outcomes. The chapter concludes with a description of how the thesis is organised.

## 1.2 Background to the study

At the beginning of the last decade, Louis and Miles (1990) argued the importance of site-based reform and emphasised adaptive frameworks where principals and teachers could work toward their own solutions to problems. Since then, the type of leadership required for school improvement has received the close attention of researchers and practitioners worldwide.

Jackson (2000) states that much of the school effectiveness literature propagates an image of leadership centred on strong individuals with a clear, instrumental vision of the school, but that school improvement writers have built up transformational leadership models of practice—a leadership approach that Gronn (2003) refers to as the hero paradigm. Over the last decade however, there have been persistent calls for a re-conceptualisation of school leadership (Fullan 1998; Elmore 2000; Caldwell, B. 2005)

resulting in an emphasis on frameworks of shared or distributed leadership (Katzenmeyer & Moller 2001; Seller 2001; Harris 2002; Lambert 2002a; Wallace 2002).

In 2001, an important report to the Australian Department of Education and Training and Youth Affairs (DETYA) was published. This *Innovation and Best Practice Project Report* (Cuttance 2001) contained a chapter entitled 'Leadership for Successful School Innovation: Lessons from the Innovation and Best Practice Project' that described a new form of distributed leadership called 'parallel leadership' (Crowther, Hann & McMaster 2001). The chapter described school improvement as occurring through the integration of schoolwide processes of professional learning, culture building, and generation of a shared approach to pedagogy underpinned by 'parallel leadership'. The resulting conceptual model of successful school revitalisation **(Figure 1.1)** was grounded
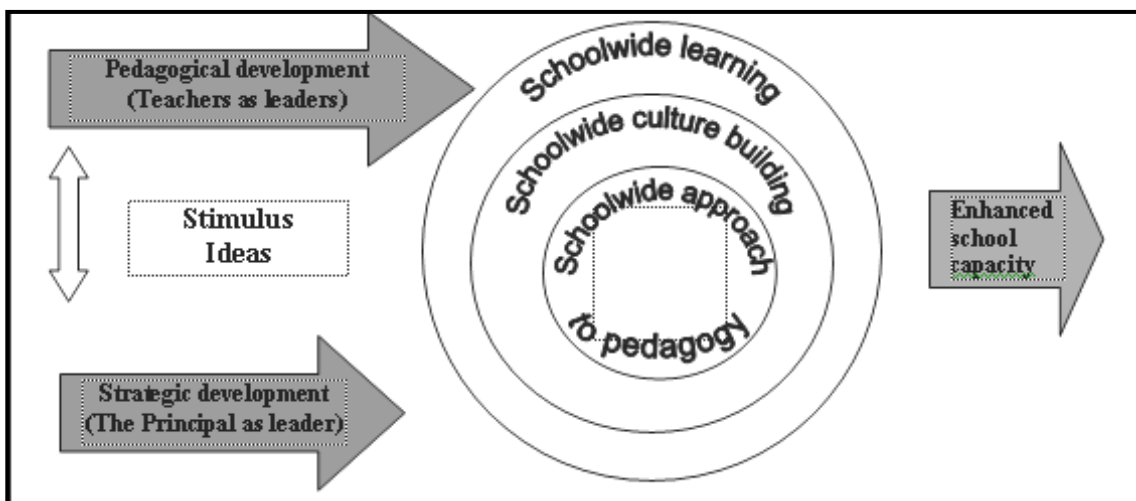


**Figure 1.1** Model of Successful School Revitalisation (Crowther, Hann & McMaster 2001, p. 141)

substantially in the research of Newmann and Wehlage (1995), who asserted that enhanced capacity for student achievement results from teachers' operating in professional learning communities to create what these authors termed "authentic

pedagogy". However, the concept of 'parallel leadership' that derived from the IBPP extends beyond Newman and Wehlage's Circles of Support Model to posit teachers as leaders of pedagogy and principals as metastrategic leaders in a process of school revitalisation that results in enhanced school capacity for learning.

Since the publication of the IBPP report, the concept of 'parallel leadership' has been adopted as one of four key constructs that now underpin and distinguish the Australian school revitalisation project called Innovative Designs for Enhancing Achievements in Schools, commonly known as *IDEAS* (The terms *IDEAS Project*, and *IDEAS*, are used interchangeably in this dissertation). 'Parallel leadership' has become known across Australia as a particular form of distributed leadership and *IDEAS* has become recognised by some school authorities around Australia as an appropriate approach to school based revitalisation (Andrews et al. 2004; Duignan & Chesterton 2004), having been implemented in over 300 schools across a number of Australian States.

### 1.3 The Purpose and significance of the study

The purpose of the study was to explore ways in which a selection of school principals conceptualise their leadership as a result of their engagement with the *IDEAS Project* and its associated *ideas* process of school revitalisation. In seeking to achieve this broad purpose it was hoped that four educational issues of international significance might be at least partially addressed.

First, the concept of 'parallel leadership' that provides a foundation for the *IDEAS Project* is a particular manifestation of distributed leadership, one of the more significant recent developments in scholarly thinking about organisations.

The highly problematic nature of leadership as a distributed entity has been captured by a number of authoritative authors, including Gronn (2002), who has asked the philosophical question of whether "distribution" is essentially an instrumental or democratic construct. To this end he describes two forms of distributed leadership. The first he terms 'numerical' (which he describes as the aggregation of the leadership behaviours of an organisation) and the second he describes as 'concertive' (an approach in which the leadership collectively generated is more than the sum of its parts). In a somewhat similar vein, Woods (2004, pp. 6-7) has raised issues of "control versus autonomy" and "boundaries for participation" in relation to the practice of distributed leadership. Woods asserts that the concept of distributed leadership can be used simply "as a means of engendering compliance with dominant goals and values and harnessing staff commitment, ideas, expertise and experience to realise these" (2004, p. 4).

Second, unlike most other manifestations of distributed leadership, "parallelism" derives from role theory and in fact ascribes quite specific roles and functions to principals and teacher leaders. The proposed research provided an opportunity to explore principals' roles during a process of school revitalisation and to ascertain whether the particular functions that have been ascribed by Crowther et al. (2002), and that are labelled "metastrategy", have legitimacy in practice.

Third, it was hoped the study might illuminate the "black box" mystery that was introduced into the educational literature in 1995 by Hallinger when he questioned whether effective principals impacted directly on pedagogical quality and, if so, how? Recent investigations that emphasise the connection between leadership and pedagogy (Crowther, Hann & McMaster 2000; Dimmock 2000; Marks, Louis & Printy 2000;

Andrews & Crowther 2002; Southworth 2002; Mulford & Silins 2003) have done much to open the lid of Hallinger's 'black box', but its contents remain obscure. The current study provided an excellent opportunity to contribute to this area of educational priority, particularly as it relates to principal leadership.

Fourth, recent educational researchers have described the principal as a key agent in the development of a professional learning community (Scribner et al. 1999) and have stressed the importance of principals providing opportunities for teachers to innovate, collaborate and learn together (Harris 2002; Mulford & Silins 2003). The present study provided an opportunity to explore principals' work during a process of revitalisation that emphasised schoolwide professional learning, particularly in relation to pedagogy.

That principals are key players in school improvement is widely supported in the educational literature (Duignan 1997; Scribner et al. 1999; Leithwood, Steinbach & Jantzi 2002; Taylor 2002; Mulford & Silins 2003). This study presumed to address four educational matters that derive from this finding of educational research and in so doing may provide at least partial answers to ongoing calls for better descriptions of school-based leadership (Harris 2002; Lambert 2002a).

## 1.4 The Research Problem and Research Questions

*The Research Problem*

'Parallel leadership' appears on the surface to be justified, conceptually and in practice, however, to this point it has been subjected to little serious critique. Perhaps most notably, uncertainty surrounds how principals in *IDEAS* schools conceptualise their role

in 'parallel leadership', and what impacts experience with the *IDEAS* process has had on their conceptions of leadership.

The researcher's interest in this study was triggered by a statement by Limerick et al. (1998), who, when referring to the post-industrial condition in which organisations now find themselves, suggested "change requires a shift in the cognitive maps or mindsets we use to understand the world" (1998, p. 6). This comment raised the question for the researcher: What are the cognitive maps or mindsets principals are using to understand and face the challenges of school improvement?

Schools engaged with the *IDEAS Project* provided a context in which to situate a study of how principals were making sense of the challenges of school improvement; hence, the Research Problem: <u>What conceptions of principal leadership arise out of a sample of principals' experiences with a process of school revitalisation that emphasises a distributed approach to school leadership?</u>

*Research Questions*

In order to respond to the problem in a way that would build a comprehensive understanding of principals' constructions of their leadership, the researcher identified three questions for investigation.

The first question had to do with what Sergiovanni (1991) called a unique "mindscape" which he asserted defined the boundaries within which principals make sense of the challenges of school leadership. Drawing on this notion, the researcher sought to gain an understanding of each informant's perspective on leadership through the formulation of

a Personal Leadership Framework (PLF).  The second question concerned uncovering the key features of the principals' implementations of IDEAS in order to identify and describe how each actioned their role in the process.  The third question was designed to elicit a deep understanding of the principals' notions about their roles and functions by considering the interactivity of their Personal Leadership Framework (Research Question One) and engagement with a school improvement process (Research Question Two). Lyons (2005) referred to this interactivity as the principal's  "microcosm" which he described as incorporating the interactivity of the individual's meaning system with particular contextual forces and leadership tasks located in the school setting. The specific research questions that guided the conduct of the study were:

*Research Question One*: <u>What are the features of the Personal Leadership Frameworks of a small sample of school principals engaged in implementing the *IDEAS* process of school revitalisation?</u>

   a)  What are the professional biographies of the participating informants?

   b)  In what way have key episodes in their life experiences contributed to informants' leadership development?

   c)  What are informants' personal leadership styles based on contemporary school leadership theories?

*Research Question Two*: <u>In what ways have the sample of principals implemented the *IDEAS* process, most notably the concept of 'parallel leadership'?</u>

*Research Question Three*: <u>What are the dynamics of the interplay between the Personal Leadership Frameworks of the sample of principals and their engagement with the *IDEAS* process?</u>

The researcher presumed that the three aspects, viewed in total, would provide a comprehensive response to the Research Problem: <u>What conceptions of principal leadership arise out of a sample of principals' experiences with a process of school revitalisation that emphasises a distributed approach to school leadership?</u>

**1.5 Related design and methodology**

*Design*

The study was positioned within a qualitative research approach (Denzin & Lincoln 2003) in order to answer the complex and abstract nature of matters raised in the Research Questions. The researcher's intent was to construct a research process that might be expected to lead to focused and comprehensive understandings of how principals in *IDEAS* schools conceptualise their leadership. As no previous, similar in-depth studies of the perceptions of principals experienced in the *IDEAS* process had been completed, an exploratory approach, typically open-ended (LeCompte & Preissle 1993), was deemed most appropriate.

This study of principal leadership comprised four cases, one of which was a pilot study. Whilst each case "[was] a concentrated inquiry into a single case" (Stake 1998, p. 87), the overall design took the form of a multi-case or collective case study (Yin 1993; Bogden 1998; Stake 1998). The concept of a small "purposive sample" (Fraenkel & Wallen 1993) was used to enable the researcher to capture the voice of experience while

maximising the possibility of uncovering and illuminating the cognitive processes of principals involved in what are complex school transformations.

A dialogical and iterative approach to each case was chosen in order to maximise the range and scope of information available to the informants and researcher in the construction of the informants' conceptions of principal leadership. Meaning relevant to the study was constructed through iterative cycles of information gathering and collaborative interpretation (Lincoln & Guba 2003) in an effort to account, as fully as possible, for informants' experiences and understanding of leadership.

*Methodology*

Specific case study techniques provided some important benefits. First, the case study approach allowed informants' perceptions to be analysed and interpreted in context with a view to minimising potential distortion of meaning. Second, reconstructed narratives of informants' perceptions of their life histories and their engagement with *IDEAS* provided descriptions which potential readers may be able to relate to their own experiences. Third, other forms used in presenting data analysis and interpretation, such as reconstructed narratives and informants' concept maps, will hopefully inform the reader in ways that are easy to relate to.

The researcher employed a constructivist (Prawat 1996), reflective (Schon 1983; Greenwood 1993), methodology which involved practitioner informants as co-researchers (Duignan & Macpherson 1992). This methodology emphasised a close and trusting relationship between the researcher and each participant which it was presumed would enable the explication and elaboration of informants' perceptions. The

methodology was also developed to support the researcher's intention that data be as free as possible of the researcher's predetermined constructions. Hence, interviews were largely unstructured and open-ended.

Data collection procedures drew from a wide range of educational studies that have involved the perceptions of students, teachers and principals (McMeniman et al. 2000; Daniels 2001; McLay & Brown 2001; Daley 2002; Doherty 2002). These procedures included: construction of personal histories (Clandinin & Connelly 1998); elaborative conversation (Ravenette 1996); concept maps (Novak 1972); structured interview; and open-ended, unstructured interviews. The latter were designed to make it possible to obtain a variety of reactions from respondents, shaped by what the informants considered important, as opposed to categories imposed by the interviewer (Pelto & Pelto 1978, p. 81). Several methods and tools were used to organise and analyse the data and included detailed transcriptions of interviews, coding and categorising interview text, and thematic analysis of interview text (Bogdan & Biklen 1992).

A Personal Leadership Framework (Research Question One) and a description of each informant's implementation of *IDEAS* (Research Question Two) were generated for each informant. The answers to these two questions provided the means for discussing the dynamics of the interplay between their Personal Leadership Frameworks and informants' respective engagements with *IDEAS*, the focus of Research Question Three.

Yin (1993) proposes that conclusions drawn from case studies can be generalised to theoretical propositions. In Chapter Seven, based on an analysis and synthesis of the

findings in relation to the three research questions, the researcher proposes a Model of Metastrategic Principal leadership for contemporary school contexts.

*Validity and reliability*

Schwandt (1994) suggests the results of interpretive studies ". . . are to be judged on the pragmatic grounds of whether they are useful, fitting, generative of further inquiry, and so forth" (1994, p. 130). In this study, as opposed to the notion of result predictability, justification for the inquiry is in keeping with Bassey's (1981) idea of "relatability", where results can inform other educational contexts. Therefore, there is an expectation that readers of the research report, specifically principals, will determine the typicality and representativeness of the results in relation to enhancing understanding of their own situation.

There is no expectation that the particular characteristics of the study will be replicated in another context, given the individual nature of how persons construct their versions of reality (Kelly 1991). However, the researcher has assumed that the veracity of the outcomes of the study is dependent on a high degree of inter-subjective agreement between researcher and each informant concerning the categories, themes, and conceptions identified and constructed from the data. In an effort to enhance inter-subjective meaning, the researcher employed a number of devices aimed at ameliorating any unintended effects of researcher subjectivity. Informant validation was considered crucial in the task of accurately representing the respondents' voices (Ahern 1999); hence transcriptions of interviews and researcher interpretations of data were scrutinised by informants during each step of the data collection and analysis process. Informants

were provided with the researcher's interpretations prior to interviews and were subsequently accorded the opportunity to discuss, amend and augment these interpretations. Informants were specifically invited to offer personal and professional documentation to illustrate and augment any aspects of the interview analyses. In a further validation exercise, input from informants' colleagues, in the form of completed surveys, was used in the formation of informants' respective Personal Leadership Frameworks.

The readers of the study are invited to assess the efficiency and comprehensiveness of the research design, and the usefulness of the study's outcomes, knowing that the researcher has gone to significant lengths to ensure that important validation issues have been addressed. A fuller treatment of issues relating to validity and reliability is presented in Chapter Three, which discusses the research design and methodology in more detail.

## 1.6 Assumptions and limitations

The research began with at least three key assumptions. First, principal leadership is a highly significant element within 'parallel leadership' and processes of school revitalisation. Second, while principals' conceptions of leadership in *IDEAS* schools are currently largely speculative, such conceptions might be uncovered and illuminated through an appropriate research design and methodology. Third, a study based on informant perceptions would yield valuable data about principal leadership during a process of school change. This latter assumption derives from Johnson's assertion that

personal perceptions matter to the extent that "perceptions at least partially shape individual attitudes and behaviour" (1994, p. 487).

While it was hoped that an appropriate research design and methodology would enable the researcher to explicate the informants' conceptions of principal leadership, the researcher acknowledges that certain limitations should be taken into account in any consideration of the outcomes of the study.

Firstly, on the basis of the time and resources required to collect, analyse, and interpret data using qualitative techniques, the study involved only four case studies, thereby limiting the potential for generalisation. A detailed analysis is provided for three cases and comprehensive data from a pilot study are also used in the researcher's summative consideration of the Research Problem. Relatedly, while it was assumed that analysis of individual conceptions of principal leadership would contribute to enhanced understanding about those principals' engagement with the concept of 'parallel leadership', no claims are made that the findings of specific cases are necessarily applicable to principals or schools other than those studied.

Secondly, while multiple sources of data have been utilised, significant reliance has been placed upon what the informants described about their leadership and identified as important in their engagement with *IDEAS*. The reliance on informants' descriptions was an important element of the data gathering, given the focus of the study was on the informants' personal conceptions of principal leadership.

Thirdly, the researcher acknowledges "that subjectivity informs and mediates each element of [a] research project [of this nature], influencing not only the process and

intended goals but also the interaction and attributions within the event itself" ( Russell & Kelly 2002, para.2). While the researcher has attempted to ameliorate unintended effects of researcher subjectivity through validation strategies, the researcher recognises that researcher impact remains a feature of the study. Researcher analyses and descriptions of the informants' practice bear the marks of the researcher's own language and conceptual understanding of *IDEAS* as a result of the researcher's personal involvement in the *IDEAS Project,* before, and during the period of his doctoral study. Hence, the participants' roles as co-researchers were an important element in the faithful representation of each informant's conception of leadership.

In any application of the outcomes of this research, these limitations should be accorded serious consideration.

## 1.7 Organisation of the thesis

The thesis is divided into seven chapters. The chapter by chapter explanation of the study has been prepared so as to unfold in a logical sequence that responds to the Research Problem and Three Research Questions. The essential features of each chapter are as follows.

The purpose of Chapter One is to provide a justification for, and an overview of the study. The study's purpose and significance are clarified against a brief background and context for school leadership. Following the identification of the Research Problem, the research design and methodology, together with key assumptions and limitations relating to the study's implementation, are considered.

Chapter Two provides a review of the literature that has informed this study. The theoretical context for leadership in schools, incorporating moves to reconceptualise leadership as a distributed concept is considered and precedes a discussion of contemporary views of principal leadership. The specific context for this study is accorded detailed consideration through an exploration of the theoretical basis of the *IDEAS Project*. Finally, a framework utilised in formulating informants' Personal Leadership Frameworks is generated from a comprehensive exploration of contemporary educational leadership theories.

Chapter Three contains the rationale, design, and methods employed in the study. Consideration is given first to the study's philosophical orientation and an explanation of the inquiry's case study design and method follows. Particulars of a pilot study that tested the instruments and research procedures are presented, and, finally, issues to do with validity and reliability, ethics, and the study's significance are discussed.

Chapter Four addresses Research Question One: <u>What are the features of the Personal Leadership Frameworks (PLF) of a small sample of school principals engaged in implementing the *IDEAS* process of school revitalisation?</u> Personal and professional biographies, together with peer feedback, are analysed and discussed and a PLF is formulated for each informant.

Chapter Five addresses Research Question Two: <u>In what ways have the sample of principals implemented the *IDEAS* process; notably 'parallel leadership'?</u> First, each informant's explanation of their engagement with *IDEAS* was reconstructed from the text of interview 2 using as headings the five phases of the ***ideas*** process (initiating,

discovering, envisioning, actioning, sustaining). Detailed descriptors of each informant's leadership in each phase were developed through this procedure and subsequently categorised then summarised as key leadership features of each informant's implementation of *IDEAS*.

Chapter Six addresses Research Question Three: <u>What are the dynamics of the interplay between Personal Leadership Frameworks and each informant's engagement with the *Ideas* process?</u> Conclusions from Research Questions One and Two together with insights derived from the final data collection procedure of concept mapping were utilised to illuminate the cognitive processes of each informant in regard to their leadership during engagement with IDEAS in their school setting.

In Chapter Seven, the researcher develops a comprehensive response to the Research Problem (<u>What conceptions of principal leadership arise out of a sample of principals' experiences with a process of school revitalisation that emphasises a distributed approach to school leadership?</u>) by viewing in total, findings in relation to the three research questions. Conclusions are drawn in relation to the Research Problem, implications of the conclusions of the study are described, and suggestions for further research that arise from the study are proposed. The Chapter concludes with a final statement on the outcome of the study.

## 1.8 Summary—Chapter One

The purpose of Chapter One is to provide a justification for the research, present the research problem and guiding research questions, and to briefly describe the context and methodological basis of the study.

In regard to school improvement, leadership as a distributed entity remains highly problematic. Furthermore, whilst the educational literature supports the contention that principals are key players in school improvement, how they impact on pedagogical quality remains obscure.

Against this background, this study proposed to answer calls for better descriptions of leadership (Harris 2002; Lambert 2002a) in relation to school improvement. A small sample of principals of schools that had successfully engaged with a nationally respected school revitalisation project named *IDEAS* was chosen as the focus of the study.

It was hoped such a study would clarify principals' leadership during a process of revitalisation that emphasised schoolwide professional learning, particularly in relation to pedagogy. Hence, the Research Problem: <u>What conceptions of principal leadership arise out of a sample of principals' experiences with a process of school revitalisation that emphasises a distributed approach to school leadership?</u>

# Chapter Two: Literature review

**2.1 Introduction**

Chapter Two comprises three major sections, which, taken together, establish the context and theoretical basis for the study. As the Research Problem concerned leadership in contemporary school contexts, the literature review focussed on the educational literature relating to school leadership and school improvement.

The literature review highlights the current emphasis on school improvement reform and traces moves to redefine leadership as a distributed concept. As well as highlighting the growing emphasis in the literature on the concept of distributed leadership, the review highlights the pivotal importance of the principal in school improvement efforts and notes calls for approaches to research on principal leadership that account for the reciprocal effects of leadership and context.

Second, as the central interest of this study was the conceptions of leadership of principals in *IDEAS* schools, particular attention was paid to investigating the literature relating to the *IDEAS* Project and the concept of 'parallel leadership'.

In a third section, the notion of a Personal Leadership Framework (Research Question One) is defined following exploration of the literature pertinent to educational leadership theories and educational worldviews. In regard to the latter, the researcher drew on the work of Doherty (2002) to posit three worldviews (corporate-managerial, moral-critical, and people-centred). Five leadership models and three educational worldviews were summarised and conceptualised into a Framework of Principal Leadership that was

subsequently utilised in the process of defining each informant's Personal Leadership Framework (PLF). A summary of the literature review concludes the chapter.

## 2.2 The theoretical context for leadership in schools

### 2.2.1    School reform

Researchers such as Louis and Miles (1990) argued the importance of site-based reform and emphasised adaptive frameworks where principals and teachers could work toward their own solutions to problems. Notably, it was around this time that the notion of the self-managing school (Caldwell, B. J. & Spinks 1988; 1992) was introduced in Australia. Since then, the work of schools has become increasingly complex.

For example, in Queensland, the State Government's 10 year plan for rethinking the work of schools in a learning society (State of Queensland Department of Education 1999) presented a new challenge for schools:

> . . . There is a challenge facing education in Queensland as we move into an era where knowledge supersedes information and technology transforms longstanding relationships of time and space. It is to become a learning society in which the global forces favour the adaptable, and the key resources will be human and social capital rather than just physical and material resources . . .Queensland state schools will be re-conceptualised as part of that learning society and become embedded in communities – local and global – in new ways . . . (2010 Queensland State Education 1999, p. 9)

The challenge of responding to the needs of students in the 21st century has resulted in a widespread emphasis on student performance improvement in schools, and has received the close attention of governments and educators worldwide. Nationally, *The Adelaide Declaration on National Goals for Schooling in the Twenty First Century* (MCEETYA 1999) reaffirmed that high quality schooling was central to Australia's future. The

document articulated a clear expectation that by the time they exit school, young people would develop a disposition towards learning throughout their lives and that schools would develop the capacity of all young people to learn. There remains however, considerable debate as to how to achieve the desired student and school improvements.

While Governments currently promote systemic initiatives and accountabilities as a means of improving schools, there is a view that systemic reform is "about a clear separation between those who conceptualize policy (elite policy makers and interest groups) and those who execute or implement (operatives – i.e. teachers)" (Smyth 1993, p. 3). Currently, systemic reform frameworks are largely geared to accountability and emphasise the metric of students' academic performance as the main indicator of success. However, as Lyte (2002) notes, while much of the school improvement research centres on student achievement, there are a range of ways that schools may be changing and growing from the experience of schoolwide reform. Leithwood et al. (2002) explain that systemic accountability strategies can be overrated by governments and, while government initiatives may be implemented, it does not necessarily follow that teaching and learning will improve as a result. Their study (2002) on control versus commitment strategies supports the assertion by Day et al. (2001) that reforms driven by technical-rational approaches, in the absence of professional and moral dimensions, have not resulted in sustainable school improvements. In the case of schools in challenging circumstances, Harris et al. (2006) argue that, while the external environment remains an important influence, highly differentiated improvement approaches are needed to school improvement.

Current school-based improvement models differ in the extent to which they encourage the professional contribution of teachers. For example, Slavin (2000) makes a distinction between process models and curriculum-based models of school improvement. He states:

> Process models of school reform, sometimes referred to as conceptual models, specify general principles of school reform but educators decide how to put these principles into practice with the help of critical friends . . . while in contrast, curriculum based programs introduce schoolwide changes along with specific curriculum materials, teachers' manuals, and training procedures (p. 23).

An example of a curriculum-based model is the American *Success for All* reform program. However, following their research of this model, Datnow and Castellano (2001) make the point that teachers are "simply implementers . . . not designers of the innovation" (p. 226). Datnow, Hubbard and Mehan (2002) question the technical-rational cause-effect model. As a result of their studies of both technical-rational and process-based models of school designs for improvement in the United States, these authors pose a theoretical framework of school reform in which school improvement is conceived as a co-constructed process involving school staff and external support personnel.

Notably, research by Newmann et al. has linked organisational capacity and student achievement (Newmann 1994; Newmann & Wehlage 1995; Newmann, Kings & Youngs 2001). These researchers found that the most successful schools were those that used restructuring tools to help them function as professional communities. Staff and student efforts were channelled towards a clear, shared purpose for learning and opportunities were created for teachers to collaborate and help one another achieve the agreed

purpose. Overall, they found that schools with strong professional communities were better able to offer pedagogy appropriate to the context and needs of students and were more effective in promoting student achievement. Also, Leithwood et al. (1999) argue that participation in collaborative school improvement processes, where teachers can access the expertise of their colleagues, heighten the conditions for ongoing teacher learning and development. While some detractors remain (Slavin 2001), an increasing body of research points to the efficacy of conceptual, schoolwide processes of school improvement (Newmann & Wehlage 1995; Lambert 1998; Elmore 2000; Spillane et al. 2001; Lambert 2003), bolstering the premise that improving student achievement is best sought through building the necessary pre-conditions for powerful teaching and learning (Newmann & Wehlage 1995; Lambert 2002b). Lambert (2002b p. 38) suggests that sustainable school improvement can be realised through the development of leadership capacity. She identified schoolwide skilful participation in learning, shared vision, inquiry-based use of information, collaboration and collective responsibility, and reflective practice as key features of developing leadership density.

Alternatively, centralised approaches to school improvement that rely on formal leadership roles and functions have been seen as problematic (Smylie, Conley & Marks 2002). Such approaches are in fact asserted by some authorities as inhibitors to sustained school reform (e.g. Crowther et al. 2002) on the grounds that they undermine teacher professionalism (Frost & Durrant 2003) at a time when teacher leadership is being recognised as critical to school improvement and student success in the classroom (Keedy 1999; Katzenmeyer & Moller 2001; Chrispeels & Martin 2002; Smylie, Conley & Marks 2002).

The complexities inherent in efforts for school improvement have not escaped the attention of noted commentators. Duffy (1997) refers to schools as complex tapestries of interconnected elements and Crowther (2001b) also comments on the difficulties faced by state schools in particular concerning the creation of "meaningful alignment between school vision, community input, physical infrastructure, classroom practices and professional development" (p. 4). When referring to the creation and expansion of a school's capacity for improvement, Jackson (2000 cites Day et al. 1999) differentiates between tactical attempts at improvement that operate on a short term and superficial level; more strategic approaches that lead to limited improvement; and improvement work operating at the level of improving a school's capacity for sustained development.

Fullan (1998, p. 8) challenges leaders of school improvement by stating that there are no recipes for success in producing collaboration and suggesting leaders need to be able to work with the changing nature of their "organisation's unique personalities and cultural conditions". In a recent study which evaluated effective school improvement programs across eight European Union countries (Wikeley et al. 2005), the researchers found that the nature of the context, the role of external change agents, and internal change capacity were key emerging factors in a school's improvement. However the major factor to emerge from their study was the effect of the interactivity of the aforementioned three factors. Relatedly, Reezigt and Creemers (2005) observe that school improvement can never be studied separately from a particular educational context.

In summary, the context for leadership in schools is characterised by an emphasis by policy-makers on student performance improvement in concert with calls to replace bureaucratic conceptions of schools as organisations with professional, community-

oriented images. However, producing collaboration and creating meaningful alignments between vision and practice present significant challenges for school leaders. While systemic school reform tends to be driven by technical-rational approaches that emphasise the metric of students' academic performance as the main indicator of success, an increasing body of research suggests that improving student achievement is best sought through building the necessary pre-conditions for powerful teaching and learning schoolwide. In this regard, teacher leadership is increasingly being recognised as a critical element in redesigning schools for sustained development and improvement (Katzenmeyer & Moller 2001; Lambert 2003).

### 2.2.2    *The literature on re-thinking school leadership*

There appears to be a growing belief that rethinking leadership in schools is necessary for sustainable school improvement (Donaldson 2001; Copland 2003; Lambert 2003). Goldman, Dunlap and Conley (1993) argued the need for shared authority and expansion of leadership roles in what they termed "facilitative power". Sergiovanni (1994) named followership in shared contexts as a new skill for leaders of collaborative organisations and suggested that the substitution of professional and moral authority casts principals and teachers together into roles as followers of shared values. Anderson and Shirley's study (1995) of principals in the American Coalition of Essential Schools identified principals' empowerment of teachers as leaders as critical to the success or failure of schoolwide innovation. Jackson (2000) has called for a leadership focus that is less about leader characteristics and more about creating shared contexts for adult learning about leadership. Educational researchers and commentators are increasingly advocating leadership as a distributed quality in schools (McBeath 2005; Harris, Brown & Abbott

2006) rather than centred on the principal: one that connotes a democratic, rather than a transactional, instructional, or transformational view (Duignan & Macpherson 1992; 1995; Stoll 1999; Elmore 2000; Crowther et al. 2002; Durrant 2002; Lambert 2002b; Lytle 2002).

The concept of leadership as an organisational quality has been promulgated by various commentators for almost the past half century (Katz & Kahn 1966; Thompson 1967; Barnard 1968). More recently, post-industrial concepts of decentralisation and empowerment (Limerick, Cunnington & Crowther 1998) are evident in postulations of leadership as an organisation-wide quality (Ogawa & Bossert 1995); distributed leadership (Handy 1996); leadership of the many (Lakomski 1995), and co-leadership (Heenan & Bennis 1999). However, the concept of leadership as an organisation-wide phenomena in schools was popularised primarily by Pounder, Ogawa, and Adams (1995) through research that linked a school's total leadership with school performance.

Research by Katzenmeyer and Moller (2001) links the presence of flourishing teacher-leadership and successful school reform and Muijs and Harris (2007) found that purposive action by the head was a key distinguishing factor in the development of teacher leadership. Lambert (2002b) also recognises a fundamental relationship between teacher-leadership and school improvement and suggests a need for "a fundamental re-conceptualisation of leadership that equates leadership with the many rather than the few" (p. 15). In a large scale school innovation study, Geisjel et al. (2001) found that teacher participation in developing a shared vision had a direct effect on the quality of teaching. Andrews and Lewis (2003) assert that a view of the transformational leader

setting goals and inspiring others to join in working towards those goals is becoming outmoded as the professional community of the teaching profession matures.

Relatedly, the Heifitz and Laurie (1997, p. 126) notion of 'collective intelligence' suggests "[s]olutions to adaptive challenges reside not in the executive suite but in the collective intelligence of employees at all levels". Senge (in O'Neil 1995) also emphasised the difference between individual capability and collective capability and added that fundamental cultural changes in schools required collective learning. At an epistemological level, Evers and Lakomski (1996) oppose hierarchical views of knowledge and argue all knowledge is fallible, drawing on Argyris and Schon (1984) to posit an epistemology of organisational learning with an emphasis on error correction rather than prevention.

Crowther et al. (2002) assert a specific notion of distributed leadership in their concept of 'parallel leadership' which describes the principal-teacher relationship in schoolwide processes of collaborative learning, culture building and developing schoolwide pedagogy. Notably, 'parallel leadership' cannot occur without teacher leadership. While 'parallel leadership' recognises organisational forms of leadership, its democratic intentions decouple it from any notion of distributed leadership which simply passes work down the line. Studies of parallel leadership by Crowther et al. (2002) established that schoolwide organisational learning processes supported by the principal went beyond consultation and assisted teachers and others to find their own voice. In addition to incorporating the aspirations and views of others and making space for individual innovation, the principal is also described as learning to know when to step back (Crowther et al. 2002).

However, not all authorities agree with the need to reconceptualise school leadership. For example, Datnow and Castellano (2001, p. 226) point out that in the American *Success for All* Program "there is no call for a fundamental restructuring of principal and teacher roles in terms of creating shared leadership". Furthermore, similar to Gronn (2002) and Woods (2004), Bottery (2004) warns of the danger of mechanistic interpretations of shared leadership that reduces the leadership concept to mere delegation that has the potential to result in teacher disenchantment. Notwithstanding these concerns, Jackson (2000, p. 76) states that, "school leaders as well as other staff have to learn that collaboration requires that they allow position to be determined by the tasks at hand . . . it is not always easy to accept that following appropriately is better than leading habitually".

In summary, role-based images of singular leadership have been unable to meet the complex challenges associated with school change (Copland 2003). Authors such as Elmore (2000) and Marks and Printy (2003) note a need for new conceptualisations of school leadership that embrace multiple sources of leadership. Keedy (1999) and Jackson (2000) advocate conceptualisations of leadership that are non-hierarchical or authority-based in nature and Lambert (2003) emphasises teacher leadership as necessary for lasting school improvement.

### 2.2.3    *New images of principal leadership*

Recent research in a variety of school contexts specifies the importance of principal support for, and promotion of, models of distributed leadership in schools (Leithwood 2001; Harris 2002; Cullen 2004). Harris et al.  suggest that, while executive leadership

can be a powerful lever for change, long-term improvement in schools will require more distributed forms of leadership that connect people together. Smylie and Hart (1999) describe distributed leadership as interactive and relational in form and Hart reaffirms the "reality of leadership as an interactive rather than a unidirectional process" (Hart 1995, p. 25). In this regard, Murphy (2005) describes the challenge for school educators in formal leadership positions as one of "lead[ing] the transition from the bureaucratic model of schooling, with its emphasis on minimal levels of education for many, to a post-industrial adaptive model, with the goal of educating all youngsters well" (p. 32). He describes the inherent complexities in this challenge as ones that involve adopting leadership strategies and styles that are in harmony with the tenets of distributed leadership and cites Barth (1988) to emphasise the importance of principals' "power to relinquish [decision-making authority] so that the creative powers of teachers may be released" (Murphy 2005, pp. 32-33).

Other researchers suggest that if schools are to become better at providing learning for students, they must also become better at providing opportunities for teachers to innovate, develop, and learn together (Harris 2002; Mulford & Silins 2003). Mulford and Silins (2003; 2004) highlight the importance of building professional learning communities in schools while Scribner et al. (1999) are unequivocal when they describe the role of the principal as the most important facilitating or impeding factor in developing professional learning communities. These authors emphasise leadership style, involvement versus hands-off, re-enforcement of shared norms, and the openness to, and encouragement of, double-loop learning, as critical mediators in the successful establishment of professional learning communities.

Hallinger and Heck (1996; 1998) and Leithwood and Jantzi (1999b) cite a lack of studies specifically designed to model reciprocal effects where "leadership is viewed as an adaptive process rather than a unitary, independent force" (Hallinger & Heck 1998, p. 19). These authorities have suggested that much of the research on principal leadership has favoured a positivist, empirical approach to research, particularly where effects are emphasised. They concede that such studies don't resolve the important theoretical and practical issues concerning the means by which principals achieve an impact on school outcomes or ways that contextual forces influence the exercise of leadership in a school.

Gronn and Ribbins (1996, p.4 52) have pointed out that "[s]uch methods pay insufficient attention to the role played by institutional contexts in the definition and structuring of agency". Leithwood et al. (2003, p. 9) also note that ". . . leadership cannot be separated from the context within which [it] is exerted" and Duke (1998) and Fiedler (1996) assert that leadership involves an interaction between the leader and leadership situation and needs to be understood from the vantage point of the context. In his study of the interaction of the cognitive world of principals and the actual work of school leadership, Lyons (2005) also noted calls for understandings of leadership that give greater consideration to a model of principal leadership which incorporates a "reciprocal effects" viewpoint.

Some similarity exists between aspects of Lyons research and that of the present study in that Lyons describes an interest in the interactivity between a principal's meaning system (microcosm) and the nature and form of particular school leadership challenges. However, the central focus of the two studies differs. Lyons was chiefly concerned with an exploration of the processes of meaning creation that principals engaged in when

responding to the challenges of principalship in relation to school reform. The key interest of this study was in explicating conceptions of principal leadership that arise out of engagement with a specific process of school revitalisation (*IDEAS*).

Closer to the interests of this research is an approach to leadership that Crowther et al. (2002) call 'metastrategy' and that they liken to Mintzberg's description of 'strategic thinking'. These authors describe a principal role that encompasses five functions: visioning, identity generation, alignment of organisational elements, distribution of power and leadership, and external alliances and networking (pp. 51-52).

In summary, leadership in contemporary school contexts is faced with demands for continuing improvements in student achievement and the need to balance short term external accountabilities and targets with longer term strategies for building the preconditions for powerful teaching and learning.

More recently, centralised approaches to school improvement which rely largely on principals to carry school reform have been seen as problematic. Such approaches are giving way to a growing recognition of teacher leadership as critical to sustainable school improvement and student success in the classroom. Also emerging is recognition of the potential of site-based, schoolwide, conceptual models of improvement to create and expand a school's capacity for improvement. Consequent moves away from role-based images of singular leadership have resulted in descriptions of principal leadership that are more in harmony with distributed leadership theories. The strategies and styles that principals employ are tending to be seen as either facilitating or impeding factors in developing professional learning communities in schools.

The focus of interest of the present study is a sample of principals who have engaged with the *IDEAS* approach to schoolwide revitalisation, and the distributed concept of 'parallel leadership'. In the following section, the researcher pays particular attention to the key theoretical underpinnings of *IDEAS*.

## 2.3 The *IDEAS* Project and 'parallel leadership'

### 2.3.1    Background

A major Australian report to the Department of Education and Training and Youth Affairs (DETYA) was published in 2001. The *Innovation and Best Practice Project Report* (Cuttance 2001) contained a chapter entitled 'Leadership for Successful School Innovation: Lessons from the Innovation and Best Practice Project' that described a new form of shared and distributed leadership and was called 'parallel leadership' (Crowther, Hann & McMaster 2001). The chapter highlighted research in Australian schools that described school improvement as the integration of schoolwide processes of professional learning, culture building, and generation of a shared approach to pedagogy. This description of school improvement was supported conceptually by Newmann and Wehlage (1995) and emphasised enhanced capacity as a result of teachers' operating in professional learning communities to create "authentic pedagogy".

Crowther, Hann and McMaster (2000,  p. 17) asserted that the concept of "['parallel leadership'] is an approach to school leadership that reflects the maturity of the modern teaching profession and the challenges of school reform processes". The authors defined it 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 schoolwide approaches to teaching and learning. It makes possible the enhancement of school identity, teachers' professional esteem, community support and students' achievements. (p. 28)

Since the publishing of the IBPP Report, 'parallel leadership' has become known as a particular form of shared and distributed leadership (Andrews & Crowther 2002; Andrews & Lewis 2002, 2003; Andrews et al. 2004). In brief, the IBPP report made it clear that principal leadership and teacher-leadership needed to be regarded as equivalent in educational significance and that the mutualistic relationship between them was a key to successful innovation (p. 17 ). Of key significance to the present study is that the concept was adopted as one of four key constructs that now underpin and distinguish an Australian school revitalisation process, *IDEAS* (Innovative Designs for Enhancing Achievements in Schools).  Over the past five years, *IDEAS* can be said to have become a successful school revitalisation project in that it is now operative in over 300 schools throughout Australia as well as a number of international settings.

### 2.3.2    The IDEAS Project

In this section the researcher explores the literature relating to IDEAS in order to provide a summary of the theoretical perspective on school revitalisation that informants were exposed to during their engagement with *IDEAS*.

The intent of *IDEAS* is captured in the *IDEAS* Project vision: <u>To inspire schools to engage in journeys of self-discovery that will ensure that they achieve sustainable</u>

excellence in teaching and learning. Firstly, the researcher presents Project descriptions

of five principles that underpin its implementation in schools.

"*IDEAS* asserts five principles, all of which may pose challenges for the existing culture of any school:

    Principle 1: Teachers are the key

    Principle 2: Professional learning is the key to professional revitalisation

    Principle 3: No blame

    Principle 4: Success breeds success

    Principle 5: Alignment of school processes is a collective school responsibility"

<div align="right">(<em>IDEAS</em>Website 2006)</div>

Principle 1: Teachers are the key

> "***The IDEAS*** Project is centred on the creation of Schoolwide Pedagogy (SWP) — a shared approach to teaching, learning and assessment. Principals and other administrators are vitally important, but teachers are the central players. Without a belief in teacher leadership, and without preparedness to subject existing pedagogical practices to professional scrutiny, this critical ingredient of educational success cannot be achieved Critics and questioners, as well as enthusiasts and innovators, are therefore, regarded as having important voices in *IDEAS*." (IDEASWebsite 2006).

Principle 2: Professional learning is the key to professional revitalisation

> "IDEAS is different from many other school development processes in important respects. It enables successful classroom practices and the school's vision to be brought into alignment and in so doing engage the professional community of the school in the highest possible levels of exploration and conversation In locating professional learning at the centre of school revitalisation, IDEAS signifies the centrality of classroom teachers in the educator professions." (IDEASWebsite 2006).

Principle 3: No blame

> "To identify people who have not done what we think they might have done and attribute blame to them is easy. To identify processes that will

redress perceived deficits requires an emphasis on successful practices as well as insight, self-discipline, and flexibility, and, therefore, is much more difficult. But that is what IDEAS requires." (IDEASWebsite 2006).

Principle 4: Success breeds success

"Schools are among the most successful of all of our society's institutions and have been remarkably successful in coping with the immense demands of the past 50 years in spite of the mind-set generated by Coleman-type critics and commentators. In IDEAS one of the challenges faced by schools is getting used to the notion that a professional community can achieve virtually anything if positives are emphasised, rather than deficits" (IDEASWebsite 2006)

Principle 5: Alignment of school processes is a collective school responsibility

"Historically, public education has been synonymous with mass education. It has, for the most part, been extraordinarily difficult in most schools to create meaningful alignment between school vision, community input, physical infrastructure, classroom practices and professional development, and in so doing, to pursue a distinctive identity. This has placed schools at a huge disadvantage in generating a distinctive purpose. It has also, undoubtedly, made teachers' work more stressful and pressured.

However, our experience has illustrated that achievement of alignment of the school organisation is professionally rewarding. .In IDEAS, it is a fundamental goal and at the end of the day, IDEAS is about a profession whose leadership capabilities are vital to the successful entry of the broader community into the post-industrial world."   (IDEASWebsite 2006)

In addition to these five principles that underpin *IDEAS*, four key constructs are utilised

to build or enhance a school's capacity for pedagogical revitalisation (*IDEAS*Website

2006): These are:

1.  the Research-based Framework for enhancing school outcomes (RBF);

2.  the *ideas* process of professional inquiry;

3.  three-dimensional pedagogy (3DP); and

4. Parallel Leadership (PL).

1**.** The Research-based Framework for Enhancing School Outcomes (RBF) illustrated in

**Figure 2.1** is presented as a way of thinking about a school as an organisation. It draws from a range of researchers and theorists (such as, Newmann & Wehlage 1995; Kaplan & Norton 1996; Hill & Jane 2000) to posit a way of thinking about a school as an organisation. The RBF illustrates the concept of alignment of essential school functions, such as strategic vision, teaching and learning, community expectations, work practices, and professional
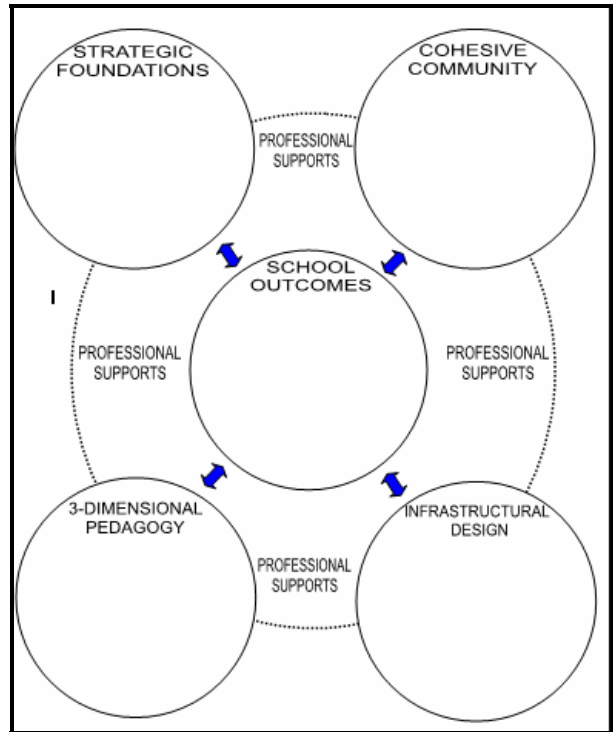
**Figure 2.1** The Research-based Framework (LRI *IDEAS* Team, April 2005)

learning. The *IDEAS* view of a successful organisation suggests a school that is maximally effective is an integrated and holistic entity that is linked to the expectations of the outside world while placing a high priority on the needs of its members (Crowther et al. 2001c). The distinguishing features in this image of a successful educational organisation are:

a. comprehensive development on each of the five Contributory Elements of the RBF;

b. a high level of alignment across the Contributory Elements;

c.  a dynamic interplay between the Contributory Elements and the Outcomes Element of the RBF, enabling ongoing successes to be built upon;

d.  a vibrant professional learning community;

e.  a distinctive identity generated through integration of the school's strategic vision and shared approach to pedagogy (SWP). (p. 5)

The Research-based Framework for Enhancing School Outcomes is used by schools as a starting-point in generating an image of what they aspire to become.

2**.** The ***ideas*** process presumes to answer the question: How does a process of school revitalisation work? It is a process in which the professional community of the school engages in collaborative learning in order to enhance the school's approach to pedagogy. This is achieved through the integration of teaching and learning with the school's vision, values and infrastructures. The essence of the process is captured in five main phases that are linked in a conceptual sequence (Crowther et al. 2001d):

*i*—initiating: resolving to become an *IDEAS* school, establishing a management team and appointing an *IDEAS* school-based facilitator;

*d*—discovering: revealing the school's most successful practices and key challenges;

*e*—envisioning: picturing a preferred future for the school - an inspirational vision and an agreed approach to pedagogy;

*a*—actioning: implementing plans to align school practices with a school's revitalised vision;

*s*—sustaining: keeping the revitalisation process going by building on successes and includes the re-administration of the Diagnostic Inventory.

According to Crowther et al. (p. 29), the ***ideas*** process represents a new approach to workplace learning and planning: an approach to school reform and revitalisation that both recognises the maturity of the teaching profession and is responsive to the needs of communities for enhanced identity with their schools .

3**.** The concept of 3-Dimensional Pedagogy (3DP) is a contributory element of the Research based Framework. Andrews (2006) describes 3DP as a concept that represents an integration of schoolwide pedagogy (SWP), authoritative pedagogy, and personal pedagogy. The following five questions illustrate the concept's tripartite focus. Do teachers have a shared understanding of successful pedagogy in their school? Do pedagogical priorities reflect the school vision?  Do teachers base their work in authoritative theories? Is student achievement measured against authoritative benchmarks? Do teachers have clearly articulated personal pedagogical theories? (p. 20)

4. The concept of 'parallel leadership' has been explained as a process that "encourages a particular relatedness between teacher-leaders and administrator-leaders and that enables the knowledge-generating capacity of schools to be activated and sustained" (Crowther et al. 2001a, p. 51). The authors note: ". . . Parallel Leadership has relevance in a wide range of organizations striving to function in a post-industrial world, but is most naturally located in the school where the creation of meaning out of processes of learning and teaching constitutes the core activity" (p. 51). In so doing, it reflects the uniqueness of today's schools as learning organisations.

Andrews and Crowther (2002) note that, while the concept of parallelism is consistent with emerging notions of leadership as a distributed organisational process, it differs

from most conceptions of distributed leadership by asserting the equivalence of teacher-leadership and principal leadership.

The term parallel connotes various meanings. The authors explain it as follows:

> In advancing parallelism as a professionally appropriate approach to school-based leadership we acknowledge first of all its dictionary definition: "agreement in direction, tendency or character" (Macquarie Dictionary, 1998) Essential to our developmental work, however, has been the rich and complex meanings of this concept in a number of fields of cultural and intellectual endeavour.
>
> Consider for example, the field of music where parallelism connotes the harmony derived from moving in similar motion but being separated by an "interval' (e.g. parallel fifths). In language parallelism has a number of well-known meanings. For example, there is the explanatory technique of analogy, where new meaning can be constructed by establishing a correspondence between two different concepts. In the world of mathematics the term also has an important meaning. Here it refers to forces that mirror each other. Parallel lines, for example, sustain their individual identities while projecting a common unwavering direction. In computer science, parallel processing refers to the management of complex computational problems through different systems which operate in a complementary fashion. Finally, consider the discipline of philosophy, in particular metaphysics, where parallelism connotes a doctrine of mind and body interacting synchronistically while remaining independent of one another.
>
> Parallelism, as it is manifested in these significant forms of human endeavour, connotes qualities such as harmony, directionality, alignment, mutuality. These equalities bear striking resemblance to the distinctive form of educational leadership that we have observed between teacher leaders and administrative leaders in our case studies. Thus, the concept of Parallel Leadership has its origins in the work of highly successful school-based educators but is steeped in cultural and scientific history and tradition. (Crowther, Hann & McMaster 2000, p. 51)

'Parallel leadership' connotes mutualism between administrative-leaders and teacher-leaders. A growing body of literature (Crowther et al., Sherrill 1999; Katzenmeyer & Moller 2001; 2002; Durrant 2002) asserts teacher-leaders have distinctive personal and professional qualities as well as capacity to initiate and sustain collaborative,

schoolwide, professional learning processes. Also, in 'parallel leadership', the principal's role emphasises promoting and building teacher-leadership through recognising teachers as leaders of curriculum and pedagogy. In this way teachers enable the principal to focus on role functions of visioning, identity generation, alignment of organisational elements, distribution of power and leadership, and external alliances and networking (Crowther et al. 2002, p. 51-52).

In summary, the *IDEAS* Project is a process of school revitalisation that represents a conceptual or process approach to schoolwide reform. Of fundamental importance to *IDEAS* is the notion of site-based reform (Louis & Miles 1990) where the professional teaching community of the school is recognised and given responsibility for school revitalisation (Crowther et al. 2001b). *IDEAS* is grounded in the concept of leadership as an organisational quality and, as with Lambert (2003), emphasises teacher leadership as necessary for lasting school improvement.  It is explicit about what Harris (2003) calls de-centring leadership and calls for teachers to be the leaders of curriculum and pedagogy in schools.

'Parallel leadership' is the distributed concept of leadership with which informants in this study have been presumed to have engaged. The following **Table 2.1** captures the researcher's summary of the essential features of 'parallel leadership' and was used as a tool to categorise interview text in the process of data analysis relating to Research Question Two: In what ways have the sample of principals implemented the *IDEAS* process; notably 'parallel leadership'?

| Parallel Leadership (PL) Attributes | Features of the informant's implementation of *IDEAS* |
|---|---|
| *The relationship of teachers and principals in 'parallel leadership'* | |
| PL recognises the capability of teachers as leaders | |
| PL emphasises Principals' strategic roles and responsibilities | |
| *Values of 'parallel leadership'* | |
| PL is based in three values:<br> mutual trust and respect- | |
| shared sense of purpose | |
| and allowance for individual expression | |
| *'parallel leadership' in processes of school reform* | |
| PL facilitates school reform and knowledge generation through three processes:<br>schoolwide professional learning | |
| Schoolwide Pedagogy | |
| schoolwide culture building | |

**Table 2.1** Summary—Framework of Parallel Leadership

## 2.4 Leadership models

Research Question One (<u>What are the features of the Personal Leadership Frameworks</u> <u>of a small sample of school principals engaged in implementing the *IDEAS* process of</u> <u>school revitalisation?</u>) required the illumination of informants' perspectives on leadership through the formulation of individual Personal Leadership Frameworks (PLF). Various terms are used in the literature to connote notions similar to the researcher's idea of a Personal Leadership Framework. Sergiovanni (1991) used the term "mindscape" and noted that principals' unique mindscapes define the boundaries within which they make sense of the challenges of school leadership. The literature contains other descriptors such as: "mental models" (Senge 1990): "worldview" (Senge 1990); "mental maps" (Black & Gregersen 2002); "role idea" (Mant 1997); and "meaning system" (Lyons 2005). The researcher sought to bring specificity to the above

range of meanings for the purpose of describing the Personal Leadership Framework of each of the informants by identifying particular educational models of leadership and worldviews that appear to underpin their leadership (Research Question One).

The researcher noted Fidler's (1997) point that the complexities of leadership cannot be embodied in one theory and that, also, overlapping perspectives are apparent across various conceptualisations of leadership (Leithwood & Duke 1999). Given these observations about the complexities and ambiguities associated with categorisations of leadership, the Personal Leadership Frameworks of each of the informants in this study (Research Question One) are tendered as indicative, as opposed to definitive descriptions of the informants' leadership. They were, however, sufficiently robust to serve the purposes of the research by permitting the development of a response to Research Question Three: <u>What are the dynamics of the interplay between the Personal Leadership Frameworks of the sample of principals and their engagement with the **ideas** process?</u>

The following section investigates five models of leadership that are prominent in contemporary educational literature. These models partially formed the theoretical basis of determinations made in respect to the informants' Personal Leadership Frameworks. They are Instructional, Strategic, Transformational, Educative, and Servant explanations of principal's leadership practices.

*Instructional leadership*

The concept of instructional leadership emerged from research on effective schools in the early 1980s and encompasses hierarchies and top-down leadership (Edmonds 1979;

Bossert et al. 1982; Cuban 1984). Instructional leadership assumes that leaders will focus on the behaviours of teachers as they engage in activities directly affecting the growth of students (Sheppard 1996). The concept also emphasises the instructional principal as the pivotal means of developing effective schools where the emphasis is on high student achievement (Flath 1989; Findlay & Findlay 1992). Hanny (1987) suggests:

> Effective principals are expected to be effective instructional leaders . . . the principal must be knowledgeable about curriculum development, teacher and instructional effectiveness, clinical supervision, staff development and teacher evaluation. (1987, p. 209)

Hallinger and Murphy (1985) provided an Instructional Management Framework that described 10 functions of Instructional principals: Framing clear goals, communicating clear school goals, supervising and evaluating instruction, coordinating curriculum, monitoring student progress, protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers, and providing incentives for learning. According to Wildy and Dimmock (1993), Instructional Leadership involves defining the purpose of schooling, setting schoolwide goals, providing the resources needed for learning to occur, supervising and evaluating teachers, coordinating staff development programmes, and creating collegial relationships with and among teachers (1993, p. 44).

Bolman and Deal (1992) characterise instructional leadership as a rational model, and, as Hallinger (2004) explains:

> The underlying conceptualisation assumed that schools would improve if principals led the creation of certain structural conditions in the school. As a result, principals were exhorted to define clear organisational goals, identify performance standards, and align the activities of staff accordingly. (p. 2)

Authorities such as Glickman (1990) believe that instructional supervision is imperative to improved instruction and student achievement, and hence, a fundamental component of the instructional model. Dagley and Orso's (1991) supervision model combines instructional improvement and accountability in order to determine teacher performance and possible subsequent intervention.

The principal as a practising teacher is often emphasised in the instructional leadership model, particularly in the UK (Harden 1988; Weindling 1990). Harden (1988) believes hands-on teaching bolsters a principal's credibility, assists in understanding teachers' perspectives, makes for better curricular decision making, and symbolises the schools purpose and focus on students' educational needs.

In summary, instructional leadership assumes that schools will improve through the creation of certain structural conditions led by the school principal (Hallinger 2004). The model essentially focuses on the principal as the head, or master-teacher, and emphasises his/her responsibility for, and skills in, leading and supervising curriculum and teaching. The rudiments of instructional leadership include principal as head-teacher, principal as expert in curriculum and pedagogy, and directed leadership.

*Strategic leadership*

The trend in education through the 1980s, world-wide, was to hold schools more accountable for student learning and the standards-based movement has since bolstered centralised accountability measures. In some countries, market-driven forces such as vouchers and charter schools have influenced privatisation of education and choice of school (Chubb & Moe 1990). The resultant change has had broad implications for the

principal's role, including new functions such as working with external bodies, fostering collaborative decision making, securing and managing large revenues, aligning curriculum with state and national standards, and facilitating data-driven improvement of student performance (Anderson, G. 1996; Duke 1996; Daresh 1998). Some educational researchers responded to the external demands for accountability accompanied by decentralised processes with the term, Strategic leadership.

Hambrick (1989) re-energised a view of organisational performance that relies on executive strategic leadership. Through studies of the role of senior executives in corporate outcomes, Hambrick advocated a leadership role that aligned the organisation with external forces. At the onset of the school-based management and self-managing schools movements in the early 1990s, Caldwell and Spinks (1992) emphasised strategic leadership as a way of principals "[taking] charge of their own agenda" (p. 1) where the conceptualisation of a strategic plan becomes an authoritative point of reference. Caldwell (1998) emphasises the importance of principals in receipt of new authority and responsibility effectively linking these capacities to classroom practice in areas such as:

> "processes for selection of staff; professional development of teachers; focussing of the curriculum to the particular learning needs of students; and the management of a planning and resource allocation system that ensures data on need and performance are analysed, priorities are set, and action proceeds" (1998, p. 458).

Mintzberg (1994) makes a useful distinction between strategic planning and strategic thinking with his emphasis on ". . . inventing new categories, not rearranging old ones" (p. 109). His view was that strategic planning "[can cause] managers to confuse real vision with the manipulation of numbers" (p. 107) and that "the most successful strategies are visions, not plans" (p. 107). Mintzberg asserted that the "outcome of

strategic thinking is an integrated perspective of the enterprise" (p. 108). Strategic leadership appeals to those who associate leadership with "big-picture" understanding and particularly deals with the interrelationships among various organisational components.

In summary, Strategic Leadership in the context of schools represents a rational approach to the devolved responsibilities and centralised accountability measures faced by schools worldwide. "Big picture" thinking is a key feature of the model and strategic planning processes and strategic plans dominate. The model incorporates a business-focus and often, parents and students are regarded as clients or customers, and, in a deregulated system, often a point of competition. Key elements include accountability, managerialism, quality assurance, efficiency, and productivity.

*Transformational leadership*

Burns (1978) description of leadership as focussed on socially desirable ends and where leaders are guided by ethics and morals, that he termed Transformational leadership, was derived from his studies of highly successful political leaders. The concept was later extended by Bass (1985), who defined transformational leadership in terms of leader effects on followers, namely, the evoking of emotional responses that result in follower identification with the leader. Bass believes that transformational leaders behave in certain ways in order to raise the level of commitment from followers. He tested the notion of transformational leadership by examining four main factors—charismatic leadership or idealised influence, inspirational motivation, individualised consideration, and intellectual stimulation (Bass 1998). Research by Kouzes and Posner (2002)

identified five types of behaviour that are part of transformational leadership: challenging the process; inspiring a shared vision; enabling others to act; modelling the way; and encouraging the heart.

Charisma features in transformational leadership because of its power in influencing aspirations, activating higher-order needs, and arousing employees to transcend their own self-interests for the sake of the organisation. Gronn (1996) notes a close relationship between transformational leadership and charismatic leadership and has more recently equated transformational leadership with the hero paradigm (Gronn 2003). Although the element of charisma is more heavily emphasised in charismatic leadership theory, Strange and Mumford (2002) hold that both theories share a common core assumption, specifically, "that outstanding leadership depends on the articulation and effective communication of a viable vision" (p. 344). These authors cite Berson et al. (2001) in  describing vision as "providing a powerful mechanism for motivating followers" (p. 344).

Hallinger (2004) asserts that the North American education community began to adapt the transformational model to schools in the early 1990's in response to the work of influential authorities such as Leithwood and Jantzi, Hoover, and Sagor.  He further asserts this was partly as a reaction to top-down, policy driven changes of the 80's and the aggressive image conveyed in models such as instructional and transactional leadership. Leithwood (1994) reconceptualised transformational leadership into what many perceive as a bottom-up leadership model, moving from its roots around the single charismatic leader to emphasise ways in which responsibilities for transformational leadership might be shared (Leithwood, Leonard & Sharrat 1998; Leithwood & Jantzi

1999a, 1999b). Leithwood (1994) conceptualised such leadership as building school vision, establishing school goals, providing intellectual stimulation, offering individualised support, modelling best practice and important organisational values, demonstrating high performance expectations, creating a productive school culture, and developing structures to foster participation in school decisions. Leithwood argued that second-order change in organisations would result from the principal's transformational leadership practices.

In summary, current conceptions of transformational leadership in schools emphasise collegiality and collaboration with the aim of increasing effort and productivity through fostering capacity development and higher levels of commitment to organisational goals (Leithwood & Jantzi 1999b; Geijsel et al. 2001). However, despite Hallinger's (2003) assertion that transformational leadership models conceptualise leadership as an organisational entity rather than the task of a single individual, it appears that the research focus on positional leadership serves to emphasise the characteristics and behaviours of single leaders. Transformational leadership suggests a view of leadership centred on key individuals who, by their behaviours, inspire employees to work together to achieve organisational goals. School visions may be collaboratively generated; however, the inspiration to create these remains the domain of the principal as leader. Key features include: inspiring others to transcend self-interest; building commitment to the organisation and its goals; and organisational capacity building.

*Educative leadership*

Educative leadership eschews managerialist notions of control, domination, and power-over, and replaces these with trust and the ideas of power with or power through (Blase & Blase 1997). Duignan and Macpherson (1990) describe the educative leader's role as "facilitative . . . involving others in the visionary domain. . . one who challenges others to participate in the visionary activity of identifying what is worthwhile, what is worth doing and preferred ways of doing and acting in education" (p. 338). Studies of exemplary facilitative principals by Blase and Blase (1997) showed these principals employed processes characterised by "varying degrees of reciprocity, co-agency, negotiation, sharing and mutuality" (pp. 139-140).

Duignan and Macpherson (1992) also champion a values-driven approach to leadership "that force[s] a school community to engage in systematic evaluation of purpose and practice [arguing] . . . educational criteria should have a prior claim" (p. 8). The authors forecast difficulty in using "bureaucratic rationalisations in the face of complex issues that frequently have ethical and moral ramifications" and suggest educational leadership practice should be "knowingly constructed by, and help construct, educative values" (p. 30). Duignan and Bhindi (1997) emphasise the ethical quality of the leader's personal vision stating, "what is expected is an alignment of key values (e.g. honesty and integrity) and action, and a recognition of the need to develop a moral and ethical platform for life and work" (pp. 199-200).

Leithwood and Duke (1999) observe a political manifestation of the ethics and values of the educative leader: "It [their leadership] focuses on the nature of the relationships

among those within the organisation and the distribution of power between stakeholders both inside and outside the organisation" (1999, p.51). Grace (1995) made similar observations in his *Framework For Educational Leadership* when challenging hierarchical views of leadership in English schools.

Various authors emphasise the ideological basis of educative leadership. Smyth (1989) was unequivocal concerning the role of principal and teacher and suggests "the task of school leadership is to enable teachers to critically assess their circumstances and their role in determining them" (p. 190). While Fullan (1993) argues that education constitutes a means of general societal improvement, Angus (1995) makes explicit a critical view on societal improvement as "the struggle to make meaning . . . against other meanings, including prevailing meanings" (p. 74). Still other authors suggest the critical approach should be imbued by such values as respect for persons and difference, tolerance, the value of criticism and critical feedback, and education and learning (Popper 1945 cited in Evers and Lakomski, 1996).

In summary, the educative leader demonstrates a deep belief in the moral purpose of schools (Duignan & Macpherson 1990) and practises an advocacy informed by critical theory (Smyth 1993). Thus, "consciousness-raising" is an important function of the educative leader. Educative school leaders are primarily driven by issues of social justice and seek to build school cultures and structures that educate for a better society. By implication, the leader's role is to make a difference to the lives of those around them and the ethic of critique suggests principals ensure an ongoing critical review of their school. In brief, the application of this approach in leadership development and practice suggests a personal commitment to social justice and social change, advocacy for human

freedoms, and an emphasis on human emancipation through consciousness-raising and subsequent action.

*Servant leadership*

The concept of servant leadership has gained significant popularity in diverse workplaces around the world. In contrast to management theorists (Weber 1947; Katz & Kahn 1966; Hoy & Miskel 1991) who structure authority through leadership position, servant leadership inverts the leadership pyramid (Collins 2001) and emphasises an introspective view that focuses on moral authority in leadership. For example, Greenleaf's Servant Leadership Model is founded on the moral principle: "Do those served grow as persons? Do they while being served become healthier, wiser, freer, more autonomous, and more likely themselves to become servants?" (Greenleaf 1970, p.7). Greenleaf theorises that this practice activates reciprocity of action and thus builds an organisational ethos.

Jennings and Stahl-Wert (2003) describe the teacher servant leader as "unleash[ing] the strengths, talents, and passions of those he or she serves" (p. 14). Similarly, Lowney (2003), when referring to Ignatius Loyola's practice, described servant leadership as "the vision to see each person's talent, potential, and dignity, the courage, passion, and commitment to unlock that potential , and the resulting loyalty and mutual support that energize and unite teams" (p. 170). Bowman (2005) says, "For teachers as serving leaders, positioning oneself at the bottom of the pyramid starts with listening to the hopes of others so that one can lead by being led" (p. 259). In this regard, overlapping principles appear to be present between Servant Leadership and the concept of Authentic

Leadership (Bhindi & Duignan 1997) in which the authors of authentic leadership emphasise "leadership and management practices that are ethically and morally uplifting" and draw on Greenleaf (1977) to suggest authentic leaders "earn the allegiance of others . . . by building trusting relationships" [and] "helping others learn, grow, mature and succeed" (Duignan & Bhindi 1997, p. 207).

It appears that a key feature of servant leadership is its emphasis on care. According to Enomoto (1997), "the resulting emphasis on responsibility and relationships rather than on rights and rules distinguishes the ethic of care from that of justice" (p. 351). Hence servant leadership differs in emphasis from educative leadership's primary focus on the broader ethics and a social justice agenda. Bowman (2005) writes:

> . . . the principles that ground servant leadership mirror a universal ethic: humility, honesty, trust, empathy, healing, community, and service . . . Servant leadership in the classroom speaks to the universal human longing to be known, to care, and to be cared for in pursuit of the common good. (p. 257)

In summary, a servant approach focuses on people's needs rather than global ideas of emancipatory justice, and in that sense is different from educative leadership. Servant leadership emphasises self-denial and transcending self-interest. It is an introspective view of leadership that is chiefly about moral authority derived from the principle of service. Servant leaders are motivated by a desire to include staff, parents and students and gain satisfaction in the achievements of others. Key elements include moral introspection, humility, trust, and service.

The following schematic summary (**Figure 2.2**) draws together definitions of the five leadership models that have been investigated in this section.

strategic leadership

...suggests organisational performance relies on executive strategic leadership where the conceptualisation of a strategic plan becomes an authoritative point of reference (managerial, efficiency, quality assured, productivity)

instructional leadership

...suggests leaders as 'experts' where school improvement occurs through the creation of certain structural conditions led by the school principal (expert, directed leadership, headteacher)

educative leadership

...school leaders are primarily driven by issues of social justice and seek to build school cultures and structures that 'educate' for a better society (advocacy, conclusiveness raising, so cial justice)

servant leadership

...emphasises the principle of service - an introspective view that focuses on moral introspection, service, an introspective view that focuses on moral authority in leadership (moral introspection, humility & trust)

transformational leadership

...suggests a view of leadership centred on strong, inspirational individuals who inspire commitment to organisational goals and higher levels of leadership and organisational capacity development (visionary, inspirational, capacity building)

Concept adapted from Crowther 2003

**Figure 2.2**—Framework of principal leadership—partial

## 2.5 Three worldviews of educational leadership

A Pilot Study that was undertaken to assess data collection and analysis strategies revealed a need to strengthen the theoretical basis for making conclusions about

informants' Personal Leadership Frameworks. Consequently, the researcher undertook a further review of the literature pertinent to educational worldviews.

In addition to the prominent and influential leadership models previously discussed, the educational literature on leadership also describes broad ideologies from which school leaders draw their perspectives on leadership. Doherty (2002) summarises these as 'moral/critical', 'people-centred', and 'corporate managerial' and asserts that, "[r]espectively, they each draw on worldviews which emphasise 'ideals', 'people' or 'efficiency' " (p. 4).

As with the aforementioned leadership models, the researcher acknowledges theoretical overlaps, and overlaps in practice, between these three ideologies of leadership. However, the researcher contends that they are sufficiently distinct to be useful aids to enable at least partial comprehension of the broader perspectives on leadership that are held by the principals in this study.

In the following section the researcher seeks to justify this contention by extending Doherty's (2002) explanations of 'moral/critical', 'people-centred', and 'corporate managerial' ideologies and clarifying their application in the present study

*Corporate-Managerial*

The use of the term "corporate" suggests governance by managers and, as is the case in Australian education with its history of devolution of responsibility, an organisation made up of central policy makers and administrators who carry out the policy. The term corporate infers the nature of the organisation, while the term managerial refers to how the work is carried out in the organisation. Schools are viewed as small businesses as part of a larger corporate enterprise where principals' key function is to carry out the policies of government. In this environment there are overtones of entrepreneurialism.

Leithwood and Duke (1999) asserted there is considerable support for managerial approaches to school leadership, acknowledging similarities with classical management literature that describes a focus on controlling and structuring human behaviour in such a way that increased efficiency and productivity is the result. Ball (1990) argued that "management is firmly established as the one best way to run educational organisations" (p. 153). Subsequently, Burke (1997) stated that educators must "acquiesce to the corporatised mindset to realistically accept the education reforms as the way things are now, and to get on with it" (p. 7).

At an ideological level, Ozga and Walker (1995) argued that the management discourse was more about achieving efficient outcomes as opposed to developing people or a social justice agenda. Willis (1991) pointed out that, in Australia, corporate-managerialism was a term coined to describe the new approach to public administration that dominated the education debate of the early nineties. The language included terms such as effectiveness, efficiency, increased productivity, choice, competition, and

market place. Willis (1991) described the ideological shift that came with corporate managerialism as one that essentially replaced public policy objectives couched in terms of social goods with public policy objectives couched in terms of economic goods.

While the term corporate managerialism has less currency in contemporary educational settings, the diminishing public resource, and the re-centralisation of educational bureaucracies, has ensured that terms such as effectiveness, efficiency, choice, competition, and market place remain as political agendas.

*Moral-Critical*

Two key elements appear to be present in moral-critical ideology: the notion of morals which focuses on the values and ethics of the leader; and critical theory, which Maunter (1999) suggests is determined by an interest in human emancipation and is therefore committed to radical social change.

Hodgkinson (1991 p. 11) asserted that "values, morals and ethics are the very stuff of leadership and administrative life". Duignan and MacPherson (1992), in postulating the concept of educative leadership, argued that leadership should be concerned with right and wrong, and not attitudes, styles or behaviours. Similarly, Begley (2004, p. 15) notes "the new reality of school leadership is responding to value-conflicts and suggests this has become the defining characteristic of school leadership, much like Instructional Leadership was the prevailing metaphor of school leadership in the 80s".

Bottery (1992) and, later, Burke (1997) presented complementary perspectives about a moral and critical approach to leadership. Bottery linked leadership to the main purpose

of the school stating, "it [leadership] raises the consciousness of those in the organisation, so that they can see their own position, and what needs to be done" (1992 p. 187). Burke complemented the idea of consciousness-raising with the notion of an organisational ethic of critique: "Schools need to establish an ethic of critique which will ensure an ongoing critical review of the institution" (1997, p. 8).

Smyth (1989; 1993) moved the debate away from managerialist notions inherent in instructional and strategic models of leadership, to argue that ". . . teaching has considerably less to do with procedures and more to do with the pursuit of moral, ethical and political questions" (1989, p. 194). He further commented that: " . . . questioning what they are doing, not from an accountant's point of view, but from the perspective of how their agenda fits with a broader view of what constitutes a just society (Smyth 1997, p. 1111).

Moreover, Bates (1983) has suggested that educational administration can be conceived as a "a technology of control" (p. 46) and has contrasted this mindset with the idea of educative leadership as an emancipatory concept when school leaders see cultural struggles within the school as a microcosm of those battles fought in the wider society (Bates 1992).

Moral-critical driven change mixes leadership focused on larger social agendas with the leader's personal values, morals, and ethics. Dempster and Mahoney (1998) described the constant pressures to dissuade leaders from concentrating on the ultimate good of schooling as an ethical challenge and emphasise the need to model moral leadership. Giroux (1992), for example, proposed the concept of leader as a transformative

intellectual reflecting concerns for freedom, equality, equity, social justice, carefulness, dependability, and tolerance.

Leaders who derive their motivation from a non-negotiable set of principles about the moral purpose of schools may be said to express a Moral-Critical approach to leadership (Starratt 1991; Bottery 1992; Smythe 1993; Burke 1997; Leithwood & Duke 1999). However, as Begley (2004, p. 11) notes, "the conditions of social foment and diversity characteristic of our times also confound any notion that we might develop a prescriptive guide to ethical or value-added leadership".

*People-Centred*

A people-centred approach to leadership suggests an emphasis on the ethic of care. Starratt (1991) stated that the value of care is grounded in the belief that the integrity of human relations should be held sacred. "Caring" requires fidelity to persons, a willingness to acknowledge their right to be who they are, openness to encountering them in their authentic individuality, and a loyalty to the relationship. Atkin (1994) has taken up the idea of a relationship of care being fundamental to learning: "The essence of the relationship is 'unconditional love' expressed through care and concern for the learner, acceptance of the learner . . . and an expectation that s/he will learn" (p. 5).

In response to a prevailing emphasis on structures in the educational reform of the 1980s and 1990s, Barber (1997) appealed for a people-centred approach to educational change: "It is time to recognise that reforming structures alone will not bring about real change, least of all in education, where quality depends so heavily on a chaotic myriad of personal interactions" (p. 160).

Harris and Chapman (2002), based upon their research in English schools facing challenging circumstances, concur:

> The most important aspect of leadership for all the heads in the study concerned establishing the kinds of relationships in which their leadership could best be expressed. Being a head in a SFCC was clearly not a 'desk job' but rather it was about displaying people-centred qualities and skills.
> (p. 3)

Goleman (1998) has contributed the concept of emotional intelligence and has argued that this quality is ultimately necessary for successful leadership. He reports that while intellect and cognitive skills (such as big-picture thinking and long term vision) are important, the ability to work with others, and effectiveness in leading change, have been found to be twice as important as the other qualities in jobs at all levels (p. 94). The five proposed components of emotional intelligence that Goleman has defined are: self awareness, self-regulation, motivation, empathy, and social skill. The respective hallmarks of these components include self-confidence and realistic self-assessment, trustworthiness and integrity and openness to change, optimism and organisational commitment, expertise in building talent and service to clients to customers, effectiveness in leading change, and persuasiveness and expertise in building and leading teams (p. 95).

When a people-centred approach is most prominent, the focus is on the personal welfare of people, and their needs are placed above that of the organisation and above commitment to any ideology. A concern for collaborative practice and democratic outcomes remain. However, how people are treated outweighs commitment to absolute principles.

Viewed together, the moral/critical', 'people-centred', and 'corporate managerial' ideologies (which Doherty describes as drawing on worldviews which emphasise "ideals", "people" and "efficiency") in conjunction with the five leadership models provided a useful frame of reference for constructing informants' Personal Leadership Frameworks. That overlaps exist between various conceptualisations of leadership has been acknowledged in the literature review. Also, the placement of the leadership models, in relation to the worldviews within the concentric circles in **Figure 2.3,** is intended to convey that potential overlaps can exist among the leadership models and educational ideologies. Consequently, the researcher and informants exercised caution in the development of Personal Leadership Frameworks, preferring to view outcomes as indicative rather than definitive of their leadership.

# Framework of Principal Leadership



**instructional leadership**
...suggests leaders as 'experts' where school improvement occurs through the creation of certain structural conditions led by the school principal
(expert, directed leadership, headteacher)

**strategic leadership**
...suggests organisational performance relies on executive strategic leadership where the conceptualisation of a strategic plan becomes an authoritative point of reference

**corporate-managerial (efficiency)**
(managerial, efficiency, quality assured, productivity)

**moral-critical (ideals)**
(advocacy, conciousness raising, social justice)

**educative leadership**
...school leaders are primarily driven by issues of social justice and seek to build school cultures and structures that 'educate' for a better society

**servant leadership**
...emphasises the principle of service - an introspective view that focuses on moral authority in leadership
(moral introspection, service, humility & trust)

**people-centred (people)**
(visionary, inspirational, capacity building)

**transformational leadership**
...suggests a view of leadership centred on strong, inspirational individuals who inspire development and higher levels of commitment to organisational goals

Concept adapted from Crowther 2003

**Figure 2.3**—Framework of principal leadership—complete

## 2.6 Summary—Chapter Two

The chapter opened with a consideration of the broad context for school leadership. The review highlighted the current emphasis on school improvement and the accompanying complexities for contemporary school leaders who are confronted with an increased number of accountabilities and often conflicting opinion on ways to improve school and student performance.

The literature makes a strong case for re-thinking school leadership in the search for sustainable school improvement. Educational researchers and commentators are increasingly advocating a view of leadership as a distributed quality in schools rather than one that is centred on the principal. Consequently, new images of principals as leaders are being proposed. Also evident is growing support for "process models" of school improvement that require principals and teachers to work toward their own school based solutions to school problems and barriers to improvement (Stoll 1999; Newmann, Kings & Youngs 2001; Seller 2001; Jackson, D. 2002; Lambert 2002b; Lytle 2002; Andrews et al. 2004; Reezight & Creemers 2005).

Foundational to the experience of principals investigated in this study were the *IDEAS* school revitalisation process model and a particular concept of distributed leadership, 'parallel leadership'. Consequently, the literature review included an exploration of the theoretical bases of *IDEAS* and 'parallel leadership'. A resulting summary of 'parallel leadership' was adopted as a framework with which to analyse data relating to Research Question Two (<u>In what ways have the sample of principals implemented the *IDEAS* process, most notably the concept of 'parallel leadership'?</u>).

The researcher also sought to ground the answer to Research Question One (<u>What are</u> <u>the features of the Personal Leadership Frameworks of a small sample of school</u> <u>principals engaged in implementing the *IDEAS* process of school revitalisation?</u>) in contemporary leadership theory by exploring and summarising five prominent contemporary theoretical models of educational leadership and three educational ideologies. This exploration resulted in the researcher's construction of a Framework of Principal Leadership **(Figure 2.3)** that was utilised in exploring Research Question One (informants' Personal Leadership Frameworks). The literature clarified for the researcher that no one leadership model or ideology embodies the complexities of leadership and that overlaps exist between various conceptualisations of leadership.

# Chapter Three: Methodology

## 3.1 Introduction

In Chapter One, the purpose of this study was identified as seeking to uncover and describe how a small sample of principals in *IDEAS* schools conceptualise their leadership in conjunction with the successful implementation of *IDEAS* in their schools. Chapter Three addresses the theoretical and practical dimensions of the methodology used in this study by detailing the underpinning philosophical orientation, research design, and methods of inquiry.

## 3.2 Philosophical orientation of the study

The researcher was interested in how principals exercised leadership in their school settings during the implementation of the *IDEAS Project.* Bogden and Biklen (1992) would regard this as a "natural context" and the researcher assumed it was one in which, as Lancey (1993) observes, complex phenomena need to be viewed holistically. Hence, the study was positioned within a qualitative research approach in order to address the complex matters raised by the Research Questions. Denzin and Lincoln (1998) said:

> "Qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them. (p. 4)

Weisma (2000, p. 198) describes the underlying epistemology of qualitative research as follows:

1. Phenomena should be viewed holistically, and complex phenomena cannot be reduced to a few factors or partitioned into independent parts.

2. The researcher operates in a natural setting because of the concern for context and, to the extent possible, should maintain openness about what will be observed, collected, etc., in order to avoid missing something important. This results in flexibility in design and even the possibility of an evolving design as the research proceeds.

3. It is the perceptions of those being studied that are important, and, to the extent possible, these perceptions are to be captured in order to obtain an accurate "measure" of reality. "Meaning" is as perceived or experienced by those being studied, it is not imposed by the researcher.

4. A priori assumptions, and certainly a priori conclusions, are to be avoided in favour of post hoc conclusions. Assumptions and conclusions are subject to change as the research proceeds.

5. Phenomena in the world are perceived as a somewhat loosely constructed model, one in which there is flexibility in prediction, for example, and one which is not run in a mechanistic manner according to a set of laws.

Weisma (2000, p. 12) also adds that qualitative research is context-specific with the researcher's role being one of inclusion and an emphasis upon an holistic interpretation, perceiving facts and values as inextricably mixed.

Although qualitative research is viewed as a general approach based on its epistemology, different research orientations, influenced by the purposes of the research, exist within the qualitative tradition (Wiersma 2000). Terms such as positivist, interpretive, and critical are commonly used to differentiate at least three orientations or paradigms that may underpin qualitative methodology (Guba & Lincoln 1998; Heck & Hallinger 1999; Cohen, Manion & Morrison 2000).

Denzin and Lincoln (1998) state: "a paradigm is a basic set of beliefs that guide action. Paradigms deal with first principles or ultimates. They are human constructions" (p. 185). The methodology of this study was grounded in the interpretive paradigm and rested on a relativist ontology in that the researcher conceives the social world to be

different to the natural world: that is, as Prawat (1996) suggests, the social world is experienced subjectively and knowledge about the social world is created or constructed, not simply discovered.

An interpretivist approach in research, noted by Donmoyer (1999) as sometimes referred to as "constructivist", is regarded as seeking to understand the complex world of the lived experience from the point of view of those who live it (Cohen, Manion & Morrison 2000; Schwandt 2000). As opposed to a positivist emphasis on explanation and prediction, interpretivist research is fundamentally concerned with meaning, seeking to understand social members' definition of a situation (Schwandt 1994). According to Goodman (1978),

> [t]hrough our nonverbal and verbal symbol systems we create many versions of the world….our process of inquiry is not a matter of somehow getting in touch with the ready-made world; rather, "worldmaking" as we know it always starts from worlds already on hand; the making is a remaking. (p. 6)

As Schwandt says, "to understand the world of meaning, one must interpret it" (1994, p. 118). In this study of principals' conceptions of their own school-based leadership, understanding and interpretation was based around the co-efforts of the researcher and participants.

## 3.3 Research design

### 3.3.1    Introduction

The concept of "research design" can be thought of as a blueprint for research dealing with at least four central issues: what questions to study, what data are relevant, what data to collect, and how to analyse the results (Nachmias & Nachmias 1992). The design

of the present study was informed by Fraenkel and Wallen (1993) who suggested that qualitative methodologies have a preference for:

- a hypothesis emerging as the study develops (rather than stated at the outset);

- narrative description (rather than description reduced to numerical scores);

- assessment of validity through cross-checking sources of information as in triangulation (rather than procedures with statistical indices);

- expert informant (purposive) samples (rather than random techniques);

- narrative/literary descriptions of procedures (rather than precise descriptions of procedures);

- primary reliance on the researcher to deal with procedural bias (rather than specific design control for procedural bias); and

- a narrative summary of results (rather than a statistical summary of results). (p. 380)

As no similar in-depth studies of how principals in *IDEAS* schools conceptualise their leadership in conjunction with the successful implementation of *IDEAS* had been completed, an exploratory approach (LeCompte & Preissle 1993) was deemed most appropriate.

The design comprised a case study strategy in which subjects were selected on the basis of an acknowledged capability to contribute authoritatively to the research questions and procedures and results were reported in narrative forms. The design also took account of the claim of research authorities that "facts and values are inextricably mixed" (Wiersma 2000, p.12). That is, the design mirrored the holist tradition (Diesing 1972) that suggests the characteristics of a part are seen to be largely determined by the whole to which it

belongs. Meaning was therefore constructed through iterative cycles of information gathering and interpretation (Lincoln & Guba 2003) where the term "iterative" is used to connote looking at the part and whole alternatively in a cumulative process of learning. Respondent validation throughout the process was used as a key strategy to bolster methodological rigor. As a result of an ongoing process of joint meaning construction by the researcher and informants, interpretations changed as the research progressed and more information was acquired.

*3.3.2    The Research Problem and Research Questions*

The Research Problem was stated as follows: <u>What conceptions of principal leadership arise out of a sample of principals' experiences with a process of school revitalisation that emphasises a distributed approach to school leadership?</u>   The following three research questions were generated in order to guide the inquiry.

*Research Question One*: <u>What are the features of the Personal Leadership Frameworks of a small sample of school principals engaged in implementing the *IDEAS* process of school revitalisation?</u>

   d)  What are the professional biographies of the participating informants?

   e)  In what way have key episodes in their life experiences contributed to informants' leadership development?

   f)  What are the personal leadership styles of the informants based on contemporary school leadership theories?

*Research Question Two*: <u>In what ways have the sample of principals implemented the</u> *IDEAS* <u>process, most notably the concept of 'parallel leadership'?</u>

*Research Question Three*: <u>What are the dynamics of the interplay between the Personal Leadership Frameworks of the sample of principals and their engagement with the</u> ***ideas*** <u>process?</u>

The aim of the first question was to conceptualise principals' leadership constructions and was constructed on the assumption that individuals have some autonomy in the way they conduct themselves in the context of various influences (Blumer 1969). That is, personal values and attitudes influence the ways that human beings interpret their experience of the world. In generalising the concept of "constructivism", Lambert et al. (1995) suggest that individuals bring past experiences and beliefs, as well as cultural histories and worldviews, into the process of coming to know and learning how to be and how to act.

The aim of the second question was to uncover details of the particular ways in which the informants interpreted their role in the implementation of *IDEAS* with particular emphasis on 'parallel leadership'. The third question was partially shaped by Lyons' (2005) notion of "microcosm", which he defines as the interactivity of the individual's meaning system with contextual forces and leadership challenges located in the school setting. The researcher presumed that these three points of focus, transposed into research questions, would provide a comprehensive response to the Research Problem.

### 3.3.3    The Research Strategy: Case Study

A case study approach was chosen as the strategy to address the research problem. According to Stake (1998), a case may be described as a bounded system characterised by a wholeness and the integration of its parts, while Yin (1989) contends that "units of analysis" define what a case is. In this study the school may be described as a bounded system and the principal's leadership in the implementation of *IDEAS* as the unit of analysis.

The researcher's intention was to explore ways in which the subjects conceptualised their leadership as a result of their engagement with the *IDEAS Project* and a case study approach was chosen as an appropriate means of investigating leadership within "natural contexts".  Yin (1989) asserted that case study research allows an investigator "to retain the holistic and meaningful characteristic of real life events – such as . . . organisational and managerial processes" (p. 14). Cohen, Manion and Morrison (2000) contend that, as case study does not seek frequency of occurrences but rather the significance of an insight or event, "[s]ignificance is the hallmark of case studies, offering the researcher an insight into the real dynamics of situations and people" (p. 185). In this study of principal leadership, the researcher expected that the case study approach would allow the informants' perceptions of their own leadership to be analysed and interpreted "in context" with a view to minimising potential distortion of meaning. Shulman (1996) described "case study" as a way of parsing experience so that practitioners can examine and learn from it. The researcher hoped that the reconstructed narratives of informants' perceptions of their life histories and their engagement with *IDEAS* would provide descriptions that readers may be able to relate to their own experiences.

Other conditions relating to the present study also influenced the choice of a case study approach. As Yin (1989; 1994) advised, case study methodology is appropriate when researchers have no control over actual behavioural events and the focus is on contemporary as opposed to historical events. Also, the exploration of what Burns (1994) and Yin (1994) refer to as the 'what', 'how', and 'why' of investigations, such as that of the informants' leadership in this study, favoured a case study approach.

This study of principal leadership comprised four cases that included a pilot study. Whilst each case "[was] a concentrated inquiry into a single case" (Stake 1998, p. 87), the overall design took the form of a multi-case or collective case study (Yin 1993; Bogden 1998; Stake 1998). The researcher considered that similarities or differences between multiple cases would be important to developing a better understanding of principal leadership in relation to the implementation of *IDEAS* at the school level, and furthermore, that evidence from multiple sources would potentially make the results more potent and the overall study more robust (Yin 1994).

Lincoln and Guba (1986) observed that the mode of choice for naturalistic inquiries is case study because the emphasis of such inquiries is on analytic generalisations as opposed to statistical ones. As Merriam (1988) noted, theory shaped from case study is grounded in the real world of research participants and serves to explain how and why phenomena occur. Yin (1993) adds that conclusions drawn from case studies can be generalised to theoretical propositions. Thus, in Chapter Six, the researcher utilises a summative analysis and synthesis of the findings from each of the case studies to propose a new Model of Metastrategic Principal leadership for contemporary school contexts.

### 3.3.4    Selection of cases

In order to meet the purpose of the research, the researcher chose to capture the voice of experience by selecting a small sample of principals who had engaged substantively with the *IDEAS* process of school revitalisation for at least two years. Various authors (e.g. Fraenkel & Wallen 1993; Wiersma 2000) refer to such a non-random selection of subjects as "purposeful sampling". Wiersma states that "[t]he logic of purposeful sampling is based on a sample of information-rich cases that is studied in depth, however, there is no assumption that all members of the population are equivalent data sources" (2000, p. 285). The study comprised four principals, each in a particular circumstance, each with particular views: a "specific, complex, functioning thing" (Merriam, B. 2002, p. 178). However, the sample could perhaps be regarded as a "homogeneous sample" to the extent that the informants represented a particular subgroup of the school principal population, namely, principals who had engaged substantively with the *IDEAS Project*. The researcher emphasised a small number of cases in order to uncover and illuminate the individual cognitive processes of principals involved in what are complex school transformations while potentially illuminating different episodes.

The decision to focus the research on a purposeful sample of *IDEAS* principals was based on a number of important criteria. First, Stake (1998) points out that learning should be given the highest priority in case study research. The researcher had gained knowledge of the individual informants through previous interactions with them in various *IDEAS* meetings. These interactions with the informants suggested that the selected subjects would offer a good probability of the researcher and participant being

able to learn together about the principals' *IDEAS*-related leadership. Second, the informants' suitability was furthered bolstered by reports from teachers in their school communities about the integral role that the principals had played in the successful implementation of *IDEAS*. These reports described how principals supported teachers to lead schoolwide processes of inquiry and learning and were gained by the researcher during various *IDEAS* forums and workshops. The reports were corroborated by other members of the University of Southern Queensland *IDEAS* Core Team who also had experience of the schools and the work of the respective principals.

The following table provides a brief snapshot of the characteristics of the case sites and principals.

|  | Case 1 (Pilot Study) | Case 2 | Case 3 | Case 4 |
|---|---|---|---|---|
|  | Informant One | Informant Two (Joan) | Informant Three (Rick) | Informant Four (Terry) |
| School Enrolment (Approx) | 970 | 1520 | 678 | 1420 |
| School Sector | Secondary | Secondary | Primary | Secondary |

**Table 3.1**—Characteristics of the case sites and principals

## 3.4 Research Method

### 3.4.1 Introduction

"Methods" are tools of data generation and analysis. "Methods" are correctly chosen on the basis of the major elements of the research paradigm in which they are embedded (Everhart 1988; Sarantakos 1993). As observed by the researcher in the previous section,

this inquiry was a multiple case study positioned within an interpretive paradigm. An interpretive methodology was chosen in order to best capture the experiences of the informants in the implementation of *IDEAS*. In particular, the cognitive processes through which personal leadership decisions were made were the focus of the research.

Schwandt's (1994) elaboration on Guba and Lincoln's (1989) properties of "constructions" is pertinent to this research.

1. Constructions are attempts to make sense of or interpret experience, and most are self-sustaining and self-renewing.

2. The nature of the quality of a construction that can be held depends upon the range or scope of information available to a constructor, and the constructor's sophistication in dealing with that information.

3. Although all constructions must be considered meaningful, some are rightly labelled malconstruction because they are incomplete, simplistic, uniformed, internally inconsistent, or derived by an inadequate methodology.

4. The judgment of whether a given construction is malformed can be made only with reference to the paradigm out of which the constructor operates; in other words, criteria or standards are framework specific.

5. One's constructions are challenged when one becomes aware that new information conflicts with the held construction or when one senses a lack of intellectual sophistication needed to make sense of new information. (p. 29)

By heeding Schwandt's advice on the quality of constructions, the researcher sought to develop a method that would maximise the quality of data gathered and analysed.

Accordingly, the researcher drew on Duignan and McPherson's (1992) study in which these two authors argue a reflective methodology that recasts the relationship between researcher and practitioner as one of a partnership of practitioner-researchers and researcher-practitioners. Essential to the present study is the idea of researcher and informants learning together. Duignan and McPherson (1992) quote Schon (1983) in support of a methodology for the co-construction of meaning as "practitioners reflect-in-

action when they describe their own intuitive understandings" (p. 276) and reflective researchers "gain an inside view of the experience of practice" (p. 325). Schon (1983) proposes that practitioner learning occurs as they (i.e. practitioners) engage in reflection-in-action and reflection-on-action (the latter more applicable to this inquiry.)

In this study, using Ethel and McMeniman's (2000) words, "reflection-on-action involve[d] practitioners thinking back over practice in a systematic and deliberate way" (p. 89). Also apt to this study is Greenwood's (1993) description of reflection-on-action as reflection "which takes place after an event serving as a cognitive post-mortem" (p. 2001). In view of the need for mutual learning between researcher and informants throughout the data collection and data analysis phases of this enquiry, the researcher became part of interaction and communication processes in which the subjects engaged. The researcher believed that efforts to reconstruct and explicate informants' motives and implicit assumptions relating to their leadership would involve much more than procedures of linguistic analysis. Accordingly, the researcher hoped that the research method would promote trust and empathy between the researcher and informants and that such a relationship would enhance the data collection and analysis procedures.

Given the interactive nature of such an enquiry, the researcher acknowledges "that subjectivity informs and mediates each element of [a] research project, influencing not only the process and intended goals but also the interaction and attributions within the event itself" (Russell & Kelly 2002, 2). Ravenette (1996) observed:

The world of words and the world of experience are two separate domains only bridgeable by acts of imagination . . . [e]ach person's language has its own history . . . [e]ach of us fills the others words from our own imaginings, and these arise from personal experiencings, either real or vicarious. (pp. 80-81)

Consequently, knowledge about the informants' conceptions of leadership was jointly constructed from the interactive dialogue that occurred between researcher and informant. According to Strathern (1991), post-modern qualitative research embraces the multiplicity of voices and views present in any representation or analysis. Hence, subjectivity is a critical element of research that originates in both the researcher and participants. However, the researcher adopted particular measures in regard to data collection and analysis in order to ameliorate potential unintended effects of researcher subjectivity in the task of accurately representing the respondents' voices (Ahern 1999).

In designing the iterative data collection process, the researcher took account of Dilthey's (1976a) and Hirsch's (1967) assertion that interpretations of data become more valid as those interpretations assimilate more knowledge about the informant and the informant's values, instead of reflecting the researcher's own values or sense of reality. For that reason, the researcher deemed it important to heed Binswanger's (1967) advice about the importance of suspending judgment to avoid hasty conclusions, and consequently sought to adopt an open-minded and non-judgemental stance when entering the research settings. The researcher also hoped that by establishing a research partnership with informants, that eschewed the tag of researcher as 'expert' and encouraged the notion of "practitioner-researchers" and "researcher-practitioners", there would be a strong basis for the development of trust. As a further measure for ensuring

accurate representation of the informants' voices, informant validation of data analyses occurred during each step of the iterative, data collection process.

The researcher anticipated that, taken together, these steps would add to the potential of gathering rich detail regarding the informants' perceptions of their context and roles, and that through the informants' personal disclosures, their values, goals, and ideology would be conceptualised.

The following **Figure 3.2** provides an overview of the research methods of data collection and analysis related to the Research Questions that justified the study.

**Overview of Data Collection and Analysis**

| | Research Question | Research Strategy | Research Method | Data Analysis |
|---|---|---|---|---|
| **Contact 1** | Q.1, What are the features of the Personal Leadership Frameworks of a small sample of school principals engaged in implementing the *IDEAS* process of school revitalisation?<br>a. What are the professional biographies of participating informants?<br>b. In what way have key episodes contributed to informants' leadership development? | Development of informants' personal contexts for principalship | 1 ½- 2 hrs open ended <u>unstructured interview</u> – with a view to constructing a professional history timeline (Clandinin & Connelly 1998) and elaborating (Ravenette 1996) on the impact of key incidents or events in informant biographies | Transcription of interviews<br><br>Categorisation of sources of influence using Doherty's (2002) modification of a framework of McMeniman et al. (2000)<br><br>Construction of a personal profile of leadership using a text thematic analysis (Bogdan & Biklen 1992) |
| **Contact 2** | c. What are informants' leadership styles, based on a synthesis of contemporary school leadership theory? | 1. Data analysis validation with informant<br>2. Construction of informants' Personal Leadership Frameworks<br>3. Perception check – informant self-appraisal against other staff perceptions | • 1 ½ hrs open ended <u>unstructured interview</u> to elaborate on emerging individual leadership profiles<br>• Co-interpretation of leadership style using a researcher modification of a Crowther et al. (2002) Framework<br>• <u>Structured interview</u> – survey of selected staff | Transcription of interviews<br><br>Synthesis of the features of informants' biography, sources of influence, personal leadership profile & educational leadership style<br><br>Qualitative interpretation of staff survey –perception check<br><br>Formulation of informants' Personal Leadership Frameworks |
| **Contact 3** | Q.2. In what ways have, the sample of principals implemented the *IDEAS* process; notably ''parallel leadership'? | 1. Data analysis validation with informant<br>2. Instantiate each informants' experience of *IDEAS* | • 1 ½ hrs open ended <u>unstructured interview</u><br>• <u>Commence concept mapping exercise</u> (Novak 1972) | Transcription of interviews<br><br>Identification of the key features of each informant's implementation of *IDEAS* using the *ideas* process and PL as interpretive frameworks |
| **Contact 4** | Q.3. What are the dynamics of the interplay between the Personal Leadership Frameworks (PLF) of the sample of principals and their engagement with the *ideas* process? | | • Researcher analysis of conclusions from Q.1 and Q.2 to illuminate the interplay between each informant's PLF and their implementation of *IDEAS* | |
| | | Informant finalisation and explanation of personal concept map of principal leadership | Structured workshop (researcher and informants) | Transcription of individual elaborations of concept maps<br><br>Researcher analysis of each concept map<br>Conclusions – Research Question Three |
| | Response to the Research Problem: <u>What conceptions of principal leadership arise out of a sample of principals' experiences with a process of school revitalisation that emphasises a distributed approach to school leadership?</u><br>1. View in total findings in relation to the three research questions.<br>2. Identify new insights concerning principal leadership during engagement with the *ideas* process<br>3. Conceptualise principal leadership for contemporary school contexts | | | |

**Figure 3.2** Overview of the data collection and analysis

### 3.4.2 *Data collection*

Decisions about what data to collect in order to answer the research questions were informed by a number of noted authors. Barth (1988) and Schlechty (1990) describe the crucial impact of values and beliefs on how leaders lead. Johnson (1994) asserts that "perceptions are affected substantially by an extensive but recurring range of factors arising out of social and cultural experiences, organisational attributes, and personality characteristics" (p. 487). Billet (1993) contends that individuals' dispositions, attitudes, and values are the products of their personal histories, and Wengner (1998) emphasises the influence of contextual factors such as professional community. Wengner (1998) further proposes that learning occurs through social participation and that "such participation shapes not only what we do, but also who we are and how we interpret what we do" (p. 4). In an educational study which tracked the personal theories of teachers (i.e. theories that underpinned the teachers' actions), McMeniman et al. (2000) confirmed the influence of personal histories and career experiences on practice, and more specifically, the impact of personal and professional learning.

In order to uncover and describe how the sample of principals conceptualised their leadership in conjunction with the successful implementation of *IDEAS,* the researcher relied on data collection methods that assisted informants to elaborate on their perceptions of their leadership. Procedures for data collection drew from a range of educational studies that have involved the perceptions of students, teachers and principals (McMeniman et al. 2000; Daniels 2001; McLay & Brown 2001; Daley 2002; Doherty 2002). The chosen procedures included: construction of personal histories

(Clandinin & Connelly 1998); elaborative conversation (Ravenette 1996); concept mapping (Novak 1972); and a brief questionnaire in order to gain the perceptions of staff regarding informants' leadership approaches.

The primary research technique was the interview. During interviews, informants reflected on major influences on their professional practice and described their engagement with *IDEAS*. Schatzman and Strauss (1973) argue that "it is only through the interview that the researcher is able to access what it means to the respondent to be working in the specific role, in the particular organisation, with his or her own philosophy guiding action" (p. 93). A Pilot Study (detail provided in a later section of Chapter Three) comprised two interviews, while three interviews were conducted with the three informants who comprised the sample for the formal component of the study. All interviews were audio-taped with the permission of the interviewees, and all tapes were subsequently transcribed. A sample transcript of interview one is provided in Appendix D.

Open-ended questioning was chosen as the preferred technique for interviewing the respondents, given the exploratory nature of the study. Pelto and Pelto (1978) observe that, ". . . the open ended question makes it possible to obtain a wide variety of reactions from respondents [and] . . . responses will be shaped by what people consider to be important rather than the categories provided by interviewers" (p. 81).

In the first interview, informants constructed their personal histories (Clandinin & Connelly 1998) and elaborated on the impact of key incidents or events (Part a. and b. of Research Question One). In the second interview, the researcher utilised the concept of

elaborative conversation (Ravenette 1996) to explore informants' preferred approaches to leadership (Part c. of Research Question One). Accordingly, informants were invited to consider and elaborate on the "leadership profile" that had been developed by the researcher from the respective transcripts of the first round of interviews (see example Profile of Leadership in Appendix J). Then, informant and researcher utilised the informant's leadership profile (see example Appendix J) and the Framework of Principal Leadership (**Figure 2.3**) to determine the informants' Personal Leadership Framework. At the close of contact 2 arrangements were made with each informant for the administration of a questionnaire that solicited feedback from staff members regarding the informant's leadership in the school. The following **Table 3.2** describes the purposive sample for this validation procedure.

| Informant | School Profile | Description of Sample | Return Rate |
|---|---|---|---|
| Pilot study<br><br>Informant 1 | • State High School<br>• Stud. Enrol = 970 | a. n = 8<br>b. 2* heads of department (HOD) integral to implementation of the *IDEAS* process<br>c. 2* teachers integral to implementation of the *IDEAS* process<br>d. 1* associate administrator e.g. deputy principal<br>e. 3* teachers not integral to implementation of the *IDEAS* process | n = 7/8 |
| Informant 2 | • State High School<br>• Stud. Enrol. = 1520 | a. n = 12<br>b. 2* associate administrators e.g. deputy principal<br>c. 2* HODS integral to implementation of *IDEAS*<br>d. 2* HODS not integral to implementation of *IDEAS*<br>e. 3* teachers integral to implementation of *IDEAS*<br>f. 3* teachers not integral to implementation of *IDEAS* | n = 11/12 |
| Informant 3 | • State Primary School<br>• Stud. Enrol. = 678 | a. n = 12<br>b. 1* associate administrators e.g. deputy principal<br>c. 4* teachers integral to implementation of *IDEAS*<br>d. 4* teachers not integral to implementation of *IDEAS* | n = 9/12 |
| Informant 4 | • State High School<br>• Stud. Enrol. = 1420 | As for informant 2 | n = 12/12 |

**Table 3.2** Sampling⸺staff feedback survey

In the third interview, informants were asked to describe their involvement in the implementation of *IDEAS* (Research Question 2). As part of the third interview, informants were introduced to concept mapping (Novak 1972) with a view to informants creating a concept map of their leadership during the fourth contact, a semi-structured workshop attended by all four principals. Jones and Vesiland (1995, p. 135) state that concept maps are a useful tool for researchers seeking insight into how individuals construct their own idiosyncratic conceptual understandings and beliefs. As examples of the possible diverse applications of this concept, Novak (1972) used concept mapping as a data gathering strategy when investigating children's understandings of science and McMeniman et al. (2000) used the strategy to elicit teachers' practical knowledge.

In the final workshop contact with all four informants data related to Research Question Three were gathered in a workshop activity that was designed around concept mapping. The workshop process comprised three stages. First, the researcher provided an overview of the study's process and drew informants' attention to the documentation of outcomes of the respective data analyses. The documentation had been provided to each of the informants during relevant stages of the research process and comprised three aspects: a personal profile of their leadership; a Personal Leadership Framework; a description of the key features of their implementation of IDEAS. During the second part of the workshop, informants utilised the outcomes of the analyses of their leadership to construct concept map representations of their leadership. Finally informants' explanations of their concept maps were recorded digitally.

*3.4.3    Data analysis*

According to Powney and Watts (1987), the researcher's task is to represent the data as faithfully as possible while actively interpreting what it might mean. Yin (1994) makes the point that the objectives and design of a particular study will focus attention on certain data and lead to other data being ignored. On the basis of these views, following detailed transcriptions of interviews, the researcher imposed a degree of order and manageability on the data through the use of "coding" categories.

Doherty's Categorisation of the Sources of Influence on Principal's Practice (2002, p 69) was utilised as a tool to code and categorise interview text in the process of profiling the leadership of each informant. Subsequently, the researcher-generated Framework of Principal Leadership was utilised as an interpretative tool in the process of inferring informants' Personal Leadership Frameworks. Data analysis, in relation to Research Question Two, involved utilising the "five phases" of the ***ideas*** process (initiating, discovering, envisioning, actioning, sustaining) and the Framework of Parallel Leadership **(Table 2.1)** to code interview text in the process of describing the key features of each informant's implementation of the *IDEAS* Project. Detail regarding data analysis procedures is provided in Chapters Four, Five, and Six which deal in sequence with the data collection and analysis relating to Research Questions One, Two, and Three respectively.

**3.8 Pilot study**

Prior to commencing interviews with informants two, three, and four, the researcher completed a pilot study (Informant One). The pilot study provided important insights into the proposed data collection and analysis process.

The pilot study informant was furnished with a copy of the research questions prior to commencing interview one. So as to not potentially impose unwarranted researcher interpretations of the questions on the informant, no other guiding information in relation to the questions was provided. The researcher's main intent with the pilot study was to assess the following elements of the proposed data collection and analysis strategies:

1. The capability of the unstructured interview to elicit a deep level of personal reflection and disclosure, with a view to obtaining high quality data in relation to an informant's personal approach to leadership and implementation of *IDEAS*;

2. The usefulness of Doherty's Categorisation of the Sources of Influence on Principal's Practice (2002) in the initial analysis of interview text relating to the informants' biographies;

3. The usefulness of the Framework of Parallel Leadership (generated from the literature review) used to assist in understanding the informant's implementation of *IDEAS*; and

4. The usefulness of the questionnaire that was administered to informants' staff colleagues for the purpose of validating the informants' perspectives on their own leadership.

The researcher presumed that the purposes of the Pilot Study would be adequately served through two interview contacts with the informant, one week apart. Consequently, the Research Questions were addressed as follows:

Contact 1

- What is the professional biography of the informant?
- In what way have key episodes contributed to informant's leadership development?

Contact 2

- What is the informant's leadership style, based on a synthesis of contemporary school leadership theory?
- In what ways has the informant implemented the *IDEAS* process, notably 'parallel leadership'?

### 3.8.1 Pilot study data collection and analyses

The researcher met with the informant two weeks prior to the first interview. At this time, the Research Problem was explained and participant consent was obtained. Interview one commenced with the researcher's invitation to the informant to describe his personal and professional life history. The informant described a sequential life history that traced experiences in education from early childhood to his present position as principal. During the interview of one hour and forty minutes duration, only a few brief researcher interpositions were required to probe for clarification or expansion of informant comment. The informant engaged eagerly with the activity, offering the

comment: "This process provides me with an opportunity for reflection on my practice that I otherwise would not get".

The unstructured first interview came to a seemingly natural conclusion, falling short of the informant talking about the implementation of *IDEAS* in his current school, a discussion the researcher intended to focus on during interview number two. To conclude the first contact, arrangements were made with the informant to obtain feedback from staff members about his leadership. The instrument (Appendix M) used was a brief questionnaire which was completed anonymously by selected staff members. Stamped, addressed envelopes were supplied to individuals to ensure the privacy of feedback. The aim of the feedback exercise was to obtain others' perspectives on the informant's leadership that would assist in the validation, or otherwise, of his descriptions of his leadership. In this regard there are connotations of a hermeneutic approach to interpretation (Dilthey 1976b) where explanation becomes a process of validating informed guesses and where rational argument and debate replaces reliance on logical proof typically used in a process of verification.

As the informant had specific knowledge about potential respondents from within the school, the researcher elected to ask the informant to select a cross-section of respondents using the following guidelines: 2 Heads of Department integral to the *IDEAS* process; 2 teachers integral to the *IDEAS* process; 1 deputy principal; 3 teachers not integral to the experience of the *IDEAS* process.

Following interview one, the researcher analysed the data as follows:

1. Transcription of interview (See Appendix D);

2. Analysis of the informant's story. Text was coded and categorised using Doherty's (2002) modification of the McMeniman et al. (2000) Sources of Influence Framework (See Appendix E);

3. Identification of tentative perspectives on the informant's leadership from the categorised text (See Appendix E);

4. Validation by the informant of the leadership generalisations emerging from the data.

Interview 2 of the Pilot Study addressed three elements of the proposed data collection. First, a validation of the emerging generalisations about the informant's leadership; second, discussion of the informant's perspective on his implementation of *IDEAS*; and third, construction of a concept map of the informant's leadership.

The researcher generalised the informant's explanations of leadership as Relational, Strategising and Planning, and Personal Well-Being. The following summary was presented to the informant who affirmed that it captured the key emphases he made in interview 1.

*Perspective 1 – RELATIONAL*

 *"Leadership is the ability to inspire people...to persuade people...to influence people...to assist them in changing their behaviours...to achieve a goal they may not have aspired to or may not have realised was important...to achieve a common or a group goal...leadership is the ability to enrol people...to engage people....engaging and influencing key people at key times". (Informant comment interview 1)*

*Perspective 2 - STRATEGISING AND PLANNING*

 *"There's a lot of things through careful planning, preparation and strategising that you can achieve with a minimum of fuss...so a lot of what I do in my job...is I try to out-think*

*people…there's a lot of second guessing…How will people react if I do this?…how can I minimise the uproar?…and sometimes you have to implement things that are unpopular…so how can you do things in such a way as to minimise the criticism of it?".* (Informant comment interview 1)

*Perspective 3 - PERSONAL WELL BEING*

*"Leadership is much more about how you are feeling about yourself...your levels of confidence…your physical and emotional well being….much more important components in leadership than management". (Informant comment interview 1)*

During the ensuing interview, in which the informant gave an account of his implementation of *IDEAS*, the researcher noted further themes and key ideas on leadership as they emerged. These were discussed with the informant prior to his construction of his leadership concept map. The leadership themes and ideas, noted and discussed prior to the concept mapping activity, were as follows:

Themes
- Relational leadership
- Strategic leadership – broad boundaries
- Sustainable leadership

Ideas
- Sponsors a learning process
- Principal leadership – stepping back
- Teacher-leadership
- Leadership traits – dependable, resilient
- What a leader does – envisioning, engaging
- Changes the perceptions of others regarding leadership roles
- Establishes a sense of internal authority within the school
- Facilitates a learning agenda
- Embeds a culture

To conclude interview 2, the informant was asked to construct a concept map that illustrated his concept of principal leadership in *IDEAS*. While he was aided by being able to draw on the self-knowledge developed as a result of his reflection during the two interviews, he found constructing a concept map a difficult assignment. As another contact with the informant was not possible within the immediate future, the researcher

decided that some assistance with the concept map construction would be necessary. The researcher felt that he (the researcher) would gain valuable insights into how to proceed in relation to the concept-mapping procedure with other informants, and the pilot study informant would gain important closure on the self-reflection activities he was finding of personal benefit.

The resulting concept map (**Figure 3.3**) illustrates the way in which the informant pieced together his view of principal leadership. He subsequently elaborated on the concept map during his attendance at a summative workshop conducted with all four informants.
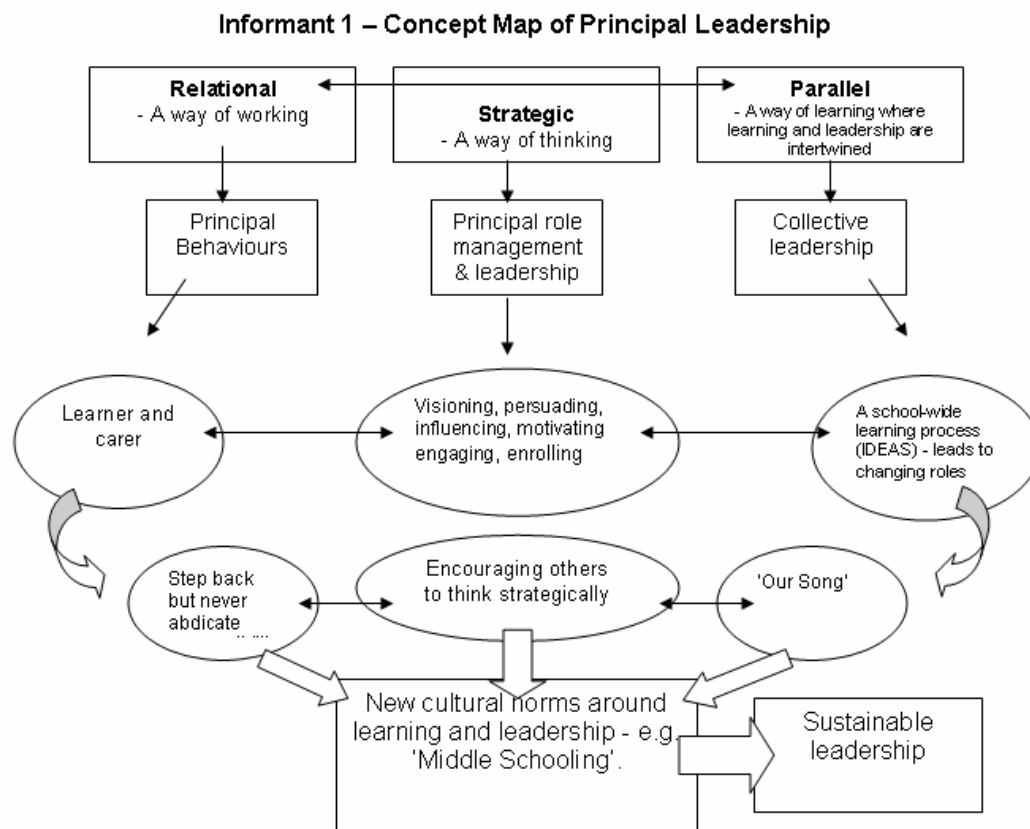


**Figure 3.3** Pilot study informant—concept map of principal leadership

In the two weeks following the second interview with the pilot study informant, the researcher completed four further steps of analysis that enabled an evaluation of the usefulness of the data collection and analysis instruments. The analysis activities involved:

1. The generation of a profile of the informant's leadership using the perspectives identified from the categorised text of interview 1 (Appendix F).

2. Transcription of interview 2 (Appendix G).

3. The categorisation of the text of the informant's account of his implementation of *IDEAS,* using the Framework of Parallel Leadership (Appendix H).

4. A qualitative analysis of the questionnaire data (return rate was n = 7/8). These data revealed that respondents' views were relatively evenly balanced between emphasis on a strategic and a shared approach to leadership in the school. This information was considered in the construction of the informant's Personal Leadership Framework. Notably, three of seven respondents selected the terms 'executive' or 'hierarchical' which suggested to the researcher that the informant had been partially successful in re-imaging his leadership. This is discussed further in Chapter Six.

5. Summarising the informant's leadership by drawing upon authorities in scholarly literature. The summary, as follows, is referred to as the informant's Personal Leadership Framework (PLF). It was synthesised by the researcher from the analyses of interview 1, and 2, and subsequently provided to the informant for

validation as his Personal Leadership Framework. (As noted in the following section on conclusions and implications of the Pilot Study, the way in which a Personal Leadership Framework was created for subsequent informants changed as a result of a further exploration of the relevant literature.)

### PILOT STUDY   Informant 1—Personal Leadership Framework

The informant emphasises two approaches to leadership which the literature describes separately as strategic, and shared.

The informant's biography suggests a penchant for good organisational management through the application of personal traits of persistence and determination evident in a range of circumstances across his biographical timeline. This appears to develop progressively around a strategic leadership focus. In early stages the informant emphasises strategic planning, however, more latterly the focus is on strategic thinking with a growing emphasis on "inventing new categories, not rearranging old ones" (Mintzberg, 1994 p.109), - the latter coinciding with the implementation of IDEAS in the informant's current school. The informant also emphasises "[taking] charge of [his] own agenda" (Caldwell and Spinks, 1992, p.01), evident in the current formulation of 'Our Song' and making it an authoritative point of reference within and without the school.

Notably, in his current school and within IDEAS, the informant has combined a strategic approach to principal leadership with overt inclusive and shared leadership practice. Although influences can also be traced to the informant's learning from previous leadership experiences, as a deputy principal and principal, the inclusive and shared practice most strongly coincides with the implementation of IDEAS in the school. There appear to be a number of facets to this shared leadership:

- Shared leadership has become for the informant a strategy for influencing and engaging others;
- It is largely a result of implementing the IDEAS process which the informant describes as a 'lifesaver' because it provided a way to move forward from the situation left by a previous Transformational Principal.
- As a result of moving into the IDEAS process, the principal and teachers have been cast together as followers of shared [vision,] values [and Schoolwide Pedagogy] (Sergiovanni, 1994);
- By accepting teachers as the pedagogical leaders the informant has come to accept that "position [is] to be determined by the tasks at hand" (Jackson, 2000, p.76);

There are however strategic overtones to the informant's practice around sharing leadership. The informant also perceives the sharing of leadership as a STRATEGIC way to accomplish achieving desired outcomes – both the informant's desired outcomes as well as those of the collective.

### 3.8.2    Pilot study—conclusions and implications for the research study

In general, the pilot study affirmed the usefulness of the instruments designed for data collection and the tools for coding and categorising text, and provided new perspectives for the researcher on the planned conduct of the research with other participating principals. Conclusions about the planned data collection and analysis strategies, and new insights gained about the overall methodology, through the pilot study, are listed as follows:

1. The outcomes of the data analysis suggested unstructured interviews would yield high quality data in relation to the Research Problem, particularly given that an extra contact was planned for future informants.

2. Doherty's Categorisation of the Sources of Influence on Principal's Practice (Appendix C) and the Framework of Parallel Leadership (**Table 2.1**) proved highly suited to the purposes of initial analysis of the data (in respect to Research Questions One and Two respectively).

3. The intent of the external feedback was to validate, or otherwise, the informant's perspective on his approach to leadership. It was designed to be non-intrusive for respondents and to provide feedback on the informant at the level of a worldview and general leadership approach only. No changes were made to the feedback form and the 90% return rate suggested reason for the researcher to be optimistic about return rates for subsequent participants.

4. The pilot study informant's PLF was developed with reference to a preliminary version of the Educational Framework of Leadership (**Figure 2.2**) which

comprised five theoretical models of leadership. The researcher decided the framework did not provide adequate reference concerning the informant's educational ideology. As a result, a further review of the literature, pertinent to educational worldviews, was undertaken in order to strengthen the theoretical basis for conclusions made in respect to informants' Personal Leadership Frameworks. The review involved exploring and summarising influential ideologies related to school leadership. It resulted in the incorporation of three ideologies termed Moral-Critical, Corporate-Managerial, and People-Centred in the framework used to develop each informant's PLF (see **Figure 2.3**).

5. The researcher also discovered that data analysis and subsequent communications with the informant were very time consuming. On the basis of this experience the researcher made adjustments to the proposed plan of future data collection and analysis by allowing for appropriate time intervals between contacts with the participants.

6. Finally, on the basis of the comprehensive data analysis and subsequent follow-up and feedback undertaken with the Pilot Study informant, (he was included in the summative workshop) the researcher concluded that the data from the pilot study provided sufficient depth and insight into the informant's leadership to warrant his inclusion in the study's overall design.

**3.9 Validity and reliability**

Validity and reliability are terms that refer to the trustworthiness of an inquiry. In discussing these two terms in relation to educational research, Weisma (2000, pp 8-9) states that validity of research deals with the accurate interpretation of research results (internal validity) and the generalisability of results to other contexts (external validity). Reliability, he says, is concerned with the replicability and consistency of the methods, conditions, and results.

Some researchers argue that these criteria should be similarly applied to both quantitative and qualitative research. However, there are others who argue that the criteria should be different (Bassey 1981; Schwandt 1994; Stake 1995). The researcher accepted the latter argument in reaching understanding about the research integrity of the proposed design and methodology.

*3.9.1    Generalisability*

The researcher presumed that the general findings of the present study would have some applicability to other contexts. However, the researcher does not suggest that findings will be predictive. Rather, the external validity in this inquiry is more in keeping with Bassey's (1981) idea of the relatability of case studies where results will be informative for participants in other educational contexts. Stake (1995), when referring to naturalistic generalisation, suggests that a reader of the results of case study research will determine the typicality and representativeness of the results in relation to their own situation. Similarly, Patton promotes the idea of "context-bound extrapolations rather than generalisations" (1990 p.491). Furthermore, Schwandt (1994, p.130) suggests that

"[i]nterpretive accounts [in this case, efforts to determine impacts of the *IDEAS* Project on personal constructions of leadership] are to be judged on the pragmatic grounds of whether they are useful, fitting, generative of further inquiry, and so forth" (p. 130).

### 3.9.2   *Internal validity*

In regard to internal validity, there was an expectation by the researcher that there would be a high degree of intersubjective agreement concerning the categories, themes, and concepts identified from the analysis of the informants' accounts of their practice in response to the research questions. As a result, respondent validation of data throughout the iterative data collection and analysis process was used as a key strategy to ensure differences in the interpretations of interviewer and interviewee were resolved and that results reflected the perspectives of individual informants. However, the researcher regarded the conduct of each interview as key to eliciting valid data and a number of considerations guided the interview procedure.

The research was regarded as exploratory and the researcher went to considerable lengths to elicit informant responses as free as possible of researcher bias. Firstly, each informant was provided with a copy of the research problem and research questions without elaboration prior to the first interview. Secondly, the researcher paid attention to the mood of the interview which was treated as a professional conversation in ways that experienced principals are accustomed. Empathy and interest was shown in regard to each informant's school and personal context during the opening dialogue with a view to assisting interviewees to feel at ease and in order to enhance rapport and mutual trust. Also, a researcher persona as a learner was emphasised by the researcher as a means of

encouraging the free and open exploration of meanings that would emerge from the conversations. Thirdly, each interview was unstructured and at a seemingly appropriate point in the opening conversation the researcher injected an open-ended question that invited each informant to individually interpret the respective research question and respond accordingly. Subsequent researcher questioning during each interview largely consisted of probes for clarification or requests for elaboration of an informant's comment and, on occasion, to redirect the informant in order to maintain a focus on the research question.

### 3.9.3    Reliability

As for reliability, a positivist application of the term is viewed as inappropriate to this research. The nature of the inquiry, which involved the co-participatory construction of knowledge by the researcher and informants in particular contexts, militates against the suggestion that it may be replicated. Also, based on theories about the nature of how persons individually construct their versions of reality (Kelly 1955), the possibility of replicating the results within other contexts is of no consequence. However, it was anticipated by the researcher that a complete and persuasive presentation of the procedures and results should result in readers being able to make judgments about the usefulness of the methodology in other contexts.  The use of multiple methods in the research design reflect the researcher's intent to capture a deep understanding of the phenomenon in question, adding rigour, breadth, and depth to the inquiry (Denzin & Lincoln 2000). Informants' perceptions of leadership were elicited through data collection procedures that assisted the participating principals to consider, recall and retell their life stories (unstructured interviews and construction of professional

histories) and analyse and conceptualise their thinking (construction of Personal Leadership Profiles and leadership concept maps). Data validation took place at intervals through a procedure of informant-checks of the researcher's data analyses and interpretations. Also, the process of developing the informants' Personal Leadership Frameworks incorporated a cross-check of the informants' perspectives of their leadership against the views of staff colleagues.

## 3.10 Ethical considerations

### 3.10.1   The researcher's stance

The researcher's positionality in relation to this doctoral study was impacted by previous experience as a deputy principal of a large provincial high school and as a district Performance Measurement and Review Officer (PMO) during the five years prior to commencing this research.

The researcher's personal association with IDEAS began during tenure as a PMO when a number of schools for which he had responsibility engaged with IDEAS. As an experienced school administrator, instrumental in leading whole school change, and subsequently supporting school improvement projects across the educational district, the researcher developed a sharp interest in exploring educational leadership for school improvement a number of years prior to commencing doctoral study.

Having had a significant amount of experience in analysing and interpreting quantitative data at the school and district-wide level, in addition to gathering and interpreting qualitative school data through conversations and interviews, the researcher was

convinced that a qualitative approach had the potential to provide the more useful in-depth data relevant to the study's purpose and research questions.

At the time of this study the researcher was independent of schools and the Education Department for which he previously worked and had become integrally involved in the work of IDEAS in schools through the Faculty of Education at the University of Southern Queensland. While somewhat independent of the organisational values and ethos of the schools context, the researcher acknowledged a need to "[achieve] conceptual distance from [the] perspectives and vocabularies" inherent in the close association with members of the academic community of IDEAS. This realisation contributed to the shaping of the research design which supported an exploratory approach rather than formulation of any hypothesis to guide the research.

### 3.10.2   Participants

The primary ethical consideration of this research concerns the dignity and privacy of participants. Required procedures were adhered to in respect to necessary permissions and applications. In particular, an ethics clearance from the USQ Human Research Ethics Committee was obtained and permission from the informants' employing authority was received.

The following steps ensured that appropriate ethical considerations were attended to before the commencement of the study.

1. Participation was strictly voluntary and participants were not subjected to physical or psychological risk.

2.  The consent of participants was sought following a face to face interview when the purposes and methodology of the research were explained.

3.  A letter of informed consent outlined ethical considerations of the study and was signed by participants (see Appendix A).

4.  Opportunity was given throughout the enquiry for participants to raise concerns or questions about participation, collection, treatment, and use of data.

5.  The identities of participants were protected and data was coded in order to prevent source identification.

## 3.11 Outcomes and significance of the study

The purpose of the study was to explore ways in which a selection of school principals conceptualise their leadership as a result of their engagement with the *IDEAS Project* and its associated process of school revitalisation. Key expected outcomes included:

1.  Clarification and possible expansion of the concept of 'parallel leadership';

2.  Clarification of the role of the principal in 'parallel leadership' processes and relationships;

3.  An enhanced understanding of how successful principals create a culture of professional learning within a school;

4.  Enhanced understanding of the possible connection between principal leadership and pedagogical renewal;

5.  Enhanced self-understanding about principal leadership through theorizing about one's own practice.

The main significance of the study concerns the concept of 'parallel leadership' as a particular manifestation of distributed leadership. The concept appears on the surface to be justified. However, until the advent of this study, 'parallel leadership' had been subjected to little serious critique. Uncertainty surrounded how principals in *IDEAS* schools conceptualise their leadership, and what impacts experience with the *IDEAS* process has on their conceptions of leadership.

Findings from this study were also expected to add further clarity to existing understandings of how the ***ideas*** process works and the type of leadership required for successful school revitalisation and improvement. Better descriptions of school leadership, drawn from the experiences of the informants in this study, will hopefully benefit other principals and teachers in the increasing numbers of schools now engaging with *IDEAS* across Australia and internationally. In particular, the proposed research provided an opportunity to explore principals' roles during a process of school revitalisation and to ascertain whether the particular functions currently ascribed by Crowther et al. (2002) and that are labelled "metastrategy", have legitimacy in practice.

Also, the researcher hoped the study would contribute to understanding the connection between leadership and pedagogy, an area of educational priority, particularly as it relates to principal leadership. Potentially, extrapolations may also be made from this study to other practitioners, policy-makers and those with an interest in principal leadership development.

**3.12 Summary—Chapter Three**

The purpose of the study was to uncover and describe how a small sample of principals in *IDEAS* schools conceptualise their leadership in conjunction with the successful implementation of *IDEAS*. Hence, the Research Problem was stated as: <u>What conceptions of principal leadership arise out of a sample of principals' experiences with a process of school revitalisation that emphasises a distributed approach to school leadership?</u> A qualitative research approach that embraced the theoretical perspective of interpretivism (Crotty 1999) was chosen to inquire into the Research Problem.

The overarching inquiry took the form of a multi-case or collective case study (Stake 1988, 1995) and comprised four principals who had engaged with *IDEAS* over a period of at least two years. A case study approach was taken in the analysis, interpretation and reporting of findings in relation to each informant. However, the researcher accepted Yin's (1993) advice concerning the generalising of case study conclusions and therefore might be applicable to others in different contexts.

An iterative process was constructed in the hope of generating a comprehensive understanding of how the informants conceptualised their leadership. The method drew from Duignan and McPherson's study (1992) that argued a reflective methodology that was aided by recasting the relationship between researcher and practitioner as one of a partnership of practitioner-researchers and researcher-practitioners.

The data collection strategies were based on an assumption that informants' conceptions of leadership would be influenced by personal histories and career experiences (McMeniman et al. 2000), personal values and beliefs (Bath 1990; Schlechty 1990), and

contextual factors such as the professional community to which they belonged (Wengner 1998). Augmenting the in-depth interview, which was chosen as the primary method for informants to describe their perceptions of their leadership, were concept mapping (Novak 1972) and a structured interview that was utilised to gain staff perceptions of informants' leadership. Methods of analysis involved detailed transcriptions of taped interviews and the use of tools derived from the literature review to code and categorise the texts of interviews.

The outcomes of a pilot study bolstered the researcher's confidence in the overall design and method and also provided a number of new insights that resulted in some modifications and adjustments to the methodology employed for the subsequent three informants.

Predictability was not intended as a feature of this research. Rather, this inquiry applied Bassey's (1981) idea of the relatability of case studies where results may be informative for other educational contexts. There was however, an expectation by the researcher that there would be a high degree of intersubjective agreement concerning the categories, themes, and conceptions identified; therefore, respondent validation throughout the process was used as a key strategy to bolster methodological rigor.

The main significance of the study concerns the concept of 'parallel leadership' as a particular manifestation of distributed leadership which, until the advent of the present study, had been subjected to little serious critique. The expected outcomes of the study could be summarised as a hope that firstly, potential enhanced descriptions of 'parallel leadership' might be of benefit to other principals and teachers in the increasing numbers

of schools now engaging with *IDEAS* across Australia and internationally as they engage in school revitalisation processes. Secondly, that potentially uncovering new ways of comprehending leadership in schools that might be of assistance to school practitioners seeking to move from traditional to distributed forms of leadership.

The researcher now turns to Chapter Four to deal with the first research question, which concerns the construction of informants' Personal Leadership Frameworks.

# Chapter Four: Constructing Personal Leadership Frameworks

**4.1 Introduction**

Chapter Four addresses Research Question One of the study: <u>What are the features of the Personal Leadership Frameworks (PLF) of a small sample of school principals engaged in implementing the *IDEAS* process of school revitalisation?</u> A PLF for each informant was established through a six step analysis of each individual's story. The analysis entailed the following steps.

1. Transcription of the taped interview 1 which concerned individuals' personal and professional biographies.

2. Narrative re-construction of individual stories.

3. Text analysis of interview 1 using Doherty's Categorisation of the Sources of Influence on Principal's Practice (See appendix I for an example).

4. Regrouping the reoccurring themes under four categories naturally derived from the analysis and termed "Leadership Profile". These four categories were Personal traits, Experiences and Learning, Actions, and Leadership Orientation (See appendix J for an example);

5. Discussion of the themes identified in the thematic analysis of individual stories, and cross-referencing the discussion with data from the questionnaire completed by the informants' staff colleagues (Summary tabulations of feedback from the questionnaire are presented in appendix N);

6. Generalisations of each informant's prevailing world view/s and leadership model/s utilising the researcher-generated Framework of Principal Leadership developed as a result of the literature review.

The Framework of Principal Leadership **(Figure 2.3)** summarises five prominent contemporary theoretical models of educational leadership and three educational worldviews which Doherty categorises as emphasising "ideals", "people" and "efficiency. The leadership models and worldviews were generally familiar to the informants as a result of various professional development episodes that they had attended over recent years. Researcher discussion with each of the informants clarified the meaning of each of the leadership models and worldviews and made clear that, due to theoretical overlaps that exist between various models and worldviews, informants may identify elements of their leadership in more than one leadership model and worldview.

| Template – Personal Leadership Framework | | | |
|---|---|---|---|
| *Prevailing Worldview* | *Associated Worldview* | *Prevailing Leadership Model* | *Associated Leadership Model* |
| | | | |

**Table 4.1** Personal Leadership Framework Template

A personal leadership template **(Table 4.1)** was developed with an expectation that both a prevailing and associated worldview, and similarly, leadership model, could potentially be identified as a result of the researcher and informant's discussion about the analysed data in respect to Research Question One. The inferences about informants' leadership dispositions and perspectives were made on the basis of the participants and researcher agreeing that there were substantial manifestations of the inferred world

views and leadership models present in their espoused leadership perspectives and practice.

Steps two, six, and seven of the data analysis are detailed in this chapter while an example of analysis steps one, three, and four are presented in appendices D, E and F.

Consideration of each informant's Personal Leadership Framework commences with the researcher's re-constructed narrative that was completed with the intention of preserving the participants' voices through extensive use of quotation from the transcribed interviews.

## 4.2 Informant 2—Construction of a Personal Leadership Framework

### 4.2.1    Informant 2 (Joan) Narrative re-construction

Joan grew up in the Queensland coastal country town of Tully, the oldest of five girls, all of whom as Joan recalls; "are obsessional about what [they] do". Each of the siblings became highly educated, testament to a mother's drive focussed on her daughters' educational success. Joan recalls:

> I guess there were expectations about doing more. My mother was a Lilley Medallist and a Burns Medallist [for academic achievement] and there were always expectations that you would do your best. . . I guess there was always an expectation that staying in a small country town and marrying the local farmer wasn't the 'be all and end all' which tended to be what a lot of young women [from the town] set as their goal.

Primary school held few vivid memories except for day one:

> I remember day one very vividly and I remember the teacher. Mrs Nelson was very old and I felt at the end of that day that I wanted to be a teacher…that I'd probably played at being a teacher before I went to school. I don't think I had any models for that and I didn't interact very

much with the kids down the road. There was no television . . . [we] read
a lot.

Teaching became the inevitable career choice and the names of high school teachers easily came to mind: "I have never had a thought of doing anything other than teaching. My experiences just confirmed that it was the sort of thing I would like to do". The intrinsic altruism of teaching appealed to Joan: the thought of working with young people manifested in an image composed of "out the front . . . knowing heaps . . . communicating . . . help[ing] students to learn".

The household was not privileged financially. Joan's father—who she remembers as extroverted, sociable, and sporty—had a newsagency business; however, following his nervous breakdown things became "a bit of a struggle". Joan attributes her own educational opportunity to two things. First, as the recipient of the B.I Bucket Memorial Prize awarded to the top student in State Schools in their Junior Year Joan was to become the beneficiary of a full commonwealth scholarship due to family financial hardship at the time. Second, as Joan recalls, "the reason that I got ahead was that my mother was writing away to get information about careers and about courses and so on. You just didn't have it laid on as you do now . . . and she was doing that on behalf of the whole class".

Following three years at James Cook University (JCU), Joan completed her fourth year diploma of education at The University of Queensland (UQ). Her most significant memories of life at both JCU and UQ centre on engaging in argument and debate to do with politics and current affairs and Joan counts these experiences as very important in shaping her thinking.

Attendance at JCU was a time of significant personal growth. Personal confidence, previously untested in the confines of a tightly managed family and narrow social life grew as she manoeuvred around others' opinions and offered her own. Argument and conversation merged over extended mealtimes, and as Joan remarked, "there were some influences beyond what I had experienced at home and read about that gave me the view that I could influence people and make some contribution". The learning, however, did affirm key values she had been brought up with: values such as, respecting all others, human equality, and equal opportunity.

Also, moving to Brisbane for diploma of education studies and meeting her husband-to-be, a university lecturer, exposed Joan to new levels of dialogue and debate.

> When I came to Brisbane I met my husband at the beginning of the year and that year—again I don't remember much about Dip Ed.—except about socialising, meeting people many of whom have had significant profiles. We used to meet every Friday night at the University Staff Club and talk …or listen. You know for me there was a lot of listening" . . . I guess that's where I developed a very strong view about social justice, and about the need to create a better world. It was the Whitlam era . . . it was a very interesting time.

An awkward start to teaching gave way to nine productive years in her first school appointment.

> I started teaching at my first high school and because I hadn't taken a teacher fellowship, I wasn't bonded, and so I had to wait to get a position. I didn't get a position until the Friday before school started and I was quite concerned. I thought that maybe I'm not going to get a job. On the Friday I was contacted and I was told to turn up to the school, and there I had the most negative experience I think I've ever had in my career. I had to wait on the verandah for most of the day because nobody wanted to know me, because the timetable had been completed and I didn't fit in with my particular subjects. To this day I remember that very vividly as I do another little incident a couple of weeks later and I've determined that you really have to treat all staff with respect and look after them, and particularly new teachers.

Joan's experience changed quickly: "I had a wonderful year meeting a number of very passionate teachers. Fun-loving people who loved teaching, who loved kids, who were very creative? Joan recalled others remarked on her conscientiousness and she considered herself highly organised. She recalls: "That was my passion". Notably, many of the professional and personal associations made during the following nine years at the school still remain in tact 30 years later.

Believing herself the equal of another colleague she observed in the job of senior mistress, Joan made application for such a position elsewhere. Appointment as a senior mistress in a new metropolitan high school followed. It proved to be an opportunity for leadership beyond the expectations inherent in the position.

> . . . A new school with a whole lot of structures to be put in place and there's no deputy so I guess in a sense I had an opportunity; a chance to be a pseudo-deputy. I think this is one of the episodes where I was thrown into a situation and I learned on the job. It was the principal who said to me, 'You're no senior mistress. You ought to be a deputy principal'.

> I remember there was a real void in terms of structures and processes and policies and it wasn't something that I was used to doing but I can remember consulting with others in order to develop policies. The principal wasn't particularly strong in this area. I gathered around me— inviting people to be involved—significant people—one of whom is now principal of a high school - and another as well. That's seems to have been a common theme where I believe I have the capacity to identify talented people—or people that represent others—or want to contribute— able to work with a group of people to develop something that will benefit the larger group.

> I didn't like the senior mistress terminology and I remember going to meetings where there were women who'd been in this kind of position for years and years and years and their role was very narrow. Mine, I guess by virtue of the fact that I volunteered to do a whole lot of stuff because some subject masters weren't in place it at that stage was an opportunity. I saw it more as an opportunity than a problem.

Joan recalls it was through the encouragement of her principal at the time within three years she was promoted to the position of deputy principal at another inner-city high school.

> 'You make no senior mistress, you need to get out there and be a deputy principal'…that was the way he put it. But he was being very positive and encouraging. If that hadn't happened—perhaps you know, I would have been still working at The Grove…and become a deputy principal by default. You know, the way the system worked then, senior mistresses automatically became deputies many years later.

A number of events, prominent in Joan's thinking, occurred during five years at the next school appointment. More important than the challenge of doing a timetable from scratch for the first time, and left to Joan as incoming deputy, was the support the principal gave in the completion of the task. "He made sure that I succeeded". Then there was a situation with a subsequent principal.

> I basically had him removed from the school, because he came to school inebriated . . . but I helped him. I confronted the situation. That's something that has been characteristic of what I do. I understand, from talking to a very good friend of his that people had just closed their eyes to what he did, and I confronted the situation in a supportive way and got help for him.

Possibly most significant to Joan during this appointment was the partnership with parents.

> There'd been a culture developed of parents being involved in the decision-making . . . they were parents of children at the school. . . . From that point onwards, I saw the value of parents being involved. I mean, a lot of these parents knew a lot more than the teachers, in terms of educational philosophy [and] they were really concerned and very willing to contribute. I felt that I really encouraged that. . . . Towards the end of this period I started meeting socially with a group of women that were associated with the school, had been there at one stage. That became a very supportive group and we'd talk about what we were doing—sharing —encouraging each other, and we've been meeting ever since.

Appointment as principal to a country high school in 1989 prompted intensive introspection on a personal educational philosophy. Principal appraisement processes to do with the schools up-banding from Grade 2 to Grade 1, and then application for a band 11 principal position two and a half years later impelled self-examination. This reflection together with external scrutiny began to illuminate Joan's beliefs, tacit to her practice at the time.

> I thought that process was brilliant. They actually asked you to nominate people that they would interview about your performance. They also sought to identify people that might have a different view: a very comprehensive process. I have been throwing stuff out—but I saved my applications and I saved my application for the band 11 job. In terms of philosophy, it is all there….everybody's a learner…and developing a community of learners… that was pretty strong even at that point in time.

> I wanted them to realise that I was extremely open in the way that I operate and that people feel comfortable in talking this end [to the principal] about issues . . . but they would also be able to say to the appraisers that Joan knows that there are issues and that she is working on that. You know… that there was nothing hidden. That's what I wanted them to find - that everything is not perfect. At this school we put the issues on the table and we deal with them. I mean I struck a situation where there was an extremely negative influence amongst a couple of male HODS. I was very open with one HOD in particular and actually involved him in being an acting deputy principal to get him to work alongside me - to get him to raise all of the issues that he was concerned about.

Another noteworthy, personally clarifying event occurred during this period.

> There was this visionary leadership seminar: live-in for three or four days. It was run by the department of education. There were nine people involved. I can't remember [all of them] but there was something that stuck out in my mind: Care enough to make a difference in your own life and the lives of the people that you touch. I think I was invited because I was doing a good job – perhaps - but you know; the stuff that happened at that seminar - making sure that you developed a vision collaboratively; involving people in the planning process; enrolling people in working towards achieving that vision; that stuck out for me. A lot of this was [personal] affirmation but I guess it was putting words to the actions, or

the theory behind the activity. 'Care enough to make a difference in your own life and the lives of the people that you touch'.

Following her country appointment, principalship at the highest level (Band 11) proved to be Joan's most intense leadership experience to this point.

> This school really opened my eyes: just to see a community in crisis; to see the kind of stuff that people [families] were dealing with on a daily basis and to hear the stories. When I first went there—I mean I really didn't know what I was in for. There was a whole lot of racial violence at the school. There was violence on a daily basis. It was awful, ugly stuff, and again, I tried to involve parents, and I learned a lot from them, and in fact, people that I involved in the school then, are still involved well after their children have gone—as citizens, as president of the P&C. I still wanted parents to be involved in having a say about what should be taught, what was important in the curriculum and so on. But I guess I just hadn't experienced a lot of—or seen a lot of what I saw—and I think I was more attentive. I listened a lot and in fact, that first term, I basically listened to people's stories: developed relationships; tried to build rapport with, not only the staff, but also with parents and community members.

Also nourishing and energising Joan's thinking around the time of her appointment to the band 11 school was an experience of the world convention for principals, in Sydney, 1995. "I heard from people like Michael Fullan, and again, we talked about visions and journeys and 'everyone is a change agent'; and that stood out in my mind".

It was soon after the world convention that a Queen's Trust project around conflict resolution skilling was adopted at the school under Joan's leadership.

> "The vision was about skilling everyone in the community, so that they could manage their lives better. Parents, students and staff members were skilled in the conflict/resolution skills. Through Joan's school cluster promotion and leadership, the project quickly moved beyond her immediate school boundaries to encompass other schools and subsequently a whole district in an underprivileged area of the city. Thus, the project, seeded from government school enhancement funds, became an initiative for which Joan received a public service medal in 1997, and the project continues today. "The theory was that when kids started going to preschool, they would develop this way of communicating as they

went through primary school into the high school—and of course the older high school kids are going to go on and become parents".

A genuine commitment to the welfare of her students is partly epitomised in the following practice. "I basically agreed not to exclude kids [from school] because nobody wanted to take them anyway. Other schools' would support me with more guidance time than I was allocated based on our numbers, and they also wanted to be involved in the conflict resolution, too".

A down-banding of the school to a band 10 cut short Joan's intended stay. Given the choice of moving to another band 11 school, or applying for a district director position, Joan chose to go to Riverview high school halfway through 1997.

> I believe that in the position of principal, you have the capacity to make a difference in working with students, staff and parents. As a district director, you are quite removed from the daily operations and especially removed from the reality of student learning: to attend speech nights, official functions to see performances etc…that's not the reality of student learning. To deal with complaints about schools: that's not the reality either. I had a view that in the position of district director, you really couldn't respond to what people wanted and consult. You were basically a political puppet and you had to do basically what the minister said. I had an opportunity in 2001 to experience that. In 2001 I was asked to be a district director and I declined and then I was directed to be a district director. I tried very hard to make a difference through supporting principals to do their work - and I found it very difficult - I'm not interested in [working in] the world of politics although that's one vehicle to make a real difference and I respect that, and friends who are working in the political area.

In early 1998, Joan exposed Riverview to 'leading schools', an initiative of the education department aimed at building schools' capacity for autonomy and creating distinctiveness. Although a change of government caused the abandoning of the official project in schools, the theory and structure behind the initiative affirmed directions Riverview had already taken and bolstered processes the school had put in place for a

school improvement process. Professional networks and close professional relationships continued to play an important role in Joan's leadership development.

> I've had a number of groups I've shared with and we have supported one another. I have also had a long-standing professional relationship with one principal and that's been an interesting one because I have disagreed with him about his approach to some extent. When I first met him I was a bit horrified at some of his views and ways. I guess you could say I was probably horrified at a number of other 'male' operators, too (and not necessarily male). In the course of conversation I advocate for a certain way of doing things—to stand up for that and to give examples— influencing—and I think that's [also] leadership. At the band 11 school most of my deputies became principals. You can influence them through modelling - through operating a certain way; debriefing, giving people opportunities to show leadership as well. [However] I'd like to think that I have influenced him [the principal friend] as well—and I've learned from him. I have to be prepared and plan for things and he'll wing it for instance. It's an interesting role this one where you really need to sound out things you are doing and get some—well not so much affirmation— but check what you are doing - check that you are not completely off the edge.

### 4.2.2    *Analysis of Joan's story*

The following discussion of Joan's leadership features establishes an image of a strong, mature individual, highly motivated around the wider issues of social concern and adept at marshalling human and financial resources to achieve personal and organisational educative goals. A number of personal leadership features derived from a thematic analysis of Joan's story are discussed under the following headings: (1) prevailing personal traits, (2) important learning experiences, (3) pervading leadership actions, (4) and leadership orientation. One example of the thematic analysis is provided in appendices D, E, and F.

**Prevailing personal traits:** self motivated; high personal standards; obsessional and conscientious about planning detail; visionary—social responsibility; positive and optimistic; intuitive of others' needs.

Self motivation and high personal standards thread through Joan's biography from her earliest days in primary school to her current role as principal of Riverview state high school where colleagues describe her in such terms as, "tireless effort" and "leading by example". Joan explains this as the obsessional and conscientious side of her character which she traces from the influence of her mother and her early upbringing as the eldest sister of five siblings. Joan also admits: "I have to be prepared and plan for things where [others] may wing it". Joan's early emphasis on developing policy and procedures gave way to curriculum renewal at her next school, community renewal at the band 11 school, and to the whole-school improvement process at Riverview high.

Strategic thinking and planning is mixed with a positive and optimistic approach to leadership and a deep sense of personal responsibility to make a difference. Joan merges a quiet confidence in her ability to seize opportunity and confront reality with "a very strong view about social justice and the need to create a better world". Such altruism is not only evidenced in leadership of large-scale community projects but also in willingness to assist wounded colleagues such as the chronically inebriated principal. She recalled: "I understand . . . that people just closed their eyes to what he did, and I confronted the situation in a supportive way [and] got help for him".

Joan demonstrates a capacity for identifying colleague interest in projects but appears sensitive to a need to support their involvement in ways that don't place them at odds with other colleagues. In regard to her exercise of leadership in these ways, Joan recalls two important influences on her thinking. One was a reference to the visionary

leadership seminar and the quote: "Care enough to make a difference in your own life and the lives of the people that you touch". The other influence she recalled concerned being a change agent: "I heard from Michael Fullan . . . about 'visions' and 'journeys' and 'everyone is a change agent' – and that stood out in my mind".

> **Important learning experiences:** influential mother and critical others; personal experience of the impacts of inequality; personal experience of the inadequacy of systems; negative experience of authoritarian leadership; acknowledges, works with, and learns from specific contexts; transfers learning to new contexts; develops a philosophy of learning and community.

But for a "much focussed mother", Joan may not have found herself as principal of a large metropolitan high school. "I saw in my own family situation, there was the potential for things to not go anywhere at all . . . if there were no funds . . . I was on a commonwealth scholarship . . . the reason that I got ahead was my mother was writing away to get information . . . and she was doing it on behalf of the whole class". Joan concludes that her mother's influence was foundational to her emphasis on people and collaboration. The influence of associates and lecturers in her final year at university was particularly helpful in relation to a growing personal and professional commitment to issues of social justice. Negative experiences born of careless and authoritarian leadership such as those encountered in the early stages of her first teaching appointment served to grow Joan's determination "to treat staff with respect and look after them - and particularly new teachers".

Acknowledging and working with the specific context at hand are characteristic of Joan's approach to learning. As senior mistress in a new school yet to appoint a deputy principal, Joan learned to accept that certain contexts demand a flexible approach to interpreting position and role.

> I didn't like the senior mistress terminology and I remember going to meetings where there were women who'd been in this kind of position for years . . . and their role was very narrow . . . because some subject masters [were not in place at the time] I had an opportunity. I saw it more as an opportunity than a problem.

Experiences such as fostering engagement of teachers in policy development and exploiting high levels of significant parent involvement provided important learnings that Joan transferred and built upon in subsequent school contexts. It was during the country appointment as principal, that Joan began to clarify her personal educational philosophy as evidenced in her application for a band 11 principal position, in which she was subsequently successful. "In terms of a philosophy it is all there . . . everybody's a learner . . . and developing a community of learners . . . it was pretty strong at that point of time".

**Pervading leadership actions:** invites others to be involved and draws others in; values and acknowledges the contributions of others; appreciates and involves parents; creates and promotes professional networks; seeks out networks of personal support; seeks out peer opinion and creates peer networks; proactive in opening up the issues; takes a strong stand on social justice practices; facilitates problem solving through collaborative means; creates an organisational focus and seeks to develop an organisational vision; seeks to test self against other opinion.

It is possible to trace a history of personal leadership action that authenticates Joan's espoused educational philosophy which emphasises equality, collaborative learning and openness to critique. Joan draws on an ability to inspire colleagues in order to foster wide stakeholder involvement typified by the large-scale community project which began as a single school project and quickly engaged other schools and community organisations. One staff member at Riverview high made comment: "each staff member is encouraged [by Joan] to feel a sense of personal bothering". Another teacher captured what they thought others' in the school considered the prevailing thrust of Joan's leadership: "Shared leadership producing quality education for all".

Joan channels her energies into problem solving by collaborative means. For a community in crisis, "I listened to peoples' stories, developed relationships and built rapport with not only the staff but also with the parents and community members . . . the vision was there about skilling everyone in the community so they could manage their lives better". In this case the vision benefited from resources that accrued from the creation of a wider organisational focus.

Joan demonstrates a history of proactively surfacing the issues, as was demonstrated in taking on the inebriated principal when in the position as deputy. Later, Joan applauded the thorough and open inspection experience saying, "I guess I am extremely open in the way I operate . . . there is nothing hidden. . . . I wanted them to find out that everything is not perfect [and] that nobody is worried about raising issues". This professional practice appears to be born of honest introspection and a desire to test self against other opinion further demonstrated in action to seek out peer opinion and create peer networks.

Joan sought out regular, earnest discussion with intellectuals in university days and as a deputy sought participation in a small but influential group of women educators who had been previously associated with the school. Of the longstanding professional relationship with another, male principal, Joan says: "It's an interesting role this one [as principal] where you really need to sound out things you are doing . . . check you are not completely off the edge . . . There have been differences [between he and I] and the differences help me to check whether I'm still as committed as I feel I am". Joan's commitment results in the fostering and often leadership of professional networks, as in the case of succeeding principals' clusters, women's networks, and a local youth works group to do with youth advocacy around a 'school of choice' agenda.

> **Leadership orientation:** passionate about working in the school context; passionate about working with students; heightened social responsibility—advocates better society, peaceful—non-violent; seeks to solve social justice issues and emphasises the wider influence of school leadership; emphasises equality and seeks to establish social justice communities of practice; collaborative; others' oriented and sensitive to others' needs; influences through modelling and highlights the importance of supportive mentoring.

Joan's leadership is underscored by a passionate commitment to students in the school context. On more than one occasion Joan has been offered the opportunity to move out of the school context into district leadership. Apart from a period when directed to act as a district director Joan has declined such invitations. She concludes:

> I believe that in the position of principal, you have the capacity to make a difference in working with students, staff, and parents. As a district director, you are quite removed from the daily operations and especially removed from the reality of student learning.

A passion for working with students was a key factor in choosing teaching as a vocation, having never had a thought of doing anything else. The band 11 experience heightened Joan's sense of social responsibility and focussed her advocacy on students and families at risk, thus raising district-wide consciousness about families in distress and creating the conditions and structures to facilitate better futures for members of the school community. Joan describes her big-picture leadership orientation:

> . . . I have another goal in mind . . . my big picture in terms of making a difference. It not just about one person, it's about contributing to a better society. I have extreme concerns about where society is going. I know principals and people like me have an opportunity to influence a large number of people . . . it is about social justice—it is about a fairer society —a more peaceful, more non-violent world . . . and that's I guess the vision with the previous [large-scale community] project. The vision was beyond the cluster of schools - throughout the state - to influence as widely as we could.

It was no surprise to the researcher to hear this theme echoed in the comment from a teacher at Joan's current school: "Working together to build harmonious communities". The others' orientation manifests itself in various ways. The few negative experiences of leaders' actions combined with positive role models heightened Joan's resolve to model open, conscientious and equitable practices. Mentoring has become an important element in Joan's practice and providing opportunities for leadership, debriefing, and valuing and acknowledging colleagues comes with an explicit intent to model and influence a wider social agenda.

### 4.2.3  Summary—Joan's Personal Leadership Framework

| Informant 2 – Personal Leadership Framework | | | |
|---|---|---|---|
| *Prevailing Worldview* | *Associated Worldview* | *Prevailing Leadership Model* | *Associated Leadership Model* |
| Moral-Critical | People-Centred | Educative | Strategic |

**Table 4.2** Informant 2—Personal Leadership Framework

Joan's practice is in sympathy with an Andrews and Lewis (2003) assertion that a view of the transformational leader setting goals and inspiring others to join in working towards those goals is becoming outmoded as the professional community matures. A teacher on Joan's staff commented: "The dream [here] is a collaborative one" (see Appendix N). However, Joan extends the idea of collaboration beyond just a structural way of working and clearly draws energy from a moral-critical world view, her practice mirroring Giroux's (1992) concept of leader as a transformative intellectual. Not surprisingly, staff feedback emphasises the visionary nature of Joan's leadership to do with inclusiveness and values (see Appendix N).

While the moral-critical position appears the prominent driving force in Joan's leadership there is enough evidence to conclude that moral-critical driven leadership is mixed with a strong people focus. Staff colleagues concur with Joan's self-assessment as a collaborative leader who stresses the need for shared leadership (see Appendix N).

Joan's focus of energy around consciousness-raising, advocacy, and highlighting social justice values points to a strong educative leadership profile. It is safe to assert her leadership is primarily driven by issues of social justice with an emphasis on building school cultures and structures that educate for a better society; however, Joan also has both a talent for strategic thinking, and planning, that enables her to successfully structure, resource and achieve organisational goals.

An observation by Joan at the conclusion of the research process concludes this section on her PLF:

I guess I was intrigued that the social justice part of my vision was just so pervasive and as I was forced to tell my story and reflect on it, it became obvious why—to me anyway—why I see schools as social organisations and it is really important to see education as a vehicle to promote equity. The strength and connection between me [as a leader] and my various experiences reflects what I'm all about. I knew that that was my focus but I became aware of how such a strong, pervasive focus it is.

## 4.3 Informant 3—Construction of a Personal Leadership Framework

### 4.3.1    Informant 3 (Rick)—Narrative re-construction

Rick's story begins with an account of his rather chequered introduction to the early years of teaching. His two years of teacher training in Brisbane were followed by appointment in 1966 to a sizeable primary school in his country hometown. He had a grade four class in his first year and a grade five in the second. The subsequent application of the education department's country service policy heralded a series of significant educational and personal challenges.

First was a transfer to a two-teacher school where, teaching notes, quickly scavenged from teachers at the school of his first posting, enabled him to take charge of the learning of students in grades one to three for the opening term of the school year. Then, an invitation from the regional director at the close of that term resulted in Rick moving to a one-teacher school a short distance west. Rick recalls that testing time:

> I got there and there were no workbooks, no roll, nothing had been done…so I decided I'd better get the inspector out to have a look at the state of the place. The inspector was a real gentleman. He wrote in the report, that on inspecting the school, he'd wondered how the previous principal had occupied his time and he said to me, 'Son, there's only one way for you here, and that's up'. So that was my introduction to one-teacher schools. And really, when you look back, [there was] very limited training for such a position. I think I had Grades one to six in that year at the school and no workbooks—absolutely nothing to go by—so it was a sharp learning curve. I think I was there about 12 months when I

discovered that I had diabetes. Over two weeks I lost a couple of stone, so it was a bit of a shock, just wondering what I was going to do about it all. I was in a one-teacher school. So I actually had to have a fortnight off there to get that under control. Then I came back for the last term. I'd applied to go back on staff. I got a transfer as an assistant teacher but at the same time I got a transfer to a class five one-teacher school out [west]. It happened at the same time. Obviously the regional office and central office [had] a communication breakdown somewhere. Anyway, I had a choice, so I thought I really probably should - I was starting to feel a bit better, so I decided to go and I was there for a year. I can remember a visit from an inspector back when I was at [school] Creek. I had a list of questions about the new social studies syllabus and the maths syllabus and this sort of thing. He answered the first question [then] basically avoided the rest and ended up studying his shares in [the newspaper]. He obviously didn't have much to offer a young principal in a one-teacher school. These are the sorts of experiences that I learned a great deal from—the way people treated me—whereas the guy who did my first inspection was a gentleman and an encourager.

During this year, Rick concluded he needed to consolidate knowledge of curriculum and teaching skills. His application to move back onto staff in a larger school was successful as was his proposal of marriage to a trainee nurse he had met during his class five school posting. As it transpired, Rick's new appointment was to a new and innovative school in a large provincial city where open-area education—a departure from the 'egg-crate' configuration of classrooms—was being trialled. Rick recalls: "I was interested in that, because I had questions then about the egg-crate situation and the ability of one person to deal with 30 kids and give them all that they needed. [I thought] there must be better ways of doing it." It was 1971, and four years of developing new pedagogies in double-teaching and withdrawal spaces followed.

We looked at assignment work with kids—like setting-up stations and moving kids through a range of activities and giving kids some choice. We thought we knew what we were doing but it was still new to us all, [however,] because we started a new school, obviously we were very much a team.

Rick's sought-after consolidation of curriculum and teaching skills had come to fruition. He decided it was time to take on the challenges of a small school again. The next six years as principal in a three-teacher school allowed Rick to not only take a cohort of children through most of their primary education, but to also implement and develop pedagogical learning from the previous school.

> [The school] had two classrooms with a divider and folding doors that you could open. At the same time we were offered an early childhood centre which was the new preschool for small schools. They put in a new modular building which was a double teaching space and another teacher was appointed, so there were three of us teaching there. That was a good experience in implementing the early childhood curriculum of those days —having a preschool/year one, a two/three combination and I taught grades four to seven.

In 1981 Rick moved to the state's central west to take up a position as principal of a years one to ten school. The position appeared less daunting than it may have been a few years earlier. Rick welcomed the personal challenges of dealing with a broader curriculum and the organisational complexity of the primary-secondary staffing and timetabling.

Rick recalls revelling in the professional development opportunities that accompanied the review of school-based assessment (R.O.S.B.A), a major secondary school innovation of the 1980s. Also important were the funded vacation schools of the era that addressed primary curriculum areas such as the teaching of reading, mathematics and science. Rick recalls his exposure to the secondary school raised an acute interest in school organisation: "Secondary got me thinking about school organisation: organising your staff, using time. It just got me thinking more about use of time across the school and supervision of staff".

Altogether, the experience at this time seems to have provoked new questions about the deeper purposes of schooling and appropriate pedagogies. Rick began to give voice to his many misapprehensions about the accepted practices within his own experience of the schooling system, as a teacher and principal. Rick said:

> You were exposed to different people, different thinking, which I found very stimulating. It steered you towards challenging reading and questions like: what's your attitude towards parents? —are they your friends or are they the enemy? What's your belief about students? —are they limited by their ability and that no matter what you do with them they are still going to be the same, or, are you able to by training and instructing them in particular ways, able to improve their abilities and their ability to think?

Rick's recall of a school incident as a trainee teacher illustrates his concern about the exercise of leadership.

> When I started teaching, the principal was really treated something like God, in that he was revered, because he was a champion teacher. It was a very authoritarian model. [A teacher] who was the Queensland wicket-keeper eventually, was on staff at [a Brisbane metropolitan school]. As teacher trainees we had to do blackboard practice and [the principal] had ordered him down to actually do blackboard practice with us, because his blackboard writing wasn't up to scratch—so it was very much a hierarchical structure and I was never comfortable in that. I just felt that it inhibited people and stifled creativity. I also believed that what's modelled by the administration will be followed by the staff. I've tried to avoid behaving like that myself. There was a lot of embarrassment involved in some of the stuff we did in schools. I'm not saying that culture has changed that much now, but personally, it's something that I have been sensitive to. I hear stories of the child for whom the teacher is perceived to have done nothing for. You hear that from parents' right throughout your career: that little Johnny—for whatever reasons—is perceived to have not gotten the attention that he needed, and if he'd got it, he probably would have done better. I suppose it's valuing that culture supportive of students that has driven the way in which I behave.

There are certain influences and particular role models that appear to be pre-eminent in Ricks thinking. As a high school student Rick was a prominent sportsman gaining representative honours in cricket. Rick remembers as a young lad at high school, being

coached by Wesley Hall, the great West Indian fast bowler who was playing for Queensland at the time, and the great impression Hall made on him: "I was a fast bowler and he took me aside and taught me how to run in: He ran in with me and talked to me as he went and he did it by example and by his positive attitude".

Rick contrasts this experience with what he experienced of a social and sporting culture that was much less encouraging of learners:

> I was fortunate enough to have played cricket with Donny Tallon, who was probably the best wicketkeeper ever. Donny was in his fifties when I played with him and he [still had that] innate ability and talent. He was a quiet champion. You wouldn't have known that he was Donny Tallon unless somebody told you—unless you saw him play. He was very humble and a lot of those guys—like Lindwall—they were very humble. They wouldn't foist themselves on you, and back in those days, as a younger person, you wouldn't go and ask them because the culture then was that if you went and asked a question - well, you were sort of making out that you didn't know. Today it's a very healthy thing. You're certainly encouraged to do that. I was surrounded by fantastic knowledge, but never really tapped into it. It was only Hall who actually came to me and said something, and one thing that I've learned is that we need to teach our kids that they should always ask: no question is too stupid that it shouldn't be asked . . . and then my grandmother, she was a manager of a woman's shop: a haberdashery. She managed a whole group of girls and grandma was always a great diplomat and probably that's something I value—diplomacy. My father was manager of a machine shop out at a sugar mill and just listening to my grandmother and my father talk about how they related to people within their [work] environment— [it] certainly wasn't a top-down model, it was a sharing of leadership and valuing those that you work with.

An appointment as principal of a metropolitan infant school for four years provided a very different context in which to advance growing personal organisational and people skills. Rick made early changes. Teacher burnout and unintended consequences of class streaming were partially ameliorated through re-organisation into what was termed 'family' groupings: a heterogeneous student mix placing students with two teachers for

the duration of grades one and two. Teaching teams were determined through negotiation of preferences and through strengths based on Myers Briggs Types Indicators. However, in the light of his current experience, Rick considers the personal equipping of staff to exploit the new organisational possibilities was inadequate at that time, and suggests schools in general still struggle in this area.

The people-dynamics of the class one school in which Rick arrived in 1989, were to pose the greatest challenges of his career thus far. Rick made a quick personal estimation of the school: Some great teachers, but overall an entrenched staff, male domination, and resistance to planning and the use of inclusive practices.

> I look back on my experience at [this school] and there were some tough times there. There were some people there that didn't like what I was doing at all. I was upsetting the equilibrium of the place by proposing what I was proposing like asking people to be involved in decision-making and including everybody—that sort of attack on the pecking order. I arrived there in 1989 and that was the year they decided to trial writing Strategic Plans for schools. I jumped straight into that.

In the next couple of years the school grew quite rapidly and Rick supported the push for a new school in the town. When the new school was completed, despite some resistance, Rick crafted what he described as a defensible and equitable plan to redistribute teachers across the two schools. Rick was not afraid to declare his own educational values and later, in 1997, Rick argued in favour of registering his school in a systemic innovation called 'leading schools'. He said to staff:

> 'We need to be seen to be on the edge of things and we need to keep our profile up, so, I'm going to apply for us to be included. I understand if you don't agree [but] let's not make it personal. Let's not have any unpleasantries between staff over this decision which I'm making for the benefit of the school'. I felt very strongly about it and my conscience was clear. People knew where I stood and [the school] benefited for a number of years afterwards.

It appears by this stage, his leadership was being recognised by others in the system. Rick tells of two significant experiences he had in the latter stages of this twelve year tenure.

> I did win a position as a quality assurance officer in curriculum—for about 20 months—and that was a great experience for me. I developed some skills in developing surveys and questionnaires and analysing data and also visiting schools and talking with personnel in schools about what they were doing and realising, we're all pretty much in the same boat. I also recognised the impact that the thinking of the principal has on the school. The small things that you do as a principal can create the right or wrong sort of ripples through the school. Also, the regional director invited me to do *IDEAS* facilitator training.

Rick subsequently supported a nearby school in the introductory phases of the ***ideas*** process before moving on to what would be his final school appointment in a large coastal school and in which *IDEAS* was later implemented.

A number of sincere and dedicated educational professionals impacted Rick's thinking about learning and leading. They included a regional director whose thinking, Rick said, challenged principals' personally and professionally; the regional studies director with whom Rick worked on school management projects, and the Senior Review Officer who was a "good sounding board and listener—and encourager." It appears Rick appreciated the collaborative and co-dependent approach these colleagues emphasised and demonstrated.

Rick describes a seminal influence on the way he thinks about his work:

> There was a guy that helped me put more flesh around the way I operate. He's actually a theologian and he also does a lot of work in management. He had obviously done a lot work on the New Testament and on studying Paul, and when you look at Paul, he was a great leader, yet he did it through being a great follower, and follower ship is something that I believe expresses a lot of what I believe about how you should operate as

a leader. Paul was driven by the gospel. Christ was his master and that was who he was following. He had his head down and he was following what Christ said. My ego really shouldn't get in the way there. I focus [on the vision] and show that I'm committed to the kids. I'm committed to the vision. I'm committed to the parents and I put them first. That's the example of follower ship that makes, I believe, a strong leader.

As soon as you start focusing on 'me' and what I'm doing and what I'm going to get out of it, you're no longer a leader, in my book. If somebody insults you or hurts you, you really can't take it personally. If you take it personally you'll lose. None of us do it perfectly, but it's that view, and probably because I've had a Christian upbringing. That sort of helped my thinking, and then when [this management theorist] comes along and he talks about a whole philosophy that he's developed on that, I was greatly encouraged. Then, I see young people flourishing and teachers flourishing under a role where basically I'm not that much up front. I might be up front at assembly, or I talk to staff at staff development days and talk about the big picture stuff, but if I criticise myself, I don't get around enough and work in classrooms with teachers.

Probably the thing I've learnt more and more as I've gone on is that you don't solve the person's problem: You get them to solve the problem. If somebody comes to you for advice, they probably know the answer. I think as a principal that what I've learnt to do over time is to keep my mouth shut and say as little as possible because a lot of it is just 'hot air'. The person sitting opposite you, or the group, wants to do the talking. When you do say something, be prepared, make it good and don't take too long.

*4.3.2    Analysis of Rick's story*

The following discussion of leadership themes arising from an analysis of Rick's story establishes an image of an experienced, introspective educator, motivated chiefly by concerns for the wellbeing of individuals and groups in his immediate sphere of influence.

> **Prevailing personal traits:** values co-workers; values the strengths of others; understands own inadequacies; exhibits deep professional commitment; ethical and honest; thrives on self-challenge; risk-taker.

Early family influences, and participation in team sports were significant influences in Rick's adoption of values commensurate with an image of one who appreciates, sponsors, and promotes the strengths others bring to collaborative work. He heard the sentiments of commendation and encouragement of others in the language used in conversation between father and grandmother and later experienced the benefits of the collective strength of the team in his representative cricket career. A self-effacing trait pervades Rick's reflections. Comments like: "It was a seat-of-the-pants decision"; and, "I pushed it but I'm not sure I knew what I was doing", suggest a risk-taker on one hand and an absence of boastfulness on the other.

Rick displays personal honesty irrespective of context, particularly when he has strong feelings about whole-school benefits of proposed action. He recalls the tensions that existed around a system innovation which he supported, called 'leading schools': "So we weren't exactly flavour of the month, but my conscience was clear. People knew where I stood." Personal and professional honesty is mixed with broader ethical practice where the focus is on exacting maximum benefit for the greatest number evident in Rick's support for a second school in the community where there was potential for others to undermine his own position as principal in the town's largest primary school.

Underlying these traits is a deep professional commitment to his work, evident early in his career when he accepted the move to the one-teacher school while still grappling with the onset of diabetes. Rick rationalises it: "Anyway, I had a choice—so I thought— well, I really probably should. I was starting to feel a bit better." This commitment has manifested itself in other ways such as repeated attendance at week-long vacation school programs and, over his career, seeking to remain fresh and positive about tasks ahead.

With the attitude that "every experience is an opportunity", Rick has responded to invitations to lead in contexts for which he felt unprepared and greatly challenged. He filled previous leadership voids, lead and managed a secondary P-10 school, lead a specialised infant's school, and went against the flow in the interests of students through his support of school innovation.

> **Important learning experiences:** early rejection of authoritarian cultures; early discard of leadership models of power-over in relationships; encouraged by those who model leadership through side-by-side strategies; appreciates colleagues and critical others as thinkers; appreciates diplomacy; sensitive to negative influences and learns from them; sees a relationship between training and the relating practices of teachers; seeks new learning experiences; reflects on personal knowledge in relation to requirements of the job; broadens personal perspectives—builds big pictures.

Rick's early rejection of the authoritarian use of power was reinforced by experiences of the negative effects of its misappropriation during his teacher training years. His summation of occurrences such the blackboard practice incident illustrates his feelings about how power-over strategy inhibits people and stifles creativity. Influential childhood role models encouraged Rick through side-by-side strategies creating a yardstick by which Rick would progressively evaluate his own leadership. It is therefore not surprising that Rick has grown to place a premium on relating skills and practices, ranging from the diplomacy skills of his grandmother, to skills required by organisational members involved in attempting whole-school change. In the latter regard, Rick describes his experience of the infants' school as one where he realised more fully the importance of skills for collaborative practice. He identified negotiation

skills and participant preparedness to let go of personal assumptions as ingredients absent at the time.

A predisposition to seeking new career learning experiences has not waned over time and appears to have often been driven by Rick's continual reflection on his personal knowledge in relation to the tasks at hand. Associations with senior colleagues in regional positions during one of his later school appointments are valued by Rick as "intellectual activities" and "working with thinkers". Rick highlights the particular impact of his principal-ship of the p-10 school on the genesis of an interest in organisation-wide strategy and planning at this time. Professional growth in this area appears to have occurred in concert with Rick's progressive development of a broader perspective on schooling, possibly through exposure to successive, diverse school contexts.

**Pervading Leadership Action:** questions personal beliefs and attitudes; reflects on own leadership approaches; seeks to transfer learning to other contexts; grapples with complex problems - actively seeks solutions; appreciates individuals' realities are their own construction – actively steps back; promotes inclusive structures; challenges non-inclusive cultures and individuals within them; declares personal values and views on school direction; prepared to act decisively in the interests of the whole school; defends actions in relation to decisions taken.

Rick makes clear his thoughts about the potential effects of the "blowtorch of authoritarianism": "I was exposed to it on the very first day and I think that use of power in that way has been something that I have objected to right throughout my career. I've

tried to avoid behaving like that myself." A high level of personal introspection seems to pervade Rick's practice. In his formative days in a one-teacher school he "had questions about the egg-crate situation and the ability of one person to deal with thirty kids". Much later these questions were revisited in vacation, professional development programs he attended:

> It sort of helped you develop the way in which you thought about how you would handle kids and down to questions like: What's your attitude towards parents? Are they your friends or are they the enemy? What is your belief about students and are they limited by their [innate] ability?

It is probable that this personal introspection has led to an appreciation that individuals' realities are their own construction.

> I've learnt more and more as I've gone on. You hear it in counselling— that you don't solve the person's problem. You get them to solve the problem. If somebody comes to you for advice, the answer [lies in them]—for you to give them the answer doesn't help. I think as a principal that what I've learnt to do over time is to say as little as possible.

Rick is an advocate of, and sponsor for, inclusive practices. This commitment extends from the creation of structures for wide engagement in decision making to challenging non-inclusive cultures and the individuals that supported them.

> There were some people there that didn't like what I was doing at all. I was upsetting the equilibrium of the place by proposing what I was proposing—like asking people to be involved in decision-making and including everybody—attacking the pecking order.

Commensurate with his inclusive values, Rick demonstrates a history of not being afraid to try new ideas: "I had been playing with an advisory council . . . always had been a firm believer in involving the community in the school and involving them in decision-making where possible.

On the other hand, when the interests of groups such as students are at stake, Rick demonstrates he is prepared to declare his personal values and views on school direction. He is also prepared to act decisively, and defend his actions in the interests of the whole school. This appears to be evident in his leadership of organisational change at the infant school and his leadership of schoolwide innovation through the Leading Schools program.

**Leadership Orientation:** avoids authoritarian abuse of power; embraces the idea of leadership as 'follower ship'; the relational aspect of teaching appears to be pre-eminent; big-picture person rather than the detail; predisposed to meta-questions and principles as opposed to the detail of curriculum programs and content; motivated by solving organisation-wide problems; seeks new ways of doing and being; emphasises strategic management processes; a 'planter' rather than 'finisher'.

The early rejection of authoritarian abuse of power laid a foundation for Rick's progressive emphasis on enabling others to grow. He uses Paul the Apostle as an analogy for the way he thinks about his leadership.

> When you look at Paul: he was a great leader, yet he did it through being a great follower, and followership is something that expresses a lot of what I believe about how you should operate as a leader. As soon as you start focusing on 'me', and what I'm doing, and what I'm going to get out of it, you're no longer a leader, in my book, and I do that—we all do that, but if somebody insults you or hurts you, you really can't take it personally. If you take it personally and adjust for personal reasons, you'll lose [your direction].

A self-effacing attitude may also explain the early adoption of collaborative pedagogies and team approaches to solving problems, and a predilection to leading from behind in

the interests of promoting others' development and to maintain a strategic view. Of his current role he says:

> I see young people flourishing and teachers flourishing under a role where basically I'm not that much up front. I removed myself one step from those processes. I wanted to be a sounding board and to [steer] but not be in there enmeshed in a lot of the decisions, because straight away that [would take] me away from the big-picture.

Although vacation-school professional development provided technical detail in the teaching of reading, science and mathematics, Rick showed a greater interest in the questions to do with creating the conditions for implementing curriculum programs, and appears to derive motivation from solving organisation-wide problems. Rick's interest in the big picture rather than detail finds partial fulfilment in his engagement with strategic thinking and planning processes. Of his appointment to his previous school he recalls: "I arrived there in 1989 and that was the year they decided to trial writing strategic plans for schools: I jumped straight in and put us into that." Subsequently, demonstrated successes in this area led to selection as a Principal, Quality Assurance Officer-Curriculum, about which Rick observed:

> That time out of school with two other principals, and also meeting with other people with the same job in Brisbane, working with them on data analysis, was all very profitable for me in terms of mechanisms which would help improve a school . . . it's not the principal making a call. You can say to staff: well, look at this [school] data.

### 4.3.3 Summary—Rick's Personal Leadership Framework

| Informant 3 - Personal Leadership Framework | | | |
|---|---|---|---|
| *Prevailing Worldview* | *Associated Worldview* | *Prevailing Leadership Model* | *Associated Leadership Model* |
| People-centred | Not discernible | Strategic | Servant |

**Table 4.3** Informant 3——Personal Leadership Framework

Rick frames his leadership within a people-centred world view which emphasises "care and concern for the learner, acceptance of the learner . . . and an expectation that s/he will learn" (Atkin 1994, p. 5). However, the requirement for a big-picture understanding of the school as an organisation appeals to Rick's conception of his role as "hovering above the detail". He takes demands for accountability seriously and progressively emphasises the links between management functions and classroom practice; management functions such as professional development for teachers, focussing curriculum to the particular learning needs of students, and data analysis and resource allocation (Caldwell, B. 1998). Feedback from staff colleagues (see Appendix N) acknowledges a view of a principal interested in management processes. However, description is mostly spread broadly across shared leadership indicators mixed with an emphasis on a visionary and reformist attitude.

Overall Rick sees himself as a 'planter' not a 'finisher' and demonstrates a partiality for orchestrating organisational change managed within a framework that is chiefly people-centred. As with Barber (1997), Rick realises "reforming structures alone will not bring about real change, least of all in education, where quality depends so heavily on a chaotic myriad of personal interactions" (p. 167). Social maturity and self-awareness fuse in a leadership approach that suggests high emotional intelligence (Goleman 1998). Particular strengths lie with what Goleman describes as realistic self-assessment, integrity and openness to change, and a personal orientation of service to students and colleagues.

An ethic of care manifests itself specifically in Rick's openness to encountering people in their individuality (Starratt 1991) and in his emphasis on not "inhibiting" his

colleagues or "stifling creativity", an obvious reaction to negative personal experiences of authoritarian styles of leadership during his career. There is high probability that it is also a view developed out of introspection through which Rick detects mismatches between his practice and preferred ways he wishes to be treated. Rick's practice is also congruent with Jenning's and Stahl-Werts's (2003) descriptions of the servant leader, particularly the emphasis on modelling the skills and attitudes of service and unleashing the strengths, talents and passions of those served, while also managing his own debilitating diabetic episodes.

## 4.4 Informant 4—Construction of a Personal Leadership Framework

### 4.4.1    Informant 4 (Terry)—Narrative re-construction

For Terry, growing up on a farm in a rural community some distance from the provincial centre meant attending a small primary school of around 100 students. Farming in the community was diverse—forestry, cattle, dairy and small crops—with Terry's family involved in the latter. He recalls the influence of farm life on his schooling:

> I was always fairly conscientious as a student—saw the value in working hard and developed a good work ethic. I don't think I developed a good work ethic because of the school. As a five-year-old, I can remember working on the farm, every day after school and on weekends. I think I learned early in life the importance of a good work ethic and that carried into me into primary school.

Terry also describes the emphasis on a shared responsibility for the learning that went on in a small school. Not only was student peer coaching part of routine, but class combinations of various ages and stages of learning gave rise to an expectation that older students would assist younger ones with their work: "You were expected to lead various curriculum activities with your peers and quite often with the younger classes, so

you were, I guess, mentoring younger people in terms of their own curriculum development." However Rick's secondary education experience was different.

> When I left primary school, I went to a Christian Brothers' School—all boys—a completely different environment in that it was a fear-driven culture and I was quite frightened of the Brothers. However, my early skilling as coach of other students and knowing how to apply learning processes held me in good stead. I capably managed my way through secondary schooling and achieved reasonably well without being a fantastic scholar. I was just a middle-of-the-range achiever who had a lot of interpersonal communication skill and I guess a certain amount of social competence that ensured that I got on well with the other students and with the Brothers generally.

Adaptability is a word Terry uses to describe his management of the change from his primary school environment marked by collaborative learning and responsibility for others, to a secondary culture of coercion and retribution. Terry as he recalls the impact of the values and expectations inherent in his experience of family life.

> My mum and dad were both very much strugglers but did very well in getting on in life. They worked really hard. Mum helped dad on the farm and we, as kids—four of us, two girls and two boys—forged a fairly flexible working arrangement where we all managed different jobs on the farm. I can remember as a kid, at a very young age, I was expected to be able to drive the tractors and do all the ploughing and the preparation of the fields so that they'd be ready for planting. It was just expected that you would work independently as a young person. I can remember at ten years of age dad bought a new 30/35 tractor, and the very first day he bought it, he said to me, "Well, you can hop on. I'll show you how to drive it". I can still remember that afternoon. I was in grade five at school and when I came home he said, "I'll take you up the farm now and you can start ploughing the paddock." That was how it was: adaptability, flexibility, a sense of responsibility, a sense of being a part of the team. We all got in and worked together and ensured that things got done.
>
> I don't think we were ever pessimistic about life. It was a great upbringing that I had. While we never at all thought ourselves as being well-to-do, we always were well-fed, well-clothed, and well-looked after and cared for. In those days in the mid 1950s, you didn't notice how well-to-do any other kids were and probably, they weren't. We had no real professional people in our primary school other than the principal's daughter. Everybody was linked to the land, or working on the forestry, or

working in the saw-mill, and as a result, nobody seemed to think that there were any real problems with life. Everyone had two parents, a number of brothers and sisters, so it was a pretty secure sort of environment we lived in.

Terry also notes the influence of participation in sport—seeing his father play cricket and then Terry and his younger brother later playing cricket and tennis in alternate seasons. Terry recalls a vivid sense of being part of a team: a need to be there so as not to let the team down, and to be a contributing member. He says: "I think that notion about team and teamwork has driven the way that I have tried to work in schools. The fact that you've got to be a contributing member . . . and being able to influence people around you has been a very strong part of my own development and my own way of doing business".

Terry's brother chose to stay on the farm; however, Terry's original intentions of doing the same began to change during his secondary school years. Terry cannot pinpoint the exact reasons for the change of heart. As the oldest in the family, he had no models within his immediate or extended family that had progressed beyond a grade ten secondary education and it was common at the time for students to consider the security of a job offer after grade ten, when, as Terry notes, "In those times a junior certificate was not something everybody did". Terry muses:

> Maybe it was the influence of other boys at the school. I spent sometime as a day student but I also spent sometime as a boarder [year ten and year twelve]: an interesting time for me because I had never ever spent time away from home and certainly had never lived in a situation like that. I guess there was some influence of older boarders who were all going to go off to teacher's college or whatever. None of them or very few of them were going to go back to the farm . . . and I can remember there was access to . . . they used to send a Christian brother around to do career guidance and vocational guidance, and whilst they would always say, going off to be a brother or a priest was a possible vocation, [they also

> said] you need to be thinking about the future. You need to be thinking about how you are going to make a secure life and living and be a good citizen; so, that had some influence probably at the time.

Possibly it was also the growing realisation of how difficult farm life could be when impacted by recession and high interest rates that contributed to Terry's final response to his parents' question about taking a job offer on completion of grade ten. "I can remember it was a big call. It was a big decision for me to say, 'Oh, would it be alright if I went on and completed year twelve?'. . . and mum and dad were very supportive".

The offer of a teacher training scholarship after grade twelve gave impetus to Terry's desire to do something different to farming. However, moving further away from home to complete teacher's college, and subsequently marrying, starting a family, and moving to teach at the other end of the state, did not distance Terry from family ties. While valuing a measure of family independence, Terry maintained family solidarity through ensuring all holiday periods were marked by a happy round of visits to various family groups in southern parts of the State. He observes:

> I probably didn't realise, until I got to my thirties and forties, the influence of the family upon the way I do business. My mother's family are a very strong family. The notion of family or a team of people being together is very powerful, and together they can do wonderful things. It has played a big part in colouring my thinking.

Before completing study for his certificate of teaching, Terry began a three-year night course in health and physical education at The University of Queensland. His first year was spent in the primary classroom and then teaching health and physical education in secondary schools for a number of years followed. Terry explains the significance of his role as a physical education teacher in those early years:

I was a very young person—twenty-one. I was always the senior person in the school in health and physical education, so by default, would take the role as the senior person, the senior teacher. I had to organise and co-ordinate the curriculum. The other thing that came with the job in those days was that you had to be sports master. So, as a twenty-one-year-old, it was sometimes pretty daunting to be in these fairly large secondary schools where you had these people who were much older than yourself— much more experienced—and be co-ordinating them to take sport, knowing full well that some of them didn't want to be there; then, supporting them and providing them with resources was another challenge you had to face.

In 1973, following three years in metropolitan Brisbane, Terry moved to a high school in the far north of the state, there continuing senior responsibility for the high school's health and physical education department. Promotion came relatively quickly. Within three years, Terry was appointed as subject master to another large North Queensland high school, serving there as a subject master for the next nine years, ending in 1984. Terry views the years to this point as particularly significant in his development as a leader.

He recalls the feedback he received from other colleagues at the time describing his resourcefulness and ability to be innovative, both in regard to his working with students and parents from diverse backgrounds and cultures, and his management of difficult students. Terry equates resourcefulness with effectiveness. Also, his cricket abilities were affirmed with successive selections for representative teams for North Queensland and Queensland Country during these years.

Of his next appointment as a deputy principal, Terry recalls:

There was no encouragement [by the principal] given to deputies to be future leaders. The senior inspector at the time called me aside while I was there and said: 'Look mate, you've been here three years you need to

know that if you're going to be a principal you need to be in another school'.

Subsequent application for a deputy position in a newly opened Sunshine Coast high school resulted in a two-year tenure followed by a principalship in a smaller, rural high school. Terry said: "Nothing could have prepared me for [this] high school. It was a wonderful four years—highly challenging." Terry recalls:

> Even though I taught in [a North Queensland country high school] as a deputy principal, the principal there ran the show, and you had no role to play. Coming back down to [the new school on the Sunshine Coast] for two years, where it was a very mono-cultural community, did not hold a great deal of challenge for me: But then to go to a [principalship] where 30% of the population were aboriginal students and be launched into that position as principal without having had a significant leadership role in that culture, and learning that there had been significant friction in the community prior to my arrival, was very much a learning curve for me. But I was there for four years and loved the whole lot of it, and I learned so much about myself and my capacity to get the best out of people. On the first year that I arrived there, half the [teaching] population were beginning teachers.

While acknowledging the challenge of working in an impoverished and disadvantaged community and citing the importance of a belief and expectation that all in the community could learn and achieve, Terry chose to highlight his experience of collegiality and connection with his staff.

> To see young teachers just take on the challenge . . . I was a new principal and in many ways I felt like a new graduate teacher. I had to manage the bigger picture issues whereas the graduate teachers were managing just their first time in the classroom. The one thing that we could always manage was enjoying the time we were there . . . While they [teachers] felt they were working in a disadvantaged community they enjoyed what they did and they enjoyed each other's company.

Following his four years at the school, and on appointment as principal of a [South Queensland coastal school], Terry was quickly disabused of the thought that his new appointment would herald a relatively easier task. He quickly found he was dealing with

high levels of community dissatisfaction with the school—dealing with angry students and angry parents. To the intervention of the local Member of Parliament he responded: "Please give me a month or so and I'll meet you again and we'll see how things are going".

Terry explained that after analysing the community complaint, he said to staff there was a high level of frustration and anger from parents and students because they were not being listened to.

> I had to work with staff members that were there to address these issues. In a matter of weeks I . . . we, had managed to make some headway in terms of how business was being done in the school. We made changes to the way student opinion was addressed. We turned around the way parents were treated and made a conscious effort there. We were very soon being highly regarded as a place where issues and problems could be dealt with. We listened. Parents were regularly going off to the local member or to the district office and not going to the school, so it's a matter of publicising the fact that the school was an open place: 'We're into open communication. You will have your problems listened to. Please ring me personally if you have a problem'.
>
> There were some really poor student behaviours, but that was because the mark had been set [too low] in the early years. That was about reviewing our practices, our student management practices, and setting some common standards in terms of uniform, in terms of expectations of behaviours in classrooms and around the school. Once the students knew the standards, it was pretty straight forward. It was about working with people: making them believe they could make a difference and making them believe that they could do the job to take the school to the next level; and, they could, and they did . . . valuing people that you are involved with.

The decision to move on to another school within two and a half years was forced on Terry due to notice of the school's re-banding from a band 10 to a band 9 as a result of declining student numbers. Terry suggests winning the principal position in his current school was not an easy task. He recalls it came at a time when there was much debate within the system about matching principals with contextual needs.

I think I ended up applying for this school twice, maybe three times before the position was actually filled. I was probably the only common applicant in the pool for that period of time. I think everybody else dropped out or decided after one go that they wouldn't try again.

The year was 1996. The new school was very large and had experienced teachers; however, Terry said faculties worked in isolation. Terry believed his appointment was viewed with suspicion by some school staff based on reports of school change in his previous two school appointments. Terry describes his introduction to the school:

I tried to reassure people [saying] I'm not a person who is going to upset people but I certainly will challenge them in terms of their pedagogy, in terms of their practice, in terms of the way they do business. One of my first ventures into looking at the school culture was to interview each HOD (head of department) in the presence of their line manager and ask a series of questions about their impressions of the school—how they saw the school operating, what they saw as the school strengths, what they saw as the school's weaknesses, how they had carried on a leadership role in the school—using the meeting to gain as much information about the school as I possibly could. I determined there was very excellent management practice in place. Every HOD was a very good curriculum manager; however, I questioned whether they were an effective leader in that I challenged their notion of current pedagogy, current practice and innovation, and I believe many of them felt threatened—that was the feedback I got—felt threatened or felt uncomfortable in being challenged along those lines. Twelve HODS were all interviewed within the first couple of months of my being here and every HOD got feedback in terms of how I saw them operating in the school.

In association with the forensic aim of HOD interviews, Terry also focused on detecting opinions about the school's decision-making processes. As a result, Terry characterised decision-making as top-down, particularly in the light of his belief that HODS "tended to make decisions that suited themselves rather than taking them through a whole school process".

I managed to develop a model [that] broadened the decision making process in the school. We established our school management team but it was much broader than the heads of departments, the deputies and the principal. I was keen to include student welfare, so I wanted the guidance

officers included. I wanted to have the school financial management and resourcing part of the school involved: the registrar. We [also] included the year co-ordinators . . . a broader base for decision making in the school. The major decision making process [group] would meet at least every three weeks of the school year to look at major decisions. Once the decision has been reached at that level, there is further consultation with the P&C association and school council as well as the general student body . . . a process of consultation to refine it, to ensure it is a palatable decision.

During the period, end of 2001 till October 2002 Terry acted as the district executive director (ED). He recalls believing it to be an opportunity "to be an influential leader in the [wider] educational community". To his dismay he found this not the case.

I was less influential as a district executive director than I was as principal of the school. I had less contact with school communities. I was not empowered to create, cause, or influence change. Much of what I had to do was follow the political line and implement EQ [Education Queensland] government policy. I found that at times I was somewhat at odds with some of that and I sometimes found maintaining a professional view of the world in that role a little hypocritical.

Notwithstanding his level of dismay about the role of executive director, Terry did apply for a number of vacant ED positions admitting "it probably would have meant an improved superannuation package down the track and that would have been the only other real driver behind my application." However, the subsequent offer of either of two somewhat geographically distant appointments was declined on the basis of personal inconvenience.

I believed that I had spent enough time out of the preferred living area. I made a personal choice about what I thought was best for me and my wife. We had acquired a fairly broad social network of friends around here and coming back to [this school] was not an unpalatable option.

*4.4.2    Analysis of Terry's story*

The following discussion of leadership themes arising from an analysis of Terry's story establishes an image of a confident and competent leader who embraces the challenge and responsibility of leadership. It is also an image of a leader who is motivated by personal achievements through inspiring individuals and developing the capacities of schools to achieve organisational goals.

**Prevailing Personal Traits:** self-reliant, positive and optimistic; persuasive; resourceful and innovative; self-confident and persistent; socially competent with strong inter-personal skills.

Terry's leadership is characterised by positivism and optimism, illustrated by his management of difficult circumstances in successive school appointments as principal. Self-confidence, resourcefulness, and strong inter-personal skills combine to permit Terry to rally individuals and groups around a common purpose. Terry's self-image is one of a socially competent individual, and independent report from members of current school staff corroborates his intent and actions to empower others and develop a collaborative culture. Of himself he observes: "I think it is more in the way I relate . . . I think it's: Terry is a personable sort of leader who encourages, supports, and motivates . . . and tries to get the best out of people".

**Important learning experiences:** work ethic developed throughout childhood on a farm; learned role of coach, mentor, and helper, particularly in relation to young people and young teachers; influenced by image of a secure future for self; early and successive successes in influencing and leading peers; challenged by various commentators about changing to a futures mindset around schools and schooling.

Early expectations for independent thinking and self-reliance, that came with work on the farm, laid a basis for what appears a "can do" approach to solving organisational problems and creating effective work cultures. A work ethic, drawn from days on the farm when Terry's sense of responsibility and loyalty to the family team was pre-eminent, is evident in Terry's current expectations of himself and others. While Terry interprets his experience of farm life in positive terms he clearly opted for a personal future that ensured a higher level of financial security and one in which he saw himself as a coach and mentor of others. It was a futuristic image that took on the form of teacher.

Primary school days were filled with "the role of coach and helping our peers with the work. You were expected to lead various curriculum activities with your peers and quite often with the younger classes . . . mentoring in other ways, younger people." The early experience of coaching and mentoring as a primary school student became the way Terry later enacted his role in schools as a sports and subject-master and in early principalship. Performance feedback from peers in his North Queensland years, that described Terry's management in terms of resourcefulness and innovative practice, suggests he tasted early success in influencing and leading others. The feedback highlighted effective management of difficult students and the development and

implementation of programs for students from diverse backgrounds and cultures. Terry cites his reward as, "seeing these young people work hard and try and do well in their schooling".

His personal emphasis on inspiring individual students to achieve during his teaching years gradually shifts to inspiring and enabling teachers in concert with Terry's move to positions in middle management and later, principal. Of his first time in the role of principal he observes: "I learned so much about myself and my capacity to get the best out of people . . . it was a school that had a lot of beginning teachers". A strategy of empowering and supporting colleagues was later augmented with a futures focus.

> [The future focus] probably came from my own reading about leadership—of people like Fullan, Cotter, Hill—their view of the world and how we should be preparing for the 21st century. They all were challenging us to think differently and challenging the old mindset of the way schools were doing business.

**Pervading leadership actions:** seeks to generate collegiality and a strong sense of community in school settings; seeks shared direction and shared values; builds others' self-belief and confidence; exerts personal influence on others and generates change; promotes the power of teamwork; creates models of organisational management.

An abiding focus on generating a strong sense of co-operation and collegiality is evident in Terry's approach to leadership throughout his career. Terry's adult approaches to leadership appear to build on his childhood experience of a supportive primary school culture and participation in sports teams where self-belief and confidence were nurtured. Terry's invitation to [one school community] is typical of his self-belief and confidence that are backed by strong powers of personal persuasiveness: "We're into open

communication. You will have your problems listened to. Please ring me personally if you have a problem".

In his first principal appointment the emphasis was on enabling "young teachers [to take] up the challenge". Engaging and enabling teachers continued in his following appointment. He recalls:

> I remember leaving [this school] two and a half years down the track and one of the HODS came up to me and said: 'Why would you leave now? The place is just starting to hum'. And it was. Again, it was about working with people, making them believe they could make a difference . . . making them believe that they could do the job to take the school to the next level. And they could. And they did. I had to work with staff that were there, to address the issues. That was a matter of valuing people and making people feel important, making people feel as though they were being listened to.

While strong inter-personal skills are employed in the influence of individuals, it is a strategy of creating and building teams that permeates Terry's practice in successive schools, and again, Terry alludes to past influences:

> That notion of family, or team, of people being together, is very powerful; and together they can do wonderful things, and so the family side of it and that team side of it has played a big part in colouring my thinking . . . that notion of team has been very strong, and being able to influence people around you has been a very strong part of my own development, my own way of doing business.

The focus of leadership as a principal neophyte, where energy was concentrated on inspiring subordinates and creating collegiality broadens in Terry's latter school appointment. The imperative of leading change is clarified through a futures perspective and leadership and management become more closely intertwined as Terry applies a more holistic view of organisations and organisational practice. A renewed focus on leadership of teaching and learning ensues. Of this latter era Terry explains:

Every HOD was a very good curriculum manager; however, I questioned whether they were an effective leader in that I challenged their notion of current pedagogy, current practice and innovation, and I believe many of them felt threatened—that was the feedback I got—felt threatened or felt uncomfortable in being challenged along those lines . . . HODS tended to make decisions that suited them rather than taking them through some central decision making process. I managed to develop a model [that] broadened the decision making process in the school.

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**Leadership orientation:** steps up to the invitation to lead and embraces the challenge and responsibility of leadership; seeks to exert personal influence; envisages futures; views self as a change leader and challenges others; perceives principal leadership as pivotal to success; identifies and builds key people who undertake key tasks or plans to achieve organisational goals; emphasises teams and collaboration; commitment to the organisation (Education Queensland) is more relational than political.

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The foregoing consideration of prevailing traits, learning experiences, and pervading leadership actions implies a particular leadership orientation. Firstly, Terry does not resile from the challenge and responsibility of leadership. He is comfortable and confident with employing personal attributes to inspire individuals and influence school agendas. As a primary school student, he honed helping skills through tutoring peers and younger students. As a secondary student, he speculated a personal future, contribution, and status of influence beyond familial circumstances. As a teacher and subject-master, he appears to derive energy from this disposition and encourages his students to do likewise. As a principal, he envisions organisational futures and influences teacher colleagues to adopt them. Of his motivation to take on the role of acting executive director, Terry states, "when I put my hand up to do the acting job I believed there was

an opportunity to be influential leader in the educational community". Terry views himself as a change leader through challenging individuals to rethink personal and organisational practice. This view is evidenced in Terry's reflection on his current appointment.

> I guess my early time here I was viewed with some suspicion because I had come with a reputation. People knew I had worked in [other schools] and they had reports that things changed in both schools while I was there, and I guess they [had] this view about my being here. I'm not a person who [sets out] to upset people, but I certainly will challenge them in terms of their pedagogy, in terms of their practice, in terms of the way they do business.

Terry has a perception that the principal's leadership is pivotal to organisational success, highlighted in Terry's observation of "the state of some turmoil and uncertainty" that developed within the school during his absence when acting as the district executive director. Notwithstanding, Terry's antidote is to encourage the school's embrace of a collaborative process (*IDEAS*) to "review the school's vision, values and processes of teaching and learning", sanctioning its implementation during his absence.

Terry acknowledges an allegiance to the education department to the extent that it is his employer; however, his commitment to education is framed more by affinity with educational thinkers and thinking, than broader government, political, and organisational agendas. At the core of Terry's view on leadership is a people focus used in order to achieve his, and the school's, collaboratively identified goals: "For me, it is about key people, who undertake key tasks or plans identified to achieve the goals generated through community consultation processes and partnership agreements and so on".

*4.4.3    Summary—Terry's Personal Leadership Framework*

| Informant 4 - Personal Leadership Framework | | | |
|---|---|---|---|
| *Prevailing Worldview* | *Associated Worldview* | *Prevailing Leadership Model* | *Associated Leadership Model* |
| People-centred | Not discernible | Transformational | Strategic |

**Table 4.4** Informant 4—Personal Leadership Framework

Terry recognises the generation of collegiality and collaboration as important to achieving organisational goals and a personal viewpoint on the efficacy of teamwork drives his people-centred approach to leadership. The ethic of care, foundational to a people-centred approach to leadership, is expressed through a preference for generating organisational cohesion through human relations as opposed to external rationalist and technical mandates.

Terry presents an image of a confident and competent leader who embraces the challenge and responsibility of leadership. A number of Goleman's (1998 p. 95) hallmarks of the components of emotional intelligence are particularly strong: self-confidence, openness to change, optimism and organisational commitment, effectiveness in leading change, and persuasiveness and expertise in building and leading teams. Feedback from staff colleagues (see Appendix N) is largely congruent with Terry's self-assessment of a collaborative individual who seeks to share leadership on the basis of "we're all in this together".

An altruism that emphasises the personal welfare of students and teachers is mixed with a deliberate strategic intent. Terry, through identifying key players and configuring teams, initiates certain design-management strategies in order to maximise achievement of organisational goals. While Terry appears to eschew the broader ideological

underpinnings of a corporate-managerial philosophy, he appears to emphasise strategic processes that focus on achieving personal and organisational goals as opposed to emphasising processes as a direct means of developing the talents, abilities and capacities of individuals and groups. His practice of encouraging broad critique within the school's decision making processes potentially ameliorates unintended manifestations of classic corporate-managerialism where teachers are tightly constrained by central policy.

Terry's prevailing people-centred leadership finds expression in a transformational leadership approach to change. Terry draws energy from his practice of influencing people's aspirations, and in the case of teachers, arousing them to transcend their own self-interests for the sake of the organisation. This mirrors those conceptions of transformational leadership that emphasise collegiality and collaboration with the aim of increasing effort and productivity through fostering capacity development and higher levels of commitment to organisational goals (Leithwood & Jantzi 1999b; Geijsel et al. 2001). Terry also displays a concern for the need for followers to identify with him as a leader, an element integral to his influence.

Within this transformational approach, key elements of strategic leadership are present; albeit, they fit with his people-centred aspirations. School accountability processes emphasise the schools responsibility to students as opposed to external constituencies, and accountability structures emphasise process and dialogue rather than technical accountabilities to external agencies.

The configuration of teams and committees displays Terry emphasis on the structural interrelationships among various organisational elements. Also, the conceptualisation of strategic plans emanating from processes of wide consultation, are important in Terry's leadership and he uses them as an authoritative base for policy development and dialogue around teaching and learning.

## 4.5 Findings—Research Question One

Suppositions made in relation to each of the informants' world views and leadership approaches are collated in the following table of informants' Personal Leadership Frameworks—including the Pilot Study subject based on the pilot study data analysis.

| Informant | Prevailing Educational Worldview | Associated Educational Worldview | Prevailing Leadership Model | Associated Leadership Model |
|-----------|----------------------------------|----------------------------------|------------------------------|------------------------------|
| Pilot study | Corporate-Managerial | People-centred | Strategic | *None disc. |
| Informant 2 | Moral-Critical | People-Centred | Educative | Strategic |
| Informant 3 | People-centred | *None discernible | Strategic | Servant |
| Informant 4 | People-centred | *None discernible | Transformational | Strategic |
| * Researcher and informant agreed that no associated model would be specified | | | | |

**Table 4.5** Summary—four Personal Leadership Frameworks

The researcher and informants acknowledged there were complexities and sensitivities inherent in subjecting individuals' world views and motivations to such summarising, particularly in the light of Fidler's (1997) caution about attempting to embody leadership in one theory or Leithwood's and Duke's (1999) observations about overlapping

perspectives across various conceptualisations of leadership. Hence, inferences about the informant's leadership were regarded as approximations only. In the case of three of the four informants in the study the researcher and participant could not discern at least one category of the possible four categories described in **Table 4.5.**

Firstly, on the surface at least, it appears that successful IDEAS principals do not necessarily draw their leadership from the same world views or leadership models. When PLFs are compared, it is evident that no two informants' Personal Leadership Frameworks were the same. In fact, over the four informants, it appears that all three educational world views are present as a prevailing world view. Similarly, four of the five leadership models expressed in the Framework of Leadership are present at either a prevailing or associated level—instructional leadership the only one absent.

Secondly and alternatively, there are commonalities amongst the four PLFs. For example, a people-centred worldview appears to be evident in all principals' Personal Leadership Frameworks, either at a prevailing or associated level. Similarly, a strategic disposition is discernible in each of the informant's Personal Leadership Frameworks.

In conclusion, each Personal Leadership Framework was an agreed construction between researcher and participant and proved to be of sufficient substance to subsequently permit consideration of the dynamic of the interplay between each informant's PLF and implementation of *IDEAS*. Such interplay, the focus of Research Question Three, is considered in Chapter Six. The way in which the informants implemented IDEAS (Research Question Two) is the focus of Chapter Five.

# Chapter Five: The key features of informants' implementations of IDEAS

## 5.1 Introduction

Chapter Five addresses Research Question Two: <u>In what ways have the sample of principals implemented the *IDEAS* process, most notably the concept of 'parallel leadership'?</u>

Two lenses were applied in the process of analysing the text of interview 2 in the hope of a thorough explication of the key features of informants' implementations of *IDEAS*, particularly in regard to 'parallel leadership'. First, each informant's explanation of their implementation of *IDEAS* was reconstructed from the text of interview 2 using as headings the five phases of the **ideas** process (initiating, discovering, envisioning, actioning, sustaining). Descriptors of each informant's leadership in each phase were developed through this procedure. Second, The Framework of Parallel Leadership was subsequently utilised to categorise the leadership descriptors and summarise them as key leadership features of each informant's implementation of *IDEAS*. Taken together, the descriptors and key features of leadership comprised the response to Research Question Two.

Each of three cases, in relation to Research Question Two, is now discussed in turn beginning with a reconstruction of each informant's account of their implementation of IDEAS.

**5.2 Informant 2**

*5.2.1    Informant 2—Key features of Joan's implementation of IDEAS*

*initiating*

Prior to the commencement of the *IDEAS* Project, Joan had initiated a systemic school improvement process that was consistent with the inclusive nature of *IDEAS*. She selected a representative group of staff to attend an information session on the systemic initiative that included both supporters and critics of the proposed systemic initiative. Joan led this process for nearly 12 months, provoking discussion by seeding ideas about school renewal and proposing various alternative foci for consideration. She ensured that the agreed proposal (Integration of IT and Multimedia across the Curriculum) would benefit all learners. Then, a second representative staff group—including Joan as principal and a staff member Joan considered would potentially offer a contrary view — attended an *IDEAS* information session. Joan foresaw in *IDEAS* the prospect of fostering shared power through creating and supporting opportunities for teacher-leadership.

Following this meeting, Joan invited comment and critique on the proposed innovation of *IDEAS* from all staff. She left it to a respected Head of Department (HOD) to lead staff consideration of whether to adopt the process or not. Consequent to the positive affirmations from staff about *IDEAS*, the HOD agreed to become the facilitator of the process. In brief, Joan fostered staff ownership of the process through ensuring a place for many voices on the issue, even in the face of the possibility of a negative result. In discussions with a core of interested staff, Joan had also been facilitating an understanding of the links between current outcomes of the school's improvement

process and the focus of the *IDEAS* process on teaching and learning. This linkage became an important element in staff agreement and acceptance of the potential incorporation of various current school initiatives under the one banner of *IDEAS*.

**Descriptors of Leadership:** positions self as part of the leadership team; steps back in favour of teachers' heralding innovation; fosters a system of shared power through creating and supporting opportunities for teacher-leadership; promotes discussion by proposing provocative ideas; promotes innovation that is in the interests of all students; invites comment and critique on proposed innovation; is able to view comment objectively and puts trust in collaborative processes includes teacher-leaders irrespective of allegiance or persuasion.

*discovering*

The informant sponsored an authentic discovery process in which open and frank discussion could take place. The diagnostic inventory analysis indicated a need to deal with the confronting issue of student disenchantment and lack of school pride—not a surprising result for Joan, who, as one relatively new to the school, had been dealing with residual affects of the publication of unsavoury student behaviour that occurred prior to her appointment. On the other hand, in spite of staff's professed cohesion and good practice, the result provided the genesis of acceptance that students were dissatisfied with the school. The outcome also provided a focus for the next phase of the process which centred on creating a shared vision.

> **Descriptors of Leadership:** supports open and frank discussion about the school's achievements; seeks to understand how the school is viewed from the outside; assesses the findings of the Diagnostic Inventory with respect to the organisational alignments of the Research-based Framework.

*envisioning*

In the *envisioning* phase Joan recognises a shared sense of purpose is created through the collaborative construction of school vision. While Joan admits the most emotional discussions of her tenure at the school occurred during this time, she put aside the former school improvement focus, largely her own work, and aligned her thinking with the emerging sentiments and aspirations of the collective of staff.

Meanwhile, the work of visioning had been going on without deference to the school council who objected on the basis that they considered vision creation a responsibility of the council and not the role of teachers. Joan used the circumstance as an opportunity to clarify and connect the work of the council and teachers, thus bridging the aspirations of teachers with the deliberations of council. A collaborative process ensured involving staff, students, the parents and friends association, and the school council, in the explication of an agreed school vision.

Some months prior to the finalisation of a vision statement, the Schoolwide Pedagogy was created on the basis of the vision sentiments that had already emerged. Joan described herself as "part of the *IDEAS* management team" that facilitated the creation

of the Schoolwide Pedagogy which was largely a joint venture between teachers and students. Joan's appreciation of diverse opinion is evident in the composition of teams and in decision-making processes. A cross-section of 80 students with different ethnic backgrounds, including exceptional learners and the behaviourally challenged, were initially involved in pedagogy considerations with teachers. The collaborative efforts of students and teachers ensured a shared language about successful teaching and learning at the school—the Schoolwide Pedagogy (SWP).

**Descriptors of Leadership:** Co-ordinates and aligns the interests of various stakeholder groups to schoolwide priorities; recognises that a shared sense of purpose is created through the collaborative construction of a vision; sponsors and promotes a visioning process that articulates the aspirations of all school members; aligns personal goals with the emerging collaborative vision; values diversity which is evident in the composition of teams in decision-making processes; sponsors and promotes a process to create a Schoolwide Pedagogy that aligns with the emerging vision.

*actioning*

Joan took responsibility for schoolwide implementation of the Schoolwide Pedagogy in the *actioning* phase. She fostered an organisation-wide focus on teaching and learning in the classroom and promoted and supported a school culture of ongoing self - examination. The *IDEAS* management team formed a Student *IDEAS* Team (SIT) to assist giving shape and substance to the SWP in classrooms. Teachers across the school used the SWP as a framework through which to investigate teaching and learning

practice through, unit planning that reflected the SWP, whole staff workshops, and sharing planning and practice via the schools intranet. High-level student involvement was maintained in the actioning of SWP, and, in deference to student explanations of pedagogy, Joan vacated the whole school assembly platform in favour of students addressing their peers on the subject of pedagogy in classrooms. Joan also subsequently supported the SIT team as they developed student understanding of SWP during 'prep' lessons, in partnership with class teachers.

Joan's role in the *actioning* phase took other forms. As principal she reconceptualised the requirements of external proposals regarding the school's priorities. For example, a requirement to introduce a systemic pedagogical innovation, through in-school professional development, was used as an opportunity to evaluate the internally created SWP. The result highlighted ways in which the SWP incorporated the elements of the proposed systemic innovation and the school vision and SWP were subsequently used as frameworks with which to respond to external requests for curriculum and literacy plans. In so doing, Joan made obvious the connection between external proposals and school generated innovation.

**Descriptors of Leadership:** reconceptualises the requirements of external proposal in relation to school priorities; makes obvious the connection between external proposals and school innovation; highlights school successes in relation to external requirements; emphasises an organisation-wide focus on teaching and learning; promotes the Schoolwide Pedagogy as a language for understanding and improving teaching and learning.

*sustaining*

A number of Joan's key actions promoted and supported the continuing application of principles and school outputs of the ***ideas*** process. Joan promulgated, in various school forums, the notion of everyone in the school having the opportunity to lead and to learn but moreover, that as principal, she was also one of the leaders and learners in the school. "Leading and Learning" became a school mantra adopted by students and staff alike. The *IDEAS* management team changed its name to the Teaching and Learning Culture Committee (TLCC) and their requests for whole staff professional development were supported with financial and other resources. Joan also sponsored a senior curriculum review that focused on pedagogical, rather than simply structural issues. In the third year of *IDEAS*, Joan sponsored the re-administration of the Diagnostic Inventory in order to assess changes regarding staff, students', and parents' perceptions about their school and their learning. Subsequently, Joan continued to provoke discussion amongst teacher leaders in regard to the status of the Schoolwide Pedagogy and its usefulness for impacting teaching and learning. She also said that as well as inducting new teachers into the shared culture of the school, she felt it was important to be sensitive to new views of recently appointed staff that might enhance the school's approaches to learning.

**Descriptors of Leadership:** balances teacher induction into the particular school culture with an appreciation of new views that others bring; facilitates understanding about 'parallel leadership'; promotes a school culture of ongoing self examination and organisational inquiry; questions rather than presumes schoolwide understanding; invites and facilitates a culture of teacher-leadership; articulates and promotes a school-specific leadership model in relation to leading and learning.

In a further procedure of analysis, the researcher sought to clarify Joan's leadership during the implementation of IDEAS in regard to the concept of 'parallel leadership'. The descriptors of Joan's leadership, identified within the stages of the *ideas* process, were mapped to the Framework of Parallel Leadership (**Table 5.1**) resulting in detailed descriptions of the attributes of 'parallel leadership' and by association, the principal as a parallel leader.

| Parallel Leadership (PL) Attributes | Descriptors of Leadership |
|---|---|
| | *The relationship of teachers and principals in 'parallel leadership'* |
| PL recognises the capability of teachers as leaders | • Positions self as a part of the management [leadership]team<br>• Steps back in favour of teachers' heralding innovation |
| PL emphasises principals' strategic roles and responsibilities | • Fosters a system of shared power through creating and supporting opportunities for teacher-leadership<br>• Promotes discussion by proposing provocative ideas<br>• Promotes innovation that is in the interests of all students<br>• Reconceptualises requirements of external proposals in relation to school priorities<br>• Makes obvious the connection between external proposals and school innovation<br>• Highlights school successes in relation to external requirements<br>• Co-ordinates and aligns the interests of various school community stakeholders to schoolwide priorities<br>• Emphasises an organisation-wide focus on teaching and learning (the classroom) |
| | *Values of 'parallel leadership'* |
| PL is based in three values:-<br> mutual trust and respect- | • Supports open and frank discussion about the school's achievements<br>• Invites comment and critique on proposed innovations<br>• Is able to view comment objectively and puts trust in collaborative processes |
| shared sense of purpose | • Recognises a shared sense of purpose is created through collaborative construction of a vision<br>• Sponsors and promotes a visioning process that articulates the aspirations of all school members<br>• Aligns personal goals with the emerging collaborative vision |
| and allowance for individual expression | • Includes teacher-leaders irrespective of allegiance or persuasion<br>• Balances induction into a particular school culture with an appreciation of new views that others bring<br>• Values diversity which is evident in the composition of teams and in decision making processes |
| | *'parallel leadership' and processes of school reform and knowledge generation* |
| PL facilitates school reform and knowledge generation through three processes:-<br>schoolwide professional learning | • Seeks to understand how the school is viewed from the outside<br>• Assesses the findings of the Diagnostic Inventory with respect to organisational alignments of the RBF<br>• Facilitates understandings about 'parallel leadership' |
| Schoolwide Pedagogy | • Sponsors and promotes a process to create a Schoolwide Pedagogy that aligns with the emerging vision<br>• Promotes the school wide pedagogy as a language for understanding and improving teaching and learning |
| schoolwide culture building | • Promotes and facilitates a school culture of ongoing self examination and organisational inquiry<br>• Questions rather than presumes schoolwide understandings<br>• Invites and facilitates a culture of teacher-leadership<br>• Articulates and promotes a school-specific leadership model in relation to leading and learning |

**Table 5.1** Informant 2⸺Classification of the descriptors of Joan's implementation of *IDEAS*

To conclude the analysis of data concerning Research Question Two, Joan's leadership descriptors were synthesised (see Appendix O) as four key features of leadership as follows:

1.  actively embraces of a diversity of views;

2.  promotes and facilitates an organisational culture of critique;

3.  understands and embraces the power of shared leadership and facilitates the development of a school based model of shared leadership;

4.  champions the development of holistic structures and systems which serve the Schoolwide pedagogy, an enhancement of student outcomes.

### 5.3 Informant 3

*5.3.1    Informant 3—Key features of Rick's implementation of IDEAS*

*initiating*

Rick's impression, upon appointment as principal of the school in which *IDEAS* was later implemented, was that staff at the school suffered from feelings of inferiority in relation to a burgeoning, newly established school nearby. The *IDEAS* innovation was congruent with Rick's inclusive ideology and he perceived the implementation of *IDEAS* as a means of both generating a distinct school identity and of recognising the value of teachers at the school. In some ways, the *initiating* phase of *IDEAS* began well before information on the innovation was introduced to staff at the school. Six months previously, Rick had facilitated schoolwide conversations about school opinion survey

data and he also articulated his positive view of the abilities of teachers as leaders. At this time, staff began to see the importance of turning around the poor perceptions of the school that the data suggested existed fairly widely in the school community.

Drawing on his prior experience of *IDEAS*, Rick proposed to staff that the school formally engage with the process, emphasising it as a process as opposed to a packaged solution. He said that it was his prior experience of IDEAS that had also enabled him to clarify his role as principal in the ***ideas*** process. He said he believed that for the ideas process to be successful the principal had to balance active support with stepping back. Creating opportunities for teacher-leadership was Rick's first priority and in so doing he recognised that a shared sense of purpose is linked to the level of broad ownership. He facilitated the establishment of an *IDEAS* school management team (ISMT) following discussions with various stakeholders on appropriate representation. Initial representation was agreed upon and a process for expressions of interest from staff was then put in place. A subsequent policy of open membership encouraged the growth of stakeholder ownership.

**Descriptors of Leadership:** articulates a view about the abilities and importance of teachers as leaders; creates opportunities for teacher leadership; recognises a shared sense of purpose is linked to the level of ownership; develops personal theories of change and applies them to the strategic role; links successful change in the ***ideas*** process to the principal's responsibility as a parallel leader; identifies processes that give expression to personal ideology; highlights a learning process rather than a 'packaged' solution.

*discovering*

In the *discovery* phase Rick continued to highlight the importance of using data to establish a basis for action. Parent 'coffee and chat' mornings were held to discuss diagnostic inventory results and to further garner parent's views on good teaching. The latter topic was also discussed with students. The results confirmed outcomes of systemic opinion surveys, however, it appeared that the potential for change now lay with a new staff resolve to re-image the school. Rick ensured that the Parents and Friends Association was kept informed of developments in the discovery phase, however, he stepped back from any facilitation of the process in order to encourage others to lead. Rick describes his "support without getting in the way" and his preparedness to follow advice concerning emerging understandings about the school as followership.

**Descriptors of Leadership:** highlights the importance of using data as a basis for considering action; links the process with school governance.

*envisioning*

Rick recognised his strengths, hence during the *envisioning* phase he positioned himself to support and encourage the work of teachers who were leading the process. He acknowledged that his talents did not lie with creative use of language and metaphor, so he concerned himself with sponsoring and fostering an open culture "to give every stakeholder the confidence to come forward with an idea without fear of [rejection]". He

recognised the need to align professional development with the emerging needs of the process and during this phase supported staff professional development on team-building, stress-management and working with difficult people. In staff meetings and other school forums he fostered a positive disposition to change through re-enforcing staff purpose and cohesiveness. Rick displayed openness to ideas from any source in the school and is proud of the fact that the vision statement was captured by one of the non-teaching members of staff.

> **Descriptors of Leadership:** recognises own strengths and weaknesses and applies that knowledge to leadership; aligns professional development with the emerging needs of the *ideas* process; is open to the generation of ideas from any school audience; emphasises inclusive practices in facilitating the creation of new knowledge; facilitates an open culture by structuring wide engagement.

*actioning*

In the actioning phase Rick balanced his leadership between active support of teachers ' suggestions and stepping back in order to extend the leadership responsibilities of teachers. Rick said "my emphasis was on . . .  modelling followership by offering support and advice . . . without interfering in what they were doing . . . without getting in the way". Rick's trust in teachers and re-enforcement of no-blame was a feature during this stage of the *ideas* process. He explained his approach was based on a belief that "people prefer to work rather than shirk" and he said that there needs to be allowance for people to make mistakes so that blame is not apportioned when something doesn't work.

On the other hand, following explication of the Schoolwide Pedagogy and when staff had determined a need to allocate certain resources to carry the Schoolwide Pedagogy into classrooms, Rick orchestrated a number of infrastructural design changes. These included a staffing adjustment process which allowed the creation of a curriculum co-ordinator position, the creation of systems to support the Schoolwide Pedagogy implementation such as year-level teams and year level co-ordinators, the distribution of leadership within teams, and the provision of two days of pupil free time each semester to each teacher in order to plan with the curriculum co-ordinator and other colleagues.

**Descriptors of Leadership:** champions the development of holistic structures and systems which serve the vision and SWP and enhancement of student outcomes; trust in others is expressed through allowance for potential failure; steps back in ways that allows individual expression; sponsors and facilitates structures that unleash creativity and generate knowledge; promotes no-blame.

*sustaining*

The *sustaining* phase is marked by the informant's adherence to a leadership style that emphasised trust in others and focused on fostering others' talents and interests. Rick gave preference to teachers when invitations to describe the resulting approaches to school revitalisation arrived from local, state, and international forums. This does not appear to be out of false modesty or any inability on his part to carry through presentations, but rather a personal predilection for acknowledging the work of teachers and helping others to succeed. A re-administered diagnostic inventory, two years on,

demonstrated a dramatic shift in the perceptions of staff, students and parents of the school.

| **Descriptors of Leadership:** supports and serves the interests of teacher leaders. |
|---|

In a further procedure of analysis, the researcher sought to clarify Rick's leadership during the implementation of IDEAS in regard to the concept of 'parallel leadership'. The descriptors of Rick's leadership were mapped to the Framework of Parallel Leadership (**Table 5.2)** resulting in detailed descriptions of the attributes of 'parallel leadership' and by association, the principal as a parallel leader.

| Parallel leadership (PL) Attributes | Descriptors of Leadership |
|---|---|
| *The relationship of teachers and principals in 'parallel leadership'* | |
| PL recognises the capability of teachers as leaders | • articulates a view about the abilities and importance of teachers as leaders<br>• Creates opportunities for teacher-leadership |
| PL emphasises principals' strategic roles and responsibilities | • Recognises own strengths and weaknesses and applies that knowledge to leadership<br>• Champions the development of holistic structures and systems which serve the vision and SWP and enhancement of student outcomes<br>• Aligns PD with needs emerging from processes of learning<br>• Aligns structures to ideology<br>• Develops personal theories of change and applies them to a strategic leadership role |
| *Values of 'parallel leadership'* | |
| PL is based in three values:-<br> mutual trust and respect- | • Supports and serves the interests of teacher leaders<br>• Trust in others is expressed through allowance for potential failure |
| shared sense of purpose | • Recognises a shared sense of purpose is linked to the level of ownership<br>• Links successful change in the ***ideas*** process to the principal as a  parallel leader |
| and allowance for individual expression | • Steps back in ways that allows individual expression<br>• Is open to the generation of ideas from any school audience<br>• Identifies processes that give expression to his personal ideology |
| *'parallel leadership' and processes of school reform and knowledge generation* | |
| PL facilitates school reform and knowledge generation through three processes:-<br>schoolwide professional learning | • Highlights the importance of using data as a basis for considering action<br>• Highlights a learning process rather than a packaged solutions<br>• Sponsors and facilitates structures that unleash creativity and generate knowledge<br>• Links the process with school governance |
| Schoolwide Pedagogy | |
| schoolwide culture building | • Emphasises inclusive practices in facilitating the creation of new knowledge<br>• Creates dispositions to change through using inclusive language<br>• Promotes no-blame<br>• Facilitates an open culture by structuring wide engagement |

**Table 5.2** Informant 3—Classification of the descriptors of Rick's implementation of *IDEAS*

To conclude the analysis of data concerning Research Question Two, Rick's leadership descriptors were synthesised (see Appendix O) as five key features of leadership as follows:

1. introspective reflection on own leadership style with respect to the implementation of IDEAS;

2. positions self as a meta-strategic leader and fosters a system of shared power;

3. encourages individuals and groups to take risks, explore the unknown and unleash creativity;

4. encourages the identification and confrontation of institutional barriers;

5. monitors school processes with a view to creating alignment between organisational elements.

In summary, the researcher responded to Research Question Two (<u>In what ways have the sample of principals implemented the *IDEAS* process, most notably the concept of 'parallel leadership'?</u>) in two ways. Firstly, Rick's description of his part in the implementation of IDEAS was reconstructed and descriptors of his leadership were instantiated in each of the five stages of the ***ideas*** process. Secondly, the detailed descriptors were then synthesised as five key features of leadership in an attempt to capture the emphasis of Rick's leadership.

**5.4 Informant 4**

*5.4.1    Informant 4—Key features of Terry's implementation of IDEAS*

*initiating*

Terry initiated his school's thinking about *IDEAS* in absentia acknowledging that there were gaps in his understanding of how to go about school improvement at the time. He said: "We needed a tool to assist a renewal process . . . it's more than that . . . we needed a process to assist the renewal and I knew that I didn't have the research based knowledge or background to be able to lead that process". In *IDEAS* he saw a whole-school improvement process that included some external guidance. He also saw the potential of the process for fostering broad school and community engagement, successfully revisiting the school's vision and values and for building a focus on schoolwide teaching and learning. On this basis, and while out of the school on a district leadership assignment, he advised the acting principal to adopt the innovation.

**Descriptors of Leadership:** acknowledges gaps in own understanding and seeks guidance; sought an approach to school improvement that fostered the involvement of the broader school community.

*discovering*

The *IDEAS* school management team (ISMT) was formed before Terry's return to the school, as was administration of the Diagnostic Inventory (DI). The DI analysis highlighted challenges to do with staff morale, transparent decision making, student pride, school

image, school design, and inspirational vision. Notably, through the DI analysis, staff agreed that there was an absence of an agreed definition of excellence in teaching and that there was a need to develop a shared, inspirational vision that supported teaching practices.

Terry entered the process and became part of the ISMT at a time when results of the diagnostic inventory were being interpreted by staff. At this time he considered that he had a key role of "supporting, encouraging, and creating ideas". He said that supporting teachers to work with and lead other teachers was a key plank in his thinking about how to build ownership and sustain whole school effort. He further described his role and as an influencer of general staff commitment to the process through promoting a future that was goal oriented, collaborative, inclusive of stakeholders and that emphasised tangible results.

Terry reinforced the importance of using data from the Diagnostic Inventory to inform schoolwide discussion and promoted frank discussion on the identified challenges emerging from staff interpretation of the data. He separated his personal competence from data on organisational performance and highlighted the issues of low staff morale and student and parent alienation, mostly in regard to perceptions of exclusion from decision making in the school.

**Descriptors of Leadership:** commits to, and articulates a schoolwide innovation that provides 'voice' for teachers; generates staff confidence by communicating intent for tangible results and a collaborative and sustainable process; positions self as part of the team in the interests of broad ownership; confronts the challenges emerging from the data; eschews the tag of 'expert'; highlights the importance of using organisational data to inform schoolwide discussion; highlights collaboration in schoolwide culture building; understands the power of shared leadership in sustaining whole school effort.

*envisioning*

Terry acknowledged that the *envisioning* work was substantially completed by staff. He described his input into the process of creating a vision as restricted to counselling teacher-leaders of the process to incorporate consideration of existing representation of vision such as the school logo. Otherwise he sponsored and promoted a visioning and SWP process that articulated the shared values, beliefs and aspirations of current school and community members. When the vision had been substantially captured in a summary form, Terry began to use the vision statement as a point of reference in schoolwide forums, linking the vision to past achievements and pointing to challenges ahead.

**Descriptors of Leadership:** ensures envisioning incorporates consideration of the 'status quo'; sponsors and promotes a visioning /SWP process that articulates the shared values, beliefs and aspirations of the broader school community; promotes and utilises the agreed vision in schoolwide forums.

*actioning*

In the *actioning* phase Terry emphasised the ideas of 'team' (". . . we are all in this together"). He provided staff, at intervals, with his reflections on the overall ***ideas*** journey to that point—"looking at where we are at . . . where we are heading . . . and seeing if that is consistent with broad horizons and bright futures [school vision] and what we can do to challenge that down the track". He supported strategies that enabled people to engage in leadership roles and responsibilities and described his role as supporting teachers "to [run] with an idea, be as supportive as I possibly can to ensure that they can continue to dream, continue to be at the coalface—the cutting edge or direction or tack they want to take"). He explained a "restructuring of how we were doing some of our core business in terms of creating opportunities for staff, community, and students, to have a greater say in the functioning of the school". This took the form of structuring various committees to address key challenges identified from the diagnostic inventory results. Committee foci included image and pride, school organisation and structure, technology and innovation, and organisational health and environment. He stated: What happened in the past is that we tended to identify a committee or working party to do a specific job then it disintegrated. What this has done is given us a process to identify a body of people that influence change and improvement [on a sustainable basis]".

Despite Terry's hope of actioning the tentatively formed Schoolwide Pedagogy at the classroom level, other challenges identified in the diagnostic inventory such as "image and pride" emerged as priorities for the ISMT. A common classroom lesson-planning template, based on the SWP, was devised by the ISMT as a way to embed the schoolwide teaching

and learning principles (SWP) into the planning of all units of work in the curriculum.

However, Terry considered that the actioning phase was at that point incomplete. He said:

> "It's the schoolwide teaching and learning that really set us apart. If that is our core business, we really have to get that right. I just don't think at the present time we've got the Heads of Department really playing the part they need to play in adopting a focussed approach to schoolwide teaching and learning—Schoolwide Pedagogy".

Hence, the idea of *sustaining* was yet to be considered.

**Descriptors of Leadership:** makes obvious the connection between the school's challenges and the emerging school vision; promotes a view that 'we are all in this together'; supports individuals to 'run with their ideas'; uses the outcomes of the envisioning/SWP process to inform infrastructural change; notes the importance of HOD leadership in pedagogical reform.

In a further procedure of analysis, the researcher sought to clarify Terry's leadership during the implementation of IDEAS in regard to the concept of 'parallel leadership'. The descriptors of Terry's leadership were mapped to the Framework of Parallel Leadership (**Table 5.3)** resulting in detailed descriptions of the attributes of 'parallel leadership' and by association, the principal as a parallel leader.

| Parallel Leadership (PL) Attributes | Descriptors of leadership |
|---|---|
| *The relationship of teachers and principals in 'parallel leadership'* | |
| PL recognises the capability of teachers as leaders | • Articulates, and commits to a schoolwide innovation that provides 'voice' for teachers<br>• Notes the importance of HOD leadership in pedagogical reform |
| PL emphasises Principals' strategic roles and responsibilities | • Acknowledges gaps in own knowledge and seeks alternative guidance<br>• Builds staff confidence by communicating an intent for tangible results and a collaborative an d sustainable processes<br>• Ensures visioning incorporates consideration of the status quo<br>• Makes obvious the connection between the school's challenges and the emerging vision of the school<br>• Confronts the challenges emerging from the data<br>• Promotes and utilises the school vision in schoolwide forums |
| *Values of 'parallel leadership'* | |
| PL is based in three values:-<br> mutual trust and respect- | |
| shared sense of purpose | • Promotes a view that 'we are all in this together'.<br>• Positions self as part of the team in the interests of broad ownership<br>• Sponsors and promotes a visioning/SWP process that articulates the shared values, beliefs and aspirations of the broader school community |
| and allowance for individual expression | • Supports individuals to 'run with their ideas' |
| *'parallel leadership' and processes of school reform and knowledge generation* | |
| PL facilitates school reform and knowledge generation through three processes:-<br>schoolwide professional learning | • Sought out an approach to whole-school improvement that fostered the involvement of the broader school community<br>• Eschews the tag of *expert*<br>• Highlights the importance of using organisational data to inform schoolwide discussion |
| Schoolwide Pedagogy | • Acknowledges the importance of actioning a Schoolwide Pedagogy to drive schoolwide reform of teaching and learning<br>• Uses a collaborative envisioning/SWP process to inform infrastructural change |
| schoolwide culture building | • Highlights the notion of collaboration in schoolwide culture building<br>• Understands the power of shared leadership in sustaining whole school effort |

**Table 5.3** Informant 4⸺Classification of the descriptors of Terry's implementation of *IDEAS*

To conclude the analysis of data concerning Research Question Two, Terry's leadership descriptors were synthesised (see Appendix O) as five key features of leadership as follows:

1. questions the status quo and how well school systems and structures contribute to student learning;

2. promotes a future that is goal oriented, collaborative, and inclusive of stakeholders;

3. acknowledges and highlights the importance of collaborative, organisation-wide learning processes;

4. creates opportunities for teacher-leadership;

5. highlights evolving meaning and draws out consequent implications for change.

**5.5 Conclusions—Research Question two**

In summary, the researcher responded to Research Question Two (<u>In what ways have the sample of principals implemented the *IDEAS* process, most notably the concept of 'parallel leadership'?</u>) in two ways. Firstly, informants' descriptions of their implementations of IDEAS were reconstructed and descriptors of leadership were instantiated in each of the five stages of the *ideas* process. Secondly, the descriptors were then categorised using the Framework of Parallel Leadership and finally synthesised as key features of leadership in order to capture the informant's particular leadership emphasis.

The key features of leadership identified in the cases of three principals are collated below.

Informant Two

- actively embraces a diversity of views
- promotes and facilitates an organisational culture of critique
- understands and embraces the power of shared leadership and facilitates the development of a school based model of shared leadership
- champions the development of holistic structures and systems which serve the Schoolwide Pedagogy, and enhancement of student outcomes

Informant Three

- reflects on own leadership style with respect to the innovation of *IDEAS*
- positions self as a meta-strategic leader and fosters a system of shared power
- sponsors of a learning process (*IDEAS*) that encourages identification and confrontation of institutional barriers
- encourages individuals and groups to take risks, explore the unknown and unleash creativity
- monitors school processes with a view to creating alignment between organisational elements

Informant Four

- questions the status quo and how well systems and structures contribute to student learning
- promotes a future that is goal oriented and inclusive of stakeholders
- acknowledges and highlights the importance of collaborative organisation-wide learning processes, creating opportunities for teacher leadership
- highlights evolving meaning and draws out consequent implications for change

Notwithstanding comparative differences in regard to informants' world views, leadership approaches and context the key features of their leadership suggest a common fourfold focus. The following synthesis of the key features of Joan's, Rick's, and Terry's implementations of *IDEAS* (**Table 5.4)** reveals a focus on change, learning, distributed leadership and principal leadership.

| Collation of the Key Features of Informants' implementations of *IDEAS* | Focus of leadership |
|---|---|
| • encourages individuals and groups to take risks, explore the unknown and unleash creativity<br>• questions the status quo and how well systems and structures contribute to student learning<br>• fosters a culture of risk-taking and exploring the unknown | Change |
| • actively embraces a diversity of views<br>• promotes and facilitates an organisational culture of critique<br>• sponsors a learning process (*IDEAS*) that encourages identification and confrontation of institutional barriers<br>• acknowledges and highlights the importance of collaborative organisation-wide learning processes, creating opportunities for teacher leadership<br>• sponsors of a learning process (*IDEAS*) that encourages identification and confrontation of institutional barriers | Learning |
| • understands and embraces the power of shared leadership and facilitates the development of a school based model of shared leadership<br>• values diversity evident in decision making processes and the composition and operation of teams<br>• fosters a system of shared power through creating opportunities for teacher-leadership<br>• promotes a future that is goal oriented and inclusive of stakeholders | Distributed leadership |
| • reflects on own leadership style with respect to the innovation of *IDEAS*<br>• positions of self as a meta-strategic leader and fosters a system of shared power<br>• monitors school processes with a view to creating alignment between organisational elements<br>• highlights evolving meaning and draws out consequent implications for change<br>• champions the development of holistic structures and systems which serve the school wide pedagogy, and enhancement of student outcomes | Principal leadership |

**Table 5.4** Key features and foci informants' implementations of *IDEAS*

# Chapter Six: Uncovering the dynamics of the interplay between informants' Personal Leadership Frameworks and engagement with the *ideas* process

## 6.1 Introduction

Research Question Three (<u>What are the dynamics of the interplay between the Personal Leadership Frameworks of the sample of principals and their engagement with the *ideas*</u> <u>process?</u>) is addressed in two parts. In the first instance (PART 1), the key features of leadership developed in response to Research Question Two were utilised as the basis for discussing the dynamics of the interplay between an informants' PLF and their engagement with *IDEAS*. This discussion is conceptualised in **Figure 6.1.** The term dynamics concerns the reciprocal effects of the interactivity between each informant's PLF and engagement with the *ideas* process.
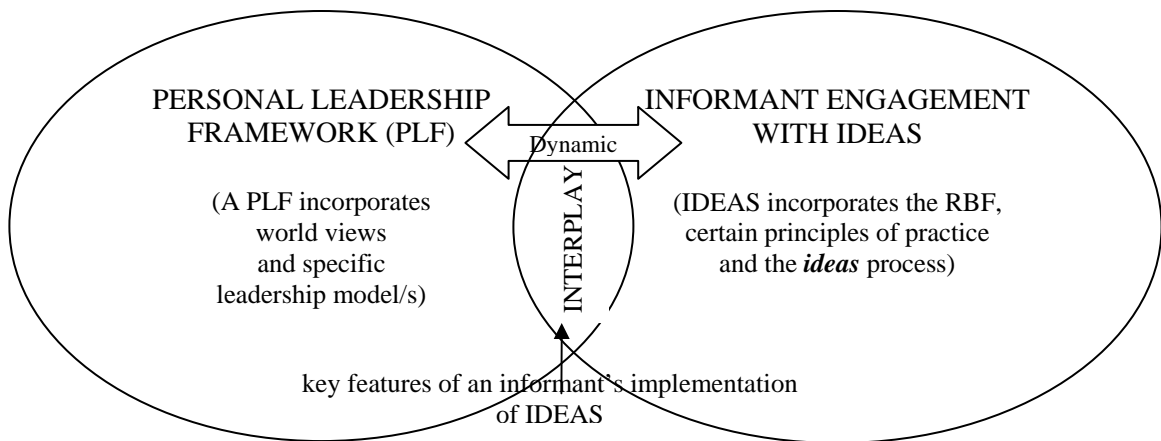


**Figure 6.1** Schema of the researcher's interpretation of Research Question Three

PART 2 of the response to Research Question Three contains a presentation of each informant's summative view of principal leadership in the form of a concept map and

accompanying explanation. The concept-mapping data collection procedure was planned with the hope of gaining further insight into the relationship between informants' Personal Leadership Frameworks and their engagement with the *IDEAS* Project (Research Question Three). The concept-mapping procedure was also designed to provide informants with an opportunity to assimilate any new concepts and propositions about leadership into the existing frameworks of leadership they held and also permit informants to prioritise the various concepts concerning leadership that arose out of their experience of the ***ideas*** process.

The four informants—including the pilot study informant—attended the culminating data collection activity. Three informants (other than the pilot study informant) completed their concept maps on the occasion of the workshop while the pilot study informant completed his concept map during the pilot study and as part of interview 2. All delivered their concept map explanations at the culminating workshop. Each of the four concept maps of principal leadership is presented in this chapter together with the researcher's reconstruction of the informants' taped explanations and researcher's summaries.

## 6.2 Informant 2

*6.2.1    Informant 2—Discussion of the dynamics of the interplay between Joan's PLF and her engagement with IDEAS—PART 1*
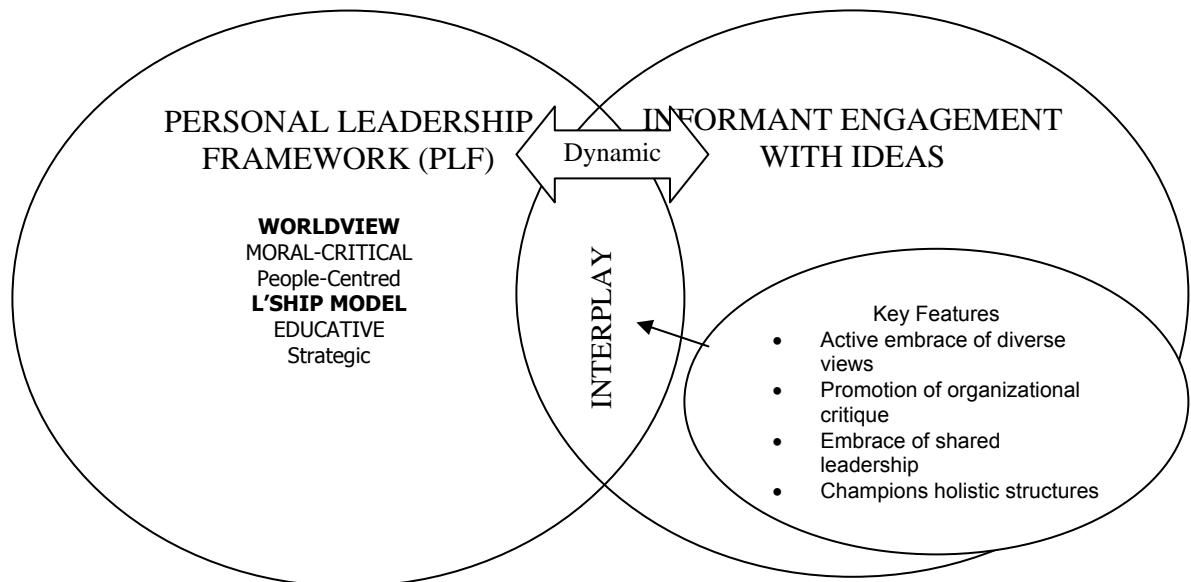


**Figure 6.2** Informant 2⎯schema of Research Question Three

Four key features summarise Joan's implementation of IDEAS (see appendix O) and form the basis for discussion of the dynamics of the interplay between Joan's PLF and her engagement with *IDEAS* in the school setting. The key features of Joan's leadership are described as: actively embraces a diversity of views; promotes and facilitates an organisational culture of critique; understands and embraces the power of shared leadership and facilitates the development of a school based model of shared leadership; and champions the development of holistic structures and systems which serve the Schoolwide pedagogy, an enhancement of student outcomes.

The way in which a principal positions self in relation to a school innovation may send strong messages to teachers about where the ownership and the locus of innovation lie

within the school. When a principal is personally predisposed to a particular innovation, invitations to provide comment and critique can easily fall prey to what, staff members believe, is essentially a foregone conclusion. Joan's people-centred emphasis is demonstrated through her great respect for persons and an active embrace of a diversity of views. Boundaries around giving voice to others' ideas are lifted by Joan with the intent of fostering authentic professional dialogue. The informant's people-centred emphasis also underpins efforts to create a culture of acceptance where all school members feel their views are valued and respected. This is manifested in practices such as including teachers as leaders irrespective of their allegiances or persuasion, and is also evident in the way Joan balances staff induction and en-culturing processes with an appreciation of the alternative views newcomers bring to the school. Joan appears at ease in fostering individual creativity while facilitating collaborative effort—a key demand in the *envisioning* stage when a shared sense of purpose is created through the collaborative construction of a vision that articulates the aspirations of all school community members.

In essence, the informant demonstrates an orientation which suggests her intent to be part of what is essentially a moral endeavour (Duignan & Macpherson 1992). The informant's leadership embodies a particular regard to those involved in learning processes as ethical beings where "a richer and fuller humanity is experienced and activated by people acting in communion" (Starratt 2001, p. 338).

The people-centred focus appears to be active in concert with the informant's emphasis of her prevailing personal emancipatory ideology. This is reflected in Joan's promotion and facilitation of an organisational culture of ongoing self-examination and

organisational critique, specifically evidenced in her pervading practice of seeking to "surface the issues". In this regard, the informant makes a concerted effort to participate in equal membership with others, and before commencing *IDEAS*, explicit invitation is given to the school's members to comment on the possible consequences of the proposed school innovation. Notably, the informant also uses the developing culture of critique to declare personal values and beliefs by proposing provocative ideas for organisation-wide discussion.

The informant appears unsatisfied with the status quo and *IDEAS* is explicitly used as an ongoing process to question what are presumed to be closely-held schoolwide beliefs and understandings. The Research-based framework in used as a tool for whole-school discussion to assess critical organisational alignments and the informant also uses this information to evaluate current beliefs about how the school is viewed from the outside. The informant's action strongly suggests that in this process, an epistemology of organisational learning (Argyris & Schon 1984), that emphasises error correction rather than prevention, is preferred to hierarchical and infallible views of knowledge (Evers & Lakomski 1996).

Joan's genuine embrace of diversity and the promotion and facilitation of a culture of critique suggests a moral-critical perspective drives her practice. Together, these features impel the informant's adoption of mutualistic approaches to leadership in sympathy with Jackson's (2000, p. 76) comment that "school leaders as well as other staff have to learn that collaboration requires that they allow position to be determined by the tasks at hand". Positioning self as an equal member of the leadership team, and, in public forums, stepping back in favour of teachers' heralding innovation, suggests her intention

to foster shared power and support for teacher-leadership. Joan clearly understands and embraces the power of shared leadership as an unequivocal expression of the *IDEAS* precept of confidence in the capability of teachers to lead professional renewal.

Joan's educative approach to leadership is evidenced in her creation of opportunities for schoolwide discussion, explicitly about leadership. Hence, the democratic intentions within the concept of 'parallel leadership' are re-enforced through the creation and articulation of a school-based model of leadership around the mantra of "leading and learning". The values of diversity and learning are captured through an on-going invitation to all school constituents to learn and lead: an invitation that pervades structures for decision-making and knowledge-creation.

The informant supports an educative process that creates a depth of mutual support amongst the school community. Leadership doesn't serve an instrumentalist function where it is used as a means of harnessing staff capabilities to realise prevailing goals and values (Woods 2004). Rather, goals and values are collaboratively constructed. Furthermore, the informant supports the extension of leadership to school members beyond the professional community, and parents and students are regarded as partners in the collaborative construction of meaning as evidence in the SWP process.

A number of strategic capabilities are also evidenced in processes that clarify and co-ordinate various organisational alignments concerning internal school priorities and external requirements. For example, Joan was instrumental in aligning the interests of various stakeholders when actioning of the vision and SWP took place. She promoted the SWP as a language for the organisation-wide critique of teaching and learning and

developed an internal consistency upon which coherent internal school responses to external requests were subsequently shaped. Consequent heightened internal authority was evident in the way various stakeholders—such as teachers, students and the school council chair—clearly articulated the work of the school.

The informant combined strategic abilities with advocating the school's stance from both a moral and critical point of view. Joan said, "I think we need to be inspired to build an environment where everybody can move towards self-actualisation and that's where the leadership comes in. That's where I believe we have a role in creating a community of leaders". External requirements concerning school improvement were reconceptualised on the basis of powerful school-generated understandings about successful practice that were generated through the collective intellectual capacity of the school community, and on the basis of the values inherent in the school vision, "Informed citizens building harmonious communities".

Two cognitive processes appear to be at work simultaneously in regard to Joan's response to external proposals—interpretation and re-conceptualisation. The interpretation of external requirements of schools is not regarded by the informant as a unitary function of external authorities. The principal is able to bring deep insights, born of the school's own professional learning, to consider how external proposals relate to the needs of the school. Then, instead of shielding teachers from outside influences, the principal assists them to re-conceptualise external proposals in a way that is congruent with the school's understanding of the context in which the external proposals are to find a home.

One way this was achieved was by making obvious the connection between external proposals and current school innovation. This is evidenced in the way the school handled the overlap that existed between a systemic imposed pedagogy and the school's SWP. The school subsequently subsumed the external expectation under their existing process as opposed to adding unnecessary workload and potentially diffusing individual and organisational energy. In many ways the informant demonstrates a leadership capacity commensurate with the *IDEAS* vision which is: "To inspire schools to engage in journeys of self discovery which will ensure that they achieve sustainable excellence in teaching and learning".

### 6.2.2    Informant 2—Summary of the dynamics of interplay PART 1

The interplay of Joan's PLF and the implementation of *IDEAS* highlights a close affinity with the values of 'parallel leadership' – mutual trust and respect, shared sense of purpose and allowance for individual expression. Freedom of expression was emphasised and critics and questioners as well as enthusiasts and innovators were regarded as having important voices in a process which engaged the professional community of the school in high levels of inquiry, conversation and learning.

The *ideas* process was used as an educative functionary that served a greater purpose, namely, the provision of equal opportunity and safeguard of the participatory right of all constituents of the school community. Joan's overt efforts to provide a place for all in "learning and leadership" served to raise organisation-wide consciousness about the provision of opportunities for equitable participation.

Furthermore, her strategic capabilities were harnessed to serve this moral purpose. The informant learned to position herself to have a meta-strategic view of the alignment of classroom practices to the school's espoused values and vision. Consequently, Joan was able to draw on the school's highly developed internal authority to advocate the school's position in relation to external demands.

*6.2.3    Informant 2—Concept map of principal leadership-PART 2*
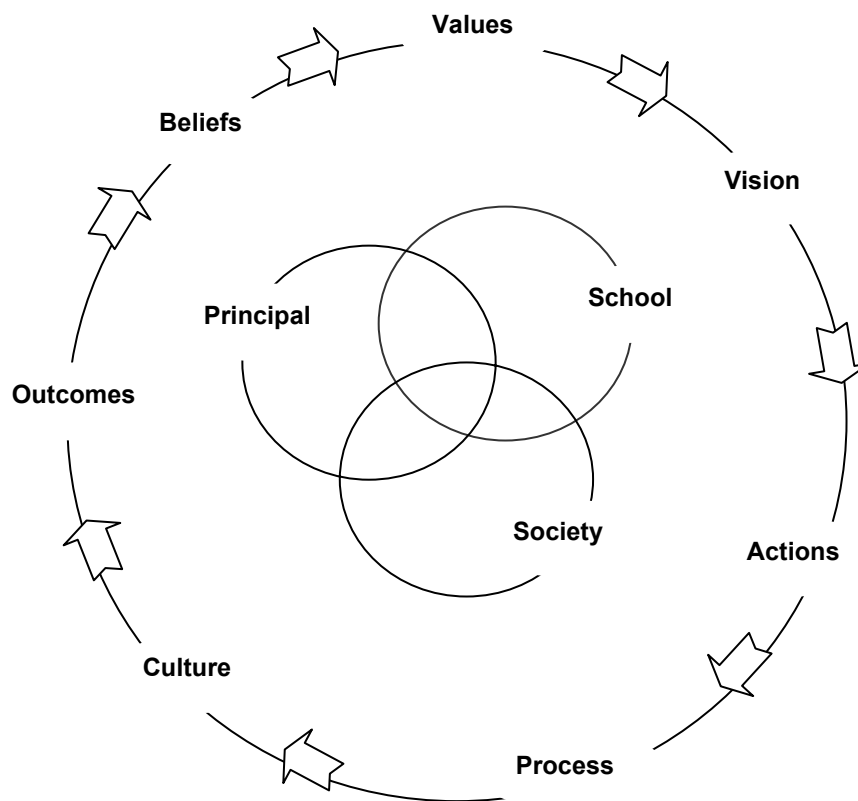


**Figure 6.3** Informant 2⎯concept map of principal leadership

Joan completed and presented her concept map of principal leadership at a culminating data collection workshop. She explained her concept map as follows—

I believe I am an educative leader whereby school leaders are driven by actions of social justice to build a school culture that educates for a better society. Defining leadership in terms of those boxes and arrows and so on is really difficult. What I'm on about is the interaction between concepts—about a school—our organisation—as people.

Before I start I should talk about needs. I believe that everyone has the need to be respected, safe, supported, and happy and to be treated fairly and be able to learn to achieve. I remember at [a previous school] for instance, feeding people because they didn't eat—they were homeless some of them—so I needed to supply breakfast before they felt safe. The school became known as a safe area in the community. Kids would say to me, 'You don't know what it's like out there— dog-eat-dog—but here we feel safe'. I think we need to be inspired to build an environment where everybody can move towards self-actualisation and that's where the leadership comes in. That's where I believe we have a role in creating a community of leaders.

After quite a lot of struggling I've depicted a concept with three circles: the society, the school, and the principal. When I first drew it I had society outside and then school inside and tried to fit where I sat within these because I have a personal view about the principal having a role working with people to create a better society. I finally settled on this view of how it all happens with what I describe as the continuous journey of learning; hence, the outside circles.

I don't think the map clearly depicts what I'm on about. If you talk about values for instance, the arrow doesn't just feed into vision, the arrow goes in a number of directions; however, let me describe the outside circle as the continuous journey of

learning; having said that, I am values driven. People tell me—people who give me feedback—that I am values driven.

Beliefs have a key impact. I have a basic belief that everyone is equal, that everyone has potential be a leader and a learner, that everyone needs to take responsibility for their own learning and behaviour, and that everyone can play a role in building a better society. In regard to beliefs about the principal role, I think we have a basic function as a principal and a leader to challenge disadvantage. People in the various schools in which I've worked tell me this has been characteristic of my beliefs.

So values come out of my beliefs: personal responsibility, mutual respect, commitment, excellence, equity, openness, integrity, sense of community and peace. I have my set of values and my set of beliefs but the challenge is to work with others to develop a set of shared beliefs and values and to develop a shared vision.

Vision: It is really important to grapple with the big issues, not just to look at the individual local setting. A school is not an island, not self-contained. It is part of a bigger society and we all have a responsibility to influence the future of society. I have my own personal vision but schools need a process of involving everyone in developing a shared vision and having ownership of that. I didn't tell people what my personal vision was. I deliberately didn't do that to avoid people telling you what they think you want to hear. What I would tell them in terms of a personal vision is that I want us to be a team and all understand where the school is going and we are going to work this out together. That's my vision. Our school vision has developed from a rather complex, challenging process

that has evolved within the school since our school improvement planning process of 1998, and which developed the statement of purpose.

Process: I believe I am quite strategic. In every school setting, even as a deputy principal, I've been involved in developing a school improvement planning process to achieve goals. It's always been about creating a process that will involve everyone: that will be inclusive and create an environment of mutual respect—and structures where everyone can have a say and facilitate communication of the issues and challenges. To encourage the problem solving—and this is on a daily basis—to acknowledge contributions, to re-enforce the achievements. That's about celebration of success and acknowledging individuals' achievements, which is part of culture-building. Teachers are very self-effacing people and you have to be a little bit careful about how you give feedback in a public way.

The culture: I talk about developing a culture of mutual support where everyone respects one another, cares for one another, helps one another to achieve our culture. That involves promoting a community of learners and leaders and that also involves not only staff but the students, parents and community members. That's about teamwork. It's about providing an environment where people feel it is ok to make mistakes, pull down the veil and be open about what's going on—to challenge things—to challenge the principal. I have a view about developing a culture of mutual support that I think stems from my values and beliefs and my vision, my personal vision. We have grown a teaching and learning culture in our school through positive relationships, strong communities, purposeful links, academic challenges and productive technologies. As a

consequence of the process, this expression of our culture and our vision basically underpins all that we do.

Outcomes for me—given my personal vision and also given our school vision—are about social outcomes. It is not just about the academic outcomes. It's about producing people that will take responsibility for their learning and for their actions and will play a role in creating a better society and will take on board the necessity to build positive relationships and build communities and so on. I have really promoted with parents the social outcomes. I've said things like: 'academic outcomes, we can produce them, but our motto is [about different ways to achieve]'. We cater very proudly for the whole range of student ability and interest. We can produce the good academic grades but if you are looking for a school that is just on about academic outcomes this is not the school for you. Our vision has influenced increasing enrolments; however , now that we will be compared to all the other school in league tables etc., I suspect there will be more pressure on us to produce the data on academic outcomes and what I need to do is to prepare our community for that.

In summary, leadership is a journey of continuous learning. Learning and leadership go hand in hand. While I'm uncomfortable with my depiction of arrows, I'm OK with the overall picture. I talked about the intersecting circles, and I guess as the leadership is more effective, one would possibly get greater intersection, and the school would be able to impact its community of learners and leaders more successfully—and impact society more positively.

Informant two began the implementation of *IDEAS* as an established educative leader, her advocacy for the disadvantaged widely acknowledged. Clearly, Joan's explanations of the purposes of leadership, to do with challenging disadvantage, were born of long held personal beliefs and shared power and leadership were already evident in the school before engagement with the *IDEAS* Project.

Joan's concept map describes principal leadership as a process that "build[s] a school culture that educates for a better society". She links the achievement of this type of school culture with the idea of "promoting a community of learners and leaders" and adds that the process can be described "as the continuous journey of learning". Notably, Joan makes specific reference to a "teaching and learning culture" (the Schoolwide Pedagogy) and states that "this expression of our culture and our vision basically underpins all that we do", thereby placing pedagogy at the heart of culture building and leadership.

As principal, Joan encountered *IDEAS* at a time when she was responding to systemic requirements for developing strategic school improvement plans. The emergence of the pedagogical conversation during this principal-initiated procedure prompted a shift from a planning emphasis to schoolwide conversations about pedagogy. Not surprisingly, the schoolwide exploration of pedagogy in the *ideas* process was a significant professional experience for Joan. She made the observation that being involved in the development of Schoolwide Pedagogy was the best thing the school and she had done.

A number of other *IDEAS* distinctives are present in Joan's conception of principal leadership as a process. The *IDEAS* Principles of Practice are echoed in her emphasis on developing a school culture where mutual respect prevails. The principles of inclusivity that underscore the concept of ''parallel leadership'' are evident in Joan's descriptions of a process that "involves everyone in developing a shared vision" and that facilitates "structures and processes that enable everyone to have a say". A reoccurring theme in Joan's view of leadership is that "learning and leadership go hand".

## 6.3 Informant 3

*6.3.1    Informant 3—Discussion of the dynamics of the interplay between Rick's PLF and his engagement with IDEAS—PART 1*



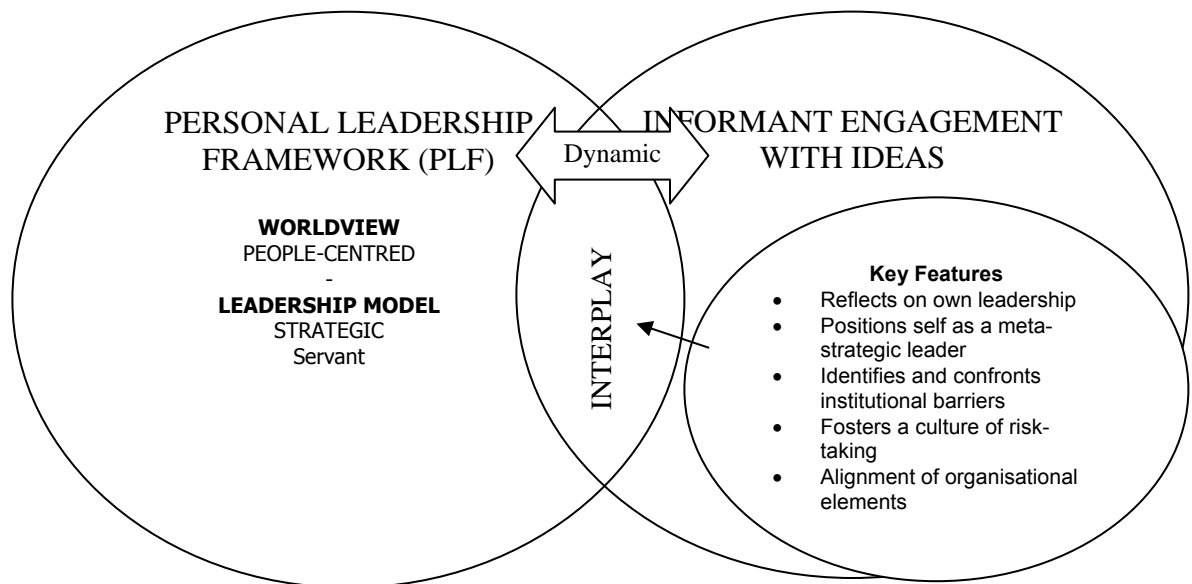**Figure 6.4** Informant 3⸺schema of Research Question Three

Five key features summarise the informant's implementation of *IDEAS* (see appendix O) and form the basis for discussion of the dynamics of the interplay between Rick's PLF and his engagement with *IDEAS* in the school setting. The key features are: introspective reflection on own leadership style with respect to the innovation of *IDEAS*; deliberate

positioning of self as a meta-strategic leader and fostering a system of shared power; sponsorship of a learning process (*IDEAS*) that encourages identification and confrontation of institutional barriers; encouragement of individuals and groups to take risks, explore the unknown and unleash creativity; and monitoring school processes with a view to creating alignment between organisational elements.

Rick's tendency for introspection permits him to reflect on his own leadership style with respect to the innovation of *IDEAS*. He recognises he has a personal predisposition for "big picture" thinking and an inclination towards constructing strategic management processes. In this regard, Rick concludes, "I'm a planter not a finisher" and in respect to managing change, Rick observes, "whilst we're implementing I'm talking about the next thing we may look at and planting ideas to bring about change".

Rick has however, developed strong views on managing change. First, he believed that a shared sense of purpose is linked to the level of personal and group ownership developed by the organisation's members. Second, Rick drew from a personally defined view of learning wherein he appreciates that, individuals' realities—the way individuals perceive their world—is a product of their own construction. It follows that Rick links successful change to positioning self as a meta-strategic leader, fostering a system of shared power and activating teachers' capabilities. He believes in the abilities of teachers as leaders and created opportunities for teacher-leadership. In Rick's case, the *IDEAS* concept of mutualism between school administrators and teachers is defined through "servant" eyes. He describes this as follows: ". . . to also work for them, to enable them to do their role properly. It's an attitude towards others. It is also trusting people. When given encouragement people prefer to work rather than shirk." Rick applied this axiom

to both adults and students during the *ideas* process and displayed an attitude which highlighted a people-centred world view. Rick appears to emphasises that which Atkin (1994) describes as "care and concern for the learner, acceptance of the learner . . . and an expectation that s/he will learn (p. 5)".

Rick's desire to foster a system of shared power was realised through his sponsorship of a learning process that encourages identification and confrontation of institutional barriers. Externally provided solutions to school problems are avoided and there is an emphasis on discovery and learning. Rick finds the element of reflection, necessary to the *discovery* phase of the *IDEAS* process, fits easily with his personal practice. He emphasised the role of the diagnostic inventory and consequent collaborative analysis of data in an effort to surface and confront organisational issues and determine future action. Prior to the school's implementation of *IDEAS,* Rick had observed that a general feeling of inferiority pervaded the school. Hence, he sponsored the *IDEAS* Project in the hope that it would promote a growth in staff and community confidence that would translate into the school community taking hold of their own educational agendas.

Rick's approach to leadership is also expressed through the creation of a culture Shared power in which individuals and groups are encouraged to take risks, explore the unknown and unleash personal creativity. Rick interpreted the principal's role as one of stepping back and making allowance for individual expression. He described it as, "modelling follower-ship by offering support and advice to those with particular responsibilities without interfering in what they were doing, and, being there and supporting them without getting in the way." Rick's actions make explicit his people-focus. Trust in others is expressed in what he believes about allowing potential failure:

"Trust them and encourage them to have a go, and say if it doesn't work out—we make mistakes—let's correct our mistakes quickly. [However], we are not looking around at who to blame because such and such isn't working".

Rick presumed to trust others with the process and was open to the generation of ideas from any source within the school community. He alluded to the seminal role of teacher aides in the articulation of the schoolwide vision, and, in so doing, dismisses orthodox hierarchies of knowledge. He says: "It is the idea that's important and not who is making it. That lady [a teacher aide] that came up with [the words of the vision], she is one of our greatest advocates because she believes it and its taking the whole school with it".

The use of inclusive language plays a significant role in Rick's account of his implementation of *IDEAS*. He said: "I had to also emphasise that it wasn't my vision, it was to be ours. I talked about the 'we' and 'us' rather than the 'I' and 'my." He added to this his version of the "no blame" idea.

> Let's get away from they say we've got to do something to we're doing this because we've decided to do it. You get suggestions from staff like; next time you're at the principals meeting make sure they know this or you tell them that. I'm saying no! Principals in other schools can't do anything about this; [only] we can do something about it. Let's get into no-blame thinking. My way of thinking is to give every stakeholder in the school the confidence to actually come forward without a fear that as soon as they open their mouths they will have somebody else's foot in it. Even if they have a crazy idea, I say come up with it.

As well as encouraging a fomentation of ideas within the school, Rick believed that his overarching role was to monitor school processes and create alignment between organisational elements. When alluding to his concept map construction of principal leadership Rick observed:

> My overall responsibility is to have an eye on each of the components on my concept map and their relationship to one another. We make decisions about curriculum leadership and infrastructural needs with reference to our shared vision against which we also ask questions about appropriate pedagogy.

Rick championed the development of holistic structures and systems which he believed supported the emerging vision and SWP and the enhancement of student outcomes. He fostered consideration of the need to align the professional development of teachers with needs arising from the *ideas* process of learning. He also sponsored and supported infrastructural alignments such as year-level structures and teams, school reform of designated leadership positions in curriculum, intra-school moderation of student learning, and time-relief for curriculum planning.

### 6.3.2    *Informant 3—Summary of the dynamics of interplay PART 1*

The interplay between Rick's PLF and his implementation of *IDEAS* suggests a close affinity with people-centred approaches to leadership that emphasise an ethic of care. Rick's approach is consistent with Starrat's (1991) observations about care which describe a willingness to acknowledge individual's rights to be who they are, and an openness to encountering them in their authentic individuality. This interpretation of the value of care intersects with the concept of collaborative individualism (Limerick, Cunnington & Crowther 1998) that, in *IDEAS,* connotes a way of working collaboratively that rises above just the averaging of group opinion by placing a premium on the contributions of individuals in the creation of new knowledge. In Rick's estimation, pedagogical renewal and advancement becomes the result of processes of introspection and risk-taking as individuals collectively confront institutional barriers to

learning. In summary, Rick contends that individuals must be allowed to construct their own answers to complex questions about professional issues.

Rick is comfortable sharing power and "unleashing the strengths, talents and passions of others and focussing on helping everyone else to succeed" (Jennings & Stahl-Wert 2003). However, though driven by a people-centred and servant disposition, Rick emphasised a strategic role as principal in which he had a responsibility "to have an eye on each of the [organisational] components and their relationship to one another", an interest evident in his professional biography and one he personally clarified through experience with *IDEAS*.

For Rick, *IDEAS* functions as a means of generating school identity and in particular as a means of highlighting the value of teachers, and teachers as leaders. Ultimately, Rick envisages that through teacher leadership of strategic school processes will best serve school reform and augment his role as a "planter" of reform ideas.

**Figure 6.5** Informant 3⸺concept map of principal leadership

Rick completed and presented his concept map of principal leadership at a culminating data collection workshop. He explained his concept map as follows—

I probably am a strategic, organisation-wide leader. My concept map reveals three strands or emphases in my thinking about leadership: The importance and contribution of the individual, the place of strategy, and the nature of culture-building.

Let me start by acknowledging we all have a personal view or philosophy that we bring to our leadership in the school. I've represented this in the circle named Beliefs, Values and Norms. I suppose the use of the word 'we' underlines the way in which I operate; that is, if I feel as though I'm imposing myself upon the organisation, and it is going to look like me, then I've failed. That's the last thing I'm aiming to do. I know that much of me will inadvertently come through in the school but I try to minimise that. I'm the leader of the school, but it is not my school, it is our school. That's probably why I do everything I can to avoid the authoritarian use of power because, otherwise, I believe imposing me on the place is for no good reason other than my ego would like to be there. I believe as principal it is my responsibility to set up structures so that everybody can share in the leadership, right down to the kiddie in pre-school. Let me say, I find reducing my leadership story to a diagram extremely difficult.

In regard to beliefs, values, and norms, let me give an example: what do we believe success is? Is it having successful sporting teams? Is it 25 OP1s? Is it adopting the flavour of the month? Also, what do we believe about kids? Is their intelligence fixed? Do we believe that no matter what we do with them, they will keep producing at a certain level, or, alternatively, that we can actually bring about growth? What's our view about parents? What are our expectations in terms of dress? What is it ok to talk about in the staffroom? I think that values clarification needs to occur. It has an impact on that shared vision, and development of teamwork and inclusion. I also believe I have to be clear about what I believe a successful school looks like, because that will have impact. Firstly, I think in a successful school, people should be able to share and discuss their personal and professional views on the direction the school should take, and it helps to

have a strategic view on this. The strategy column in my concept map, suggests data analysis and research, provide us with a basis for conversations about desired school directions, and through discussion, we can clarify a school vision: One that has come from grass roots. In our school, a child in year one can tell you what our vision means. Strategies for good communication and building relationships are critical in helping people make adjustments to align themselves more with what the school is on about.

I share data analysis and research with staff, however I don't offer solutions. I just ask the question, what do you think we should address here? That's where inclusive practice supports a problem solving approach and develops a collaborative school culture. We make decisions about curriculum leadership and infrastructural needs with reference to our shared vision. We also ask questions about appropriate pedagogy in the light of our vision.

The school culture depends on those inclusive beliefs which also permit discussion on both the positive and the dysfunctional. For example, is there a belief that you should never disagree with the principal? —or don't make waves—or treat certain people as inferior—upper versus lower part of the school? Those sorts of norms in the school have an enormous impact on being able to release potential and creativity within the school. Also, what about teachers' beliefs about the value of their work? How do we convince teachers of the importance of their work and combat the negative and mixed messages about teacher-worth out there?

I acknowledge I have a personal vision of a successful school and it has to do with a certain sort of culture which is generated through collaborative, culture-building

processes that address school vision, infrastructure, pedagogy, outcomes, and evaluation and assessment processes. The culture is essentially a learning culture, which is self-sustaining through cyclical data analysis and research, revisiting meanings about vision and modifying direction if necessary. The school needs to take that attitude—if Johnny is not fitting in, what does the school need to change so that we can help him fit in? If we change, we'll bring about change in Johnny, but if we just keep the system operating the way it is, Johnny is going to give us back what we have always got from him. Johnny can be a student, a teacher, a parent or whatever.

What I'm trying to picture is not a linear process. [Researcher note: Rick scribes a number of two-way dotted arrows on his concept map and suggests he is not describing a 'lock step' process but instead one which is flexible and where reciprocal processes occur between elements identified within the concept map.] My overall responsibility is to have an eye on each of these components on my concept map, and their relationship to one another. For example, through our data collection mechanisms, we may identify the way we are teaching reading is not working. What we do about it will be always be collaborative, and with wide involvement.

### 6.3.4 *Informant 3—Summary of the dynamics of interplay PART 2*

Rick established at the outset of his concept map explanation that his conception is about the "contribution of the individual, the place of strategy, and the nature of culture-building". Much like informant two, Rick reserves a place in his leadership conception for his own beliefs and values, and emphasises that, "in a successful school people should be able to share and discuss their personal and professional views on the

direction the school should take". He further stated: "I believe as principal it is my responsibility to set up structures so that everybody can share in the leadership".

The research-based framework has had a significant influence on Rick's thinking about leadership, albeit he reconceptualises the various elements of the RBF to explain his view of leadership. For example, the Cohesive Community and Professional Support elements of the RBF are incorporated in a Strategy frame which Rick describes as a process in which technical activities around data analysis mix with creative activity and discussion to do with linking the data to envisioning new school futures. A key element in Rick's conception of principal leadership is School Culture which he describes as a process in which the shared vision of the school becomes the foundation of broad ownership and shared responsibility for infrastructural design, pedagogy, outcomes, and evaluation and assessment.

Rick acknowledged the difficulty he had with reducing the complexities of his conception of leadership to a diagram, nevertheless, his concept map reveals his understanding of principal leadership as interconnecting and interactive processes involving his own values and beliefs, strategic design, and culture-building. Rick suggests his overall responsibility "is to have an eye on each of these components on my concept map, and their relationship to one another".

**6.4 Informant 4**

*6.4.1    Informant 4—Discussion of the dynamics of the interplay between Terry's PLF and his engagement with IDEAS—PART 1*
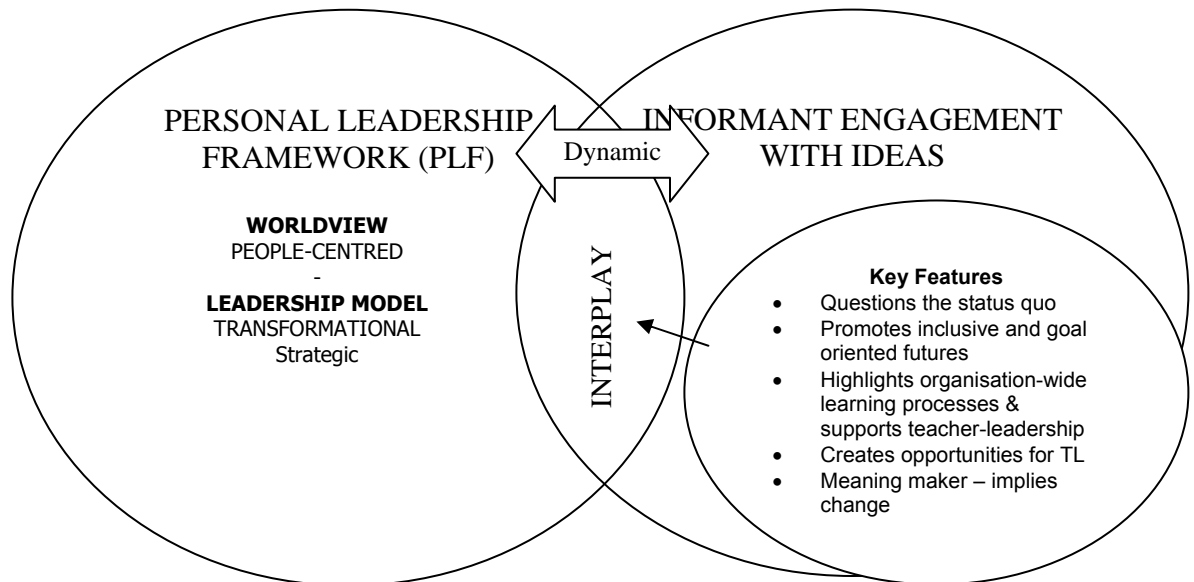


**Figure 6.6** Informant 4—schema of Research Question Three

Five key features summarise the informant's implementation of *IDEAS* (see appendix O) and form the basis for discussion of the dynamics of interplay between Terry's PLF and his engagement with *IDEAS* in the school setting. The key features are: questioning the status quo and how well systems and structures contribute to student learning; promoting a future that is goal oriented and inclusive of stakeholders; acknowledging and highlighting the importance of collaborative organisation-wide learning processes creating opportunities for teacher leadership; and highlighting evolving meaning and drawing out consequent implications for change.

Terry cites exposure to the thinking of Fullan and others as a source of energy for his thinking about schools of the future. Prior to the implementation of *IDEAS*, he questioned the status quo in his school and how well school systems and structures were

contributing to student learning. Terry's adoption of *IDEAS* came at a time when significant attempts at restructuring school decision-making were not proving to be effective and Terry also recognised that, "reforming structures alone will not bring about real change, least of all in education, where quality depends so heavily on a chaotic myriad of personal interactions" (Barber 1997, p. 160).

While a practice of questioning the status quo had been a feature of Terry's leadership prior to *IDEAS*, he was now confronted with the inadequacy of strategies that were implemented in his previous efforts to re-configure decision-making in the school and for which he was responsible. In the absence of recipes for school change, Terry recognises the enormity of the challenge of school reform and the gaps in his own knowledge about how to progress such reform. He commented as follows about his discovery of *IDEAS*:

> We needed a process to assist the renewal and I knew that I didn't have the research-based knowledge or background to be able to lead that [sort of] process. . . . It [*IDEAS*] had a much broader school-community feel about it than any other process I was able to look at. I think that that was its strength . . . that it engaged not only a few key players but that it engaged the whole school community. That was a telling factor in our decision to take it on.

Terry's personal and professional history could be construed as one of self-challenge; consequently, he was not daunted by an approach that required the construction of new meaning and management of new meaning emanating from the processes of inquiry and knowledge creation. Following the *discovery* phase, Terry displayed no timidity in openly acknowledging the importance of the organisational research data in informing schoolwide discussion while keeping an enduring focus on student learning.

Another pervading feature of Terry's implementation of *IDEAS* is his promotion of a future that is goal-oriented and inclusive of stakeholders. It is here that Terry's leadership appears fundamentally transformational in nature. Building the confidence of staff through painting future scenarios figures as a key strategy in Terry's conception of principalship; hence, *IDEAS* is presented with a goal orientation and an outcomes focus. "My commitment to the staff was that I would work with the *IDEAS* philosophy and research to ensure we got better outcomes in the school". Terry's use of terminology like "tangible results" is employed to engender staff confidence. He emphasises, "we are all in this together" in staff forums, and positions self as part of the management team. Both these actions appear to imply and symbolise a sustainable process. Terry's inclusive practice suggests two ideas: On the one hand, energy is dispersed and not exhausted, and on the other, there is the suggestion that efforts will have the resource backing of the principal.

Terry also highlights and supports shared leadership in whole-school reform. He chooses to sponsor and support teachers as leaders of the whole-school process, and seeks to engenders wide ownership of the *IDEAS* process, by positioning himself to have a meta-view of organisational renewal. He says, "My role was to support other people engaged in working with the staff and getting commitments from the staff about what we were going to do—how we were going to do it—where we needed to be at any particular time". Consequently he supports individuals and groups to "run with their ideas", particularly the image and pride committee which arose from the process.

Furthermore, Terry believes the various teacher-led committees that have arisen from implementation of the process points to the power of shared leadership in sustaining whole-school effort.

> [I] think that what had happened in the past is that we tended to identify a committee or working party to do a specific job then it disintegrated. What this [*IDEAS*] has done has given us a process to identify a body of people to have influence on change and improvement, then to have sustainability. Committees are continuing to operate and they're into their second year reviewing school practices.

Through the implementation of *IDEAS*, Terry begins to re-image, for himself, the role of principal: "Sure I think there is some instructional stuff, but I would have said it was about creation of processes and look[ing] at the future". Hence, much of Terry's energy appears to be given over to highlighting evolving meaning and drawing out consequent implications for change. In this respect there is strong accord with the Limerick et al. (1998) notion of leaders as "managers of meaning". These authors write:

> Managers are no longer required to be the rational analysts of a decade ago. The development of vision and mission and the communication of such symbolic processes demands that they be managers of meaning. The glue that holds the networked organisation together is a common corporate culture, a shared world of meanings that allows independent, autonomous action to be focussed and collaborative. (p. 122)

As Terry explains:

> on student free days I do a piece on where we have travelled and where we are heading the next term and beyond, but invariably I link that into the school's vision and values, seeing if that is consistent with [our vision] and posing the challenges that are down the track.

Terry also makes meaning of the ***ideas*** process in staff forums. For example, he observes the relationship between the discovery and envisioning phases of the process and consequent infrastructural change: "[what] came out of the research that we gathered

and out of our visioning process for the school was a restructuring of how we were creating opportunities for staff, community and students to have a greater say in the functioning of the school". Terry believes the resulting committee structure that emanated from the *IDEAS* process aligned with the aspirations of staff members.

On the other hand, Terry acknowledges progress around classroom pedagogical renewal is faltering. Terry has clarified for himself that the created Schoolwide Pedagogy has the potential to be the symbolic and pedagogical vehicle for reform of teaching and learning, however he suggests gaps in head of department leadership has become a point of personal frustration. Notably, the symbolic and structural view that Terry has of the organisation's renewal is captured in the detailed strategic plans and budgets over which he presides.

### 6.4.2    *Informant 4—Summary of the dynamics of interplay PART 1*

Terry's seeks to develop a strategic view of the school and its future and he seeks to influence others through highly developed relational behaviours. The core of Terry's approach to leadership of the implementation of *IDEAS* resembles Bass's (1985) description of transformational leadership which cites leadership behaviour that focuses on influencing aspirations, activating higher-order needs, and arousing employees to transcend their own self-interests for the sake of the organisation. However, his relational approaches to leadership have a tendency to be a means of orchestrating structural responses for the need to expand participation in decision-making across the school community.

The new committees, derived from the implementation of *IDEAS*, appear more teacher-driven than previously. However, despite successes in relation to issues such as image and pride, and more open decision making, Terry reveals the deeper pedagogical imperative for change is yet to become a priority across the school. The less visible emphasis on the implementation of the pedagogical implications of the new school vision appears an unintended outcome of a focus on multiple challenges emanating from the Diagnostic Inventory. Terry observed: "It [teaching and learning] is our core business and we really have to get that right and I don't believe we've got that right yet and this is a [cause of personal frustration]".

The emphasis on the committee structure appeared to be limiting the *IDEAS* intent of unleashing pedagogical leadership through ongoing pedagogical inquiry and self-discovery, both at the individual and organisational level. Terry views himself as a transformational leader through his "relational success in education" however, there doesn't appear to be an emphasis on utilising the ***ideas*** process as a means of fostering teachers' personal and professional growth and leadership in relation to pedagogy. Many heads of department remain estranged from the process of revitalisation and the Schoolwide Pedagogy remains underdeveloped. Terry laments the lack of pedagogical action in relation to the collaboratively developed school vision.

In summary, Terry's prevailing conception of *IDEAS* emphasises the process as a means of re-engaging the school constituency in collaborative visioning and re-invigorating existing participatory and collaborative decision-making structures.

**Figure 6.7** Informant 4⸺concept map of principal leadership

Terry completed and presented his concept map of principal leadership at a culminating data collection workshop. He explained his concept map as follows—

I think the key components of my own leadership involve the four boxes around the circle—the relational, the strategic, the transformational, and the organisational. I see my approach as quite different from Joan and Rick in that the term educative doesn't seem to fit me. However, I do acknowledge a strong commitment to the principles of social

justice—it just has not been a driving factor. The key thing that has driven me has been the relational side of life, and, if I have any success in education, it's the relational that has had a significant influence on any success. So my ability to make those connections with people—to get a team of people together, to get them on side, to get them committed, and to build the capacity to work together to achieve what we set out to achieve—has been a significant part of what I'm about.

I guess the key strategy in all of that has been working with teams to develop and generate a sense of collegiality. So my strategy in all of the relational stuff has been the collegial nature in how I work, in order to create change in my organisation. I work at trying to build challenge into all that we need to do to get where we have to go. So, challenge, change, innovation, and a futures-focus, have been part of capacity building—the driving forces to take the organisation forward. Having said that, I don't know that I've had the same strategic influence on my school in the way [other informants] have, but I think that I have been able to see the bigger picture and get people to develop . . . get key people to develop plans that will enable us to take the organisation forward.

The other influencing factor is the transformational leadership style. I don't know whether there are equal doses of the four components or whether there are larger amounts of the relational and smaller amounts of each of the others, but I would like to think that I use influence in my organisation to get people to commit to various ideas and follow through with those ideas. My influence can be linked to my strategic leadership of the school.

In terms of the organisational leadership, it is about working with teams of people. Empowering them, getting them on side and creating a momentum to develop a change mentality. Having said that; notice that I have put some question marks up there around vision, values, and belief. I'm unsure about where to place them within that existing framework. I think that from the work we've done as a school, we've certainly developed a collaborative and meaningful shared vision where we have added value to our existing motto.

The vision has provided us with a futures focus. The whole school vision influences all of the work that happens within the school. I have regular conversations with staff about linking our vision and values to the work we are doing in the school. Our current professional development is addressing the question: how do we ensure that we link our vision and values with our school wide pedagogy, our school wide teaching and learning principles? And, it has been really interesting getting feedback after the sessions. We ran three sessions over three weeks and all of the staff was part of that process of sitting down and sharing cross-curricular ideas about the work they were doing and how that works, in terms of teaching and learning, was linking with our school-wide vision and values. Interesting feedback from staff—particularly heads of department—but staff as well, saying, some of the best discussion they have had about the work they are doing in the school comes out of that sort of session, which is in many ways, non-structured, but sets out to link vision and values to the schoolwide teaching and learning.

In summary, I think it is important staff know and understand how I like to do business. I don't think that I should dictate to staff the specifics about how we should work, function, and operate, but I do think as principals we need to provide a viewpoint and

guidance. I don't know whether that's just my own personal nature, but I certainly see myself as being able to build confidence in others to create and manage change. I have a strong commitment to the power of teams, and to building confidence within staff through supporting them, encouraging them, and promoting them in all that they do.

### 6.4.4    Informant 4—Summary of the dynamics of interplay PART 2

Informant four was engaged with *IDEAS* for the shortest period of time, relative to the other informants and had the greatest difficulty, of the four informants, with the task of conceptualising his leadership.

Notably, self is placed at the centre of his concept map and uses the term 'parallel leadership' to describe the "way [he does] business". Teams and team building feature strongly in his explanations of "business" and appear to be primarily oriented around decision-making and completing tasks. Self appears to interact separately with each of the other elements he calls Relational, Strategic, Transformational, and Organisational. Terry highlights developing collegiality, generating new ideas, generating a change culture, and strategic planning as key aspects of his leadership. However, unlike the other three conceptualisations (concept maps), no description of how they link is provided.

The relational component of the task of generating collegiality through persuasion and influence is heavily emphasised. Such emphasis is congruent with Terry's espoused people-centred view and personal history of transformational practice. His comment; "I think that I have been able to see the bigger picture and get people to develop plans that will enable us to take the organisation forward", suggests strong overtones of a strategic

and transformational view of principal leadership. Overall, Terry's conception of leadership reveals a more centrist view of the principal as leader.

## 6.5 Pilot Study Informant

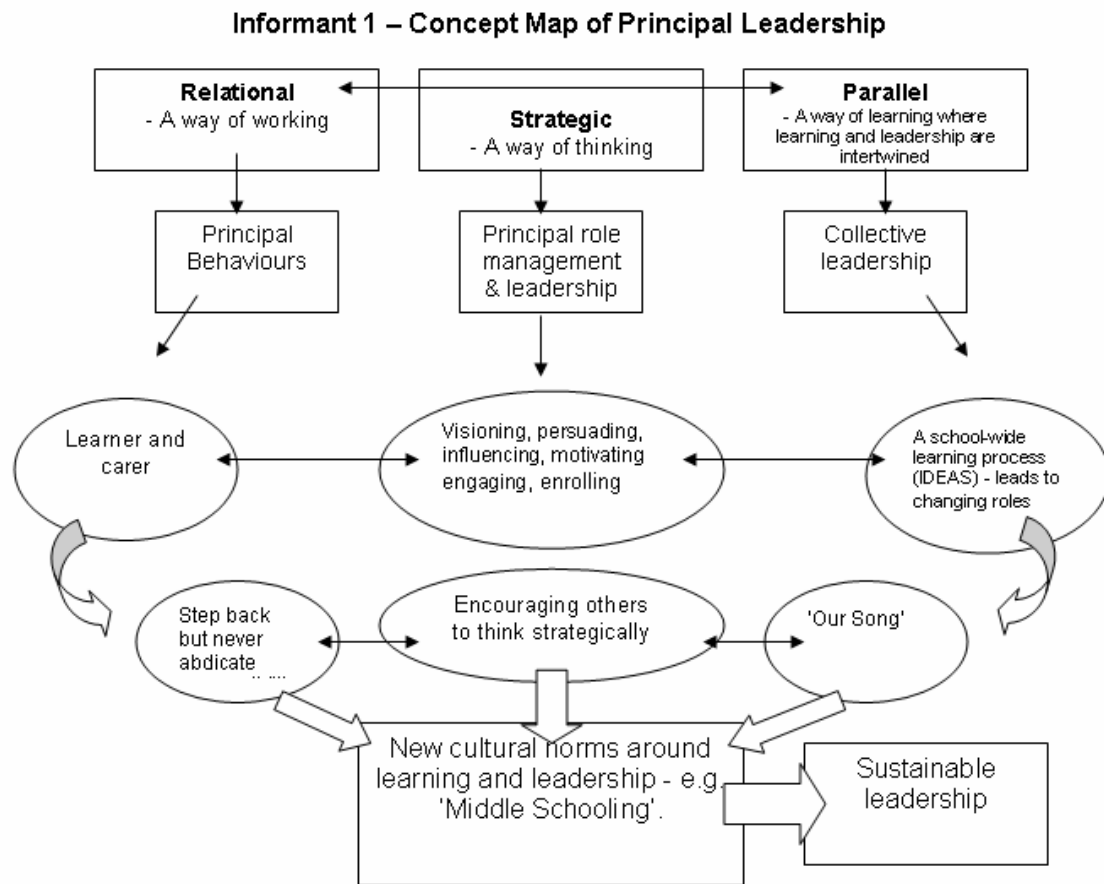### 6.5.1    *Informant 1—Concept map of principal leadership*



**Figure 6.8** Pilot study informant—concept map of principal leadership

The pilot study informant completed his concept map of principal leadership during the interview 2 data collection procedure. He presented an explanation of his concept map at a culminating data collection workshop as follows—

My distinctive leadership style comes down to being largely strategic. I have been fascinated by [your stories of leadership] and the discussion and conversation about what a private or personal thing leadership is. Without going into my background, it is no surprise that I come out as a strategic sort of leader. I guess I was always the kid growing up who came second, third, or fourth. There would be kids who were naturally gifted—who didn't work hard—who would do better than me. But I started to discover when I got older that I could outperform them if I just outworked them, out persevered them, outlasted them. So I've become a person who likes to be pretty much in control of the situation: very well organised, very well planned. So there is a very strong management element to what I do, but I make a clear distinction between management and leadership.

I have a solid management base but I have become a very strong believer in my role as a strategic leader and as a person who can foster 'parallel leadership' in my school—and, by being able to do that—it's unleashed I guess an energy within the school that's helped us create and achieve things both within the school and in the coalition [group of schools to which I belong] that I wouldn't have imagined possible. I didn't think this was possible in 2000 when the school was pretty much at rock bottom. We had pretty much over 300 suspensions in a year for a school of a thousand kids. That was a pretty hard year, 2000. And that was the beginning of my involvement with *IDEAS*, a process that could help develop a level of collective leadership, or leadership density in the school, that is ultimately leading towards what I want to see happening in the school: sustainable leadership across all levels.

Thus leadership and learning are intertwined. I get bad press at times for being a strategic leader and a bit anally retentive about management—all those sorts of things. People tend to neglect the fact that I do have a fairly strong relational element to my leadership and that tends to get overshadowed a bit but I do see myself very much as, not only a learner, or lead learner, but also very much as a leader carer—for the people I work with—and that means staff, students and also the wider community.

My approach has been likened to being like a chess player—bit of a strategist. I see myself as a having a key role in trying to strategise. I believe that most things can be solved if you simply approach it from the right angle, the right strategy. You don't have to outmuscle people, out confront people. Confrontation is a strategy I use very sparingly. It is a high risk strategy. You have to do it sometimes and you never know—you can never be confident of what the outcome is going to be. It is just one of many strategies. So I see my role as being somebody who not only tries to lead by strategising but also by coaching others to strategise and I think that is one of the things that I guess I refer to here: 'Our Song'.

The school song has three verses and a chorus I refer to. The one I talk about to staff is this: The chorus is: We live and breathe our values—every minute—every day. The verses are: We are on about developing the best school in Australia, we are on about ensuring that our School wide Pedagogy is present in every classroom every day, and our third verse is that we are absolutely committed to ensuring that our students have the most diverse range of pathways available to them on graduating from the school. So in a sense I act as a bit of a gatekeeper. I rarely talk to staff about this strategic document or

that strategic document, or anything like that. I keep saying to them that 'if we keep singing our song we will meet all accountability. Let's just focus on that'.

I don't know how you would term or interpret that but it's something I use in terms of nurturing and fostering shared leadership. For example, one of the things I say to teachers regularly is, 'my role is to provide you with strategic leadership and your key role is to provide curriculum leadership. You are the experts there. I'll keep my fingers out of that pie. I'll support you and I'll provide you with guidelines'. At the end of the day I think what I am trying to do is to foster sustainable leadership in the school.

### 6.5.2    Informant 1—Summary comment on concept map

The pilot study informant described a conception of principal leadership that incorporates three elements: Relational; Strategic; and Parallel. He makes it known that he has learned to ameliorate the unintended consequences of his previous, more centrist leadership tendencies by incorporating the relational and learning aspects of leadership into his leadership practice. He not only emphasises re-imaging principal leadership but also leadership generally and speaks about leadership and learning being intertwined, and of "changing roles" and "collective leadership".  His more recently developed conception of principal leadership involves handing over power and control to teachers, specifically in relation to pedagogy and curriculum. He said; "My role is to provide you with strategic leadership and your key role is to provide curriculum leadership. You are the experts there".

While reference is made to certain personal characteristics of principal leadership, he emphasises the interconnected, processual relationships between the three elements he

calls Relational, Strategic, and Parallel. Informant One's conception of leadership focuses on creating and establishing new norms of learning and leadership that support heightened collaboration and shared responsibility for student and school outcomes. His aim and hope was that sustainable leadership across all levels will be the outcome.

## 6.6 Conclusions—Research Question Three

Research Question Three was concerned with the dynamics of the interplay between an informant's Personal Leadership Framework and implementation of IDEAS. The researcher sought to address this question by illuminating the cognitive processes of each informant in regard to their leadership. Firstly, the key features of leadership developed in response to Research Question Two were utilised as a basis for discussing the dynamics of the interplay between an informants' PLF and their engagement with *IDEAS*. Secondly, each informant's conception of principal leadership, in the form of a concept map, was summarised. A number of conclusions have been drawn from these analyses and are discussed as follows.

### 6.6.1    *The influence of Personal Leadership Frameworks*

<u>Firstly</u>, the researcher found that informants' worldviews and leadership styles influenced their interpretations of the concept of 'parallel leadership' and encouraged an emphasis on different purposes and outcomes of the ***ideas*** process. Such findings echo those of Bredeson (1985), who, in his examination of the metaphorical perspectives and practices of principals, found "[interpretations] satisfied individual needs and played on personal and professional strengths of each of the administrators" (p. 38). Each informant encouraged different emphases during the process that appeared to be

indicative of their own worldviews and leadership styles. For example, it appeared that Informant One (pilot study) applied his strategic inclination to emphasise what he termed a 'sustainable' view of leadership. Informant Two explicitly emphasised a strong sense of participation and equity across her school, while Informant Three balanced what he termed "hovering above the detail" with a servant interest in developing and promoting teachers as leaders. In common, at either a prevailing or associated level was a people-centred world view and a strategic disposition towards leadership.

### 6.6.2 Four key mindsets

Secondly, findings in relation to Research Question Three suggest that the force between informants' Personal Leadership Frameworks and the *ideas* process was not unidirectional. There were impacts that participation in the *ideas* process had on informants' thinking as they responded to the leadership and learning demands of the *IDEAS Project*. The *ideas* process provided opportunities for each informant to test the leadership demands of the innovation, and processes of implementation assisted the informants to clarify and make adjustments to their approach to principal leadership. The researcher speculates at least four key mindsets that informants developed through the interplay between their Personal Leadership Frameworks and engagement with IDEAS and that influenced their decision making as leaders. These mindsets are described as: embraces change and uncertainty; embraces a non-hierarchical epistemology of learning; embraces the democratic intentions of 'parallel leadership'; and positions self as a metastrategic leader.

The following **Table 6.1** illustrates the link between the mindsets and the key features and foci of informants' leadership that were derived from the analysis of data relating to Research Question Two (**Table 5.4**).

| Collation of the Key Features of Informants' implementations of *IDEAS* | Focus of leadership | Key Mindsets |
|---|---|---|
| • encourages individuals and groups to take risks, explore the unknown and unleash creativity<br>• questions the status quo and how well systems and structures contribute to student learning<br>• fosters a culture of risk-taking and exploring the unknown | Change | 1<br><br>Embraces change and uncertainty |
| • actively embraces a diversity of views<br>• promotes and facilitates an organisational culture of critique<br>• reflects on own leadership style with respect to the innovation of *IDEAS*<br>• sponsors a learning process (*IDEAS*) that encourages identification and confrontation of institutional barriers<br>• promotes a future that is goal oriented and inclusive of stakeholders<br>• acknowledges and highlights the importance of collaborative organisation-wide learning processes, creating opportunities for teacher leadership | Learning | 2<br><br>Embraces a non-hierarchical epistemology of learning |
| • understands and embraces the power of shared leadership and facilitates the development of a school based model of shared leadership<br>• sponsors of a learning process (*IDEAS*) that encourages identification and confrontation of institutional barriers<br>• values diversity evident in decision making processes and the composition and operation of teams<br>• fosters a system of shared power through creating opportunities for teacher-leadership | Distributed leadership | 3<br><br>Embraces the democratic intentions of 'parallel leadership' |
| • clarifies and co-ordinates alignments between internal school priorities and external requirements<br>• positions of self as a meta-strategic leader and fosters a system of shared power<br>• monitors school processes with a view to creating alignment between organisational elements<br>• highlights evolving meaning and draws out consequent implications for change<br>• champions the development of holistic structures and systems which serve the school wide pedagogy, and enhancement of student outcomes | Principal leadership | 4<br><br>Positions self as a meta-strategic leader |

**Table 6.1** Key features, foci and mindsets of informants' engagement with *IDEAS*

*Mindset 1—Embraces change and uncertainty*

As the key features of leadership relating to Mindset 1 illustrate, informants were prepared to live with uncertainty and take personal risks in regard to questioning the status-quo, irrespective of the potential for negative perceptions of their leadership to arise. Of note is a willingness to put aside any personal preconceptions of the outcomes of organisational inquiry regarding vision and pedagogy, and their support for a process of cumulative learning that required high levels of trust in teacher-leaders. In essence, informants regarded themselves as part of a strategic process that they hoped would generate new energy and uncover new direction for the school.

*Mindset 2—Embraces a non-hierarchical epistemology of learning*

Processes of organisational inquiry (DI) and organisation-wide learning were structured to include multiple perspectives and opinions, irrespective of formal position or professional status. Furthermore, informants emphasised the creation of internally driven responses to external requirements rather than passive acceptance of externally generated givens. The approach to knowledge generation was akin to Stanfield's (2000) notion of keeping the intellectual capital of the organisation flowing from all corners and departments, rather than being locked up in the minds of a few experts. The assertion of internally-driven, authoritative responses to external pressures suggests new levels of organisational confidence and capacity. Such an outcome is congruent with Senge's (1990) view of the learning organisation as one "where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of

thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together" (p. 3).

*Mindset 3—Embraces the democratic intentions of 'parallel leadership'*

The requirements of *IDEAS*, implicit in the *IDEAS* Principles of Practice, call for sharing of power and distribution of leadership. Informants hoped that the collaborative processes of knowledge generation would generate high levels of collective ownership resulting in shared responsibility for school and student outcomes. Notably, informants sponsored and supported the representation of diverse opinion and personalities in the make-up of leadership teams. The democratic intentions of 'parallel leadership' were further made explicit by supporting a process that required teachers to lead and facilitate organisational inquiry and organisation-wide learning with a view to explicating descriptions of shared vision and Schoolwide Pedagogy.

*Mindset 4—Positions self as a metastrategic leader*

In a process that required teachers to take leadership responsibility for pedagogy and curriculum, informants progressively clarified for themselves the nature of the principal role that paralleled the role of teacher-leaders in the *ideas* process. Informants took overarching responsibility for the development of shared vision and Schoolwide Pedagogy and sought to facilitate and co-ordinate the alignment of structures, resources, and professional development to the emerging school vision and pedagogy. Subsequently, at the interface of school and system, informants reconceptualised accountabilities to accord with internally generated vision and Schoolwide Pedagogy. Informants' actions connote a metastrategic view of leadership similar to that held by

Limerick et al. (1998) who describe the metastrategic leader as one who bears a prevailing responsibility for the organisation's "shared field of meaning" (p. 168) and the management of coherent organisational design (p. 153).

In conclusion, the finding in relation to the mindsets presses the idea that "change requires a shift in the cognitive maps or mindsets we use to understand the world" (Limerick, Cunnington & Crowther p. 6). The result, in the case of the informants' in this study was that the four mindsets permitted the informants to focus on a role that supported and complemented processes of teacher-leadership of *IDEAS*.

### 6.6.2    Three principal-led processes

<u>Thirdly,</u> at least three important principal-led processes that promote successful school revitalisation emerge from the analysis of data relating to Research Question Three. The researcher proposes that these principal-led processes, described as re-imaging of school leadership, the facilitation of organisation-wide learning, and the management of meaning, are interrelated, mutually supportive and contribute to the transformation of learning, leadership, and pedagogy in the school context.

### Re-imaging of school leadership

As discussed in Chapter 5, the informants' emphasised approaches to leadership that they hoped would re-image the way in which their staff colleagues viewed school leadership. They gave attention to the fundamental leadership requirements of the *IDEAS* Project by fostering a system of shared power through taking successive steps that created opportunities for teacher-leadership of the ***ideas*** process. Crowther et al. (p.

65) regard the provision of opportunities for teacher-leadership in safe environments of professional inquiry, learning, and experimentation as a fundamental role for principals in 'parallel leadership'. In this study, informants' embrace of distributed leadership manifested itself in a number of distinct ways.

Informants ensured that teachers were sponsored to attend information sessions on the *IDEAS* Project and that they were subsequently supported to herald, and then lead, schoolwide implementation of the Project. Diversity was valued in the composition of teams and in decision-making processes. Invitations were extended to critics, as well as friends and supporters, to be part of the **IDEAS** School Management Team. Informants ensured that there was a wide representation of views and demonstrated an ability to step back and become part of a process of clarifying personal and organisational values. Subsequently, they aligned their personal goals with the emerging, shared school vision.

In summary, the principals led a process to re-image leadership from one that espoused reliance on hierarchy and external mandates to a view of teachers and administrators sharing responsibility for internally-driven school and student outcomes.

*Support of organisation-wide learning*

Organisational inquiry, in the form of the collaborative staff analysis of the Diagnostic Inventory (DI), was used as a catalyst to develop the notion of organisation-wide learning. Boundaries for discussion were lifted and the outcomes of the DI analysis were utilised to inform ongoing organisation-wide learning. The aim of the organisational inquiry was to identify school successes and challenges and begin the process of aligning the school's organisational elements as described in the Research-based

Framework. In each of the cases, the DI analysis highlighted lack of alignment between existing school direction and classroom practice. The discoveries from the DI analysis, such as the absence of an inspirational school vision or absence of a definition of teaching excellence, provided direction and impetus for subsequent organisation-wide learning processes of visioning, Schoolwide Pedagogy and actioning.

Informants modelled openness to what might be uncovered in the inquiry in at least three ways. Their behaviours involved personally questioning the status-quo and how well school structures and systems contributed to student learning, encouraging the confrontation of institutional barriers by emphasising the collaborative construction of explanations of the outcomes of the DI analysis, and viewing the outcomes of schoolwide inquiry objectively by separating organisational performance from their personal performance.

Organisation-wide learning processes were regarded as ways to tap the knowledge of staff, students, and parents and overcome prevailing attitudes regarding hierarchies of opinion. Informants gave particular attention to the need for open and frank conversation. For example, they invited wide critique of school elements through gathering multiple inputs (staff, parents, and students) in the Diagnostic Inventory (DI) process and principals stepped back in favour of teacher-facilitation of dialogue and discussion on data.

It is safe to conclude that all informants viewed the organisation-wide learning processes as integral to transforming leadership and learning in their schools.

*The management of meaning*

The informants described how they, together with teachers, students, parents, and others contributed to constructions of school vision and Schoolwide Pedagogy. However, the informants saw that there remained a need to affirm and further develop the important meaning that these constructions held for school and classroom practice. Informants' played a key role in this process.

The informants led the promotion of the school vision by pressing the school's redefined identity in the wider school community. Principals also supported teachers to create and implement schoolwide processes that actioned the Schoolwide Pedagogy. School vision and Schoolwide Pedagogy were used as interpretive lenses through which principals reconfigured external requirements and accountabilities to the needs of the school. Pedagogy and vision became the main focus of informants' efforts to transform school practice and bring coherence to school strategic planning. In some cases, the agreed vision and Schoolwide Pedagogy were used as organisers for strategic planning.

In summary, three principal-led processes have been identified by the researcher as re-imaging school leadership, support of organisation-wide learning, and the management of meaning. The researcher proposes that these processes partially illustrate the idea of 'meta-strategy' to the extent that informants' assumed responsibility for the organisation's "shared field of meaning" (Limerick, Cunnington & Crowther 1998p.168) and management of coherent organisational design (p.153).

# Chapter Seven: Uncovering a view of the principal in the successful implementation of IDEAS— metastrategic principal leadership

## 7.1 Introduction

The Research Problem was stated as: <u>What conceptions of principal leadership arise out of a sample of principals' experiences with a process of school revitalisation that emphasises a distributed approach to school leadership?</u> The study has uncovered a number of new insights about how principals successfully engage with a process of school revitalisation *(IDEAS)* underpinned by a distributed concept of leadership, namely, 'parallel leadership'. These new insights can be summarised as follows.

First, the present study revealed that successful IDEAS implementation is not dependent on principals whose Personal Leadership Frameworks are constituted of the same worldviews and leadership models. However, while significant nuances exist within the Personal Leadership Frameworks of principals in the present sample, aspects of a people-centred worldview and a strategic leadership disposition appear to be held in common. (Research Question 1 – Table 4.5)

Second, the key features of informants' leadership during the implementation of IDEAS suggest a common fourfold focus on change, learning, distributed leadership and principal leadership. (Research Question 2 - Table 5.4)

Third, the researcher speculates at least four key mindsets that informants developed through the interplay between their Personal Leadership Frameworks and engagement with IDEAS and that influenced their decision making as leaders. These mindsets are

described as: embraces change and uncertainty; embraces a non-hierarchical epistemology of learning; embraces the democratic intentions of 'parallel leadership'; and positions self as a metastrategic leader.

Fourth, at least three important principal-led processes that contribute to the transformation of learning, leadership, and pedagogy in the school context and that promote successful school revitalisation emerge from the analysis of data relating to Research Question Three. The principal-led processes are described as re-imaging of school leadership, the facilitation of organisation-wide learning, and the management of meaning.

In Chapter One, the researcher revealed that the purpose of the study was to explore ways in which a selection of school principals conceptualise their leadership as a result of their engagement with the *IDEAS Project* and its associated *ideas* process of school revitalisation. The researcher further stated that in seeking to achieve this broad purpose it was hoped that four educational issues of international significance might be at least partially addressed. The four issues are summarised as follows.

The first educational issue concerns the highly problematic nature of leadership as a distributed entity. Gronn's (2002) concern is captured in the philosophical question of whether "distribution" is essentially an instrumental or democratic construct. He describes two forms of distributed leadership. The first he terms 'numerical' (which he describes as the aggregation of the leadership behaviours of an organisation) and the second he describes as 'concertive' (an approach in which the leadership collectively generated is more than the sum of its parts). Similarly, Woods (2004, pp. 6-7) has raised

issues of "control versus autonomy" and "boundaries for participation" in relation to the practice of distributed leadership. He asserts that the concept of distributed leadership can be used simply "as a means of engendering compliance with dominant goals and values and harnessing staff commitment, ideas, expertise and experience to realise these" (2004, p. 4).

The second issue concerns current descriptions of parallel leadership. Unlike most other manifestations of distributed leadership, "parallelism" derives from role theory and ascribes quite specific roles and functions to principals and teacher leaders. The study provided an opportunity to explore principals' roles during a process of school revitalisation and to ascertain whether the particular functions that have been ascribed by Crowther et al (2002), and that are labelled "metastrategy", have legitimacy in practice.

Thirdly, it was hoped the study might illuminate the "black box" mystery that was introduced into the educational literature in 1995 by Hallinger when he questioned whether effective principals impacted directly on pedagogical quality and, if so, how? The current study provided an excellent opportunity to contribute to this area of educational priority, particularly as it relates to principal leadership.

Fourthly, given the principal is viewed as a key agent in the development of a professional learning community (Scribner et al. 1999) and plays an important role in providing opportunities for teachers to innovate, collaborate and learn together (Harris 2002; Mulford & Silins 2003), the present study provided an opportunity to explore principals' work during as process of revitalisation that emphasised schoolwide professional learning, particularly in relation to pedagogy.

**7.2 Conclusions**

Four conclusions summarise new insights from the present study and presume to at least partially address the aforementioned educational issues of significance and hopefully ameliorate some of the uncertainty that has surrounded how principals in *IDEAS* schools conceptualise their role in ''parallel leadership''. Conclusions in relation to the three research questions are viewed in total in order to develop a comprehensive response to the Research Problem. In addition, implications of the conclusions of the study are described and suggestions for further research that arise from the study are proposed.

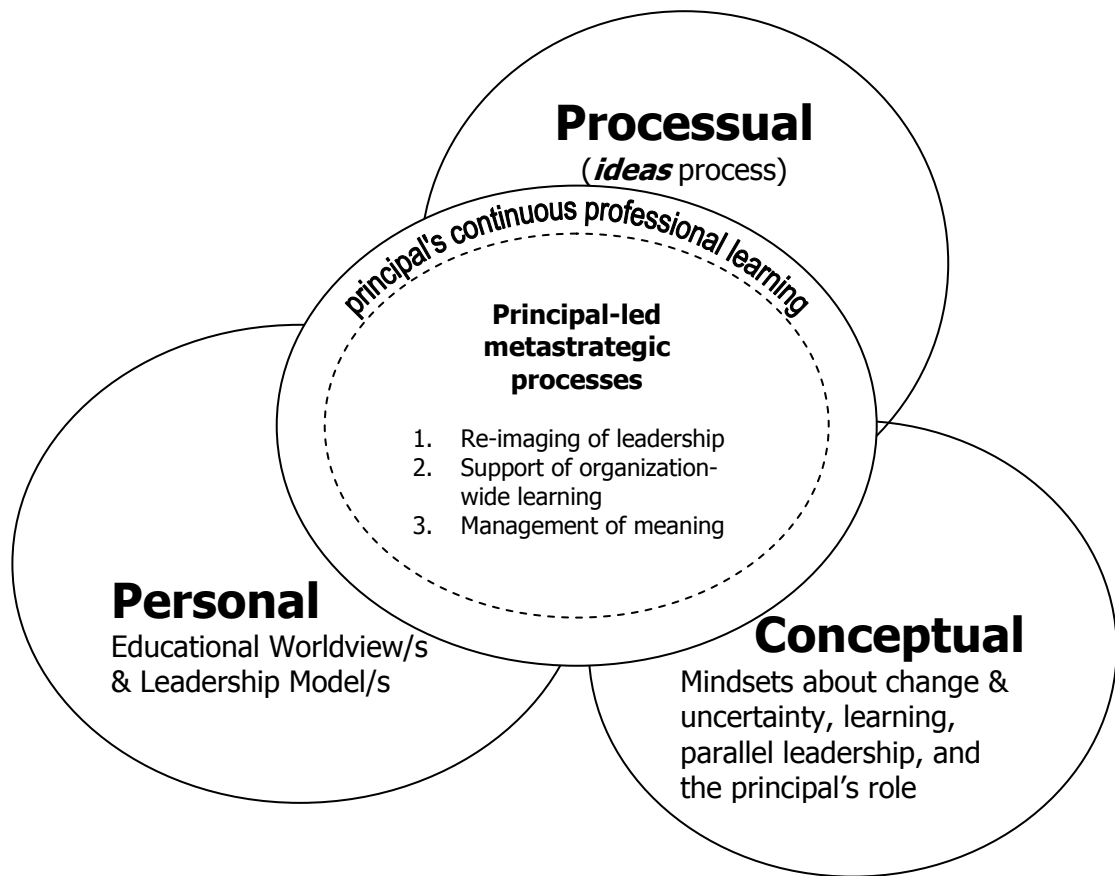*7.2.1    Conclusion 1—A Model of Metastrategic Principal Leadership*

**Figure 7.1** Model of Metastrategic Principal-Leadership

The first conclusion to arise from the present study concerns principal leadership in the IDEAS Project. Figure 7.1 illustrates a Model of Metastrategic Principal Leadership that describes principal leadership as the combination of the interactions of three elements described as Personal, Processual and Conceptual. When continually activated by the principal's professional learning in relation to the implementation of the *ideas* process these three interactions appear to result in the principal's construction of at least three important principal-led processes. The principal-led processes are described as re-imaging school leadership, support of organisation-wide learning, and management of meaning. Continuous professional learning, that appears to be a strong feature of the way in which the informants navigated the implementation of the *ideas* process, implies that principals were unremitting in learning about and responding to the needs of the process as it unfolded in their particular school context.

Informants' implementations of the *ideas* process has connotations of a concept that Limerick, Passfield and Cunnington (1994) termed 'the metastrategic cycle', a term they coined to describe organisational transformation as processes "which attempt to configure the organisation as a whole" (p. 2). Elements of 'the metastrategic cycle', referred to by the authors as 'founding vision', 'identity', 'configuration design' and 'systems of action' are implied in the informants' unfolding response to *IDEAS*. Each informant began with their own 'founding vision', which, though vague, was sufficiently precise to enable a match with the *ideas* process that they hoped would help achieve their personal vision. Explication of the school's 'identity', that is, a shared view of its special qualities and unique attributes is a core aspiration that underpins the envisioning stage of the *ideas* process and a key activity in which principals play a role. Taken

together, the school's clarified vision and Schoolwide Pedagogy is synonymous with the idea of 'configuration design' described by the authors as follows:

> Like identity image, the configuration design of the organisation may exist at different levels of explicitness and conscious articulation in different organisations. The clearer the overall configuration design, the more it allows autonomy. It enables members to experiment constantly with the operational objectives, with structures and control processes, with strategic and operational values, and with the rituals, symbols and routines in whish values are embedded. (p. 4)

Limerick, Passfield and Cunnington suggest that the 'configuration design' provides a template for the development of the ongoing 'systems of action', also a key element in the role of the informants in the present study.

The three principal-led processes describe metastrategic leadership and summarise the informants' contribution to the transformation of learning, leadership, and pedagogy. The following explanations of the five key elements of the model (Personal, Conceptual, Processual, Professional Learning, Principal-led Processes) are offered as a description of the dynamics of metastrategic principal leadership in the *ideas* process of schoolwide revitalisation.

*Personal*

In response to Research Question One, the researcher established a Personal Leadership Framework for each informant. The term, Personal Leadership Framework, was chosen to describe what Sergiovanni (1991) described as principals' unique mindscapes that define the boundaries within which they make sense of the challenges of school leadership. The literature review noted other descriptors such as: "mental models" (Senge 1990): "worldview" (Senge 1990); "mental maps" (Black & Gregersen 2002);

"role idea" (Mant 1997); and "meaning system" (Lyons 2005). However, the researcher brought specificity to the above range of meanings for the purpose of describing the Personal Leadership Framework of each of the informants by identifying particular educational models of leadership and worldviews that appeared to underpin their leadership. In the Model of Metastrategic Principal Leadership, a principal's Personal Leadership Framework is termed Personal.

The influence of informants' Personal Leadership Frameworks on their implementations of the *IDEAS* Project became evident as a result of data analysis in regard to Research Question Three. For example, Joan exploited the opportunity afforded by the ***ideas*** process to emphasise personal views of social justice and her approach as an educative leader while Rick credited the ***ideas*** process with permitting his servant inclination.

The proposed Model recognises that individuals bring particular perspectives and leadership approaches to the ***ideas*** process of school revitalisation. However, in the case of the study sample, the Personal aspect of their leadership was not in contradiction to the needs of the ***ideas*** process that emphasised the distribution of leadership, specifically, support of teachers to lead significant school culture-building processes. Notably, aspects of a people-centred world view and a strategic disposition towards leadership were common to all principals.

Leadership occurs within a context and in the cases of each of the principals in this study the context was defined by implementation of the schoolwide process of *IDEAS*. The researcher uses the term "Processual" to describe this next aspect of the Model.

*Processual*

The **IDEAS** Project, accompanied by underlying assumptions about the role of principals and teachers in whole-school reform, is implemented in schools through the *ideas* process. Implementation of the process provides a vehicle for leadership and while described as five broad sequential phases the *ideas* process recognises the need for flexible implementation strategies and eschews the notion of a lock-step approach to achieving improvement outcomes.

The process presumes to answer the question: How does a process of school revitalisation work? The essence of the process is captured in five main phases that are linked in a conceptual sequence and labelled *I-initiating, D-discovering, E-envisioning, A- actioning and S-sustaining.* Certain demands are placed on IDEAS principals and teacher leaders according to the particular focus during each of the five phases of the process. The following foci were encountered by the subjects of this study:

*i*—initiating: resolving to become an *IDEAS* school, establishing a management team and appointing an *IDEAS* school-based facilitator;

*d*—discovering: revealing the school's most successful practices and key challenges;

*e*—envisioning: picturing a preferred future for the school - an inspirational vision and an agreed approach to pedagogy;

*a*—actioning: implementing plans to align school practices with a school's revitalised vision;

*s*—sustaining: keeping the revitalisation process going by building on successes

Each informant in the present study responded to the particular needs and outcomes of the process during each phase in ways that were described in the response to Research Question Two (Tables 5.1, 5.2, 5.3).

As noted in the conclusions relating to Research Question Three, there were impacts that participation in the *ideas* process had on informants' thinking as they responded to the leadership and learning demands of the *ideas* process. In the proposed Model, these impacts are collectively described as Conceptual.

*Conceptual*

The Conceptual aspect of the Model is at least a partial explanation of the interface between the Personal and Processual. Opportunities were provided by the process for each informant to test the leadership demands of the innovation and processes of implementation assisted the informants to clarify and make adjustments to their approach to principal leadership.

The findings of Research Question Three revealed a dynamic interplay between the Personal Leadership Frameworks of informants (Personal) and informants' engagement with the *ideas* process (Processual). Four key mindsets, through which the researcher proposes that the informants conceptualised implementation of the *ideas* process, were an important element of this interplay. The mindsets, described as embraces change and uncertainty, embraces a non-hierarchical epistemology of learning, embraces the democratic intentions of 'parallel leadership', and positions self as a meta-strategic leader illustrate the Conceptual component of the Model.

The Conceptual aspect of the Model describes a complex element of principal leadership during implementation of the IDEAS Project. In the case of the informants in the present study, openness to change and new ideas required principals to adopt a learner's stance in relation to the *ideas* process and partially illustrates what Hallinger and Heck (1998) termed reciprocal effects, "where leadership is viewed as an adaptive process rather than a unitary, independent force" (p. 19). An important outcome was that the four mindsets (Conceptual) permitted the informants to focus on a role that supported and complemented processes of teacher leadership of *IDEAS*.

*Principal's Continuous Professional Learning*

Principal's Continuous Professional Learning is the term the researcher uses to explain the dynamic at the intersection of the Personal, Processual and Conceptual. Two informants spoke explicitly about learning being entwined with leadership and Joan equated leadership with "a journey of continuous learning". The informants were not simply sponsors, promoters, and supporters of the *ideas* process. They were active participants in schoolwide inquiry, and in processes that enabled them to reflect on, and critique their own leadership and school leadership in general. Questioning the status-quo, preparedness to view the findings of organisational inquiry objectively, reflecting on leadership, and aligning personal goals with emerging collaboratively constructed vision are indicative of how individuals personally activated their professional learning.

One of the five IDEAS Principles of Practice states that "professional learning is the key to professional revitalisation. In the present case studies, revitalisation may be said to have occurred at the organisational level, however, personal transformations, in the case

of at least three of the four informants, were also manifest. Informant One described the transformative affect of the *ideas* process on his conception of leadership and his leadership practice. Informant Two learned how to expand her influence on social justice practices through engaging in processes of Schoolwide Pedagogy. Informant Three described enhancements to his personal confidence and strategic abilities as a result of experience with the *ideas* process.

Taken together, descriptions of informants' engagement with the *ideas* process revealed a disposition towards ongoing personal professional learning that could be conceived as the activator of their successful engagement with the *ideas* process.

*Principal–led processes*

The principal-led processes described as re-imaging school leadership, support of organisation-wide learning, and the management of meaning were not preconceptions of the informants prior to commencing *IDEAS*. The processes developed as a result of the interactions of each of the informants' Personal Leadership Frameworks, role conceptualisation and engagement with the *ideas* process.

In accordance with their respective contexts, the informants developed supportive processes that paralleled the teacher leadership of processes of visioning, Schoolwide Pedagogy and actioning. Collectively, the principal-led processes describe a metastrategy of school transformation and represent principal-led efforts to enhance the school's capacity to respond to the needs of learners in their particular context.

In Chapter Six the researcher concluded that the three processes, taken together, implied in part a metastrategic view of leadership similar to that held by Limerick et al. (1998) who describe the metastrategic leader as one who bears a prevailing responsibility for the organisation's "shared field of meaning" (p. 168) and the management of coherent organisational design (p. 153).

Overall, the Model describes successful principal leadership during implementation of the *ideas* process as the combination of the interactions of three elements described as Personal, Processual, and Conceptual that, when continually activated by the principal's personal professional learning results in the principal's construction of at least three important principal-led processes. The Model asserts that successful principals in the *ideas* process de-centre leadership and place the focus on others' contributions and professional development. In the cases studied, leadership distribution was not constructed to serve the principal's vision and goals. Rather, distribution occurred with a view to a collaborative development of shared purpose and direction, a factor that mitigated the potential for leadership distribution to become simply an instrumental entity through which externally determined goals could be met.

### 7.2.2    Conclusion 2—The concept of 'parallel leadership' extended

The descriptions of the three principal-led processes extend the concept of 'parallel leadership'. First, they confirm the legitimacy in practice of at least four of the five principal functions described by Crowther et al. (2002, p. 51-52)  as visioning, identity generation, alignment of organisational elements, and distribution of power and leadership.  However, the three principal-led processes extend the role description of the

principal as a parallel leader and also extend the idea of a "particular relatedness between teacher-leaders and administrator-leaders that enables the knowledge-generating capacity of schools to be activated and sustained" (Crowther et al. 2001a, p. 51). The principal-led processes parallel teacher-led processes of visioning and Schoolwide Pedagogy and, while descriptive of the principal's contribution to school transformations of leadership and learning, they also answer Hallinger's question about whether effective principals impact directly on pedagogical quality and, if so, how?

### 7.2.3    *Conclusion 3—Allowance for differing Personal Leadership Frameworks*

A third conclusion to emerge from this study concerns the apparent flexibility of the *IDEAS* Project to accommodate variation in the leadership perspectives of principals who engage with the process. While people-centred and strategic dispositions were present in each of the informant's Personal Leadership Frameworks, no two informants' Personal Leadership Frameworks were the same. Notably, individuals encouraged different emphases during the process that appeared to be indicative of their own particular worldviews and leadership styles. However, deep support for the distribution of leadership and fostering teacher-leadership in particular appears to be a constant in the informants' descriptions of their implementations of *IDEAS*.

Based on these observations, it would appear that the successful implementation of *IDEAS* is not dependent on a principal holding to a particular leadership model or worldview as described in Chapter Two.

### 7.2.4    Conclusion 4—IDEAS and transformation

The researcher concludes that *IDEAS* has particular qualities that enable principals to lead transformations of school cultures in contemporary school contexts. These transformations concern leadership and learning, and hence support Scribner's (1999) view of the principal as a key agent in the development of a professional learning community.

Principals in the present study were able to lead a process to re-image leadership from a view that espoused reliance on hierarchy and external mandates to a view of teachers and administrators sharing responsibility for internally-driven school and student outcomes. Teacher leadership was not a mere instrumental construct of delegation, but a genuine empowerment of teachers as leaders of organisation wide learning. Organisation wide learning processes were utilised to question the status quo, confront institutional barriers, build collective responsibility and trust and generate new knowledge. The new knowledge focussed on pedagogical renewal and a principal-led process of meaning management concerning vision and Schoolwide Pedagogy focussed the school's efforts on transforming school pedagogical practice. Each informant was committed to teacher leadership of processes of visioning and Schoolwide Pedagogy and moreover, to quality pedagogical revitalisation as the pre-eminent focus of *IDEAS*.

### 7.3 Implications of the conclusions of the study

The findings of the study have implications for the implementation of the *IDEAS* Project and possibly in school contexts beyond *IDEAS*.

### 7.3.1 Implication 1

First, as 'parallel leadership' is a move away from "traditional" views of leadership in schools that are based on positional authority and the notion of top-down change, schools engaging with *IDEAS* should consider implementing strategies that help them clarify the definition and intentions of 'parallel leadership' during the early stages of implementation of The *IDEAS* Project.

The *initiating* phase of the *ideas* process currently provides an opportunity for school communities to investigate the nature of the *IDEAS* Project and make determinations in regard to The Project's suitability in meeting the school's needs. In this study, each of the schools formed its *IDEAS* School Management Team (ISMT) during the *initiating* stage, prior to completing the Diagnostic Inventory. The researcher proposes that by paying specific attention to creating a broad understanding of the characteristics and intentions of 'parallel leadership' in the earliest stages of the *IDEAS* process, schools could reasonably expect to enhance the prospect of successful implementation of 'parallel leadership'.

### 7.3.2 Implication 2

Second, and related, until the completion of this study, the concept of 'parallel leadership' had remained an exploratory concept. Furthermore, until now, specific resources that could assist principals to explore their role as parallel leaders were non-existent. The following template for principal-reflection on their role as leaders (**Table 7.2**) is intended as a contribution to the development of resources for learning about 'parallel leadership'. The content of the template is based on the descriptors and key

features of informants' engagement with *IDEAS* and presents descriptors of leadership behaviour or action that might be expected of principals as parallel leaders in the ***ideas*** process.

The Y axis of the table indicates that the leadership descriptors can be located within specific stages of the ***ideas*** process and there has been an attempt to arrange the descriptors in a broad processual order. However, the descriptors are deliberately ungrouped vertically with the intention that users of the tool be free to draw their own conclusions in regard to which circumstances and in which stage of the ***ideas*** process specific descriptors apply. While the descriptor, 'ensures all aspects of school life are considered in the envisioning process' clearly applies to the vision creation stage of the ***ideas*** process, others like 'creates opportunities for individuals and groups to take risks and explore the unknown' would be valid at various junctures in a continuing process of leadership.

The X axis is comprised of three of the four mindsets that the researcher proposed informants developed through participation in the ***ideas*** process. The descriptors of the fourth mindset – 'embraces change and uncertainty' – are incorporated under mindset 1 in the interests of simplifying the table as a template for reflection on the principal's role as a parallel leader. The researcher intends that the mindsets be the first point of reflection to enable consideration of personal and professional values and the leadership intentions of the principal in relation to implementation of the IDEAS Project at the school level.

The template is principally intended for use as a tool for reflection on leadership by principals actively engaged with the *IDEAS* Project. However, while it may prove helpful as a tool for solo reflection on leadership, the expectation is that it be used as a tool for reflection between a principal and critical friend, a group of principals, or the between the *IDEAS* School Management Team and the principal.

# A Template for reflection on the principal's role as a parallel leader

| | Mindset 1: Embraces a 'non-hierarchical epistemology of learning' | Mindset 2: Embraces the democratic intentions of 'parallel leadership' | Mindset 3: Positions self as a Metastrategic leader |
|---|---|---|---|
| *ideas* process continuum — initiating . discovering . envisioning . actioning . sustaining | • Sponsors a learning process that encourages the identification and confrontation of institutional barriers.<br><br>• Values diversity which is evident in decision making processes and the composition and operation of teams.<br><br>• Becomes part of the process of clarifying personal values by stepping back and encouraging critique of Diagnostic Inventory outcomes.<br><br>• Models self reflection and self critique.<br><br>• Is able to view findings objectively and separate personal competence from organisational inefficiencies.<br><br>• Questions the status-quo and how well systems and structures contribute to student learning.<br><br>• Creates opportunities for individuals and groups to take risks and explore the unknown.<br><br>• Highlights the importance of organisation-wide learning processes.<br><br>• Aligns personal goals with the organisation's emerging vision. | • Reflects on own leadership style and approach with respect to the requirements of the proposed innovation.<br><br>• Fosters a system of shared power through creating and sponsoring opportunities for teacher-leadership of the process.<br><br>• Articulates personal values, beliefs and aspirations and sponsors and promotes a visioning/SWP process that articulates the shared values, beliefs and aspirations of all school and community members.<br><br>• Invites others to lead, explore and discuss suitable alternatives to inefficient school processes.<br><br>• Fosters the creation of a school-specific model of shared leadership.<br><br>• Creates a refined Personal Leadership Framework. | • Positions self as a meta-strategic leader and develops a holistic view of the school in its community.<br><br>• Demonstrates an expectation that staff will engage in professional conversations, and provides opportunities for this to occur.<br><br>• Ensures all aspects of school life are considered in the envisioning process.<br><br>• Highlights evolving meaning from organisational enquiry and learning and facilitates decision making on the implications for change.<br><br>• Makes obvious the connection between school innovation and the emerging vision of the school.<br><br>• Promotes the school vision and SWP in the educational and general community.<br><br>• Is active in a range of networks associated with the project.<br><br>• Champions the development of holistic structures and systems which serve the school wide pedagogy, and enhancement of student outcomes.<br><br>• Analyses and co-ordinates alignments between internal school priorities and external requirements.<br><br>• Ensures actioning is incorporated into annual and long term school strategic plans and budgets.<br><br>• Monitors school processes with a view to adjusting and creating alignments between internal organisational elements. |

**Table 7.2** A Template for Reflection on the Principal's Role as a Parallel Leader in a process of schoolwide revitalisation

### 7.3.3 Implication 3

Given an emphasis in the literature on developing leadership for contemporary school contexts, the researcher suggests the findings of the study may be of interest to others beyond the *IDEAS* Project. For example, principals, aspirant-leaders, and policy-makers involved with leadership development in The Queensland Department of Education and the Arts.

Recently, policy-makers in the Queensland Department of Education and the Arts (2006) proposed a more holistic definition of school leadership in the document *Leadership Matters* (2006). The document posits the concept of educational leadership, explained as an informed and unwavering focus on learning and teaching, as the centrepiece of a model of leadership for Queensland principals and aspiring leaders within schools. The model conceptualises educational leadership as drawing on four capabilities that are interdependent and interacting. These capabilities are the personal and relational capabilities of a people-orientation, and the intellectual and achievement capabilities of a performance orientation.

There are some broad conceptual similarities between this description of leadership and that resulting from this study (The Model of Metastrategic Principal Leadership), particularly the description of key elements of leadership as interdependent and interacting, and the central focus on educational leadership. However, such complex theoretical propositions are not easy to understand in the absence of descriptions of how the theory manifests in practice. Principals and others outside of *IDEAS* may be able to

extrapolate meanings from case study descriptions provided in Chapters Four, Five, and Six to extend the meaning of the leadership definitions contained in *Leadership Matters*.

**7.4 Proposals of further research**

Two suggestions for further research are made in response to the conclusions about the study's findings.

First, the Model of Metastrategic Principal leadership derives from an analysis of the experience of only four principals who engaged with the implementation of *IDEAS*. Hence, the Model needs to be subjected to further research in the hope of increasing its validity and integrity. In order to verify, deny, or potentially expand the proposed Model, such research should be undertaken using a larger sample that is representative of the diverse school contexts in which the *IDEAS* Project is currently being implemented across the Continent.

A replication of the design and method of this study, using a larger sample, may yield sufficient data to either, affirm, reject, or enhance the Model of Metastrategic Principal leadership. If verified or extended, the Model could then be tested by exploring the relationships among the elements of the Model by studying principals throughout the duration of their engagement with the *IDEAS* Project (in situ).

A second recommendation for research is to explore the perspectives of teachers as parallel leaders in the *IDEAS* Project. While it may be concluded that this study has extended the definition of 'parallel leadership' by incorporating three principal-led processes that support school transformations of leadership and learning, teachers' perspectives about their leadership roles and responsibilities in the *IDEAS* Project

remain a critical element in the quest to develop further understanding about the application and efficacy of distributed forms of leadership such as 'parallel leadership'.

## 7.5 Final Statement

Underpinning this research was the motivating idea that the study had the potential to extend descriptions of principal leadership in the *IDEAS* Project and that such descriptions would hopefully add to current understanding about principal leadership in relation to the concept of 'parallel leadership'. Taken together, the four case studies elucidate the principal's role in a process of whole school revitalisation by clarifying a connection between administrator leadership and school pedagogical renewal.

While the case studies are founded in *IDEAS* Project schools, it is hoped that the descriptions of the principal's role in 'parallel leadership' will also be of assistance to practitioners who are seeking to move from traditional to distributed forms of school leadership in school contexts beyond *IDEAS* Project schools.

Finally, the researcher's hope of an explanatory model of the intersection between principal leadership and the *ideas* process has been realised in The Model of Metastrategic Principal Leadership. This construct conceptualises how principals contribute to school transformations of leadership, learning, and pedagogy and is put forward as a contribution to expanding the ways leadership in schools is comprehended by emphasising principal–led processes that foster and support the distribution of power and leadership, particularly amongst teachers.

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# Appendices

## Appendix A—Letter of invitation and informant consent

November, 2004

Allan Morgan
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University of Southern Queensland
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Email: morgana@usq.edu.au

Dear Participant,

Re PhD Research: Emerging images of principal leadership in 21st century school contexts.

This study answers a call for better descriptions of leadership for school improvement, principal leadership among them. Consequent to the recent *IDEAS* Australian Council Research and recent *IDEAS* Learning Forums you have been identified as an exemplary practitioner within your school's improvement process and one who could contribute to descriptions of principal leadership for 21st century school contexts.

As part of doctoral research, I would like to explore with you the question: <u>What conceptions of 'principalship' arise out of a principal's experience with a process of school revitalisation that emphasises a shared and distributed approach to school leadership?</u> I expect it to be a mutually rewarding personal and professional experience where practitioner and researcher collaborate to tease out your experience of principal leadership and perceptions of it. The data collection will involve you in three to four face to face contacts and some correspondence by mail or email.

Certain protocols are in place to ensure your rights and welfare as a participant in this research is safeguarded:

- All reference to your school, the location of the school and your name will remain confidential;
- All researcher's notes, recordings, transcriptions, participant's writing and any other artifacts will be securely stored and accessed only by my supervisors and myself;
- Opportunity will be given throughout the enquiry for you to raise concerns or questions about participation, and collection, treatment, and use of data;
- Participation in this research will be voluntary and you may decide at any time to withdraw from the study.

Based on the information provided in this letter, I invite, and strongly encourage you to be involved. If you agree to participate, under the conditions outlined above, please sign the agreement below.

If you have a concern regarding the implementation of the project, you should contact The Secretary, Human Research Ethics Committee USQ or telephone (07)4631 2956.

Yours sincerely,

Allan Morgan

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I, …………………………………………………….accept that I have read the above and of my own free will agree to participate in ways described. I understand that my involvement is of a voluntary nature and I may withdraw at any time.

Signed: …………………………………………………………… Date: __/__/2004

**Appendix B—Researcher-generated Framework of Principal Leadership**

Framework of Principal Leadership



**instructional leadership**
...suggests leaders as 'experts' where school improvement occurs through the creation of certain structural conditions led by the school principal
(expert,directed leadership, headteacher)

**strategic leadership**
...suggests organisational performance relies on executive strategic leadership where the conceptualisation of a strategic plan becomes an authoritative point of reference
(managerial efficiency, quality assured, productivity)

**corporate-managerial (efficiency)**

**moral-critical (ideals)**

**educative leadership**
...school leaders are primarily driven by issues of social justice and seek to build school cultures and structures that educate for a better society
(advocacy, conciousness raising,so cial justice)

**transformational leadership**
...suggests a view of leadership centred on strong, inspirational individuals who inspire development, and higher levels of commitment to organisational goals
(visionary, inspirational, capacity building)

**people-centred (people)**

**servant leadership**
...emphasises the principle of service - an introspective view that focuses on moral authority in leadership
(moral introspection, service, humility & trust)

Concept adapted from Crowther 2003

**Appendix C— Doherty's Categorisation of the Sources of Influence on Principal's Practice (2002)**

CATEGORISATION OF THE SOURCES OF INFLUENCE ON PRINCIPALS' PRACTICE

1 {
- **Own learning** – associated with personal experiences both within and outside of education;

- *Workplace Learning* – *learning resulting from participation in a culture of practice in the workplace; influence of specific contexts.*

- *Significant other* – *a specifically identified person who has influenced the principal in various ways; this person may be a family member or other key individual within the principal's personal life.*

- **Intuition** – explained in terms of 'seeming natural to do';

- **Personal characteristics of the principal** – often based on own schooling or life experiences;

- **Self motivation** – linked to the participant's desire to maintain personal interest;

- **Principal induction** training;

2 {
- **Professional reading** – in the area of curriculum and **policy** documents linked to system and school policies;

- **Professional reading** – provided by print media including **books**, professional magazines, newsletters etc., journals and other media including the internet;

3 {
- **In-service** – provided through short **professional development** workshops and conferences;

- **Formal postgraduate studies** – completed through tertiary institutions;

4 {
- **Peer influence** – as provided by interaction with fellow principals/educators;

- **Critical other** – a specifically identified person who has influenced the principal's practice through various ways; this person may be another principal or other key person in a school; an academic with whom the principal has had contact through formal studies at university; a researcher with whom the principal is familiar because of reading or active involvement in that research etc.

- **Principal as researcher** in the form of
  (a) **active reflection** on practice or practical problem solving with a view to changing how things are done; may include action research strategies

  (b) **participation in** a formal research project, national task force or working party

# Informant 1 - Interview 1 (2/11/2004)

Research Questions:

- What are the professional biographies of participating informants?
- In what way have key episodes contributed to informants' leadership development?

I think I'm often referred to as a baby boomer having been born in a wonderful year; the year that Sputnik was launched in1957. So, umm…. grew up as a railway child. It was a fairly hard life moving around here there and everywhere….and product of not having a lot of money and all those sorts of things…. father was a war veteran. He didn't want his three kids to go what he went through so was determined that all three would basically have a better education than he had and schooling was absolutely central….very important. Succeeding at school was something that was highly regarded in the family so if one didn't it wasn't the end of the road….my sister finished at year 10 but she went straight into nursing and she's carved out a very successful career and is now head of administration in a large hospital in Western Australia. My brother is a civil engineer with a Master of ….an MBA and is very high up in the Department of Minerals and Resources or whatever in Western Australia and I sort of stumbled into school teaching.

Now I look back now and there is an early influence. My brother and sister both went to GPS schools even though mum and dad were not very well off. They thought that sending their children to a GPS school was very, very important. They are both graduates of Ipswich Grammar School and I was to be sent to Ipswich Grammar School but absolutely refused. I wouldn't accede that going to any toffy-nosed school was going to do me any better that going along to the local state high school. I refused. I thought that public education would be good: couldn't see anything wrong with it and ….I really don't know what at that age made me have such strong convictions about it but anyway off I went to public schooling. It is interesting to reflect …you know what might have been if I had gone to Ipswich Grammar like my brother before me. Anyway I went to …State High School.

*Interviewer: How was it that you were able to make that decision yourself? What were the dynamics in the decision making process?*

Oh I don't know…I just didn't see that it gave…..At that age or stage I didn't perceive that it gave my brother or sister any great advantages, even though, both became very successful as life went on. Initially my brother got a cadetship with the Brisbane City Council and he failed uni at first…and you know to me …you know… you went to this really crash hot private school and yet he didn't seem to be doing too well once he finished school. I didn't see that it helped that much and my sister had gone to Ipswich Girls Grammar and hated it and she left at the end of year 10.

I think that at that stage they might have been feeling a bit of financial pressure etc. etc. so it helped to rationalise the decision. There's no doubt that they would have sent me…would have paid for me to go…so to my mind I didn't see any particular advantage that my brother or sister had gained from going to a private school. It's very interesting for that has shaped very, very much my senses about schooling at the moment and my decision …..my two children have all gone to public schools, funnily enough. I'm not one of these people who works in the public system and doesn't think it is good enough to send my kids to. And interestingly, my wife and her two brothers are all products of GPS schools…..so we have taken a bit of a public stand….. so, even at that early age I was a fairly strong advocate for public education. I can't complain about the schooling I got at ….High School. It has served me pretty well over the years. But the next big decision came…..I worked my backside off at school to get accepted to law. One of the things that did shape me all through school….I don't consider myself to be particularly gifted….not compared to some friends or other people I've worked with……with really sharp incisive minds….I'll always be the bridesmaid….come second or third or something like that. But one of the things that became apparent to me over time was that if I stuck at it a lot of these so called more gifted people would drop out along the way…and ahh…so one of the things that have shaped how I operate now …..and that is dammed persistence….absolutely persistent….determined and persistent was evident even when I was going to school and certainly when I was going to University and it certainly has kept me in good stead…you know…. pretty much all the way through my teaching career.

*Interviewer:* *This point about grittiness, persistence, stubbornness….whatever: can you think of other instances, influences that may have brought this about…something else in your background...your growing up that was about this…..*

Oh…absolutely …the example set by my father …he was just a very hard working determined man. Not highly educated but he carved out a pretty good career in Queensland Railways and it was just through sheer hard work, persistence, sticking at it when others would fall by the wayside so you know it was one of the things that umm serves me well and one of the things that I have certainly tried to teach my children. You know that half the battle is sticking in there…..you know…and umm…. so often kids give up when…. you know….success or victory or a result is just within their grasp….you know….I'm always reminded by that cartoon of the frog in the stork's mouth…you know holding the jaws open….you never give up…..so….I'd say that influence and also just finding it's amazing how a little bit of success breeds success…you know it means so much….as soon as a child experiences the first glimmer of success it's amazing how it can change their whole outlook and I've found that when I've stuck with it I experienced some success and so that seemed to me to be a lot better than not being successful so umm…you know….persistence and it marks how I go about you know being principal….how I exercise my principalship. I am very stubborn in certain aspects with myself but I'm not a stubborn person in the sense that I can't compromise with other people…you know….or work to resolve certain issues but when

it comes to defending principles I'm stubborn, very stubborn. When it comes to not conceding defeat….in a lot of cases there I'm umm…you know I'm fairly stubborn too and that comes from just sticking at it at school. Anyway back to the law story.

I worked my bum off to get to uni to become a lawyer…umm and umm…a big question was: how are you going to support yourself at University and umm I had absolutely no idea. I think secretly my father didn't want me to be a lawyer. He used to always say "lawyer liar – same word different spelling". It was one of his favourite sayings…anyway…he said to me well look …you know… if you want to become a teacher for a while you can get a scholarship…and so for the want of umm….and this is just a case of I guess how much a …..you know… a parent as a role model can influence you….I went off and did teaching…so off I went to Mt Gravatt Teachers College and umm…spent I would say a year and a half….no it's not a year and a half…about a year wondering what this…you know… the thing that I was going to do. I found the prac. teaching to be…you know…very different from what I'd perceived teaching to be…and umm… I wasn't all that sure I was going to stick at it.

*Interviewer: What was it that you found different?*

You know different perceptions….you know….when you have good teachers yourself….and when you're….it's interesting…you know….when you're motivated as a student yourself and you want to learn you don't notice the kids around you who might not be learning; who might be mucking around; who might be being nuisances to the teacher but because you want to learn and you have a good relationship with the teacher ….you can be actually quite oblivious to what's going on a round you…and ahh…on reflection umm…at high school umm you know…because I had enjoyed and done pretty well at most of my subjects and I had enjoyed the relationship with the teacher…..and wanting to suck as much knowledge….you know…out of the teacher's head as I could….umm…I didn't give much thought to the fact that there may well be kids out there who aren't that interested in being at school or learning so I had a different perception of what teachers did to what reality actually was. I had this romantic notion …you know…what a teacher was; what a teacher did and….you know…. instilling knowledge for the masses etc….etc……found that to be a bit different at Salisbury High School….anyway…I didn't have anything much better to go to.

There was Law which was a bit of an option for a while but…umm…but oh well…you know….come this far…may as well stick with it….which is pretty much…..see you know for me the big decision is….is start something…once I start it there's a very good chance I'll finish it. So once I start something I generally try and see it through to the end. If I don't start something well I'm just not interested in doing it…so you know whenever I've started any post graduate qualifications…..once I've started there's normally a pretty good chance…..that umm…I'll see it through to the end…and umm…so once I started the Diploma of Teaching I'll see it through to through to the

end….and in the second year of prac. I started to experience a bit of success as a prac. teacher.

By the time I got to third year I was fairly comfortable with the notion of being a teacher and umm...began to really enjoy it….and umm…saw it as umm…a fairly natural career…umm…however it's an interesting thing. In the first year…. you know…. when you go into the unknown…. those are the very hard years. I would say that…. umm… my first year of teaching and my first year as principal were the two hardest years professionally…that I've experienced...umm…and again all of the questions arose in the first year of teaching….is this for me etc. etc. etc….. but I stuck with it. You see so many people who don't. I decided I'd listen to advice. It will be different next year [name] etc. etc….and umm…when I started second year teaching I made up my mind that I would put all of the first years mistakes behind me. Do my best not to repeat them and see what happens.

*Interviewer: Now you've canvassed a fair few years of your background. I wonder if you might just put some arrows off those main categories and just put up a couple of the dates and the key things that you though came out of your explanation.* ([name] had previously in the conversation made some notes on key junctures on a whiteboard….at the interviewer's provocation he provides some further detail on the whiteboard record.)

*Interviewer: You feel now you can start talking about your career…..no other significant influences in your thinking at this stage from your background...people...experiences?*

Umm….There were a couple of teachers at high school...you know…who I admired and though that they were…you know… well they were good teachers and they instilled in me a love of geography and history and economics…so that's what I went off to study and that's what I began teaching. You know…I just found them to be ….umm… as good teachers they were caring; they were interested; umm….you know… encouraged me considerably and determined to go that little extra yard.

*Interviewer: What was the nature of the encouragement you're thinking about?*

Umm…nature of the encouragement?  I mean they were just supportive, complimentary, willing to umm…give of their time to help with questions….you know…assignments…aah….generally just to have chats, take an interest…you know…as a  human being…umm…we're talking about the days too when ….umm…very few students went on and completed year 12. University wasn't something taken up by a great number of people. So I'm forever indebted to Gough Whitlam for making university ….you know… attainable…umm…to the majority of people. So university became a realistic goal for kids from a working class background and then state high school. We were working class I can tell you.

Umm….well I mean they set….I mean ….I think a lot of it was about my interpretation of what they had to offer. Umm…I think that they, at that particular point in my development that they had just…umm….I don't know  I suppose pricked or really helped to umm…really helped to develop my umm…shaped my ambition. See the thing is too…umm… you know…look at the possibilities…you know the possibilities that had been put to me by my parents that I might be an educated person who didn't have quite the struggle that they had…both being children of the depression…and umm….so the possibility was that umm…I would be educated, have a good secure job, have a good secure income, one day own a house and all of those sorts of things.

That was the possibility…mm…and umm…though they didn't know it…I don't blame them…far from criticism or anything but it was actually a fairly limiting possibility. But for them it was what their three children attained…. was unattainable…. for them…and umm…and so umm….it's born out in umm… you know…our views, my wife and my views about our children…in terms of what's attainable for them. As far as we're concerned there is absolutely nothing that's unattainable to them should they decide to pursue that…and so we've taken a different tack in trying to teach them about investing their money, developing a real world view: not being tied down by borders, boundaries or anything like that. So umm…for me growing up in my teens and the twenties, achieving a good career like a teacher…umm… and having some degree of financial security umm…..was good secure and comforting thing. I didn't think outside…didn't occur to me…. they didn't want to travel overseas or do something that you know….take a few risks…you know….everything was about safety and security. I mean I've changed jobs a few times within the organisation but essentially, from the time I signed on to the bond, at Mt Gravatt Teacher College, I've been working for the department of Education for 30 years. So that show I'll take risks in some areas but certainly not prepared to take risks in other areas.

Sticking with the job that I've done now is as much about providing financial security for my family and for my children…because I want them to be able to go to the next level far beyond far beyond what I've been able to do….and what my wife's been able to do. That's inherent in sending them overseas for the year…..a gap year once they've finished school. That would have been absolutely unimagined by my parents and for me I can't think of anything else that I would like my children to do….to go and continue their education for a year overseas because that's what they're doing….not taking a year off...they are continuing their life education before they come back and continue their formal study if that's what they choose to do.

*Interviewer:* *So this widening world view which you've described which now you see for your children....how do you see this has come about? You described your parent's aspirations for their children which was greater than theirs. You've now described you're aspirations for you're children which are greater than the ones you've actually*

*aspired to. You're world view is somewhat bigger in regard to the experiences you want your children to have. Has that been a natural progression of your own experience?*

I think it has been a natural progression of my own experience. I have to be careful not to try and influence my children unduly to take a particular career view that I might think is good for them or that I might like to think…because I can't live my life again through them…so I haven't pushed any of them to be lawyers even though I still harbour a secret desire to ….I don't know. I reckon when I retire I just might dabble a little bit.

*Interviewer: Keith Tronc?*

Yeahhh…you never know. Keith Tronc lectured me at Mt Gravatt Teachers College.

*Interviewer: So you had no longings for law when he was lecturing you because even then he would have been referring to matters of law?*

He was pleasant man. He used to still play cricket in those days so I related very well to that because I love my cricket and umm… he used to tell us stories…. you know….he would have been in his late thirties early forties in those days. He would be getting on to seventy now wouldn't he?

Over the years since I've become a bit dispirited…you know…with teaching or working in public education…I've thought it would be nice to get on and study law….but it is not really a possibility because I am not really prepared to sacrifice what I consider my family responsibilities. You don't have children unless you are prepared to look after them. This notion that suddenly you decide I've had enough. They can look after themselves. Bang! I'm going to look after me umm…is one that you know…I don't really subscribe to…..had thoughts about it but changing careers at this point in time….nuhh. One of the things that working long enough teaches you is that the grass isn't greener on the other side of the fence. There is no perfect school. There is no perfect system. I'm frustrated by a range of things that come with being part of a huge bureaucracy that is Education Queensland but on the other hand I'd be really naïve to think that the principal of a really large private school doesn't work under certain pressures and constraints….you know what I mean? But it is very different. If you had asked me five or ten years ago I wouldn't have said that.

*Interviewer: What's significant about 5 or-10 ears ago and what's changed in recent times in regard to that comment? Why don't you walk us through from the first year of teaching through to principalship and then your current experiences…in terms of the influences on your thinking? Try and mark any key points and what they meant.*

I guess I always… you know…one of the things I was taught growing up was you always put something away for a rainy day. Bit like a squirrel. Husbanding away the

acorns for the long hard winter….. and the link there is very obvious…. when you have parents who lived through the great depression….that sort of thinking….it's very easy to see where that came from. And my wife has a similar ….where as many of the current generation don't have that at all: live for the moment….enjoy…whereas that's not something that's been part of my upbringing. In those days if you were three year trained you didn't earn as much money as a four year trained teacher….so there were financial incentives. Straight away I thought…. Aah…. ok that won't be too hard to do an Arts degree...so even before I had finished my Diploma of Teaching I enrolled in UQ in an Arts degree and started that in my first year of teaching. In my first four years of teaching I was also studying and doing my Bachelor of Arts. I got that from UQ at the end of '81 and at the end of that year I got a substantial pay rise…..thinking of building a house you know wanting to start a family and all those sorts of things. Umm it umm seems a reasonable thing. I started. My wife thought well if he can do so can I so she studied and graduated six months after me so both of us were then four year trained…increase in incomes…you know….etc…..etc….we had a fairly reasonable financial base…you know… to start from.


But the thinking there was…..you know… that you never know when this might come in handy and of course a couple of years down the track I discovered as well that in those days one couldn't get promotion unless one was four year trained. The rule went out about ten years or so ago but up until then you couldn't become a subject master, except for Manual Arts, or Home Ec., or Commerce,…you know in the practical subjects…umm you couldn't become a subject master unless you had a degree. So that started to play in the things as well and the notion that…umm…becoming a subject master might be something worth pursuing started to intrude in my brain in about my fourth or fifth year of teaching…a little bit but not significantly.

It's….the other thing that motivate…you know I say success breeds success and all of us like to get a pat on the back…you know and umm…you know…coming up…an influence here too growing up…you know…was my father having been through the great depression and….aah….you know…fighting in Papua New Guinea for three years...etc…etc…the you know after the war…you know… I think it's having read a lot about Australia …umm… you know if we talk about veterans coming back from Vietnam and places like that…you know that the great… you know the great…undocumented thing that happened at the end of World War two. We had Vietnam here in Australia many, many, many times over. Veterans suffering from all sorts of …you know…. umm problems…and aah… a war time economy that had suddenly gone…you know…no real jobs…umm….so you know…the forties and early fifties they were really hard years for a lot of people in Australia. Consequently he gave praise very sparingly and umm…you know so to get a bit of praise was a good thing and umm…I found that you know…that motivated me very well in my early years.

So if you did something well…gee you have done a good job [name]. That had the effect on me of just making me work harder…you know… to try and do a better job. So that was fairly influential early on and I found that by my second year of teaching I had actually become fairly good at it….and umm…got better and better….and really…until I

left the classroom at the end of 1988…I was a very, very good teacher…and I'm not a boastful person….and I say that without any sense of false modesty or anything but I know from my record: I know from what I achieved: I know from the interactions I had with …um….students and parents. I know form the absolute lack of discipline problems…in my classroom that I was very good and very effective teacher…and that came from hard work. I was always well prepared, interesting lessons, always took time to engage the kids, generally trying to get to know them and relate to them on a personal level. As a result kids enjoyed being in my classes. Parents wanted their kids to be in my classes. Principals and Deputy Principals liked having me on staff because they could give me the toughest class and there would be no complaints. I would just get on with the job. In fact I had a deal with the deputy principal at [town] that if he didn't give me any English I would take every cit ed. class that he wanted me to. Isn't that amazing? Cit ed. was far preferable to teaching English. But I just enjoyed working with those kids and they responded because….umm...you know…kids have got great bullshit meters…you know they can tell whether you genuinely want to be there or not and I just genuinely enjoyed working with those kids…any kids…and again its almost…..teaching is a   bit like performing isn't it? It is. You get…you know…actors will do anything…aah...you know for the applause. Well you know good teachers get the applause in different ways.

*Interviewer: So you elected to work with more academically challenged kids. You did the cit ed...*

And also in…as well… I teach… you know… senior geography and economics.

*Interviewer: I'm just wondering…when you think back to your interactions with those kids…your keenness to actually work with them, what was in your thinking about working with them? What other things did you find propelled you if you like to work with them?*

It was a challenge: a sense of pride. I wanted to do a good job with them. I wanted to… if you like… I wanted to win with them. You know what I mean? I wanted to be acknowledged as a good teacher with those kids. And that was a challenge. And in the school being known as one of the teachers who could take any of the roughest classes in the school and not have problems with them….umm…was a source of…you know you were held in high professional esteem….you know…by your colleagues. There was this desire to be if you like….umm…acclaimed; successful. To have…umm…not overt or effusive praise or anything like that but quiet acknowledgement of ones peers and…umm…obviously umm… the regard of students and of parents but of one's principal and deputy principal….something that was important to me. So that was highly motivating: very highly motivating.

At that point in time it was… you know…quite ?....Now, getting the praise, getting the thanks is nice, but I can live with it. I can live without it now. But at that time I couldn't. You change with age and experience…and all of those sorts of things. There's an understanding…a better understanding of what it is that you're doing or what it is that

you are trying to do. So…umm…I hadn't really thought about …you know too much about being subject master until in 1984…in 1983 my principal at the time…whom I had great regard for - she was one of the first female principals in Queensland…had come up the hard way…you know through senior mistress, deputy and then to principal. So she was tough…said to me: "[name] why aren't you thinking of going for subject master?....a good teacher like you should be a subject master. Get you act together." How could one defy Phyllis ?. Absolutely not something one thought of. And because I liked her and you know…regarded very highly, very strongly, what she thought, I decided I'd have a go for promotion. So I had a go first year and did all right but you know the old inspector…"Ahh my boy a lot of years a head of you…only young your time will come". Well that was like a red rag to a bull…you know…being stubborn and being determined only made me more determined to succeed.

So the following year I did get promoted and ended up going to [town]. I spent four years…out at [town]…and I was subject master in social science out there…from '85 to '88 and that was good experience. That's when I first found that I had some good…..for a start I was a good manager and I don't know whether I had that much in terms of leadership abilities.

*Interviewer: What was good about your management?*

I was just very organised. See you can…you know…hard work, persistence, attention to detail. They had never come across somebody like me who was absolutely pedantic about what I did. What I expected teachers to do. Follow up, support, attention to detail…and also go into the classroom and teach any class of kids. So that…and so of course… within a short period of time within the [town] High School community, I was highly regarded. So that felt good: big fish in a small pond. That was a fairly comfortable feeling.

And after a couple of years….and this an interesting thing…this is where a principal's example can be …where an example of others can have a real influence upon you…and umm…I had two principals there for two years each and whilst one was a very lovely man and very kind to me the other one was a very mixed up man. I thought they were both hopeless principals and I reached a conclusion after about two years out there, I'd do a better job than them. So I set out to prove that. So the next obvious step was deputy principal. The interesting thing was when I became a principal I understood them a lot more…[many laughs]…I softened my judgements of them…you know what I mean. Hindsight's a wonderful thing but one of the things I learnt…look I learned a lot of this myself. It was almost like discovery learning.

*Interviewer: A lot of this. What's a lot of this?*

About how to be a principal: about how to lead: about how to you know… lead and manage a school. A lot of it was by discovery; experiential learning because neither of them did any mentoring of me in any significant way.

*Interviewer: What didn't they do that you might have expected them to do in regard to leadership?*

Well, in four years I never had one line management meeting with them. Didn't come in on a regular basis and sit down and have a one on one conversation and discuss outcomes, progress towards achieving goals…etc…etc…. As long as there were no problems and your kids in your faculty or you're department weren't playing up…everything was hunky dory. And of course because the social science faculty or subject department did very well and because I was ambitious and ran a whole network of geography teachers' meetings across central Queensland…used to publish a quarterly newsletter…get people in for seminars…etc….etc… This reflected very well on them. [town] High School was a hubbub of education in terms of particular geography. That was what I was particularly active in those years. But in terms of sitting down and talking about…how you're going to go about planning this? What are you hoping to achieve? Talking about outcomes, quality assuring…any programs was absolutely…well…no…there wasn't anything of it in any way. So it was lucky I didn't make any big mistakes along the way or any that I did were reasonably fixed because a lot of what I did was by trial and error. So I guess I was fortunate in the respect that that environment…in a fairly isolated educational environment…that I could get away with that. In terms of them providing me with a role model of how to be principal...they provided in the sense of almost how not to be a principal. So I guess I learned something from them.

You know…my deputy principal out there was a very eccentric Dutchman who aspired to be principal but he had the interpersonal skills of an…I don't know what. They weren't very good I can assure you and so he had no hope of ever becoming a principal…but technically he did a pretty good job and he was the only one who took me under his wing and he showed me technical aspects of how to be a deputy principal. He didn't teach me anything about leadership. He taught me about management but not about leadership so I had some skills by the time I became deputy principal.

And here's another thing about where ambition came in. Friends of mine had been promoted to deputy principal ahead of me...sort of on the same…you know how you rank yourself against your classmates and all that sort of thing. And that made me more determined. I though gees… if those buggers can do it so can I. As a consequence I got promoted to deputy principal in 1989. But it was one of those things…you know…Was it in Greek or Roman mythology? There's a goddess and...I forget this...I did study it once upon a time ….where you get given something; you win a great victory but it comes at a price. There's a terrible sting in it. You know what I mean? It's a bittersweet sort of thing.

So I was promoted to deputy principal in 1989 when I was 31 years old. In the game for eleven years and I was promoted as a deputy principal at the [school name]. And I

thought what the hell have I done? At the old SDS building over at West End and they couldn't believe that they got somebody my age as their deputy principal. I was younger by about ten years that the youngest subject master. I was one of the youngest staff members and here I was second in charge of the place. Well that presented the tone for changes and I had to set out to prove to them that I was very confident.

*Interviewer: Have you got any recollection or understanding of why you were put there?*

Several years later the inspector said to me: "[name] we needed somebody young, dynamic with a lot of energy that place needed…somebody who was just going to get in there and work hard and umm…inject a bit of life into the place. I said: "thank you very much". So 1989 was an interesting year. I learned a lot about handling people because all of Education Queensland misfits, derelicts, broken down…that's where they were. Principal was able bodied. He'd been sent there for….he was in his fifties so he'd been dent there as well to try and bring a little bit of life to the place. What was actually happening was it was amalgamated into the [school name]. So the old secondary, primary and pre-school correspondence school were all pulled together and turned into a super school with 180 staff -180 teachers, 7000 students. It was an enormous operation. So I learned a lot about leadership.

*Interviewer: What year did that occur?*

'89 to '90.

*Interviewer: So it was when you were there?*

Yeah. That when it was amalgamated and I earned a lot about leadership from my principal [name] who was a real gentleman and he was great teacher and umm…for the first time ever somebody took the time to sit down and explain and say: "now [name] tell me how you are going to do this"…..bull at a gate - outlined how I was going to do this and do that. And he'd say to me: "that's interesting you could do it that way. Have you thought about giving this a try?" At last somebody who was prepared to take the time umm you know to suggest – to affirm. Or...on several occasions to say: "You know [name], you are not going to do it that way". And umm…so also saw the need at times to exercise, to really exercise in an overt way the authority of the position: To say yes or no. This is how we will do it. So that was the first time I actually saw leadership exercised. The management side of it has never worried me too much. Organising something, that's just a matter of sitting down, making some lists and umm…you know away you go. It's a bit more complex than that but…you know…management in itself is not a difficult thing.

*Interviewer: So without going into any detail, give me a snapshot of management versus leadership in terms of what you are saying here.*

Well when you know have qualities and behaviours like that and believe that then management is a piece of cake. Management is just attention to detail. So you know for somebody like me I don't see management as being any particular…you know…and that is why this is a well managed school - and it is. Runs…generally this school runs very, very smoothly you know with a very difficult clientele. They think that I am anally retentive umm…but I'm not…terribly…umm…I just like to have a degree of certainty. You know there is enough uncertainty in this game. I'm a great believer that anything you can ... It just makes common sense to me. It's not rocket science.

No… the leadership is the ability to: inspire people; persuade people; influence people; to assist them in changing their behaviours… to achieve a goal that they may not have aspired to or may not have realised is important… umm… to achieve a common or group goal. Umm…so that's….you know leadership is the ability to umm…to enrol people; to engage people.

*Interviewer: And are these the things that in hindsight you saw in your principal at [school name]?*

I started to realise that he was very good at…. umm….there's a lot of things through careful planning, preparation and strategising that you can achieve umm…with a minimum of fuss. So a lot of what I do in my job…I try to, now as a principal, I try to out-think people. There's a lot of second guessing. There a lot of well how will people react if I do this. How can I minimise umm…the uproar about this. Sometimes you have to obviously implement things which are unpopular. How can you do that in such a way that you minimise criticism of it? For example…umm …we have just moved through here a workplace reform to reduce our lunch hours to 30 minutes. Now that cuts right across the Queensland Teachers' Union 45 minute lunch hours…etc…etc…Yet the QTU members from this school have agreed with a majority of 4 to1 to go with…now when I say four to one that's 56 to 14…roughly like that…umm… but they have agreed to go with a 12 month workplace reform.

*Interviewer: Let's hear more about that later on…*

Ok that's something you might like to pursue but I have only received out of the 700 parents…only one complaint and I'll argue that this has been worked through because of some careful planning, careful strategising, and persuading and influencing key people at key times. Timing is just as important. That's leadership. That's not management.

*Interviewer: Ok so that's a critical experience around management versus leadership that you had in your DP years. What was leading you on through those years in terms of leadership and where you were headed?*

I'll say…if I was to fill out a report card on myself I would rate myself a pretty good manager and adequate leader. Leadership is a lot harder than management. Leadership is much more about …how you're feeling about yourself; your levels of confidence; and I guess about your physical and emotional well-being. That is a much, much, much more important component, I believe, in successful leadership than in management. I can manage well whether I'm feeling good or not, whether I'm feeling confident or not. But leadership is a different matter. So anyway…

*Interviewer: We're you feeling pretty confident during 1989 to 1991?*

Ohh… hell no! You know it was all new to me. Every day going to that place I was thinking what's going to happen today? I had some ding dong fights that I had to win. I won most of them. They had never seen somebody work as hard as I had. They had never seen anybody prepared to persist, and persist and persist like I was: First to arrive and last to leave every day. Straight away that starts to….I mean what it actually does is develop your reputation and a grudging respect and you now….you start to build an aura…and if you actually have one or two moments of inspired brilliance…mixed with that…it can serve you well. Who was the one who said success is 99% perspiration and 1% inspiration? It's absolutely true.

At [school name]., I managed to do two things that have been lasting legacies. At [school name] …how classes were allocated was on the alphabet. So you might teach senior geography, A-k. That was it. That was your class. That was your timetable. Now your senior geography's' A-K could be in prison. They could be in Timbuktu. They could be in a cancer ward at Brisbane hospital. They could be excluded from school...doing home schooling on a property in western Queensland. They could be on a yacht in the South Pacific; children of missionaries in Columbia. How could you develop any sort of relationship with these people spread all around the globe and with all different sorts of backgrounds. So again it didn't seem like rocket science to me…and coming from a background where I was used to relating to people; having close relationships. I proposed the notion of having a care co-ordinator. So what we did instead - this was at the end of my first year there - we trialled the notion of not grouping people by the alphabet but grouping them by where they lived and what their category of enrolment was. And so what we put together was if you like classes and so we'd have teachers allocated to 25 students mainly from years 8 to 9, or 8 -10, or 11-12 who lived in a geographical area. So straight away you could start to set up networks amongst them. You could hop in a car and go out and visit them and have a mini-school…you know…this was….to me I can't see what was so unusual about this, but it had never been done before. I'm really pleased to say that the whole concept of care co-ordination is alive and well and that that's how classes are organised at Distance School of

Education to this day. It's funny isn't it? The school I least wanted to go to might be my longest…might be my biggest legacy.

And the other one was until 1992….no 1991...umm... students who studied at the [school name]….you know if you were a kid doing geography …umm…probably out in western Queensland, the only way you could sit the exams is to sit the senior external exam. You couldn't do internal assessment like every other kid did and so I headed a working party that put together a submission that argued that this was discriminatory and provided a model of how moderation …you know cause that's what the board was worried about…how will we maintain standards?…umm…and put that together in 1991. It was granted. I was really proud of that.

But I was worried abut my career. I'd been at [school name]. for 2 years. [school name]. is a dead end. It is a killer in careers simply because you're not in day to day contact with kids. So I was looking for a way out. I was desperate to get out. I applied for a transfer at the end of 1989. I wanted to go and be a real deputy. There is still this sense I wasn't a real deputy even though I'd learned skills I wouldn't have learned in another environment. So I managed to….I jumped ship; jumped sideways and got seconded to Central Office to go and work on the P-10 Curriculum.

And I landed over in Central Office at the end of 1991 just when the great blood letting occurred and the inverted triangle was…you know Focus on Schools. [name] became Deputy Director General and umm…you know there was a mass exodus from Central Office so I went over there to do a project on P-10 schools – P-10 Curriculum and never really got started on that. My boss was [name]. Do you know [name]? Everybody knows [name]. Anyway yeah well I think [name] was my boss anyway. I used to see him occasionally and for a month I did nothing over there 'cause nobody knew what was going on or anything like that. So I resigned myself to it. I though it was lovely actually even though I wanted to be working I wasn't complaining about not being over at [school name]. I actually did nothing for a month. I used to shuffle papers; read things; discover things that had passed me by for years. Walk to the Botanic Gardens at lunch time. It was marvellous.

And then a cyclone by the name of [name] arrived as the new Director of Studies and [name] had simply made this comment…you know…to the Union or somebody when asked what are you going to do about the P-10 Curriculum? We're going to have a review. We're going to review the Curriculum. So I became the co-ordinator of the P-10 Curriculum Working Party. In 1991 we carried out a review of teaching and curriculum; myself and three other people seconded to it. So that was an interesting experience; absolutely no research background whatsoever… umm…and had to carry out this review of the curriculum. Knowing what I know now it was just smokescreen. It was the review that we had to have and all it was doing was satisfying certain political elements but never had any intention from day one…this was just a way of showing that ….it was political. So that was my first introduction to the political side of Education Queensland. That was fascinating and I couldn't wait to get out of Central Office…move from that environment. It wasn't about what was best for kids; it was about careers…you know

pursuing certain political ends; making sure that the minister could give an answer that was appropriate at that question time; hot issues briefs etc…etc….

Having said that, I impressed [name] and I worked hard for her and she was a great boss…and when she had time on odd occasions she would take the time to mentor me and talk about things at a level of leadership and strategic visioning, strategic leadership at a level far above where I was at…. so she opened possibilities… and anyway the opportunity arose to get out of there and so I went and became deputy principal at [school name] High School…on the south side of Brisbane.

I lasted 2 weeks there till I found out that an interview I had for principal of [school name] High School had actually been successful. So after three years of being a deputy and never being a deputy in a real school I was a principal. So that was very interesting and I haven't had a harder year in all my life because I was absolutely unprepared for principalship…and you know…in hindsight I shouldn't have become one at that time. I didn't have the skills; I certainly didn't have the experience. But anyway I stumbled through it…being determined and being prepared to work hard to achieve….and it was in umm…what that was [moved to whiteboard wrote attributes of leadership].

That's where I started to learn about things like that [alluding to notes made on the whiteboard. Things like: what do I believe leadership is about?…you know even though I didn't realise it at the time; what I had…the picture that I had of care co-ordination would be…I had a vision and I went through a visioning process with the teachers at the [school name] and it was about persuading, influencing, motivating and engaging and enrolling - those sorts of things there. But I also had my first real experience of actually being coached by somebody. [name] was both mentor…somebody who is a good role model….you know… who has an interest in your career and he is also a coach. That is somebody who was prepared to take the time on a one to one basis teach. You know people often use mentor and coach interchangeably but they are actually a very different role. I see them as very different roles.   Principals can be a mentor and a coach or a mentor or a coach and Col was both a mentor and a coach. So umm…that was very, very helpful. And he taught me a lot about working with people and about strategising; about timing. Timing is all important in leadership. Politics aside, you know one of the best politicians this country has seen particularly in recent years is one John Howard. He's a master strategist and he's a master in timing as well and that's about leadership. Latham's timing was pathetic: Absolutely hopeless.

*Interviewer: So how were these enacted or not enacted in you're first experience in 1992... talking of your journey of principalship.*

See again...and this is for a while there particularly in those years I became a bit blinded by ambition…determined to get there. There was something about becoming a principal at such a young age. I became principal of a state high school at age 34. That's still regarded as young. I actually regard it now as too young. I say to both my deputies that they are only just starting to get to the age when they are old enough to be principals now. It is not a thing about age; it is about experience. It is about having the depth of experience to draw from. When they both make the transition to principal it'll be a much

less traumatic one than the one I had. I was pretty much unprepared for the rigours of leadership in 1992. What I hadn't appreciated until my first day in the job was that the buck stopped with me. At [school name], and even in Central office I still had a door I could walk through when there was a problem.

At [school name] people walked through the door to me and expected me to have the answer to the issue and a lot of times I didn't have it. I walked into a situation where the person who was my deputy had been acting as principal for a period of five or six months prior to my coming and had applied for the job and hadn't got it. Here was this…she was a woman in her late forties and here was this young whippersnapper come from the big city ….you know….hardly even old enough to grow a beard and he was principal of the school…so there was tremendous angst and she…umm…she white-anted me something terrible. It is fair to say that it is the worst working relationship I have had with anybody in 27 years in Education Queensland. This was a whole new experience for me because I never ever had experienced anything like that. Never had anybody who wasn't willing to come on board…you know….genuinely for the kids…and umm…and just wasn't prepared to even meet me part way. See she thought I'd collapse and I nearly did…you know…umm…yes there were several times during that year when I was pretty ready…at one stage I actually had a letter of relinquishment written…you know…and the other issue that came in here was an absolute lack of support that I received from my Executive Director…absolute lack …and I've thought about that afterwards and what motivations were for that…umm…I'm still not sure I understand why I had that lack of support….um…but nevertheless it was there and it made my job particularly difficult.

I made some mistakes as I would as a young principal who had no induction; no induction whatsoever. No support in any way shape or form during my first term or first semester there and the first time that she came to visit me….all I received  was a two or three hour chewing out in my office over the things I was doing wrong; the stupidity of this; the stupidity of that and umm…very little…umm…very little constructive or supportive comment. How are you going [name]? How is your wife? Is she adjusting to life in [town]? How about your children? You know…this was a single woman, highly career driven and those sort of relationships were constrained to how she operated or saw things. It was useful from the point of view that it told me that my deputy was reporting directly back to this woman because things that only the deputy could have known came to light in the conversation….and that was very helpful for me because it helped me work out how I was going to deal with my deputy principal.

At that point in time I decided that I would no longer try and work with her; that I would just go around her. And I did; very successfully. And in the end she pulled up stumps and left; not me. Sad that she did but…umm….if she lied, I had a win there and that was one of those situations where I went in terms of head to head conflict and I was determined not to lose. If I had of lost it would have been pretty much my career as principal wouldn't it? So I learned another very, very important thing there…you know…that's where I stopped being as open and openly trusting and engaging with people and I became far more measured and you may notice when you talk to me and that …if you ask me how I'm going…oh yeah good. Yeah things are going fine. I don't

give very much away in terms of what's really happening and [school name] was the school and the experience that taught me that. It takes quite a long time before I will talk and engage with people. I'll talk openly with you now in this situation because this is a research situation and I'm completely satisfied with the ethics of it…confidentiality etc. etc. but in terms of just general communication one of the things I've had to learn as a principal is that…ahh…there's a certain distance I need to keep….and that's for my own well being because I'm not prepared to open up until I now what people's motivations are; what they are really on about.

*Interviewer: So it would be interesting to hear how you describe your later leadership interaction, post [school name], given that this experience has impacted very much on you thinking, and at least in tentative terms how you do business.*

**Appendix E— Pilot Study Interview 1 - Analysis of Text Using Doherty's Categorisation of the Sources of Influence on Principal's Practice**

| General category of influence | Sub – category of influence | Interview data | Emerging Perspectives |
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| | | **Pilot Study (Informant 1) - Emerging perspectives of the informant's leadership** | |
| Personal sources | Workplace learning<br><br>(learning resulting from participation in a culture of practice in the workplace; influence of specific contexts) | • Four years as SM of Social Science…"That was a good experience. For a start I was a good manager…. follow up…attention to detail".<br>• Curriculum Review coordinator – Central Office…introduction to political environment of EQ… Having said that, I impressed [name] and I worked hard for her and she was a great boss…and when she had time on odd occasions she would take the time to mentor me and talk about things at a level of leadership and strategic visioning, strategic leadership at a level far above where I was at…. so she opened possibilities… and anyway the opportunity arose to get out of there and so I went and became deputy principal at [school name] High School…on the south side of Brisbane.<br>• Became DP at [school name] in 1989…I learned a lot about handling people because all of Education Queensland misfits, derelicts, broken down…that's where they were. Principal was able bodied. He'd been sent there for….he was in his fifties so he'd been sent there as well to try and bring a little bit of life to the place. What was actually happening was it was amalgamated into the [school name]. So the old secondary, primary and pre-school correspondence school were all pulled together and turned into a super school with 180 staff - 180 teachers, 7000 students. It was an enormous operation…so I learned a lot about leadership…for the first time somebody who was prepared to take the time to [mentor] me.<br>• Became a Principal without being a Deputy "in a real school"…"In hindsight I didn't have the skill to become a principal at that time".<br>• Visiting a fellow principal's school after promotion to Tully High School influenced my thinking around school strategic planning….confirmed my own thinking.<br>• Learned that people "have to be moved out of their comfort zones". | Believes has excellent management skills – finds management relatively easy<br><br>Appreciates strategic thinking and strategic leadership in others<br><br>Links strategizing to "moving people out of their comfort zones" |
| | Significant other<br><br>(a specifically identified person who has influenced the principal in | • Oh…absolutely …the example set by my father …he was just a very hard working determined man. Not highly educated but he carved out a pretty good career in Queensland Railways and it was just through sheer hard work, persistence, sticking at it when others would fall by the wayside…<br>• Veterans [my father] suffering from all sorts of …you know…. umm problems…and… a war time economy that had suddenly gone…you know…no real jobs…umm….so you know…the forties and early fifties they were really hard years for a lot of people in Australia. Consequently he gave praise very sparingly and umm…you know so to get a bit of praise was a good thing and umm…I found that you know…that motivated | Identifies importance of hard work and persistence in relation to self<br><br>Is motivated by praise |

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| | various ways) | • me very well in my early years.<br>• I worked my bum off to get to uni to become a lawyer…umm and umm…a big question was: how are you going to support yourself at University and umm I had absolutely no idea. I think secretly my father didn't want me to be a lawyer. He used to always say "lawyer liar – same word different spelling". It was one of his favourite sayings…anyway…he said to me well look …you know… if you want to become a teacher for a while you can get a scholarship…and so for the want of umm….and this is just a case of I guess how much a …..you know… a parent as a role model can influence you….I went off and did teaching…<br>• Umm….There were a couple of teachers at high school...you know…who I admired and though that they were…you know… well they were good teachers and they instilled in me a love of geography and history and economics…so that's what I went off to study and that's what I began teaching. You know…I just found them to be ….umm… as good teachers they were caring; they were interested; umm….you know… encouraged me considerably and determined to go that little extra yard…I mean they were just supportive, complimentary, willing to umm…give of their time to help with questions….you know…assignments…aah….generally just to have chats, take an interest…you know…as a human being…<br>• [Influence of Director of Studies -1991 re: level of leadership…strategic visioning.<br>• Negative influence of Regional Director...lack of support<br>• Negative influence of associate administrator in first year as a principal] | Is encouraged by others who take a personal interest |
| | Own Learning<br><br>(associated with personal experiences both within and outside education) | • [Railway family…moved around….working class background…the safety and financial security of teaching becomes appealing given 'working class' background of the family<br>• [Praise given very sparingly at home]<br>• [Personal choice to attend state high versus private school]- …Not sure why had strong convictions about this at early age…It's very interesting for that has shaped very, very much my senses about schooling at the moment and my decision …..my two children have all gone to public schools…<br>• Didn't see advantage for brother & sister attending private school<br>• One of the things that did shape me all through school….I don't consider myself to be particularly gifted….not compared to some friends or other people I've worked with……with really sharp incisive minds….I'll always be the bridesmaid….come second or third or something like that…[Aspired to become a lawyer however teaching provided the support of a scholarship]<br>• The interesting thing was when I became a principal I understood them a lot more…[many laughs]…I softened my judgments of them…you know what I mean. Hindsight's a wonderful thing but one of the things I learnt…look I learned a lot of this myself. It was almost like discovery learning… About how to be a principal: about how to lead: about how do you know… lead and manage a school. A lot of it was by discovery; experiential learning because neither of them did any mentoring of me in any significant way.<br>• Poor principal models when I was a subject master "I've learnt a lot of this [about principalship] myself".<br>• I lasted 2 weeks there till I found out that an interview I had for Principal of [school name] High School had actually been successful. So after three years of being a deputy and never being a deputy in a real school I was a principal. So that was very interesting and I haven't had a harder year in all my life because I was absolutely | Very competitive<br><br>In difficult situations appeals to attributes of hard work and persistence<br><br>Regards the concept of management as largely technical<br><br>Links successful leadership with personal physical and emotional well-being<br><br>Appreciates "the buck stops |

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| | | unprepared for principalship…and you know…in hindsight I shouldn't have become one at that time. I didn't have the skills; I certainly didn't have the experience. But anyway I stumbled through it…being determined and being prepared to work hard to achieve….and it was in umm…what that was [moved to whiteboard wrote attributes of leadership]. | with me" |

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- Negative experience in first year a principal - "I stopped being as open…I've become far more measured...I don't give very much away".
- I'll say…if I was to fill out a report card on myself I would rate myself a pretty good manager and adequate leader. Leadership is a lot harder than management. Leadership is much more about …how you're feeling about yourself; your levels of confidence; and I guess about your physical and emotional well-being. That is a much, much, much more important component, I believe, in successful leadership than in management. I can manage well whether I'm feeling good or not, whether I'm feeling confident or not. But leadership is a different matter. So anyway…
- There was something about becoming a principal at such a young age. I became principal of a state high school at age 34. That's still regarded as young. I actually regard it now as too young. I say to both my deputies that they are only just starting to get to the age when they are old enough to be principals now. It is not a thing about age; it is about experience. It is about having the depth of experience to draw from. When they both make the transition to principal it'll be a much less traumatic one than the one I had. I was pretty much unprepared for the rigours of leadership in 1992. What I hadn't appreciated until my first day in the job was that the buck stopped with me. At [school name], and even in Central office I still had a door I could walk through when there was a problem.
- At that point in time I decided that I would no longer try and work with her; that I would just go around her. And I did; very successfully. And in the end she pulled up stumps and left; not me. Sad that she did but…umm….if she lied, I had a win there and that was one of those situations where I went in terms of head to head conflict and I was determined not to lose. If I had of lost it would have been pretty much my career as principal wouldn't it? So I learned another very, very important thing there…you know…that's where I stopped being as open and openly trusting and engaging with people and I became far more measured.
- …but in terms of just general communication one of the things I've had to learn as a principal is that…ahh…there's a certain distance I need to keep….and that's for my own well being because I'm not prepared to open up until I now what people's motivations are; what they are really on about.
- I started to realise that he was very good at…. umm….there's a lot of things through careful planning, preparation and strategising that you can achieve umm…with a minimum of fuss. So a lot of what I do in my job…I try to, now as a principal, I try to out-think people. There's a lot of second guessing. There a lot of well how will people react if I do this. How can I minimise umm…the uproar about this. Sometimes you have to obviously implement things which are unpopular. How can you do that in such a way that you minimise criticism of it? For example…umm …we have just moved through here a workplace reform to reduce our lunch hours to 30 minutes. Now that cuts right across the Queensland Teachers' Union 45 minute lunch hours…etc…etc…Yet the QTU members from this school have agreed with a majority of 4 to1 to go with…now when I say four to one that's 56 to 14…roughly like that…umm… but they have agreed to go with a 12 month workplace reform.

Column (right):

Considers winning important in relation to personal goals

A guarded communicator – selective communication in terms of personal positioning

Manages situations through planning, preparation and strategizing…"second guessing…out-thinking"

| | Intuition (explained in terms of 'seeming the natural thing to do') | | |
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| | Personal characteristics (often based on own schooling or life experiences) | • But one of the things that became apparent to me over time was that if I stuck at it a lot of these so called more gifted people would drop out along the way…and ahh…so one of the things that have shaped how I operate now …..and that is dammed persistence….absolutely persistent….determined and persistent was evident even when I was going to school and certainly when I was going to University and it certainly has kept me in good stead…you know…. pretty much all the way through my teaching career.<br>• I am very stubborn in certain aspects with myself but I'm not a stubborn person in the sense that I can't compromise with other people…you know….or work to resolve certain issues but when it comes to defending principles I'm stubborn, very stubborn.<br>• I didn't give much thought to the fact that there may well be kids out there who aren't that interested in being at school or learning so I had a different perception of what teachers did to what reality actually was. I had this romantic notion …you know…what a teacher was; what a teacher did and….you know…. instilling knowledge for the masses etc….etc……found that to be a bit different at Salisbury High School….anyway…I didn't have anything much better to go to.<br>• So umm…for me growing up in my teens and the twenties, achieving a good career like a teacher…umm… and having some degree of financial security umm…..was good secure and comforting thing. I didn't think outside…didn't occur to me…. they didn't want to travel overseas or do something that you know….take a few risks…you know….everything was about safety and security. I mean I've changed jobs a few times within the organisation but essentially, from the time I signed on to the bond, at Mt Gravatt Teacher College, I've been working for the department of Education for 30 years. So that show I'll take risks in some areas but certainly not prepared to take risks in other areas.<br>• Sticking with the job that I've done now is as much about providing financial security for my family and for my children…because I want them to be able to go to the next level far beyond far beyond what I've been able to do….<br>• I've thought it would be nice to get on and study law….but it is not really a possibility because I am not really prepared to sacrifice what I consider my family responsibilities. You don't have children unless you are prepared to look after them. This notion that suddenly you decide I've had enough. They can look after themselves. Bang! I'm going to look after me umm…is one that you know…I don't really subscribe to…..had thoughts about it but changing careers at this point in time….nuhh.<br>• I would say that…. umm… my first year of teaching and my first year as principal were the two hardest years professionally…that I've experienced...umm…and again all of the questions arose in the first year of teaching….is this for me etc. etc. etc….. but I stuck with it. | Determined and persistent<br><br>Stubbornness when it comes to defending a personal stance<br><br>Very focused on own personal reality<br><br>Career and financial security are important motivators<br><br>Self as 'provider' is highly motivating<br><br>Seeks new challenges as part of a desire for a competitive , winning edge<br><br>Doing a good job is firstly about personal pride – acknowledgement is important |

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| | | • "Once I start something there's a pretty good chance I'll see it through to the end"<br>• I like a challenge…electing to work with academically challenged students as a teacher was about "a sense of pride….I wanted to do a good job with them….I wanted to win…I wanted to be known as a good teacher".<br>• I was a very, very good teacher…and I'm not a boastful person….and I say that without any sense of false modesty or anything but I know from my record: I know from what I achieved: I know from the interactions I had with …um….students and parents. I know form the absolute lack of discipline problems…in my classroom that I was very good and very effective teacher…and that came from hard work.<br>• Parents wanted their kids to be in my classes. Principals and Deputy Principals liked having me on staff because they could give me the toughest class and there would be no complaints. I would just get on with the job. In fact I had a deal with the deputy principal at [town] that if he didn't give me any English I would take every cit ed. class that he wanted me to. Isn't that amazing? Cit ed. was far preferable to teaching English. But I just enjoyed working with those kids and they responded because….umm...you know…kids have got great bullshit meters…you know they can tell whether you genuinely want to be there or not and I just genuinely enjoyed working with those kids…any kids…and again its almost…..teaching is a bit like performing isn't it? It is. You get…you know…actors will do anything…aah...you know for the applause. Well you know good teachers get the applause in different ways.<br>• "You're looking at the wrong bloke if you want charisma from me".<br>• I decided I'd have a go for promotion. So I had a go first year and did all right but you know the old inspector…"Ahh my boy a lot of years a head of you…only young your time will come". Well that was like a red rag to a bull…you know…being stubborn and being determined only made me more determined to succeed.<br>• I was just very organised. See you can…you know…hard work, persistence, attention to detail. They had never come across somebody like me who was absolutely pedantic about what I did. What I expected teachers to do. Follow up, support, attention to detail…and also go into the classroom and teach any class of kids.<br>• And of course because the social science faculty or subject department did very well and because I was ambitious and ran a whole network of geography teachers' meetings across central Queensland…used to publish a quarterly newsletter…get people in for seminars…etc….etc…<br>• So I was promoted to deputy principal in 1989 when I was 31 years old. In the game for eleven years and I was promoted as a deputy principal at the [school name]. And I thought what the hell have I done? At the old SDS building over at West End and they couldn't believe that they got somebody my age as their deputy principal. I was younger by about ten years that the youngest subject master. I was one of the youngest staff members and here I was second in charge of the place. Well that presented the tone for changes and I had to set out to prove to them that I was very confident.<br>• Well when you know have qualities and behaviours like that and believe that then management is a piece of cake. Management is just attention to detail. So you know for somebody like me I don't see management as being any particular…you know…and that is why this is a well managed school - and it is. Runs…generally this school runs very, very smoothly you know with a very difficult clientele. They think that I am anally retentive umm…but I'm not…terribly…umm…I just like to have a degree of certainty. You know there is enough uncertainty in this game. I'm a great believer that anything you can ... It just makes common sense to me. It's not rocket science. | Likens teaching to performing – acting<br><br>Doing a good job, hard work and persistence are replacements for charisma<br><br>Sees success as a product of hard work and determination<br><br>Highly organized through follow-up, and attention to detail<br><br>Personally ambitious<br><br>Rates the attribute of personal confidence highly<br><br>Believes that bringing certainty into teachers' lives is important<br><br>Links certainty and good management<br><br>Winning battles is regarded as important<br><br>Winning is achieved through |

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| | | • Ohh… hell no! You know it was all new to me. Every day going to that place I was thinking what's going to happen today? I had some ding dong fights that I had to win. I won most of them. They had never seen somebody work as hard as I had. They had never seen anybody prepared to persist, and persist and persist like I was: First to arrive and last to leave every day. Straight away that starts to….I mean what it actually does is develop your reputation and a grudging respect and you now….you start to build an aura…and if you actually have one or two moments of inspired brilliance…mixed with that…it can serve you well. Who was the one who said success is 99% perspiration and 1% inspiration? It's absolutely true.<br>• But I was worried abut my career. I'd been at [school name] for 2 years. [school name] is a dead end. It is a killer in careers simply because you're not in day to day contact with kids. So I was looking for a way out. I was desperate to get out. I applied for a transfer at the end of 1989. I wanted to go and be a real deputy. There is still this sense I wasn't a real deputy even though I'd learned skills I wouldn't have learned in another environment. So I managed to….I jumped ship; jumped sideways and got seconded to Central Office to go and work on the P-10 Curriculum. | hard work<br><br>Manages and strategises personal career |
| | Self motivation<br><br>(linked to the informants desire to maintain personal interest) | • …it's interesting…you know….when you're motivated as a student yourself and you want to learn you don't notice the kids around you who might not be learning; who might be mucking around; who might be being nuisances to the teacher but because you want to learn and you have a good relationship with the teacher ….you can be actually quite oblivious to what's going on a round you…<br>• Umm….well I mean they set….I mean ….I think a lot of it was about my interpretation of what they had to offer. Umm…I think that they, at that particular point in my development that they had just…umm….I don't know I suppose pricked or really helped to umm…really helped to develop my umm…shaped my ambition. See the thing is too…umm… you know…look at the possibilities…you know the possibilities that had been put to me by my parents that I might be an educated person who didn't have quite the struggle that they had…both being children of the depression…and umm….so the possibility was that umm…I would be educated, have a good secure job, have a good secure income, one day own a house and all of those sorts of things.<br>• It was a challenge: a sense of pride. I wanted to do a good job with them. I wanted to… if you like… I wanted to win with them. You know what I mean? I wanted to be acknowledged as a good teacher with those kids. And that was a challenge. And in the school being known as one of the teachers who could take any of the roughest classes in the school and not have problems with them….umm…was a source of…you know you were held in high professional esteem….you know…by your colleagues. There was this desire to be if you like….umm…acclaimed; successful. To have…umm…not overt or effusive praise or anything like that but quiet acknowledgement of ones peers and…umm…obviously umm… the regard of students and of parents but of one's principal and deputy principal….something that was important to me. So that was highly motivating: very highly motivating.<br>• I'm stubborn with myself…I'm stubborn when it comes to conceding defeat.<br>• So that…and so of course… within a short period of time within the [town] High School community, I was highly regarded. So that felt good: big fish in a small pond. That was a fairly comfortable feeling.<br>• And here's another thing about where ambition came in. Friends of mine had been promoted to deputy principal ahead of me...sort of on the same…you know how you rank yourself against your classmates and all that sort of thing. And that made me more determined. I though gee if those buggers can do it so can I. | Largely links personal learning to achieving specific personal goals<br><br>Interprets influences on self in terms of the struggle to move to a more privileged state for self and family<br><br>Motivated by accruing personal professional esteem<br><br>Motivated by competition and winning<br><br>Understand the leadership element as "careful planning, careful strategising, and persuading and influencing key |

| | | • Ok that's something you might like to pursue but I have only received out of the 700 parents…only one complaint and I'll argue that this has been worked through because of some careful planning, careful strategising, and persuading and influencing key people at key times. Timing is just as important. That's leadership. That's not management. | people at key times"<br><br>Timing is critical to good strategy |
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| Profession al reading | Professional reading<br><br>(curriculum and policy linked to system) | | |
| | Professional reading<br>(print media including books, magazines, journals etc.) | | |
| Professio nal developm ent | In - service | | |
| | Principal induction training | • I made some mistakes as I would as a young principal who had no induction; no induction whatsoever. No support in any way shape or form during my first term or first semester there and the first time that she came to visit me….all I received was a two or three hour chewing out in my office over the things I was doing wrong; the stupidity of this; the stupidity of that and umm…very little…umm…very little constructive or supportive comment. | Reconceptualises mistakes as warnings for future strategising |
| | Formal postgraduate studies | | |

| Professional colleagues | Peer influence (as provided by interaction with fellow principals/educators) | • My deputy when I was a subject master "took me under his wing and showed me technical aspects of how to be a DP". [Some of my peers becoming DPs spurred me on to achieve the same] • In terms of them providing me with a role model of how to be principal...they provided in the sense of almost how not to be a principal. So I guess I learned something from them. | |
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| | Critical other (a specifically identified person who has influenced the principal's practice in various ways) | • That when it was amalgamated and I earned a lot about leadership from my principal [name] who was a real gentleman and he was great teacher and umm…for the first time ever somebody took the time to sit down and explain and say: "now [name] tell me how you are going to do this"…..bull at a gate - outlined how I was going to do this and do that. And he'd say to me: "that's interesting you could do it that way. Have you thought about giving this a try?" At last somebody who was prepared to take the time umm you know to suggest – to affirm. Or…on several occasions to say: "You know [name], you are not going to do it that way". And umm…so also saw the need at times to exercise, to really exercise in an overt way the authority of the position: To say yes or no. This is how we will do it. So that was the first time I actually saw leadership exercised. The management side of it has never worried me too much - organising something, that's just a matter of sitting down, making some lists and umm…you know away you go. It's a bit more complex than that but…you know…management in itself is not a difficult thing. • Principals can be a mentor and a coach or a mentor or a coach and Col was both a mentor and a coach. So umm…that was very, very helpful. And he taught me a lot about working with people and about strategising; about timing. Timing is all important in leadership. Politics aside, you know one of the best politicians this country has seen particularly in recent years is one John Howard. He's a master strategist and he's a master in timing as well and that's about leadership.] | Appreciates the exercise of authority in leadership Links timing and strategizing with leadership of people |
| | Principal as researcher (active reflection on practice or problem solving) | | |
| | Principal as researcher (participation in a formal research project, task force or working party) | | |

**Appendix F—(Pilot Study) Profile of Leadership**

| Informant 1: Personal profile of leadership | | | |
| --- | --- | --- | --- |
| **Personal Traits** | **Personal learning emphasis** | **Actions** | **Leadership orientation** |
| Believes has excellent management skills – finds management relatively easy | Strategizing requires "moving people out of their comfort zones" | In difficult situations appeals to personal attributes of hard work and persistence | Appreciates strategic thinking and leadership in others |
| Identifies the importance of hard work, determination and persistence in relation to self | Links successful leadership with personal physical and emotional well-being | Regards the concept of management as largely technical | Appreciates "the buck stops with me" |
| Doing a good job is firstly about personal pride – then acknowledgement becomes important | Very focused on own personal reality | A guarded communicator – takes charge in order to position self in the conversation | Considers winning important in relation to personal goals |
| Believes in doing a good job by applying hard work and persistence are replacements for charisma | Career and financial security are important motivators | Manages situations through planning, preparation and strategizing…"second guessing…out-thinking" | Seeks new challenges as part of a desire for a competitive, winning edge |
| Is motivated by praise, competition and winning and is encouraged by others who take a personal interest | The concept of self as 'provider' (family) is highly motivating | Highly organized through follow-up, and attention to detail | Links certainty with good management |
| Exhibits stubbornness when it comes to defending a personal stance | Likens teaching to performing – acting | Works to bring certainty into teachers' lives | Understands the leadership element as "careful planning, careful strategising, and persuading and influencing key people at key times" |
| Personally ambitious | Interprets success as a product of hard work and determination | Winning is achieved through hard work | |
| Rates the attribute of personal confidence highly | Winning battles is regarded as important | Manages and strategises personal career | |
| | Links personal learning to achieving specific personal goals | Links timing and strategizing to leadership | |
| | Interprets influences on self in terms of the struggle to move to a more privileged state for self and family | | |
| | Motivated by accruing personal professional esteem | | |

**Appendix G—Pilot Study Transcription of Interview 2**
Informant 1 - Transcription of Pilot Study interview 2 (2/11/2004)

Research Questions:
What are informants' leadership styles, based on a synthesis of contemporary school leadership theory?
In what ways have, the sample of principals implemented the *IDEAS* process; notably 'parallel leadership?

First, in response to a summary analysis of interview 1….

***Informant talks about leading through others.***

There's the caring and supporting element because if you are going to lead through others you have to be able to develop good relationships…relationships based on trust but also on…caring for people…umm…I've always found…been a great believer that you get a great more out of working with people than trying to umm…ride them along or ah…not taking into account their particular professional and personal needs…so you know that is something that I didn't make clear…see I think that a leader has got a responsibility to try and look after the people…people who report to…or relate to that particular leader. So it is about caring about their professional needs but also taking notice of their particular personal needs and personal circumstances. You have to do that up to a degree. I think by doing that you get a lot more support from people and they're prepared to return…and…that support in kind.

See…it's a two way street…not only is it important that leaders look after their people – their staff but it is also important that staff look after their leaders. You know it is not a one way relationship. It is definitely a two way relationship…and that relates very much to what I talk about here…umm…levels of confidence – self confidence of a leader and about…it also obviously affects emotional well-being of a leader. It is not a situation where people give, give, give and not receive anything in return. So you know…important things for me…umm…in being able to lead through others…establishing relationships based on trust – absolutely critical. It is the most important thing…staff have to be able to trust me and I have to be able to trust them.

Loyalty is another thing I place great store in and I reward loyalty…I think pretty strongly. I don't like disloyalty…disloyalty and dishonesty are similar sorts of things. So I'd say they are two of the critical things you have to develop in relationships in leading through others. Can't lead through somebody else or lead through other people unless you've got good relationships. Can't just direct…you get a certain amount of work done but the outcomes normally aren't very good because people aren't committed.

In leading through others you have to develop commitment…got to develop group ownership of the people involved…for whatever you are trying to achieve there has to

be group ownership. See when you lead through others, it is not through positional power. Positional power is only a tinny bit of it. The other words I used there were trust and loyalty…leading through others is not just a matter of delegating tasks. If you delegate something to somebody who, one, doesn't have the skills, two, doesn't have the commitment to…what it is you are trying to achieve…delegation based on there being…any sort of direct relationship then umm…it is would be very surprising if you got very good outcomes from it. See when you lead through others…delegation…two things, you've got to give people the authority to do things…as well as the responsibility. You can't give people the responsibility without the authority. So that's where the role…the leader has a very important role to ensure that…umm…people have the skills, and resources to do the job. See here in this school there is probably a - umm…you know the tiers of delegation leading to others…you know go down through deputies to heads of departments to teachers, so that there is at least three levels.

*Interviewer: I'd like you to talk about the experience of IDEAS and how your idea of leading through others has unfolded here.*

Well…let me see…we'll go back to how we became part of *IDEAS*…I'll just work through that…probably help uncover a few things…umm…when did I take over here…in 1998…took over from a leadership style that was very different to mine and very much an authoritarian, up-front, brash, charismatic sort of leadership…very…sort of…I would describe it as very overt, testosterone fuelled leadership and umm…one of the things that I did…survival instinct told me I'd better be a sort of chameleon for a start…adopt some of those characteristics to help ease the transition into the school community…because I was very different…umm…to that - or I perceived myself as being very different…be interesting to talk to others who were here at the time…but I do believe that they saw that.

So anyway in 1998 - my first year here…towards the end of the first year…after just sort of bumbling and stumbling from crisis to crisis we managed to initiate a few good things – push them through - and that's what we did too, we pushed through a 'house' structure – a care welfare structure where we went from having year level co-ordinators to having heads of department responsible for the total welfare of students and you know that was pushed through on the narrowest of majorities…really it took three, four or five years before people became anywhere comfortable with that.

Actually we are still uncovering aspects of the role that people aren't comfortable with…umm…you know that was just pushed through very much on "I'm principal and I say we're doing this and we're doing it"…etc. etc. We changed to a four day timetable and actually did that one with a lot of consultation and that one worked very well.

It has worked very well to this day but you know, by 2000 Example1 was a very – it was a good school in terms of the outcomes – high performing – but it was coming at a terrible cost. It was coming at a terrible cost to me - certainly coming at a terrible cost to staff. I mean all of the signs were there. High turnover - low moral - school opinion survey in terms of staff welfare - absolutely flogged. Me…flogged my leadership and it certainly couldn't go on and so we became…I was looking for a way to re-energise the

school and lead it out of this umm…sort of…mire that it was slipping quickly into and umm…*IDEAS* seemed to me to be a good fresh start - a way of engaging staff and a way of arresting a number of the alarming trends.

*Interviewer: What were the key things about IDEAS that grabbed you?*

It made a lot of sense to me. It was based upon teacher ownership… because the thing that was missing from a number of things that we'd done or were working on was the lack of teacher ownership. Staff were just going through the motions… and they were going through the motions through the use of positional power, authoritarian power…umm but there wasn't high levels of commitment to a number of things…umm…and it appealed to me…I mean the common sense of people…people are usually reluctant to tear down what they have built up…and umm…so as a result of that…the readings I did about it…it seemed to me…it was like a lifeline really - a lifebuoy in the ocean.

I latched onto it…anyway we did the diagnostic survey and it was all analysed and Frank had a look at it and his comment – I've still got the quote written down somewhere – and bring it out when we talk about the coalition…one of the key things that led us to 'middle schooling' was that if we liken Example1 High School to an orchestra…what we find is that it is a very good orchestra…all of the parts – all of the instruments are there. The only problem is that all the members of the orchestra are not playing the same song. They are not even playing in tune. So that was heartening. What it told us was that we did have the basis for a good school. The diagnostic inventory said that there were a lot of good things about Example1 High School and so we began working through the process of developing the school vision and school values.

I made a decision to put three people as the facilitators. I was trying to capture or ensure that we umm…related to every member of staff…so I tried to pick three members carefully who would draw in at some point all members of staff. So there were three teachers, a number off heads of departments who applied to be *IDEAS* facilitators. I had the perceptiveness at that stage…or good luck or good management…I don't know what it was. I instinctively knew it would be wrong to put anybody with a formal position in the role of facilitator because we had to develop teacher ownership…staff ownership of this.

So we set about that path…I mean it is all well documented…you know what we did with our vision and values and when we moved from vision and values into a school-wide pedagogy. It is absolutely lovely. Then we moved from schoolwide pedagogy into looking at what the curriculum might look like. At the same time…then once we had our pedagogy beginning to happen we began another taskforce based upon the *IDEAS* principles but with an overt direction and leadership from one of the deputy principals to develop our middle school curriculum…but again the work was done by our teachers…by a team of teachers and thus what we ended up with was a middle school curriculum that was owned by the teachers…and that's why it works. Yesterday afternoon we had our once a term staff forum and the last half of it was teachers presenting to staff some of the things they had done in life tasks and umm…the evidence

of schoolwide pedagogy alive in the classrooms was really heartening and it was wonderful to…there's your whole staff sitting there – 4:30 on a Monday afternoon…5:00 o'clock 5:15 on a Monday afternoon listening to their colleagues relating to them the experiences with the life tasks and some of the hurdles they had faced…how they had overcome them and basically selling this concept to the rest of the staff…not me…not one of the deputies…not one of the heads of department. Classroom teachers were there as leaders. Leading learning development of their colleagues and being acknowledged for their teacher leadership. And I saw that as a really lovely example of leading through others.

The marvellous thing about it all - you know when you look back on it – it's not rocket science. It is not. I mean you know what Frank and team have developed…and continue to develop is to develop at the University of Southern Queensland is actually elegant in its simplicity…it really is…and there in lies the basis of success. But the thing is just because you apply *IDEAS* in a school doesn't mean it is going to lead to success. I don't know what the success rate is…or the failure rate is…but I know a few schools around here that have had a go at *IDEAS* but really it has failed miserably and it's failed for a number of reasons. Principals themselves…or they have used deputies to try and work it through. You have to be able to separate that strategic role from the role of developing teachers as leaders. The biggest thing is - as a Principal – being prepared to step back. And basically you are leaving yourself really vulnerable. And I reckon that is one of the reasons it doesn't work in schools because Principals aren't prepared to step back and to really…that's the thing about *IDEAS* I think. That's the really…tricky part of it. It relies upon the principal in a school…the positional leadership in a school to open themselves to criticism…and to…trusting…you have to develop the trust and the faith in your teaching staff that they're going to come up with good answers… or good proposals.

*Interviewer: Can you tease out your experience of stepping back, the vulnerability…what does that look like?*

Well…see this is the whole thing, I never gave up my strategic leadership. I met with the three facilitators on a regular basis and we discussed where they thought they were heading and they'd say "look you mightn't like this [name] but we think this, this, this needs to happen" and I'd be making judgements about how that would impact upon what I saw as the long term direction of the school – about what we had to achieve as employees of EQ. You know it is my job to have a picture of how everything fits in the corporate expectations and it was only then I would say "I don't think we can go in that direction…I don't think that it is really acceptable". Or I might pose questions…more often than not, rather than say you can't do that it is putting a question in..."have you thought about the impact on the school community…or what do you think the impact might be on this process in the school?"…more often than not a well timed question will paint the result you wanted.

Now even though I step back I never abdicate my responsibilities; never once. I mean that umm…at the end of the day I'm the principal. Like it or not I'm ultimately responsible for what occurs. I'm held accountable and umm…but there was an absolute no blame approach taken. If the facilitators did something or the management team did

something and it didn't work there was no blame. It was just seen as well, now we know that doesn't work let's try something different. See that's real learning.

Now because there was a degree of predictability in how I behave they in fact became able to strategise and second-guess me. That doesn't offend me at all. I don't mind people working me out and knowing how to work me towards a particular response or outcome. I actually respect that because that shows they are paying attention to how I operate. See the other thing too that I have started to do here…and I had to deliberately step back from it because I just can't deal with everything. You know once upon a time I would walk around the school and any kid doing the smallest thing wrong, I'd be on them handing out detentions whatever, but at the end of the day I end up with that? I'd spend my life chasing kids and I wasn't getting the other stuff done. The thing is there are times when you sit back and become a team member yourself. You've got to let others take the lead and that's a hard thing to do. It has taken me a while to learn to do that. But there are times when there are other people in the…and they're the leader at that particular point in time.

I mean…I decided fairly early on that if this was to be successful…a couple of things that I had to do…I had to overtly demonstrate that I had stepped back because people still thought that the answers were written – it was in my bottom draw and that these people were my lackeys and they were just going through the motions of coming up with what I wanted. What a lot of people didn't appreciate is I sort of had this picture of where I'd like the school generally to be…what the school looked like, felt like, sounded like, acted like, behaved like, but I didn't know exactly what it was…and I wasn't quite sure the concept was going to take me there. So I've always seen that my role was to set up the boundaries…I mean people have said this to me…when it came to the middle schooling…you know I haven't attended one middle school meeting – not one, not one curriculum meeting – interesting isn't it? Yet we have a curriculum that is recognised at this point in time as leading…as better…a leader in the state. Now that either means I've been lucky or clever.

*Interviewer: Or anything else?*

- Or anywhere in between. You tend to make your own luck - always been a bit of a believer in that.

*Interviewer: You wanted to make sure people didn't think you had an answer in the bottom drawer. Are there other instances that you think were critical in demonstrating how you were stepping back?*

I think just…We had an *IDEAS* suggestion box and I made a commitment that we would try to somehow respond positively to every suggestion that was put in there and we would overtly demonstrate…and there would be things that it would seem that I had believed very strongly in and it would be made very clear that because of the particular views put forward that we were certainly prepared to try alternatives. The facilitators were keen to do that as well because they wanted it very clear that they weren't my lackeys. The three of them that I picked…there was no way any of them were going to

be that way. In effect - what I did – I built…I could have picked a couple of people who would have done anything I wanted them to. But I didn't because I clearly wanted this to work and if it meant that it was a bit painful for me along the way – so be it. I had something to learn from it and I've got a long time left in this job so I have to try and make this environment one where my leadership or my position in the school community was sustainable.

In Education Queensland you see a lot of…you see one of the things you can do…I mean I can do it…umm…you can go to a school…you do just so many things in two years and you've got so many plots on the board and you spend your time moving them around and get the illusion of…of big achievements and change and outcomes and all that sort of thing. You get your promotion and move on because you do things which in fact burn people off…get people off side – behave in a way that your leadership is not sustainable. Because what you haven't done is cared about people and you haven't got relationships. So you get your promotion and you move on and then what happens to all the grand initiatives that you started while you were there? Because they were based upon a particular person, most of them fall over…most of them don't continue. See I have every confidence that if I left this school today, tomorrow or whenever…umm…the four day timetable to begin with – the house structure would continue – our approach to middle schooling would continue and the coalition would continue. Could be a bit of a hiccup there but I have to work it…transferring a little bit of a …some of the primary principals are quite happy to let me sit back…they're quite happy to sit back and let me…you know…organise the…a lot of the work I guess. And at this point in time that's a choice that I've made. I'm happy to do that as we work getting at the Coalition being self-sustaining…and we're getting closer and closer to that. But my point is that of a range of the things that have been introduced into this school, I strongly and firmly believe they will continue. They wouldn't stop because I left. I think that is an important measure of effective leadership. But I have digressed a bit there!

*Interviewer: You haven't actually. You have injected a different concept in leadership into the conversation. Much of your conversation to this point has centred on personal leadership centred on the strategiser but you've begun to describe more about organisational leadership…using the terms 'self-sustaining' and 'life of its own'…'sustainable leadership'. Are there significant differences in your thinking regarding leadership between what you are alluding to now and before you came to Example1?*

I think I pretty much subscribed to what I'm talking about now but I hadn't articulated it…I hadn't been as conscious of it. It just came through…in relating to people…I've never particularly set out to hurt people…cause them harm or distress or anything like that. You see one of the things about sustainable leadership in an organisation or community…and I'll stick to principalship…as a principal in a community…it's based upon principles…the community has to trust you. You have to have some sort of relationship with them and you have to be seen to have the interests of their children at heart but when you are working with staff…the thing is if you are going to sustain a relationship then you've got to minimise hurt, harm and distress…in a personal sense.

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That doesn't mean that when a staff member is not performing that you don't take steps to assist them…to develop their performance. It doesn't mean you necessarily put them through a diminished work performance process. It doesn't mean that…even when you do that you should being doing it in a way which is thoughtful of them…sometimes as a strategy you may deliberately try to cause a person some professional distress so that they're prepared to realise that there is an issue and that they need to take steps to deal with it. You don't learn unless you move people out of their comfort zones. People learn well when there is a measure of discomfort but there's a difference between discomfort and distress. So that's something that I want to emphasise that I see as being very important about sustaining leadership.

I've been here 7 years. I don't know how long I'm going to stay here but one of the reasons I've been able to stay here for 7 years is because I've always made decisions on the basis that I'm here for the long haul. If you go to the school as a leader and you decide you're only going to stay for one year, or two, or three years or whatever…you can go about operating in a different way and people often do.

*Interviewer: You described your time here following the previous incumbent – which things were going in the wrong direction. So you had these ideas and beliefs about leadership and yet things were going in the wrong direction for you and then you grabbed hold of IDEAS. Are you saying that all you needed was a process that allowed you to enact your beliefs?*

Well the whole process gives you the confidence to be able to…to bare your soul a bit. For the whole school, *IDEAS* was a cathartic process. It enabled people to bring out all the things that they didn't like about the previous leadership. It allowed them to bring out all the things that didn't like about what was happening in the school now…and lay them all on the table. Then once they were all laid on the table we were able to start addressing them and start building commitment to a new vision and new values…and new values took the best of the past…but were looking to the future. So it was very much a cathartic process. But you know one of the things that umm…you know I had to be prepared to live with was people being critical of my particular leadership skills. That can be a bit confronting.

*Interviewer: Why did it give you the confidence? What is it about IDEAS that gave you the confidence to do what you are describing now?*

I don't know…desperation. Desperation is always a good thing. No…again…determination and personal stubbornness. I had enough runs on the board. I could have got a promotion. I could have moved on. That would have been the easy way out - four day timetable, we had the house structure, national and state training awards, vocational education. I could show good outcomes. Learning outcomes in classrooms were good but I wouldn't have anything in my CV about people, relationships…I wouldn't have put much in there at all. But I decided that I wasn't going to run from this. This was a challenge that I was determined to try and see out. I decided that the time had come to make a stand. I knew that I couldn't keep going the way that I was and

the school couldn't keep going because sooner or later it would have self-destructed. Then I would have been in a position that was untenable…as principal…because I would have lost staff confidence. See that's the important thing too. Staff have to have confidence in their leader and I have to have confidence in them.

*Interviewer: What is it they have to have confidence in?*

They have to have confidence that I will do the right thing - whatever the right thing might be. And I'm going to be able to rise to…to confront the various challenges that emerge on a daily basis or as society goes through transition. I was saying to staff yesterday, if you're teaching the same way that you taught 5 years ago…or even 2 years ago – if I ask you that question: "what's different in your classroom today to 2 years a go, or 5 years ago and you look at things and say search me or say nothing" then we've got a real problem…because the kids are not the same as they were 2 years ago. They're definitely not the same as 5 years ago so how are we managing change unfolding societal structures? So they have got to have confidence that umm…the school is going to be able to umm…to provide a safe, supportive, learning environment. They want the confidence that I am going to make decisions that are going to sustain the school as a good place for kids to learn and a good place for people to work…and they want to know that I am dependable and predictable…predictability is an important thing. They want to know…they want to have confidence in how I am likely to respond in a situation. They don't want an unpredictable leader. They want a predictable leader. That's very comforting to them. And even if umm…in my predictability I do things that they might not like or they wish that I did differently…at least the thing is if they know that I am going to do something a certain way they can adapt their umm…behaviours and responses accordingly.

It is very disconcerting when you don't know how somebody is going to respond - if staff have a pretty reasonable idea on how…on how I'm likely to behave professionally. See the thing is too…one of the things that I do…and I'm not sure…it's one of the things I think about constantly…I immerse myself in my job. You know I immerse myself in this job. It's not a job if I can put it that way. I don't know whether you would describe it as a calling or an obsession or…an affliction. Sometimes it feels like that. My work or my role as principal…my role as a teacher…my role as a principal at this school…I mean goes a significant way to defining who I am. And as a result there's a lot of me invested in this particular role. I keep saying that I'd look to… if I could only work 50 hours a week, that would be lovely I'd be able to do other things in my life, but then I'm not sure what I'd do. We become so used to particular routines and demands of the position, I'm not sure I know any other way to behave. I'm a bit obsessive about the…I have a love hate relationship with this position of principal.

*Interviewer: You talk about sustainable leadership. What sustainable about what you have now at Example1 High that wasn't present, 2, 3, or 4 years ago?*

Well I have a bank of credibility, a bank of trust - a bank of reliability. The vast majority of people would acknowledge that Example1 High School is doing good things and that it is a good place to send your children to…and whether we like it or not, much of

that…changing school leadership can affect that: Changing school principalship. This has been a very hard community. There are certain elements that I haven't won over and I doubt if I ever will but generally speaking out there in the community there is a feeling that says Example1 High School is a good school…and people make an association that I'm a good principal. So I have – with a lot a key people in the community a good relationship…and through others on staff a good relationship with a lot of businesses. There's a bank of trust and credibility that's been built up over the years.

*Interviewer: Are there other aspects of sustainable leadership?*

Sustainable leadership is about treating people in a way that respects them and about…even if you have to have hard conversations with them, they still want to work with you. You are not going to treat them in such a way that you will alienate them that they disengage and become the chief white-anters on stage…on staff…the chief blockers. You have to treat people in a way that you want to have a long term relationship with them…trying to ensure that their feelings of self worth and importance…worth to the school are acknowledged. That's a full time job in itself actually. I spend a lot of time writing thank you notes and saying thanks to people and acknowledging their efforts and their input. There's a whole range of ways that you show people that you are supportive of them. I've never lost sight of the simple thank you note.

*Interviewer: So if you are asked to stand up in a forum and describe leadership at Example1 State High School, what are the sorts of things you would describe?*

It's about people. Leadership is about people…

*Interviewer: You were describing what you do – describing leadership in terms of this office and yet some of the other discussion was not about this office but rather what was happening outside this office. So are there some things you are missing in terms of sustainable leadership at Example1 State High School?*

I don't know…you've bled me dry here…I think one of the things we can do is over-complicate things. The longer I go on in this game - the things that work really well are the things that are elegantly simple. Not simplistic but anything I try and do my goal is to try and achieve a simple elegance…and umm…we can overcomplicate the role of leadership but sustainable leadership is about engaging people, enrolling people, supporting people - caring through developing trust, ownership and loyalty umm…it's about the notion of putting relationships first…combining it with personal habits…umm…

I think studies of leadership show that successful leaders have certain personal habits which…combining personal habits of diligence, attention to detail…in terms of doing that…what you are doing…you are mobilising the collective power or the collective leadership capacity of the people who work for you. And that's what teacher leadership is…'parallel leadership' is…umm…by developing umm…the opportunities and support for them to help shape the goals…certainly the direction towards achieving those

goals…and by giving them both the responsibility and also the authority and the resources to achieve that goal. Now that's sustainable leadership.

That goes a little bit further than the personal dimension that I was talking about because then what we are talking about…we have actually created a level…we want it to become embedded in the culture of the school. Now I was reading some research that was done for MYCEETA recently about sustainable reform in the middle phase of learning…and umm…some of the outcomes that that study observed was that to successfully embed some particular change in the culture of the school took a minimum of 7 years…so we still haven't embedded teacher leadership in the school. And I agree with that. We haven't yet.

*Interviewer: Why do you say that?*

Well because it is not the preferred behaviour of all of the teachers yet. See one of the things about teacher leadership…the ownership…is…part of the game…and you want to sit down and have a good whinge, you are criticising yourself. You see some people are still happy to operate in the mode of: You're the boss. You tell me what to do. And then when it goes wrong I can throw my hands up in the air and blame it all on you. See though when you're actually…that's the whole thing about evolving it…and why umm…some people are very resistant to it…because it gives authority but also gives responsibility…there are still people on staff who sit in the grandstand and just criticise all the players in the game, particularly the captain.

So that's the thing that we are working on here…building that notion of teachers leading the curriculum and pedagogy in this school. I say that to them all the time. One of the ways that I exercise my strategic leadership is that every so often I do a little stock take with them of all of the strategic demands – operational demands on me from Education Queensland…and all that's impacting on us at the moment…and I was describing for them the umm…that there is so much that Education Queensland has developed an Learning Agenda to manage it all. I think it is rather delightful.

**(The informant displayed an artefact he referred to as 'Our Song")**

I refer to this as Our Song and this is what I display. It's got a chorus: The chorus that underpins everything…to live and breathe our vision and values in everything that we do. And there are three verses to our song at Example1 High School. The first one says schoolwide pedagogy is going to be evident in every classroom, in every lesson, every day. The second thing we're doing is we're trying to build the best school in Australia. And the third thing we are trying to do is that we're concerned about senior pathways. It is our job to develop a curriculum that significantly that enhances the life choices of our senior students. And it doesn't matter what document I get from Education Queensland, that never changes. Because I say to people, if we do this well we'll meet every accountability that I have from Education Queensland.

So in fact, I've put a learning agenda in place in this school three to four years ago. And that's what our learning agenda is. We don't have a complicated management structure.

There are two key committees in the school - Learning and Development, and Curriculum. That's it. There's a few other management committees that meet at various times, but simply put there are two key committees, or working parties, or task forces in the school and they emerged out of the *IDEAS* team…implementation team. So yesterday it was time to take stock and do a bit of projection…to the future.

I was talking with staff about where I saw we needed to put our energies. Now I never said what we had to do. But by emphasising that we have to continue our development of middle schooling; that we have to find a way to develop a curriculum and a pedagogy that leads to an effective transition from year 9 into year 11…that that was absolutely critical. Again I never said what we had to do. I'm simply saying this is imperative. And by saying that…Gary Orons from Harvard University says that you know you pick three things and you say them over and over and over. So there's the strategic boundaries put up. You know the middle school might look like…the year 10 might look like…I don't have complete control over, and nor should I because what do I say to teachers? You're the leaders in curriculum. You're the leaders in pedagogy: not me.

I'm the strategic leader. That's my job. You're job is to be the leader in pedagogy and curriculum. Bit of a novel approach really isn't it? There was a perception about the roles. They didn't see it was their job to do that. That was my job as principal. That was my role. And if I wasn't doing that then it would be seen as my passing my workload onto them. What I'm trying to do here is bring about a cultural change whereas they see it as their right…where they expect they will be the leaders in curriculum and pedagogy. They expect that it is my role to provide them with overall strategic leadership. That's the cultural change that I am trying to bring about…the shift in leadership in the school. Through *IDEAS* that's allowed staff to understand yes, it is our role and we should be doing this and any principal that doesn't allow us isn't allowing us to do our job properly. There are a lot of happier teachers out there…working harder. They tell me that. But they are also a lot happier because they have a lot more say and a lot more power over what they do. They have a lot more influence over their work.

So yesterday afternoon was, if you like, a key moment…critical moment in the exercise…something I do several times a year: Focus. I don't bore them every week with documents from Education Queensland…have to do this…have to do that…What is far more important is the learning agenda that we take control of here in this school through the learning and development committee. Our learning and development committee is chaired by a deputy principal but who are the decision makers in the committee? Teachers! So in other words the stewardship of learning and development in the school is the province of teachers. They make decisions about where the money is spent. We have got a learning agenda and it's a learning agenda in which teachers have a lot of input. Now I'm not sure that the minister or the DG, whoever would necessarily think that I am doing the right thing by not paying good attention to that but in fact I believe we'll have a very affective application of the Education Queensland learning agenda through this... I'm never derelict in my duties…but how I do this is my decision; my choice as principal of the school…

| Informant 1 – Key Features of informant implementation of 'parallel leadership'. | | |
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| **Parallel Leadership Attributes** | **Informant Implementation** | **Key Features in regard to the concept of principal leadership** |
| The relationship of teachers and principals in parallel leadership | | |
| Parallel leadership recognises the capability of teachers as leaders and emphasises principals' strategic roles and responsibilities | I made a decision to put three people as the facilitators. I was trying to capture or ensure that we umm…related to every member of staff…so I tried to pick three members carefully who would draw in at some point all members of staff. So there were three teachers, a number off heads of departments who applied to be *IDEAS* facilitators. I had the perceptiveness at that stage…or good luck or good management…I don't know what it was. I instinctively knew it would be wrong to put anybody with a formal position in the role of facilitator because we had to develop teacher ownership…staff ownership of this.

then once we had our pedagogy beginning to happen we began another taskforce based upon the *IDEAS* principles but with an overt direction and leadership from one of the deputy principals to develop our middle school curriculum…but again the work was done by our teachers…by a team of teachers and thus what we ended up with was a middle school curriculum which was owned by the teachers…and that's why it works.

...but I know a few schools around here that have had a go at *IDEAS* but really it has failed miserably and it's failed for a number of reasons. Principals themselves…or they have used deputies to try and work it through. You have to be able to separate that strategic role from the role of developing teachers as leaders. The biggest thing is - as a Principal – being prepared to step back.

Well…see this is the whole thing, I never gave up my strategic leadership. I met with the three facilitators on a regular basis and we discussed where they thought they were heading and they'd say "look you mightn't like this [name] but we think this, this, this needs to happen" and I'd be making judgments about how that would impact upon what I saw as the long term direction of the school – about what we had to achieve as employees of EQ. You know it is my job to have a picture of how everything fits in the corporate expectations and it was only then I would say "I don't think we can go in that direction…I don't think that it is really acceptable". Or I might pose questions…more often than not, rather than say you can't do that it is putting a question in..."Have you thought about the impact on the school community…or what do you think the impact might be on this process in the school?"…more often than not | Uses the criteria of diversity and teachers in a non-promotional position in the selection of facilitators of school-wide learning process.

Teachers placed at the centre of developing curriculum

Links the idea of principal 'stepping back' with the process of developing teachers

Principal seeks to synergise teachers' leadership of a process with the school's strategic view and external expectations

Principal promotes a culture of self-worth and self-importance through acknowledgement

Principal conceptualises external requirements and expectations in the light of internally developed vision and |

| | a well timed question will paint the result you wanted. | pedagogy |
| | | |
| | You have to treat people in a way that you want to have a long term relationship with them…trying to ensure that their feelings of self worth and importance…worth to the school are acknowledged. That's a full time job in itself actually. I spend a lot of time writing thank you notes and saying thanks to people and acknowledging their efforts and their input. There's a whole range of ways that you show people that you are supportive of them. I've never lost sight of the simple thank you note. | Principal paints the challenges and invites teacher leadership |
| | | Principal capitalises on opportunities to re-image ways members of the school community conceptualise leadership |
| | I refer to this as Our Song and this is what I display. It's got a chorus: The chorus that underpins everything…to live and breathe our vision and values in everything that we do. | |
| | And there are three verses to our song at Example1 High School. The first one says school wide pedagogy is going to be evident in every classroom, in every lesson, every day. The second thing we're doing is we're trying to build the best school in Australia. And the third thing we are trying to do is that we're concerned about senior pathways. It is our job to develop a curriculum that significantly that enhances the life choices of our senior students. And it doesn't matter what document I get from Education Queensland, that never changes. Because I say to people, if we do this well we'll meet all accountability that I have from Education Queensland. | There is a suggestion that 'parallel leadership increases productivity |
| | I was talking with staff about where I saw we needed to put our energies. Now I never said what we had to do. But by emphasising that we have to continue our development of middle schooling; that we have to find a way to develop a curriculum and a pedagogy that leads to an effective transition from year 9 into year 11…that that was absolutely critical. Again I never said what we had to do. I'm simply saying this is imperative. And by saying that…Gary Orons from Harvard University says that you know you pick three things and you say them over and over and over. So there's the strategic boundaries put up. You know the middle school might look like…the year 10 might look like…I don't have complete control over, and nor should I because what do I say to teachers? You're the leaders in curriculum. You're the leaders in pedagogy: not me. | |
| | I'm the strategic leader. That's my job. You're job is to be the leader in pedagogy and curriculum. Bit of a novel approach really isn't it? There was a perception about the roles. They didn't see it was their job to do that. That was my job as principal. That was my role. And if I wasn't doing that then it would be seen as my passing my workload onto them. What I'm trying to do here is bring about a cultural change whereas they see it as their right…where they expect they will be the leaders in curriculum and pedagogy. They expect that it is my role to provide them with overall strategic leadership. That's the cultural change that I am trying to bring about…the shift in leadership in the school. | |

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| | Through *IDEAS* that's allowed staff to understand yes, it is our role and we should be doing this and any principal that doesn't allow us isn't allowing us to do our job properly. There are a lot of happier teachers out there…working harder. They tell me that. But they are also a lot happier because they have a lot more say and a lot more power over what they do. They have a lot more influence over their work. | |

| Values of parallel leadership | | |
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| Parallel leadership is based in three values:<br><br>• mutual trust and mutual respect;<br>• shared sense of purpose;<br>• allowance for individual expression | … And basically you are leaving yourself really vulnerable. And I reckon that is one of the reasons it doesn't work in schools because Principals aren't prepared to step back and to really…that's the thing about *IDEAS* I think. That's the really…tricky part of it. It relies upon the principal in a school…the positional leadership in a school to open themselves to criticism…and to…trusting…you have to develop the trust and the faith in your teaching staff that they're going to come up with good answers… or good proposals.<br><br>Now because there was a degree of predictability in how I behave they in fact became able to strategise and second-guess me. That doesn't offend me at all. I don't mind people working me out and knowing how to work me towards a particular response or outcome.<br><br>I mean…I decided fairly early on that if this was to be successful…a couple of things that I had to do…I had to overtly demonstrate that I had stepped back because people still thought that the answers were written – it was in my bottom draw and that these people were my lackeys and they were just going through the motions of coming up with what I wanted.<br><br>You see one of the things about sustainable leadership in an organisation or community…and I'll stick to principalship…as a principal in a community…it's based upon principles…the community has to trust you. You have to have some sort of relationship with them and you have to be seen to have the interests of their children at heart but when you are working with staff…the thing is if you are going to sustain a relationship then you've got to minimise hurt, harm and distress…in a personal sense.<br><br>Classroom teachers were there as leaders. Leading learning development of their colleagues and being acknowledged for their teacher leadership. And I saw that as a really lovely example of leading through others.<br>It made a lot of sense to me. It was based upon teacher ownership… because the thing that was missing from a number of things that we'd done or were working on was the lack of teacher ownership.<br><br>I'm held accountable and umm…but there was an absolute no blame approach taken. If the facilitators did something or the management team did something and it didn't work there was no blame. It was just seen as well, now we know that doesn't work | Principal invites the trust of others by stepping back, empowering others and becoming vulnerable<br><br>Mutualism can mean a principal welcomes direction from others<br><br>Building trust involves a principal demonstrating that answers are not pre-conceived<br><br>Building trust involves the demonstration of concern for others personal well-being<br><br>Mutualism can be interpreted as 'leading through others'<br><br>School-wide learning is linked to the idea of no-blame<br><br>There are clear strategies to demonstrate that the ideas and opinions of all are welcomed and valued<br><br>Principal sacrifices positional authority in the interests of |

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| | let's try something different. See that's real learning.<br><br>I think just…We had an *IDEAS* suggestion box and I made a commitment that we would try to somehow respond positively to every suggestion that was put in there and we would overtly demonstrate…and there would be things that it would seem that I had believed very strongly in and it would be made very clear that because of the particular views put forward that we were certainly prepared to try alternatives.<br><br>The facilitators were keen to do that as well because they wanted it very clear that they weren't my lackeys. The three of them that I picked…there was no way any of them were going to be that way. In effect - what I did – I built…I could have picked a couple of people who would have done anything I wanted them to. But I didn't because I clearly wanted this to work and if it meant that it was a bit painful for me along the way – so be it. I had something to learn from it and I've got a long time left in this job so I have to try and make this environment one where my leadership or my position in the school community was sustainable.<br><br>You know I immerse myself in this job. It's not a job if I can put it that way. I don't know whether you would describe it as a calling or an obsession or…an affliction. Sometimes it feels like that. My work or my role as principal…my role as a teacher…my role as a principal at this school…I mean goes a significant way to defining who I am. And as a result there's a lot of me invested in this particular role. | sponsoring the development of teacher leaders<br><br>Principal acknowledges need for personal learning and the value of others' perspectives<br><br>Principal acknowledges a personal investment in the role of principal |
| **Parallel leadership and processes of school reform** | |
| Parallel leadership facilitates school reform through:<br>school-wide professional learning | …what we find is that it is a very good orchestra…all of the parts – all of the instruments are there. The only problem is that all the members of the orchestra are not playing the same song. They are not even playing in tune. So that was heartening. What it told us is that we did have the basis for a good school. The diagnostic inventory said that there were a lot of good things about Beerwah High School and so we began working through the process of developing the school vision and school values.<br><br>I don't bore them every week with documents from Education Queensland…have to do this…have to do that…What is far more important is the learning agenda that we take control of here in this school through the learning and development committee. Our learning and development committee is chaired by a deputy principal but who are the decision makers in the committee? Teachers. So in other words the stewardship of learning and development in the school is the province of teachers. They make decisions about where the money is spent. We have got a learning agenda and it's a learning agenda in which teachers have a lot of input. | Principal develops a holistic view of the school and its community<br><br>Principal supports and sponsors a process whereby professional development is conceived as emerging from the development of the schools own learning agenda |
| school-wide pedagogy | Yesterday afternoon we had our once a term staff forum and the last half of it was teachers presenting to staff some of the things they had done in life tasks and umm…the evidence of school wide pedagogy alive in the classrooms was really heartening and it was wonderful to…there's your whole staff sitting there – 4:30 on a | A school-wide pedagogical framework, owned by teachers, provides a powerful vehicle |

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| | Monday afternoon…5:00 o'clock 5:15 on a Monday afternoon listening to their colleagues relating to them the experiences with the life tasks and some of the hurdles they had faced…how they had overcome them and basically selling this concept to the rest of the staff…not me…not one of the deputies…not one of the heads of department. Classroom teachers were there as leaders. | through which teachers can communicate their personal approaches to teaching |
| | We don't have a complicated management structure. There are two key committees in the school. Learning and Development and Curriculum. That's it. There's a few other management committees that meet at various times, but simply put there are two key committees, or working parties, or task forces in the school and they emerged out of the *IDEAS* team…implementation team. | A school-wide pedagogy provides a focus around which the school can cohere its activity |
| school-wide culture building | Well the whole process gives you the confidence to be able to…to bare your soul a bit. For the whole school, *IDEAS* was a cathartic process. It enabled people to bring out all the things that they didn't like about the previous leadership. It allowed them to bring out all the things that didn't like about what was happening in the school now…and lay them all on the table. Then once they were all laid on the table we were able to start addressing them and start building commitment to a new vision and new values…and new values took the best of the past…but were looking to the future. So it was very much a cathartic process. But you know one of the things that umm…you know I had to be prepared to live with was people being critical of my particular leadership skills. That can be a bit confronting. | Culture building is conceived as an integrated process as opposed to discrete actions

Culture building involves the acknowledgment of a range of diverse experiences and opinion |
| | Learning outcomes in classrooms were good but I wouldn't have anything in my CV about people, relationships…I wouldn't have put much in there at all. But I decided that I wasn't going to run from this. This was a challenge that I was determined to try and see out. I decided that the time had come to make a stand. I knew that I couldn't keep going the way that I was and the school couldn't keep going because sooner or later it would have self-destructed. Then I would have been in a position that was untenable…as principal…because I would have lost staff confidence. See that's the important thing too. Staff have to have confidence in their leader and I have to have confidence in them. | Culture building acknowledges the past in the process of building futures

Culture building is powered by the confrontation of existing inter-personal and institutional barriers |
| | The longer I go on in this game; the things that work really well are the things that are elegantly simple. Not simplistic but anything I try and do my goal is to try and achieve a simple elegance…and umm…we can overcomplicate the role of leadership but sustainable leadership is about engaging people, enrolling people, supporting people - caring through developing trust, ownership and loyalty umm…it's about the notion of putting relationships first…combining it with personal habits…umm… | Mutual confidence between principal and teachers is an element of 'parallel leadership |
| | …you are mobilising the collective power or the collective leadership capacity of the people who work for you. And that's what teacher leadership is…'parallel leadership' is…umm…by developing umm…the opportunities and support for them to help shape the goals…certainly the direction towards achieving those goals…and by giving them | 'Parallel leadership' can be understood as a culture – a collective leadership capacity where authority and responsibility is dispersed and |

| | both the responsibility and also the authority and the resources to achieve that goal. Now that's sustainable leadership…That goes a little bit further than the personal dimension that I was talking about because then what we are talking about…we have actually created a level…we want it to become embedded in the culture of the school.<br><br>So that's the thing that we are working on here. Building that notion of teachers leading the curriculum and pedagogy in this school. | the necessary resources for leadership are shared<br><br>Teachers as leaders of curriculum and pedagogy is central to the concept of school leadership |
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| **Parallel leadership and knowledge generation** | | |
| 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 | So we set about that path…I mean it is all well documented…you know what we did with our vision and values and when we moved from vision and values into a school-wide pedagogy. It is absolutely lovely. Then we moved from school wide pedagogy into looking at what the curriculum might look like.<br><br>The thing is there are times when you sit back and become a team member yourself. You've got to let others take the lead and that's a hard thing to do. It has taken me a while to learn to do that. But there are times when there are other people in the…and they're the leader at that particular point in time.<br><br>I [informant] sort of had this picture of where I'd like the school generally to be…what the school looked like, felt like, sounded like, acted like, behaved like, but I didn't know exactly what it was…and I wasn't quite sure the concept was going to take me there. So I've always seen that my role was to set up the boundaries…I mean people have said this to me…when it came to the middle schooling…you know I haven't attended one middle school meeting – not one, not one curriculum meeting – interesting isn't it? Yet we have a curriculum that is recognised at this point in time as leading…as better…a leader in the state. | 'Parallel leadership' activates the sustained effort of many in a longitudinal process of learning from broad envisioning to actioning in pedagogy and curriculum<br><br>Leadership changes according to the task/s at hand<br><br>In the school as an organisation, the principal's personal visions remain impotent unless they become part of the collective aspiration |

**Appendix I—(Informant 2) analysis of text using Doherty's Categorisation of the Sources of Influence on Principal's Practice**

| General category of influence | Sub – category of influence | Interview data | Emerging theme/s |
|---|---|---|---|
| | | **Informant 2 – Summary text analysis of the categories of influence and emerging themes of leadership** | |
| Personal sources | Workplace learning<br><br>(learning resulting from participation in a culture of practice in the workplace; influence of specific contexts) | <u>1981 to 1983</u> - was the first Senior Mistress there and in those days they'd appoint, principal the first year, senior mistress the second year and the deputy the third year…so it was a small group of staff in that first year…umm…second year they sent nine non-performing teachers…which was interesting…that's when I came…umm…and you know…this is a new school with a whole lot of structures to be put in place and there's no deputy…so I guess in a sense I had an opportunity a chance to be a pseudo-deputy. I think this is one of the episodes where I was thrown into a situation and I learned on the job.<br><br><u>1981 – 1983</u> - there was a real void in terms of structures and processes and policies and it wasn't something that I was used to doing…but I can remember consulting with others in order to develop policies. The principal wasn't particularly strong in this area…but I guess I gathered around me…through inviting people to be involved…significant people<br><br><u>1984 – 1989</u> - A lot of my learning at [ ] occurred from the parents. There'd been a culture developed of parents being involved in the decision-making,<br><br><u>1984 – 1989</u> - I mean I…from that point onwards, I saw the value of parents being involved…I mean, a lot of the parents knew a lot more than the teachers, in terms of educational philosophy…you know…they were really concerned and very willing to contribute<br><br><u>1990 – 1991</u> - By the way I used the learnings from [ ] about involving parents<br><br><u>1984 – 1996</u> - By the way [ ] sent her stepson to [ ] High School when he was having difficulties. I can't even remember what school he was going to, but that was a deliberate choice, which I thought was a vote of confidence. You know there's a link there back with… she's not the only one where some of the people I was talking with in those early days…their children ended up in the school…and [ ] was one of them. I can remember going to [ ] place… [ ]? I thought I was going out to [ ]. I've certainly been to his place anyway…and [ ] then started to feature, because he was involved then at [ ] in the Curriculum Review and then here. His wife was a Guidance Officer at [ ] after I was there and I started meeting with another group of women. I'd worked very successfully with a number of women at [ ], including the Senior Mistress who became deputy, [ ], who's still working.<br><br><u>1992 – 1997</u> - Perhaps before I do that, perhaps I need to mention the conflict/resolution stuff…because [ ] was…probably…I did most… probably most powerful learning at [ ]. [ ] really opened my eyes…just to see a community in crisis…to see the kind of stuff that people were dealing with on a daily basis…and to hear the stories.<br><br><u>1992 – 1997</u> - there was violence on a daily basis. It was awful, ugly stuff…umm…and again I tried to | Invites others to be involved<br><br>Appreciates and involves parents<br><br>Transfers learning to new contexts<br><br>Creates and exploits *(promotes)* networks<br><br>Acknowledges, works with, and learns from specific contexts<br><br>Passionate about school context<br><br>Influences through modelling |

| | | involve parents, and I learned a lot from them…and in fact, people that I involved in the school then, are still involved…well after their children have gone now…umm…as citizens and the parents and citizens as President of the P&C.<br><br>1997 - . . . and then I was directed to be a District Director for a Term…and reminded me of my Band 11 responsibilities, which would include more corporate responsibilities. So on that…when that was pointed out to me, I basically didn't have any option and in the role of District Director, one is a political puppet…and I tried very hard to make a difference through supporting principals to do their work. That's I tried to do…and I found it very difficult…and I found it extremely scary…what I saw and what I heard and what I encountered. I guess it affirmed for me, that what I was doing was good and effective<br><br>That's an influence and I think that's leadership in a different way…without being a district director you can influence people. At [ ] most of my deputies became principals. You can influence them through modeling; through umm…operating a certain way…debriefing…giving people opportunities in your own school to show leadership as well. And I've learned from [ ]. He operated in a completely different way. I have to be prepared and plan for things and he'll wing it for instance…and I think a lot of male principals do.<br><br>We reviewed in an ongoing way what we did: We developed as part of that process our Schoolwide Pedagogy which we now call our Teaching and Learning Culture. We were instructed to implement our enrolment management plan. We used the application for enrolment process designed around our Teaching and Learning Culture which was very successful… | |
| | Significant other<br><br>(a specifically identified person who has influenced the principal in various ways) | Childhood - Very focused mother…was extremely talented….very focused academically.<br><br>Childhood - I can attribute a lot of that drive to probably my mother<br><br>Childhood - I guess there have been expectations about doing more. My mother was [ ] and yeah there were always expectations that you would do your best<br><br>Childhood - I don't remember a lot about primary school. I remember day 1 very vividly and I remember the teacher Mrs. Nelson was very old and I felt at the end of that day that I wanted to be a teacher<br><br>Adolescence - I remember in my high school there are some teachers who stand out for me<br><br>Tertiary - When I came to [ ] I met my husband<br><br>Tertiary – [ ] was one of them. [ ] became [ ] first women's advisor a senior public servant. [ ] was lecturing next door to my husband; he had the office next door. Umm…[ ] was umm…part of that scene I guess. People like [name] umm…I don't know if these names mean anything to you, but [ ] is the Editor of [ ], who got the chop just recently, but she's been involved with [ ] for years | Self motivated<br><br>Self driven<br><br>High personal standards<br><br>Seeks out social justice communities of practice |
| | Own Learning | Tertiary - Well I think it was just part of the learning…and you know I think what I'm heading towards is that there was some influences beyond what I experienced at home and read about that gave me | Personal experience of the impacts |

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| | (associated with personal experiences both within and outside education) | the view that I could influence people and make some contribution.<br><br>Tertiary - Well I…you know…I think I saw, that in my own family situation, there was the potential…umm…for things not to go anywhere at all…umm…you know if there were no funds…I was on a Commonwealth Scholarship and I got the full amount because my father wasn't earning any income at the time, because he'd been through this very difficult period…and you know there were people that I knew that had the capacity to do well and to…to go somewhere…umm…but they wouldn't because you know they had nobody's…the reason that I got ahead was that… you know… my mother was writing away to get information about careers and about courses and so on. You just didn't have it laid on as you do here…and she was doing that on behalf of the whole class…you know…umm.<br><br>1st year teaching - I was told to turn up to [ ] High School, and there I had the most negative experience I think I've ever had in my career. I had wait on the veranda most of the day because nobody wanted to know me, because the timetable had been completed…and I didn't fit in with my particular subjects necessarily with the timetable, such as it was…so…my subjects were Maths, French and English… and to this day I remember that very vividly as I do another little incident a couple of weeks later… and I've determined that you really have to treat all staff with respect and look after them, and particularly new teachers.<br><br>Principal ship 1990 -1996 - I saved my application for the Band 11 job. And in terms of philosophy you know it is all there….everybody's a learner…and developing a community of learners…so back then that was pretty strong at that point in time.<br><br>Principal ship 1990 -1996 - Perhaps before I do that, perhaps I need to mention the conflict/resolution stuff…because [ ] was…probably…I did most… probably most powerful learning at [ ] [ ] really opened my eyes…just to see a community in crisis…to see the kind of stuff that people were dealing with on a daily basis…and to hear the stories.<br><br>Well there's the [ ] Network involving women. That's still operational…There's the [ ] – the [ ] Network. There's this Youth Works group…I work quite closely with [ ] on issues to do with my belief that students should be able to attend any high school of choice within this district…mind you I had a huge brawl with [ ] when he was principal of [ ] High School – he used to be my deputy when I was on staff at [ ] High School – I won't be treated like dirt and I won't be bullied and so I stood up to him but he got over that and I think he was seeing me as probably somebody who then supported him through a very difficult period cause I try not to bear grudges. I basically treat people as they come and as they appear to me and if they have issue I try and help them. There's [ ] and I see him quite regularly and he's been very supportive. And my husband has been very supportive and my family. | of inequality<br><br>Personal experience of the inadequacy of 'systems'<br><br>Negative experience of authoritarian leadership<br><br>Developing a philosophy of community and learning<br><br>Seeks to solve social justice issues |
| | Intuition<br><br>(explained in terms of 'seeming the natural thing to do') | | |

| | Personal characteristics<br><br>(often based on own schooling or life experiences) | All of us [sisters] are obsess ional about what we do<br><br>Tertiary - Yep. I guess that's where I developed umm… a very strong view about social justice, and about the need to um, create a better world.<br><br>Childhood - I've been brought up to respect other people and to believe…you know…everybody's equal and everybody should have equal opportunity…but…<br><br>Teaching early career - according to this teacher who is a Union Rep. or one of the Union Reps. as it turns out…umm…[ ] said that I was the most conscientious teacher that she'd ever met…so umm…I thought that was interesting. I mean that's her memory of things…but that was my…you know…I was…I really loved it and I was very well organised…so that was my passion.<br><br>1981- 1983 Senior Mistress - That's seems to have been…umm… a common theme where I believe I have the capacity to identify talented people…or people that represent others or would want to contribute…would be able to work with a group of people to develop something that will benefit the larger group.<br><br>1984 – 1989 Deputy Principal - but I helped him. I confronted the situation…that's something that has been characteristic of what I do. I understand, from talking to people like [ ] at the time, who was a very good friend of his, that people had just closed their eyes to what he did, and I confronted the situation in a supportive way…got help for him.<br><br>1991 Principal - I wanted them to umm…to I guess realize that I was extremely open in the way that I operate and that people would feel comfortable in talking this and about issues umm…but they would also be able to say to the appraisers that Joan knows that there are issues and that she is working on that. You know… that there was nothing hidden.<br><br>1992 Principal - I was lucky enough to get [ ] and not to displace and current principal…even acting principal because the principal had been removed from [ ].<br><br>1992 Principal - I basically listened to people's stories…developed relationships…tried to umm…build that rapport with, not only the staff, but also with the parents and community members that had been involved.<br><br>1992 – 1996 Principal – [ ] and [ ] and the other feeder Primary Schools which were in the cluster. So…[ ] was born. [ ] for Life…that's actually my terminology and it still exists…and the vision there was about skilling everyone in the community, so that they could manage their lives better. It was huge. [ ] was appointed. In fact, I got into trouble for putting an 'add' in the [ ] to get somebody, and she is still in the position.<br><br>1997 Acting District Director - I believe that in the position of principal, you have the capacity to make a difference in working with students, staff and parents. As a District Director, you are quite removed from the daily operations and especially removed from the reality of student learning<br><br>1992 – 1996 Principal - I basically agreed not to exclude kids in that whole region because nobody wanted to take them anyway…and people would support me with having more guidance than I was | Obsess ional and conscientious<br><br>Heightened social responsibility<br><br>Emphasises equality<br><br>Draws others in<br><br>Opens up 'the issues'<br><br>Sensitive to others' needs<br><br>Visionary – social responsibility<br><br>Passionate about working in schools<br><br>Takes strong stand on social justice practices<br><br>*Values and acknowledges the contribution of others* |
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allocated based on our numbers…umm… and they also wanted to some extent be involved in the conflict resolution stuff too.

Valuing and acknowledging is something that I deliberately do

I have been cleaning out some stuff…I retrieved some cards…there's one card in particular that I brought along here…from people here…words in Christmas cards last year were: helps, support, advice, having faith – from a contract teacher; a new HOD middle schooling – encouragement, support, guidance and understanding; a leading teacher who had been here – quite a difficult teacher but was leaving to be closer – he was travelling from the Sunshine Coast – assistance and inspiration to all; a leading teacher – I've watched the school grow under your leadership; a retired teacher – somebody who went out on the $50000 – strong but caring leader and we developed a great team - this was a very conservative teacher; great leadership – your [ ] hard work at Riverview…an inspiration and I admire your strength and leadership; and this is from [ ] – …most comforting to know we have a team that is willing to support one another and have a common bond around student achievement…your leadership is inspirational blah blah.

I have high personal standards but one thing…conscientious I suppose…but I think…and that's what I have struggled with in recent weeks…you know having the three days off…I guess it encompasses the high personal standards.

…my intuition I rely on very heavily in terms of sensing that there is a problem. You know some things are not quite right…somebody is not travelling well…so I'm just sharing with you a perception that I can be quite selfish and yet in my modus operandi I believe I do focus on other peoples' needs.

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Self motivation

(linked to the informants desire to maintain personal interest)

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<u>Adolescence high school</u> - No I have never had a thought of doing anything other than teaching. My experiences just confirmed that it was the sort of thing I would like to do.

<u>High school/tertiary</u> - I think just working with young people. Umm…you know I think I had this image of myself 'out the front' even though now I don't see that as the best way of teaching. I had this image of the teacher being the one that knew heaps and could communicate information to students; help students to learn. It was a different sort of mindset then.

<u>Adolescence high school</u> - In my Junior year I topped the State academically. I guess that was something at that time that was significant.

<u>1981</u> - I became Senior Mistress at [ ] I think when…I saw somebody…now wait a moment I wasn't Acting Subject Master for all that time…I observed somebody who was my boss in Modern Languages and I believed then that if they could do it, well I could do it and…well why not…and so I applied to be Senior Mistress at [ ] High School

1981 - I didn't like the Senior Mistress terminology…and I remember going to meetings where there women who'd been in this kind of position for years and years and years and their role was very narrow…umm… mine, I guess by virtue of the fact that I volunteered to do a whole lot of stuff too…because there some Subject Masters that weren't in it at that stage in the second year…umm…I

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Passionate about working with students

Optimistic *and positive*

Seeks out supportive networks

Facilitates problem solving through collaborative means

*Advocates a better society – peaceful, non-violent*

*Emphasises the wider influence of leadership*

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| | | | |
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| | | had an opportunity. I saw it more as an opportunity than a problem.<br><br>1984 - I started meeting socially with a group of women that were associated with [ ]. I asked the group, who had been meeting, if I could join them…and that was [ ]…all being associated with [ ] High School…and we've been meeting ever since.<br><br>That became a very supportive group and we'd talk about stuff that we were doing…sharing…encouraging each other.<br><br>1992 -1996 Principal - Very quickly we'd gone to a conflict/resolution project with the Queen's Trust and that involved, [ ] High School. [school name] ended dropping out of it eventually, but…umm…it was very successful, and this was an opportunity to give conflict/resolution skills to kids at risk and also to give those skills to people that could help…umm… peers that could help these kids at risk.<br><br>1989 – 2005 Principal - That's something that I haven't mentioned along the way, but at [ ] and at [ ] and to some extent here, I think, I have had a leadership role with the cluster of principals; hadn't thought about that till then<br><br>1997 Principal - I say without hesitation, I mean without hesitation in terms of taking the alternative…District Director. I was really quite upset about moving from [ ]. Halfway through 1997, there was unfinished business.<br><br>The other part of it is I have another goal in mind. That's my big picture in terms of making a difference. It not just about one person, it's about contributing to a better society. I have extreme concerns about where society is going. I know principals and people like me have an opportunity to influence a large number of people.<br><br>I think it is not only about social justice, it is about a fairer society…a more peaceful…more non-violent world…and that's I guess the vision with the [ ] work. The vision was beyond the cluster of schools…throughout the State to influence as widely as we could… | |
| Professional reading | Professional reading<br><br>(curriculum and policy linked to system) | | |
| | Professional reading<br><br>(print media including books, magazines, journals etc.) | | |

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| Professional development | In - service | Principal - There was this one…the Visionary Leadership seminar was a live-in for three or four days…I'm not sure how many. It was run by the Department of Education. [ ] was the facilitator. There were nine people involved. I remember there were nine people involved…one of whom was [ ]…umm I was invited to be involved…[ ] and I can't remember who the others were…but there was something that stuck out in my mind there…the statement, *'Care enough to make a difference in your own life and the lives of the people that you touch'*.<br><br>Principal - the stuff that happened at that seminar, in terms of developing…making sure that you umm…I guess, developed a vision collaboratively in an organisation…umm…and involve people in the planning process…umm… and enrolling people in working towards achieving that vision. That's stuck out for me.<br><br>1995 Principal - Yes. That was the World Convention for principals, in Sydney, and that was in 1995. That was while I was at [ ]…and that's when I heard from people like Michael Fullan…and again we talked about 'visions' and 'journeys' and 'everyone is a change agent'…and that stood out in my mind<br><br>1998 Principal - No…umm…further along the way…the session for Leading Schools that Frank Crowther was involved with…and that was early in 1998. That was significant…that I thought that that was really affirming, because what I saw was what I had tried to put in place anyway at [ ] and [ ]…fitted within the structure that he was promoting then. | Others' oriented<br><br>Collaborative<br><br>Creates an organisational focus |
| | Principal induction training | | |
| | Formal postgraduate studies | | |
| Professional colleagues | Peer influence<br><br>(as provided by interaction with fellow principals/educators) | Tertiary - I lived at the residential college at Townsville first one that was set up there the university hall. I remember having arguments with [name] umm…over breakfast. He was a skinny little thing…umm…I'm not quite sure what those arguments were about. They were probably about politics and you know current affair type things…<br><br>Oh it was just good conversation. You know we would stay; groups of us; stay for a long time over meals and talk and….and umm…those sort of different type of topics. That was one person that I met later on who recalls that time and we still have a lot of respect for one another. He was just one of the group.<br><br>Ist year teaching - I had a wonderful year…umm…meeting a number of very passionate teachers…umm… fun-loving people…who loved teaching…who loved kids…who were very creative | Seeks out peer opinion and creates peer networks |
| | Critical other<br><br>(a specifically identified person who has influenced **the Principal's** | 1st year teaching - I was very conscientious…and I was given a room which was close to the tuck-shop, which was a really crummy room…but I'd set up all my equipment to be ready on time etc. and what I didn't do, was lock the door and so I had equipment exposed…so the deputy came down and umm…and told the kids that he was taking this teacher's equipment up to her office, if she needed it or something…so…umm, I guess it was just a… not a very pleasant situation, where I was basically then bawled out about not looking after the equipment etc. so | Sensitivity to others' needs<br><br>Importance of supportive mentor<br><br>Learns from influential parents |

| | practice in various ways) | 1984 Deputy Principal – [the principal] could have just left me to it…but he made sure that I succeeded, by giving me that…I thought…and I had a lot of respect of him, and his knowledge of curriculum.<br><br>1984 – 1988 Deputy Principal - I guess I'd never progressed a curriculum review, where we were going down the track of vertical timetabling, and people involved in that decision included people like [ ] they were parents of children at the school…[ ].<br><br>Well yeah…I mean I…from that point onwards, I saw the value of parents being involved…I mean, a lot of the parents knew a lot more than the teachers, in terms of educational philosophy<br><br>Principal - I have had a long standing professional relationship with [name] and we have supported one another there too and that's been an interesting one because I have… I met David a long time ago but I have disagreed with him about his approach to some extent - and I know that you have worked with him - and I'd like to think that I have influenced him too… and I checked with him about that and he said that it's ok to say that. | Seeks to test self against other opinion |
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**Appendix J—Four Informants' Profiles of Leadership**

| Informant 1: (Pilot Study) Profile of principal leadership | | | |
|---|---|---|---|
| **Personal traits** | **Key experiences and learning** | **Pervading actions** | **Leadership orientation** |
| Believes has excellent management skills – finds management relatively easy | Strategizing requires "moving people out of their comfort zones" | In difficult situations appeals to personal attributes of hard work and persistence | Appreciates strategic thinking and leadership in others |
| Identifies the importance of hard work, determination and persistence in relation to self | Links successful leadership with personal physical and emotional well-being | Regards the concept of management as largely technical | Appreciates "the buck stops with me" |
| Doing a good job is firstly about personal pride – then acknowledgement becomes important | Very focused on own personal reality | A guarded communicator – takes charge in order to position self in the conversation | Considers winning important in relation to personal goals |
| Believes in doing a good job by applying hard work and persistence are replacements for charisma | Career and financial security are important motivators | Manages situations through planning, preparation and strategizing…"second guessing…out-thinking" | Seeks new challenges as part of a desire for a competitive, winning edge |
| Is motivated by praise, competition and winning and is encouraged by others who take a personal interest | The concept of self as 'provider' (family) is highly motivating | Highly organized through follow-up, and attention to detail | Links certainty with good management |
| Exhibits stubbornness when it comes to defending a personal stance | Likens teaching to performing – acting | Works to bring certainty into teachers' lives | Understands the leadership element as "careful planning, careful strategising, and persuading and influencing key people at key times" |
| Personally ambitious | Interprets success as a product of hard work and determination | Winning is achieved through hard work | |
| Rates the attribute of personal confidence highly | Winning battles is regarded as important | Manages and strategises personal career | |
| | Links personal learning to achieving specific personal goals | Links timing and strategizing to leadership | |
| | Interprets influences on self in terms of the struggle to move to a more privileged state for self and family | | |
| | Motivated by accruing personal professional esteem | | |
| | Re-conceptualises mistakes as warnings for future strategising | | |

| Informant 2: Profile of principal leadership | | | |
| --- | --- | --- | --- |
| **Personal traits** | **Key experiences and learning** | **Pervading actions** | **Leadership orientation** |
| Self motivated<br><br>High personal standards<br><br>Obsess ional and conscientious – planning detail<br><br>Visionary – social responsibility<br><br>Positive and optimistic<br><br>Intuitive of others needs | Influential mother and critical others<br><br>Personal experience of the impacts of inequality<br><br>Personal experience of the inadequacy of 'systems'<br><br>Negative experience of authoritarian leadership<br><br>Acknowledges, works with, and learns from specific contexts<br><br>Transfers learning to new contexts<br><br>Develops a philosophy of community and learning | Invites others to be involved/ draws others in<br><br>Values and acknowledges the contributions of others<br><br>Appreciates and involves parents<br><br>Creates and promotes networks<br><br>Seeks out supportive networks<br><br>Seeks out peer opinion and creates peer networks<br><br>Proactive in opening up 'the issues'<br><br>Takes strong stand on social justice practices<br><br>Facilitates problem solving through collaborative means<br><br>Creates an organisational focus and seeks to develop a vision<br><br>Seeks to test self against other opinion | Passionate about school context - passionate about working in schools<br><br>Passionate about working with students<br><br>Seeks out social justice communities of practice<br><br>Seeks to solve social justice issues – emphasises the wider influence of leadership<br><br>Heightened social responsibility – advocates better society, peaceful – non-violent<br><br>Emphasises equality<br><br>Others' oriented/ sensitivity to others' needs<br><br>Collaborative<br><br>Influences through modelling<br><br>Highlights the importance of supportive mentoring |

| Informant3: Profile of principal leadership | | | |
|---|---|---|---|
| **Personal traits** | **Key experiences and learning** | **Pervading actions** | **Leadership orientation** |
| Believes in valuing co-workers<br><br>Values the strengths of others<br><br>Understands own personal inadequacies<br><br>Demonstrates a deep professional commitment<br><br>Motivated by a personal commitment to teaching<br><br>Eschews 'gloss' and appreciates honesty<br><br>Thrives on self-challenge<br><br>Prepared to take risks in the absence of certainty<br><br>Lack of knowledge no barrier to 'having a go' | Early rejection of hierarchical and authoritarian cultures<br><br>Sees a relationship between training and the relating practices of teachers<br><br>Seeks new learning experiences<br><br>Sensitive to negative influences and learns from them<br><br>Encouraged by those who model leadership through 'side by side' strategies<br><br>Appreciates diplomacy<br><br>Early discard of leadership models of 'power over' in relationships<br><br>Sensitized to ethical conflicts that lie with competition between and among schools<br><br>Assesses personal past experiences in relation to current requirements<br><br>Reflects on personal knowledge in relation to requirements of the job<br><br>Broadens personal perspectives – builds big pictures | Seeks to transfer learning to other contexts<br><br>Grapples with complex problems - actively seeks solutions<br><br>Questions personal beliefs and attitudes<br><br>Reflects on own leadership approaches<br><br>Promotes inclusive structures<br><br>Appreciates that individuals' realities are their own construction – actively steps back<br><br>Challenges non-inclusive cultures and individuals within them<br><br>Declares personal values and direction<br><br>Prepared to act decisively in the interests of the whole school<br><br>Defends actions in relation to decisions taken<br><br>Uses evidence to argue a case | emphasizes strategic management processes<br><br>Motivated by solving organization-wide problems<br><br>'Big picture person' rather than 'the detail'<br><br>Predisposed to meta-questions and principles as opposed to the detail of curriculum programs and content<br><br>Appreciates colleagues and critical others as 'thinkers'<br><br>Seeks new ways of doing and being<br><br>'reality' is important – actions rather than words<br><br>"Planter rather than finisher"<br><br>Embraces the idea of leadership as 'follower ship'<br><br>Avoids authoritarian abuse of power<br><br>Moral leadership through 'denial of self' appears important – pushes others to the fore<br><br>The relational aspect of teaching always appears to be pre-eminent |

| Informant 4 - Profile of principal leadership | | | |
|---|---|---|---|
| **Personal traits** | **Key experiences and learning** | **Pervading actions** | **Leadership orientation** |
| Motivated to leadership positions

Strong personal values around 'work ethic'

Sees self as an independent thinker

Is self-reliant

Personally self-confident and persistent

Sees self as socially competent with strong inter-personals – social networks are important

Has a strong sense of responsibility - to the team | Strong work ethic developed throughout youth and through family experiences

Influenced by need for secure future for self and family

Strong emphasis on learned role of coach, mentor and helper, particularly in relation to young people

Challenged by various commentators (Fullan, Senge, Hill, Cotter, Peach) about changing to a futures mindset around schools and schooling | Seeks to generate collegiality in school settings

Seeks shared direction and values and understands its complexity

Seeks to personally influence others and generate change

Considers personal alternatives

Promotes the power of teamwork

Appreciates a strong sense of community and seeks to build them

Seeks to influence young people personally, through programs, and through others

Builds others' self-belief and confidence

Creates models for organizational management

Steps up to the invitation to lead | Identifies and builds key people who undertake key tasks or plans to achieve organisational goals

Perceives principal leadership as pivotal to success

Views self as a change leader through challenging others

Seeks to exert personal influence

Envisages futures

Embraces the challenge and responsibility of leadership

Sees self as resourceful and innovative

High level of commitment to organization (EQ) and organizational goals |

| Informant 2 – Key Features of informant implementation of 'parallel leadership'. | | |
|---|---|---|
| **Parallel Leadership Attributes** | **Informant Implementation** | **Key Features in regard to the concept of principal leadership** |
| The relationship of teachers and principals in parallel leadership | | |
| Parallel leadership recognises the capability of teachers as leaders | I was part of the *IDEAS* Management Team. I made it a priority to attend all of the meetings. The group comprised volunteers. Most of those people are…still with us. Some have left to go to other places. One has left and wanted to come back to the school – [school name] in fact – wanted to come back this way which was quite interesting I thought. So I was part of that and it was the *IDEAS* Management Team that drove the school wide pedagogy development. When I say drove…it was a consultative process that meant…came up with a proposal of how we are going to develop this.<br><br>I can remember Frank Crowther sitting down with us because we felt that we had probably moved beyond just the initiating stage…umm…because we had been using the model in a sense. Not in a formal theoretical way but we had moved through the initiation of the school improvement planning process. We had a statement of purpose. At least we had identified some strategic priorities. We were invited to be part of it and we believed that – and I think it wasn't me that went to the staff but Janelle Amos that went to the staff…umm…at a staff meeting, suggesting that we formally adopt the *ideas* process<br><br>I don't know that I recognised it as such. I've always put a lot of value on teachers and the work that they do in classrooms. I know that that's where it is at and that's something that I have promoted in terms of the strategic stuff that I have done in order to achieve our statement of purpose – which is about students empowered – working towards achieving their personal best – umm…a quality staff team has been what I've promoted as being one of the features of this school. | Positions self as part of the Management Team<br><br>Principal steps back in favour of teachers' heralding innovation<br><br>Places the key focus on the classroom and promotes the idea of 'a quality staff team' |
| Parallel leadership emphasises principals' strategic roles and responsibilities | Well I guess through that process [school improvement process pre-*IDEAS*] I was the one that I wrote up the submission with the assistance of a parent – chair of the School Council. I was the one that clarified, checked for understanding, then put up the proposal, for instance, the total school focus be; Integration of IT and Multimedia Across the Curriculum to transform learning, to improve pathways for learners and so on… | Is predisposed towards innovation that maximises benefit for all<br><br>Fosters a system of shared |

| | | power through creating and supporting opportunities for teacher leadership |
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| | I'm talking school renewal here in particular because a lot of schools had identified things like; we'll go for performing arts school of excellence which meant all the funds were going to go into that area. So again there was…I guess - going back to this sense of social justice - there was a sense of being fair to all of the staff and all learner's right across the curriculum. One of the reasons we chose this was that it would improve opportunities for all learners. Certainly out of a sense of being fair I talked up that this might be the way that we go rather than go…there were a number of suggestions on the drawing board. | Promotes discussion through proposing provocative ideas |
| | | Analyses requirements of external proposals in relation to school priorities |
| | I've also been very aware of this system's priorities and been required to do certain things as a principal of a state school. I mean productive pedagogies was something we were all required to do. That was communicated to this staff umm…but in a way we could get positive feedback about what we had done already and that basically were able to say we have been leaders in this field. We have done what all schools are being required to do. Same with the IT. All school are now required to integrate IT to change the learning process and we had identified that as a total school focus. So I inform people about what our systems priorities are. This School Council are quite familiar with Destination 2010 and all the rest of it and what we're required to do but we are also quite proud of the fact that we probably initiated work in this area previous to it becoming education policy as well. | Makes obvious the connection between school innovation and external proposals |
| | | Highlights school successes in relation to external requirements |
| | In the end the School Council got wind of the fact that we were having these discussions among staff and got very upset that staff might be taking over developing the strategic view for the school and the vision statement and I had to reassure them that no, this was just part of the process and we would be reporting back to School Council what had happened as a result of those discussions and that was OK…but for a while there were a few parents, including the chair of the School Council, thought this is operational stuff that the staff should be doing not developing the vision for the school…and in fact that was quite healthy as it turned out. He was the one that came up with the words: 'informed citizens building harmonious communities'. People agreed across the board – students, parents, staff all had an opportunity to have an input there. | Co-ordinates and aligns the school wide interests of various school community stakeholders |
| | | Emphasises an organisational focus on teaching and learning (classroom) |

## Values of parallel leadership

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| Parallel leadership is based in three values:<br><br>   mutual trust and mutual respect; | The reason for that was she had agreed to be the facilitator and in my head I didn't want people to be coming into it because they thought this is what the principal wanted. And that I think has been a strategy that I have used in the past too. People are more willing to speak up against what's being proposed if it is not the principal who is proposing it publicly…<br><br>Those two things happened at the same time. I was quite concerned that umm…of the | Invites comment and critique on proposed innovations<br><br>Is able to view comment |

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| | time lines. We had to put something in for secondary school renewal by the end of the first semester I think it was and I guess one of the things I've learned is that a lot of these things take time so in order to get a submission to be considered for $3 million funding we had to do a lot very, very fast and that meant hurriedly consulting to identify a total school focus and that was the innovation of IT and Multimedia across the curriculum etc. The *IDEAS* – we were invited to be a part of that at the same time and I was very conscious of the fact that people say oh…not another…you know…I mean $3 million was very attractive to staff and I could see that we really needed inclusive schooling, but I was quite cautious about adopting another project and I really didn't want to have people agreeing – cause I realised that this was the nature of what people were doing anyway. They were used to agreeing to this stuff because the principal wanted it and that's not the way that I operate.<br><br>When Janelle went off representing the school in *IDEAS* forums and…people talking about the need to have very simple succinct vision where there is ownership etc. I knew that we needed to do further work with that, so we did. We made our timelines. We embarked on discussion around that. People were very uncomfortable with having something like global peace as considered to be too unrealistic. For me…I'm comfortable with that. World peace, Janelle was happy with that. In fact I can remember umm…probably the most emotional discussions we've had since I've been here were about the vision statement because there were a lot of people who were very strong for just having a simple vision statement about promoting world peace.<br><br>I think that we are going to be challenged around umm…getting real participation in a review process in a school of this size. So that's going to take some thinking and I'm already starting to think about that so that we just don't have a token situation. I really believe that it's possible if - what we are doing here at this school - if you give all parents and students the opportunity – staff is a given – and staff since I've been here have always completed a survey for the EQ client opinion survey. How we umm…get everybody involved – particularly those that umm…students and parents that are not as interested in schooling to have a say so we really are on the mark in terms of whether we are being successful…and where we want to go from here. | objectively and puts trust in collaborative processes<br><br><br>Supports open and frank discussion about the schools achievements |
| shared sense of purpose; | So I think *IDEAS* was adopted because people were quite excited about the dialogue that had been happening – after school at that – about what was happening in the classroom and they felt by formalising it - and actually developing a school wide pedagogy - this would be useful and helpful…and help teachers to enable students to learn better…<br><br>I observed that very early in the piece - a range of teachers but a very hard core of experience, very committed teaching staff. Hadn't done a lot in terms of sharing what their teaching involved…I mean talking. Sharing resources has been part of the | Recognises shared sense of purpose is created through collaborative construction of a vision<br><br>Sponsors and promotes a visioning/SWP process that articulates the shared values, |

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| | tradition but has expanded quite rapidly but talking about what teachers do in classrooms has been something that has happened since I've been here and I believe that the *ideas* process has helped that along. It is very specific about developing a school wide pedagogy. | beliefs and aspirations of school and community members. |
| | We tried to umm…I guess match the *ideas* process with our partnership agreement for school renewal. I think that created a problem so that…I suspect there wouldn't be as much ownership to what I had written – the total school focus on integration of IT and multimedia across the curriculum and all of that stuff and it ended with umm…building social cohesion and ultimately global peace. And people picked up on global peace. | Aligns personal goals with the emerging collaborative vision |
| allowance for individual expression. | The group that went along to that Conference…umm…was a very small group. There was myself, the deputy principal umm…a head of department…umm…I think the registrar came along and as well a teacher whom I had observed had a lot of influence in the school – was quite respected but also had potentially umm…the power to influence negatively as well. I guess this is part of the process as far as I'm concerned in terms of representation to try and not just select the 'in' group but to tap the potential of influences…people that have to be involved because of the nature of their role in leadership, but also people that umm…are good thinkers…umm….good influencers – people that from the educative point of view that I think need exposing to a broader perspective as well. | Includes teacher-leaders irrespective of allegiance or persuasion

Balances induction into a particular culture with appreciation of new views that others bring |
| | Our staff is changing and people…and staff have to be inducted into what we are on about and have to bring with them their views about this and perhaps ultimately…that will be amended or not…we won't continue with it and we'll do something different. | Values diversity which is evident in the composition of teams and in decision-making processes |

### Parallel leadership and processes of school reform and knowledge generation

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| Parallel leadership facilitates school reform through: school-wide professional learning | I wasn't surprised. I guess it reaffirmed what I suspected…that staff were working quite well together…that there was certainly room for improvement in terms of where I hoped we would go…umm…but students level of pride in their school, and level of self-esteem and so on was a real issue. The damage that the mutton bird incident had…staff that had been here for a long time shudder when you even mention the word mutton-bird anyway…and I think the damage that had impacted on people in the community had been significant so that didn't surprise me and strategically umm…for me it was affirmation… So I wasn't surprised and we had to do a lot of work in that area and we did. We set out to work in such a way that students would be proud of the school…umm…in the community… | Seeks to understand how the school is viewed form the outside

Assesses the RBF outcomes with a view to school wide alignments |

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| | I think the discussions we had at the time about parallel leadership were helpful in terms of people realising that in a theory there is this term and it is not just Janelle Deakin and the way she is operating, but this is considered to be good practice where teachers are encouraged to show leadership, to initiate, to be innovative umm…and to share their practice. So from that point of view it has been helpful. | Facilitates understandings about parallel leadership |
| school-wide pedagogy | …earlier this year when we umm…initiated the process of re-enforcing our teaching and learning culture with year 8s and 9s with the sticker project. When I observed that…well not so much me as [name] the head of Middle Schooling reported to me there hadn't been a big take up of teachers giving feedback to students with these stickers which recognise the particular…contribution made or umm…learning happening in a way that demonstrated one of the principles [of the school wide pedagogy]…and so I guess my method is to bring out – put on the agenda - I was the one that did that with heads of departments umm…and we had I think really frank and umm…open discussion about whether there is any worth in this or whether it is something we had developed but had passed its use by date. People opted for…you know…to go through with it and talk it up and encourage teachers to take the time – it involves time in giving out stickers to kids who had demonstrated positive relationships, or productive technologies etc… | Sponsors and promotes a process to create a schoolwide pedagogy that aligns with the emerging vision

Promotes the school wide pedagogy with staff and students as a language for understanding and improving teaching and learning |
| school-wide culture building | But that is my bit of research and I'll be feeding back through my admin team this morning after we finish here - and through the management team – the feedback I got there – because we have to continue to discuss what does mean - this teaching and learning culture. Should we be continuing to make it more explicit? Talking about improving the teaching and learning process or have we got to a stage where it is part of the culture…so if we are talking parallel leadership – continuing to check where we are going, evaluating, revisiting and trying to move people forward in terms of what the original objective was…and perhaps even modifying the original objective.

For instance the notion of the student workshop. By the way…just out of interest…that student workshop was conducted at the end of term 1, 2001. It had wide cross section of about 80 students. We deliberatively targeted indigenous, student with different ethnic backgrounds, students who had been in trouble, students who were exceptional learners and so on…umm I spoke to all of the students that…whom we had invited to be part of that group this morning…those who are still in the school. They were in year 8 at the time. None of them can remember the workshop which is interesting because the Minister for Education happened to come along that day too and it had been planned well and truly before that and so we opted not to change anything…umm…and I said to them "what does teaching and learning culture mean to | Promotes and facilitates a school culture of ongoing self-examination and organisational inquiry.

Finds ways to question the current status of presumed school wide understandings

Invites and facilitates a teacher leadership culture

Creates a school-specific leadership model in relation to leading and learning |

you people"…and that didn't mean anything in particular to them and I said well "what about 'by different ways to excellence'…and that got a hint of recognition…but I think…I don't know whether I talked to you or somebody else about the fact that now a lot of this stuff is just part of everyday life – it doesn't have a label so much…umm… it could be viewed negatively in that they didn't think they had an impact at that time at the beginning of year 8. I don't know.

I think parallel leadership is different from the other terms in that in parallel leadership, the principal has to take responsibility for everything that happens, legally and otherwise, but you have to I guess…umm…create a situation where everyone that wants to be part of the leadership can do so…and feel that they have a leadership role. Whether they be a new staff member starting from day 1 in their first year of teaching – I think with me it has become part of the language that I use umm…with students as well. As year 8s begin their high schooling as well because one of the problems with high schoolers – year 8 traditionally – there has been perceived that there is a void as…students go from being the leaders in year 7 to bottom of the heap in year 8.

I don't use the term parallel leadership at all. I talk about leadership and I encourage…and I often say to students and to staff umm…"at this school everybody has an opportunity to be a leader" and I have said to students that the principal of the school is a learner – I learn a new thing every day…so entwining of the learning and the leadership is something that's part of my language.

**Appendix L—(Informant 2) Key Features of implementation of *IDEAS***

| Parallel Leadership (PL) Attributes | Informant 2—Key features of informant's implementation of *IDEAS* |
|---|---|
| *The relationship of teachers and principals in parallel leadership* ||
| PL recognises the capability of teachers as leaders | • Positions self as a part of the Management [leadership]Team<br>• Steps back in favour of teachers' heralding innovation<br>• Promotes the idea of 'a quality staff team' |
| PL emphasises principals' strategic roles and responsibilities | • Fosters a system of shared power through creating and supporting opportunities for teacher leadership<br>• Promotes discussion through proposing provocative ideas<br>• Promotes innovation that maximises benefit for all<br>• Reconceptualises requirements of external proposals in relation to school priorities<br>• Makes obvious the connection between external proposals and school innovation<br>• Highlights school successes in relation to external requirements<br>• Co-ordinates and aligns the interests of various school community stakeholders to school-wide priorities<br>• Emphasises an organisational focus on teaching and learning (classroom) |
| *Values of parallel leadership* ||
| PL is based in three values:-<br>mutual trust and respect- | • Supports open and frank discussion about the school's achievements<br>• Invites comment and critique on proposed innovations<br>• Is able to view comment objectively and puts trust in collaborative processes |
| shared sense of purpose | • Recognises a shared sense of purpose is created through collaborative construction of a vision<br>• Sponsors and promotes a visioning process that articulates the aspirations of school community members<br>• Aligns personal goals with the emerging collaborative vision |
| and allowance for individual expression | • Includes teacher -leaders irrespective of allegiance or persuasion<br>• Balances induction into a particular school culture while appreciating new views that others bring<br>• Values diversity which is evident in the composition of teams and in decision making processes |
| *Parallel leadership and processes of school reform and knowledge generation* ||
| PL facilitates school reform and knowledge generation through three processes:-<br>school-wide professional learning | • Seeks to understand how the school is viewed from the outside<br>• Assesses the findings of the Research-based Framework (RBF) with respect to organisational alignments<br>• Facilitates understandings about parallel leadership |
| school-wide pedagogy | • Sponsors and promotes a process to create a Schoolwide Pedagogy that aligns with the emerging vision<br>• Promotes the school wide pedagogy as a language for understanding and improving teaching & learning |
| school-wide culture building | • Promotes and facilitates a school culture of ongoing self examination and organisational inquiry<br>• Finds ways to question the current status of presumed school-wide understandings<br>• Invites and facilitates a culture of teacher leadership<br>• Articulates and promotes a school-specific leadership model in relation to leading and learning |

**Appendix M—External feedback instrument**

Principal leadership Feedback

Please indicate with a √  ☐ Teacher  ☐ HOD  ☐ Assoc. Administrator

**A.  Which statement most closely represents what <u>you</u> think is the prevailing thrust of your principal's leadership?**

☐ "I have a dream"

☐ "We're all in this together"

☐ "But is it fair?"

☐ "Our processes are world-class"

☐ If none of these can you state another……………………………………………………………….

**B.  Which statement most closely represents what <u>you</u> think <u>others</u> in the school think is the prevailing thrust of your principal's leadership?**

☐ "I have a dream"

☐ "We're all in this together"

☐ "But is it fair?"

☐ "Our processes are world-class"

☐ If none of these can you state another……………………………………………………………….

**C.  Which statement most closely represents what <u>you</u> think your <u>principal</u> would mainly like to be known for?**

☐ "I have a dream"

☐ "We're all in this together"

☐ "But is it fair?"

☐ "Our processes are world-class"

☐ If none of these can you state another…………………………………………………………………

**D.  Choose up to <u>four</u> words or phrases from the following list (or create your own) that you think describe how your principal goes about 'business' in the school.**

| 1………………………….<br>2………………………….<br>3………………………….<br>4…………………………. | managerial<br>inspirational<br>instructional<br>relational<br>inclusive | collaborative<br>administrative focus<br>reformist<br>empowers others<br>highlights values | visionary<br>sponsors others<br>quality assurance<br>processes<br>productivity focus<br>a rights campaigner |
|---|---|---|---|

**E.  Tick (√) which word most closely describes leadership in your school?**

| Executive | Hierarchical | Democratic | Shared | Distributed |
|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ |

PLEASE RETURN completed feedback in the postage paid envelope provided. With thanks – Allan Morgan, University of Southern Queensland

**Appendix N—Summaries of external feedback on the leadership of each of the four informants**

| Informant 1 – (Pilot study) Leadership feedback on the principal informant (1 = staff count  √ =Informant) (staff n = 7/ 8) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **A** | **Which statement most closely represents what <u>you</u> think is the prevailing thrust of your principal's leadership?** | | | | | | | |
| | I have a dream | We're all in this together | But is it Fair? | Our processes are worldclass | other | **Focus** | | |
| | | | | | | Visionary | Shared | Advocate | Strategic |
| | 1 | 1111 √ | | 11 | | | | |
| **B** | **Which statement most closely represents what <u>you</u> think <u>others</u> in the school think is the prevailing thrust of your principal's leadership?** | | | | | | | |
| | I have a dream | We're all in this together | But is it Fair? | Our processes are worldclass | Other "Don't make too many waves" | **Focus** | | |
| | | | | | | Visionary | Shared | Advocate | Strategic |
| | 1 | 11 √ | | 111 | 1 | | | |
| **C** | **Which statement most closely represents what <u>you</u> think your <u>principal</u> would mainly like to be known for?** | | | | | | | |
| | I have a dream | We're all in this together | But is it Fair? | Our processes are worldclass | other | **Focus** | | |
| | | | | | | Visionary | Shared | Advocate | Strategic |
| | | 111 √ | | 1111 | | | | |
| **D** | **Choose up to <u>four</u> words or phrases from the following list (or create your own) that you think describe how your principal goes about 'business' in the school.** | | | | | | | |
| Strategic | Managerial | Administrative focus | Instructional | Quality assurance processes | Productivity focus | | | |
| | 1111 | 111 | 11 | 11 √ | | | | |
| Visionary | Inspirational | Visionary | | | | | | |
| | 1 | 11 | | | | | | |
| Shared | Relational | Inclusive | collaborative | Empowers others | Sponsors others | | | |
| | 11 √ | | 111111 √ | 11 | √ | | | |
| Advocate | Reformist | Highlights values | A rights campaigner | | | | | |
| | | 11 | | | | | | |
| **E** | **Tick (√) which word most closely describes leadership in your school?** | | | | | | | |
| | Executive | hierarchical | democratic | shared | distributed | | | |
| | 1 | 11 | | 111 √ | 1 | | | |

| Informant 2—Leadership feedback on the principal informant (1 = staff count – √ = Informant) (staff n =11/12) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **A. Which statement most closely represents what <u>you</u> think is the prevailing thrust of your principal's leadership?** | | | | | | | | |
| I have a dream | We're all in this together | But is it Fair? | Our processes are worldclass | Other<br>"Working together to build harmonious communities"<br>"Each staff member is encouraged to feel a sense of personal bothering"<br>"Shared leadership producing quality education for all"<br>"I have thought long and hard about this, and really believe our principal embodies all these concepts – except that the 'dream' is a collaborative one" | **Focus** | | | |
| | | | | | Visionary | Shared | Advocate | Strategic |
| √ | 1111 | 1 | 111 | 111 | | | | |
| **B. Which statement most closely represents what <u>you</u> think <u>others</u> in the school think is the prevailing thrust of your principal's leadership?** | | | | | | | | |
| I have a dream | We're all in this together | But is it Fair? | Our processes are worldclass | Other<br>"Shared leadership producing quality education for all"<br>"I have thought long and hard about this, and really believe our principal embodies all these concepts – except that the 'dream' is a collaborative one"<br>"To achieve the best for our students" | **Focus** | | | |
| | | | | | Visionary | Shared | Advocate | Strategic |
| | √11111 | 1 | 111 | 11 | | | | |
| **C. Which statement most closely represents what <u>you</u> think your <u>principal</u> would mainly like to be known for?** | | | | | | | | |
| I have a dream | We're all in this together | But is it Fair? | Our processes are worldclass | Other<br>"our staff is the edge"<br>"Working together to build harmonious communities"<br>"Shared leadership producing quality education for all"<br>"I have thought long and hard about this, and really believe our principal embodies all these concepts – except that the 'dream' is a collaborative one" | **Focus** | | | |
| | | | | | Visionary | Shared | Advocate | Strategic |
| √1 | 1111 | 1 | 111 | 11 | | | | |

**D. Choose up to <u>four</u> words or phrases from the following list (or create your own) that you think describe how your principal goes about 'business' in the school.**

| Managerial | Administrative focus | Instructional | Quality assurance processes | Productivity focus | |
|---|---|---|---|---|---|
| | | | 1 | 111 | "leading by example" |
| Inspirational | Visionary | | | | "tireless effort" |
| √1111 | √11111 | | | | |
| Relational | Inclusive | collaborative | Empowers others | Sponsors others | |
| | 1111111 | √1111111111 | √1111 | | |
| Reformist | Highlights values | A rights campaigner | | | |
| | 1111111 | | | | |

**E. Tick (√) which word most closely describes leadership in your school?**

| Executive | hierarchical | democratic | shared | distributed | |
|---|---|---|---|---|---|
| | 1 | | √11111111 | 11 | |

| Informant 3—Leadership feedback on the principal informant (1 = staff count – √ = Informant) (staffn = 9/12) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Which statement most closely represents what <u>you</u> think is the prevailing thrust of your principal's leadership?** | | | | | | | | |
| I have a dream | We're all in this together | But is it Fair? | Our processes are worldclass | Other "my door is always open" | | **Focus** | | |
| | | | | | | Visionary | Shared | Advocate | Strategic |
| 111 | √11 | | 111 | 1 | | | | | |

| Informant 3—Leadership feedback on the principal informant (1 = staff count – √ = Informant) (staffn = 9/12) ||||||||||
|---|---|---|---|---|---|---|---|---|---|

**Which statement most closely represents what <u>you</u> think is the prevailing thrust of your principal's leadership?**

| I have a dream | We're all in this together | But is it Fair? | Our processes are worldclass | Other "my door is always open" | Focus | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | Visionary | Shared | Advocate | Strategic |
| 111 | √11 | | 111 | 1 | | | | |

**Which statement most closely represents what <u>you</u> think <u>others</u> in the school think is the prevailing thrust of your principal's leadership?**

| I have a dream | We're all in this together | But is it Fair? | Our processes are worldclass | Other | Focus | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | Visionary | Shared | Advocate | Strategic |
| 1111 | √111 | | 11 | | | | | |

**Which statement most closely represents what <u>you</u> think your <u>principal</u> would mainly like to be known for?**

| I have a dream | We're all in this together | But is it Fair? | Our processes are worldclass | Other "a caring innovative leader" | Focus | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | Visionary | Shared | Advocate | Strategic |
| 1 | √111 | | 1111 | 1 | | | | |

**Choose up to <u>four</u> words or phrases from the following list (or create your own) that you think describe how your principal goes about 'business' in the school.**

| Managerial | Administrative focus | Instructional | Quality assurance processes | Productivity focus |
|---|---|---|---|---|
| 1111 | 1 | | 1 | 1 |
| Inspirational | Visionary | | | |
| √11 | √11111 | | | |
| Relational | Inclusive | collaborative | Empowers others | Sponsors others |
| 111 | √11 | 111 | √1111 | 11 |
| Reformist | Highlights values | A rights campaigner | | |
| 11111 | 111 | | | |

**Tick (√) which word most closely describes leadership in your school?**

| Executive | hierarchical | democratic | shared | distributed |
|---|---|---|---|---|
| 1 | 11 | 11 | √11 | 11 |

| Informant 4—Leadership feedback on the principal informant ( 1 = staff count – √ = Principal) (staff n = 12/12) |||||||||
|---|---|---|---|---|---|---|---|---|
| **Which statement most closely represents what <u>you</u> think is the prevailing thrust of your principal's leadership?** |||||||||
| I have a dream | We're all in this together | But is it Fair? | Our processes are worldclass | other | **Focus** ||||
| | | | | | Visionary | Shared | Advocate | Strategic |
| | √1111111111 | 1 | 1 | | | | | |
| **Which statement most closely represents what <u>you</u> think <u>others</u> in the school think is the prevailing thrust of your principal's leadership?** |||||||||
| I have a dream | We're all in this together | But is it Fair? | Our processes are worldclass | Other "Out of touch with teachers' needs" | **Focus** ||||
| | | | | | Visionary | Shared | Advocate | Strategic |
| | √111111111 | 1 | 1 | | | | | |
| **Which statement most closely represents what <u>you</u> think your <u>principal</u> would mainly like to be known for?** |||||||||
| I have a dream | We're all in this together | But is it Fair? | Our processes are worldclass | Other "I have a dram and I would like us to be all in this together" | **Focus** ||||
| | | | | | Visionary | Shared | Advocate | Strategic |
| | √1111111 | | 1111 | | | | | |
| **Choose up to <u>four</u> words or phrases from the following list (or create your own) that you think describe how your principal goes about 'business' in the school.** |||||||||

| Managerial | Administrative focus | Instructional | Quality assurance processes | Productivity focus |
|---|---|---|---|---|
| 111 | 11111 | | | |
| Inspirational | Visionary | | | |
| | 111 | | | |
| Relational | Inclusive | collaborative | Empowers others | Sponsors others |
| √11111 | 1111 | √11111111 | √1111111 | 11 |
| Reformist | Highlights values | A rights campaigner | | |
| 1 | √1111111 | | | |

**Tick (√) which word most closely describes leadership in your school?**

| Executive | hierarchical | democratic | shared | distributed |
|---|---|---|---|---|
| | 1 | 111 | √1111111 | 1 |

**Appendix O—Summaries of three informants' key features of implementation of *IDEAS***

| Informant 2 – Synthesis of the key features of implementation of *IDEAS* | |
|---|---|
| **key features** | **Descriptors of informant's leadership** |
| Active embrace of a diversity of views | • Is able to view comment objectively and puts trust in collaborative processes<br>• Recognises a shared sense of purpose is created through collaborative construction of a vision<br>• Sponsors and promotes a visioning process that articulates the aspirations of all school community members<br>• Includes teacher-leaders irrespective of allegiance or persuasion<br>• Balances induction into a particular school culture with an appreciation of new views that others bring<br>• Values diversity which is evident in the composition of teams and in decision making processes |
| Promotion and facilitation of an organisational culture of critique | • Promotes discussion through proposing provocative ideas<br>• Supports open and frank discussion about the school's achievements<br>• Invites comment and critique on proposed innovations<br>• Seeks to understand how the school is viewed from the outside<br>• Assesses the findings of the Diagnostic Inventory with respect to the organisational alignments of the RBF<br>• Promotes and facilitates a school culture of ongoing self examination and organisational inquiry<br>• Questions rather than presumes schoolwide understandings |
| Understands and embraces the power of shared leadership and facilitates the development of a school based model of shared leadership | • Positions self as a part of the Management [leadership]Team<br>• Steps back in favour of teachers' heralding innovation<br>• Fosters a system of shared power through creating and supporting opportunities for teacher-leadership<br>• Facilitates understandings about parallel leadership<br>• Invites and facilitates a culture of teacher-leadership<br>• Articulates and promotes a school-specific leadership model in relation to leading and learning |
| Champions the development of holistic structures and systems which serve the school wide pedagogy, and enhancement of student outcomes | • Promotes innovation that is in the interests of all students<br>• Reconceptualises requirements of external proposals in relation to school priorities<br>• Makes obvious the connection between external proposals and school innovation<br>• Highlights school successes in relation to external requirements<br>• Co-ordinates and aligns the interests of various school community stakeholders to schoolwide priorities<br>• Emphasises an organisational focus on teaching and learning (classroom)<br>• Sponsors and promotes a process to create a Schoolwide Pedagogy that aligns with the emerging vision<br>• Promotes the school wide pedagogy as a language for understanding and improving teaching & learning |

| Informant 3 – Synthesis of the key features of informants implementation of *IDEAS* | |
|---|---|
| **key features** | **Descriptors of informant's leadership** |
| Introspective reflection on own leadership style with respect to *IDEAS* | • Recognises own strengths and weaknesses and applies that knowledge to leadership<br>• Develops personal theories of change and applies them to a strategic leadership role<br>• Links successful change in the *ideas* process to the principal as a parallel leader<br>• Identifies processes that give expression to one's personal ideology |
| Positions self as a meta-strategic leader and fosters a system of shared power | • Articulates a view about the importance and abilities of teachers as leaders<br>• Creates opportunities for teacher-leadership<br>• Creates structures to support teacher-leadership<br>• Recognises a shared sense of purpose is linked to the level of ownership<br>• Facilitates an open culture through structuring wide engagement |
| Encourages individuals and groups to take risks, explore the unknown and unleash creativity | • Supports and serves the interests of teacher leaders<br>• Trust in others is expressed through allowance for potential failure<br>• Steps back in ways that allows individual expression<br>• Is open to the generation of ideas from any school audience<br>• Sponsors and facilitates structures that unleash creativity and generate knowledge<br>• Emphasises inclusive practices in facilitating the creation of new knowledge<br>• Promotes no-blame |
| Encourages the identification and confrontation of institutional barriers | • Highlights the importance of using data to establish a basis for action<br>• Highlights a learning process rather than a 'packaged' solution |
| Monitors school processes with a view to creating alignment between organisational elements. | • Aligns PD with needs emerging from processes of learning<br>• Champions the development of holistic structures and systems which serve the vision and SWP and enhancement of student outcomes |

| key features | Descriptors of informant's leadership |
|---|---|
| **Informant 4—Synthesis of the key features of informant's implementation of *IDEAS*** | |
| Questions the status quo and how well school systems and structures contribute to student learning | • Acknowledges gaps in own knowledge and seeks guidance<br>• Eschews the tag of 'expert'<br>• Highlights the importance of using organisational data to inform schoolwide discussion |
| Promotes a future that is goal oriented, collaborative, and inclusive of stakeholders | • Builds staff confidence by communicating an intent for tangible results and a collaborative and sustainable processes<br>• Promotes a view that 'we are all in this together'.<br>• Positions self as part of the team in the interests of broad ownership<br>• Sponsors and promotes a visioning/SWP process that articulates the shared values, beliefs and aspirations of the broader school community.<br>• Sought out an approach to whole-school improvement that fostered the involvement of the broader school community<br>• Highlights the notion of collaboration in schoolwide culture building |
| Acknowledges and highlights the importance of collaborative, organisation-wide learning processes and creates opportunities for teacher-leadership | • Articulates and commits to a schoolwide innovation that provides a 'voice' for teachers<br>• Notes the importance of HOD leadership in pedagogical reform<br>• Supports individuals and groups to 'run with their ideas'<br>• Understands the power of shared leadership in generating ownership and sustaining whole school effort |
| Highlights evolving meaning and draws out consequent implications for change | • Ensures visioning incorporates consideration of the status quo<br>• Makes obvious the connection between the school's challenges and the emerging vision of the school<br>• Acknowledges the importance of actioning a Schoolwide Pedagogy to drive schoolwide reform of teaching and learning<br>• Uses a collaborative envisioning/SWP process to inform infrastructural change<br>• Promotes and utilises the agreed school vision in schoolwide forums |