UNIVERSITY OF SOUTHERN QUEENSLAND

The Principal's Microcosm: An Exploration of the Interplay Between the Leader's Meaning System and School Self-Renewing Processes

- Volume I -

A dissertation submitted by
John Lyons

Dip Teach *(TTC)*
Grad Dip Ed Admin *(DDIAE)*
Grad Dip Ed (Rel Ed) *(ACU)*
Grad Dip Ed (Exceptional Chn) *(USQ)*
M Ed *(JCU)*

For the award of
Doctor of Philosophy

2005

Abstract

Despite research on the school principalship having evolved over past decades, the prevailing standpoint has largely remained an outsider's perspective upon external behavioural manifestations of principalship. Whilst valuable in their own right, such models of research accord little importance to the effect of thought and intention on behaviour.

The purpose of this research was to articulate the notion of a principal's "microcosm" as a means of capturing the dynamics of meaning making in the principalship, when the cognitive world of the principal and the actual work of school leadership interact. The functional context was the expectations of catholic school authorities that schools will engage in processes of continuous self-renewal.

Following comprehensive analysis of recent theoretical and research literature, a preliminary framework for the principal's microcosm was generated. A single-investigator, multiple-site case study methodology was utilised to conduct the field research, which was carried out in a provincial city of an Australian state. Three principals were selected as the subjects for in-depth exploration and analysis over a period of 16 months. A range of qualitative research strategies was employed, encompassing formal and informal interactions with the three principals and selected members of their professional communities. On the basis of the field study, a refined framework for the principal's microcosm was developed.

Four major conclusions were identified. First, the notion of microcosm offers promise as an explanatory and analytical tool for focussing upon the complexities of change in school settings. Second, metaphor was observed to be integral to microcosm and its usefulness for comprehending leader behaviours was identified. The third conclusion concerned the potential of the construct microcosm for facilitating leader development through assisting individual leaders to reflect upon and to critically examine personal meanings embedded within their own professional practice. Finally, this research makes a contribution to clarifying the nature of catholic education itself.

Certification of Dissertation

I certify that the ideas, analyses, and conclusions reported in this dissertation are entirely my own effort, except where otherwise acknowledged. I also certify that the work is original and has not been previously submitted for any other award.

_____   _____

Signature of Candidate   Date

ENDORSEMENT

_____   _____

Signature of Principal Supervisor   Date

_____   _____

Signature of Associate Supervisor   Date

Acknowledgments

I express my sincere appreciation to my principal supervisor, Professor Frank Crowther, and to my associate supervisor, Assoc. Professor Don Rice. In reality, I consider that both Frank and Don acted more as co-supervisors. Frank provided both challenge and support in relation to the conceptual foundations and clarification of the dissertation. Equally, Don Rice provided invaluable support and challenge, especially in assisting me to clarify early drafts into this final form.

The three principals ("Elizabeth", "Jim", and "Frank"), opened their thinking and their schools to enable this research to be undertaken. As practitioners, they are all effective leaders in Catholic education.

I also express my appreciation to my wife, Elizabeth. In addition to preparing all Interview Transcripts, she has provided the challenge, the support, and the love needed to allow me to complete this dissertation.

Table of Contents

Volume I

Volume II

Appendixes

Overview of Catholic School Renewal (with Clarification of the Relationship between the notions of a Self-Renewing School and Catholic School Renewal, as understood in this Study)	Appendix A
Brief Overview of the Role and Functions of Catholic School Boards	Appendix B
Pilot Research Activities (Relevant to the Development of the Research Design and the Data Gathering Techniques Utilised in this Study)	Appendix C
A Brief overview of Repertory Analysis with Illustrative Examples from Pilot Research Activities	Appendix D

	Case 1 Elizabeth	Case 2 Jim	Case 3 Frank
Log of Formal Case-Site Visits	Appendix E	Appendix K	Appendix Q
More Detailed Exposition of Conceptualisations Concerning the Principalship and School Self-Renewing Processes & Supporting Interview Excerpts	Appendix F	Appendix L	Appendix R
Overview of School Self-Renewing Processes	Appendix G	Appendix M	Appendix S
Analysis of School Self-Renewing Goal-Areas in Terms of the Notion of "Demand Environment"	Appendix H	Appendix N	Appendix T
Exploring the Impact of the Research for the Participant Principals	Appendix I	Appendix O	Appendix U
Projective Analysis: Participant's Understandings of Principalship & Self-Renewing Processes	Appendix J	Appendix P	Appendix V

Interview Protocols	Appendix W

LIST OF FIGURES

LIST OF TABLES

Update #10: 16.7.05
Location: C:/…/Doctoral Thesis/ Thesis Structure/ JULY 05 Files/'*Revised INITIAL PAGES Vol 1 V7 (2.7.05)*'

UNIVERSITY OF SOUTHERN QUEENSLAND

The Principal's Microcosm: An Exploration of the Interplay Between the Leader's Meaning System and School Self-Renewing Processes

- Volume II -

A dissertation submitted by
John Lyons

Dip Teach *(TTC)*
Grad Dip Ed Admin *(DDIAE)*
Grad Dip Ed (Rel Ed) *(ACU)*
Grad Dip Ed (Exceptional Chn) *(USQ)*
M Ed *(JCU)*

For the award of
Doctor of Philosophy

2005

Volume II

Appendixes

Update #6: 16.7.05
Location: C:/…/Doctoral Thesis/Thesis Structure/ JULY 05 Files/ *Revised INITIAL*
PAGES Vol 2 (2.7.05)'

UNIVERSITY OF SOUTHERN QUEENSLAND

The Principal's Microcosm: An Exploration of the Interplay Between the Leader's Meaning System and School Self-Renewing Processes

- Volume I -

A dissertation submitted by
John Lyons

Dip Teach *(TTC)*
Grad Dip Ed Admin *(DDIAE)*
Grad Dip Ed (Rel Ed) *(ACU)*
Grad Dip Ed (Exceptional Chn) *(USQ)*
M Ed *(JCU)*

For the award of
Doctor of Philosophy

2005

Abstract

Despite research on the school principalship having evolved over past decades, the prevailing standpoint has largely remained an outsider's perspective upon external behavioural manifestations of principalship. Whilst valuable in their own right, such models of research accord little importance to the effect of thought and intention on behaviour.

The purpose of this research was to articulate the notion of a principal's "microcosm" as a means of capturing the dynamics of meaning making in the principalship, when the cognitive world of the principal and the actual work of school leadership interact. The functional context was the expectations of catholic school authorities that schools will engage in processes of continuous self-renewal.

Following comprehensive analysis of recent theoretical and research literature, a preliminary framework for the principal's microcosm was generated. A single-investigator, multiple-site case study methodology was utilised to conduct the field research, which was carried out in a provincial city of an Australian state. Three principals were selected as the subjects for in-depth exploration and analysis over a period of 16 months. A range of qualitative research strategies was employed, encompassing formal and informal interactions with the three principals and selected members of their professional communities. On the basis of the field study, a refined framework for the principal's microcosm was developed.

Four major conclusions were identified. First, the notion of microcosm offers promise as an explanatory and analytical tool for focussing upon the complexities of change in school settings. Second, metaphor was observed to be integral to microcosm and its usefulness for comprehending leader behaviours was identified. The third conclusion concerned the potential of the construct microcosm for facilitating leader development through assisting individual leaders to reflect upon and to critically examine personal meanings embedded within their own professional practice. Finally, this research makes a contribution to clarifying the nature of catholic education itself.

Certification of Dissertation

I certify that the ideas, analyses, and conclusions reported in this dissertation are entirely my own effort, except where otherwise acknowledged. I also certify that the work is original and has not been previously submitted for any other award.

_____   _____

Signature of Candidate   Date

ENDORSEMENT

_____   _____

Signature of Principal Supervisor   Date

_____   _____

Signature of Associate Supervisor   Date

Acknowledgments

I express my sincere appreciation to my principal supervisor, Professor Frank Crowther, and to my associate supervisor, Assoc. Professor Don Rice. In reality, I consider that both Frank and Don acted more as co-supervisors. Frank provided both challenge and support in relation to the conceptual foundations and clarification of the dissertation. Equally, Don Rice provided invaluable support and challenge, especially in assisting me to clarify early drafts into this final form.

The three principals ("Elizabeth", "Jim", and "Frank"), opened their thinking and their schools to enable this research to be undertaken. As practitioners, they are all effective leaders in Catholic education.

I also express my appreciation to my wife, Elizabeth. In addition to preparing all Interview Transcripts, she has provided the challenge, the support, and the love needed to allow me to complete this dissertation.

Table of Contents

Volume I

Volume II

Appendixes

Overview of Catholic School Renewal (with Clarification of the Relationship between the notions of a Self-Renewing School and Catholic School Renewal, as understood in this Study)	Appendix A
Brief Overview of the Role and Functions of Catholic School Boards	Appendix B
Pilot Research Activities (Relevant to the Development of the Research Design and the Data Gathering Techniques Utilised in this Study)	Appendix C
A Brief overview of Repertory Analysis with Illustrative Examples from Pilot Research Activities	Appendix D

	Case 1 Elizabeth	Case 2 Jim	Case 3 Frank
Log of Formal Case-Site Visits	Appendix E	Appendix K	Appendix Q
More Detailed Exposition of Conceptualisations Concerning the Principalship and School Self-Renewing Processes & Supporting Interview Excerpts	Appendix F	Appendix L	Appendix R
Overview of School Self-Renewing Processes	Appendix G	Appendix M	Appendix S
Analysis of School Self-Renewing Goal-Areas in Terms of the Notion of "Demand Environment"	Appendix H	Appendix N	Appendix T
Exploring the Impact of the Research for the Participant Principals	Appendix I	Appendix O	Appendix U
Projective Analysis: Participant's Understandings of Principalship & Self-Renewing Processes	Appendix J	Appendix P	Appendix V

Interview Protocols	Appendix W

LIST OF FIGURES

LIST OF TABLES

Update #10: 16.7.05
Location: C:/…/Doctoral Thesis/ Thesis Structure/ JULY 05 Files/*'Revised INITIAL PAGES Vol 1 V7 (2.7.05)'*

Chapter One

Introduction

A basic tenet of philosophy, certainly in the western tradition, is that human behaviour is influenced in fundamental ways by the machinations of the human mind. One application of this fundamental philosophical premise, one might expect, is that educational leadership development and research would be focussed in significant ways on the cognitive worlds of school principals since those individuals are widely regarded as pivotal to processes of school improvement.

A focus on principals' cognition, however, has for the most part not been central to leadership research and scholarship. Indeed, to the contrary, some theorists have asserted that the cognitive world of the principal may be regarded as a "black box", significantly removed from either meaningful analysis or coherent understanding (Hallinger & Heck, 1996). What is this black box? Is it comprehensible? If so what is to be gained by uncovering and illuminating it? It was questions such as these that provided the initial motive and justification for this study. In this thesis, an explication of the black box is offered, thereby hopefully contributing to the enhancement of processes of leadership development and school self-improvement.

Certainly, much of the research and theory of educational administration has been played out around the edges of tantalising questions such as these. In particular, the recent literature tends to assert, although without extensive investigation, that "mental-models" affect the ways that an individual behaves because they affect what that individual perceives. Mental-models, it is asserted, determine not only how we make sense of the world, but also how we take action:

> Although people do not [always] behave congruently with their espoused theories (what they say), they do behave congruently with their theories-in-use (their mental models). (Argyris, 1982; cited in Senge, 1990, p. 175)

Other recent literature (e.g., Duke, 1998; Evers, 1998; Hodgkinson, 2003; Johnson-Laird, 1983; Wofford, Goodwin & Whittington, 1998) has recognised that cognitive perspectives upon leadership contribute understandings indicating that leaders' narratives, problem-solving, and decision making are influenced by their beliefs and values, shaped in turn by contextual factors. However, little research has attempted to capture the dynamics

associated with mental-models, or meaning making, in any concentrated way. This study attempts to do so.

Purpose of the Research

A specific interest of the researcher, which triggered this study, arose from the broadly accepted assertion that the principal is a key player in determining what happens and how things happen in a school. Indeed, across the broad and expansive school effectiveness and school improvement literatures, the significance of the principal's pivotal influence upon the success of any school's efforts to be self-renewing is now rarely contested.

The researcher's curiosity had been especially activated by Senge's (1990) speculations regarding the impact of mental-models in leadership. Indeed, his work had suggested that whilst a leader's own experience is a valuable resource, it can also form a "blind-spot" and can have a constraining effect upon that individual's own thinking and actions in leadership:

> Contemporary research shows that most of our mental-models are systematically flawed. They miss critical relationships, misjudge time delays, and often focus on variables that are visible or salient, not necessarily high leverage. (Senge, 1990, p. 203)

Durkheim (cited in Hoy & Miskel, 1982) observed that in order to improve reality we must first study it. If the mental-models which underlie the principal's perspectives do exert such a decisive influence on the nature of actions – the ways in which the principal behaves and what that principal values and devalues – then it is important to understand these sets of assumptions.

A related interest, for the researcher, involved a persisting curiosity to further understand the nature of authentic leadership practices within Catholic educational settings. It is reasonable to expect that the leadership and management practices of school principals will tend, over time, to be heavily influenced and moulded as the education system selects, and rewards, those school leaders who are considered most likely to act in accord with that system's own principles, norms, and values. An intriguing question arises: "what leadership styles and practices are valued by Catholic education?" For example, at the time that the study was being conceptualised, a particular imperative of the particular Catholic education system – consistent with like interests across education systems throughout Australia and internationally - was an expectation that its schools would be heavily committed to self-improvement efforts and, further, that principals would be active in leading such processes.

This research, then, was interested in contributing an analysis regarding the dynamics of the interplay between school reform efforts and principal intentions and behaviours. The purpose for seeking a clearer understanding of a principal's mental-modelling was motivated both by the desirability of enhancing principal effectiveness and also by an interest in enhancing school effectiveness via school improvement efforts. Indeed, a fundamental assumption which guided this study was a conviction that these two goals are always and inevitably interactive and interwoven.

The Research Problem: Mental-models, Meaning System, and Microcosm

Many descriptors have been used in the literature to reference mental-models in leadership and organisational life. Sergiovanni (1988, 1991) used the terms "mindscape" and, more recently, "lifeworld" (2000). Senge (1990) talked about "worldview", whilst Mant (1997) referred to a "role idea" which governs actual behaviour. Mackoff and Wenet (2001) described leaders' "habits of mind" and Lord and Emrich (2001) considered "leader cognitions". Black and Gregersen (2002) referred to leaders' "mental maps" and Hodgkinson (2003) reviewed individual and organisational "mental-models".

An underlying assumption in all such references has been that the most crucial mental-models in any organisation are those shared by key decision-makers. Those models, if unexamined or not understood by all stakeholders, limit an organisation's range of actions to what is familiar and comfortable (Senge, 1990). For example, Bolman and Deal (1991) used the term "stencil" to describe the mental-models that frame and give meaning to experience. They maintained that behind all leaders' efforts to improve organisations lie a set of assumptions, or theories, about how their organisations work and what might make them work better. They observed: ". . . in every country that we have visited, we have found managers who think in ways that limit their vision and impede their ability to understand and respond to the complexities of everyday life in organisations" (p. 17). Bolman and Deal (1991, 1993) endeavoured to facilitate "reframing" by expanding and enriching the ideas and styles that leaders and managers apply to problems and dilemmas:

> Too often they bring too few ideas to the challenges that they face. They live in psychic prisons because they cannot look at old problems in a new light and attack old challenges with different and more powerful tools - they cannot reframe. When they don't know what to do, they simply do more of what they know. (Bolman & Deal, 1991, p. 4)

Given the broad range of understandings associated with the notion of mental-models as found in the literature, the term "meaning system" is used in this study to bring specificity to that extensive range of meanings. Implicit in the use of this more focussed term, meaning system, is an assumption that school principals engage in processes of meaning creation as part of their work as educational leaders.

Meaning system incorporates the understandings and values that an individual principal generates and sustains regarding the nature and conduct of the principalship. These understandings are both explicit and implicit comprising assumptions, notions, and theories about how the world works (Kim, 1993). These understandings provide the context in which the individual views and interprets new learning, and determine how mentally stored information is relevant to a given situation. Further, these understandings assist the individual to assess the consequences that are likely to flow from any given action that might be taken.

Closely related to these sets of understandings are values. They comprise explicit and implicit beliefs that shape the ways that the individual selects from available modes, means, and ends (Begley, 2001; Hodgkinson, 1978, 1996). Values shape the individual's conceptualisations of the principalship since they influence how problems are comprehended and interpreted. Values also influence choices regarding possible solution processes for leadership problems (Dattner, Grant, & Luscombe, 1999; Hallinger, Leithwood, & Murphy, 1993; Lang 1999).

The concept of principal's "microcosm", as the central interest of this study, constitutes a more particularised notion than meaning system in that it specifically encompasses the interactivity between a principal's meaning system and the nature and form of particular school leadership challenges. The differentiation between the closely aligned notions of meaning system and microcosm is crucial to the study.

Since a principal's meaning system is constituted of individualistic values and understandings it can be expected to maintain a degree of consistency ability across time and across settings as well as a degree of predictability in any given organisational setting. For example, if a particular principal were to relocate from one school to another a reasonable expectation would be to anticipate a degree of consistency between past practice and the principal's behaviours in the new school. This consistency would be founded upon enduring meanings of principalship (understandings and values) that the individual would transport to the new setting. However, over time, it might be expected that the new circumstances would also impact upon that individual's processes of meaning making in the principalship and, consequently, upon actual leadership behaviours.

The notion of microcosm first arose from the conceptualisations of Wack, who built upon work in the 1970s to assist managers to rethink their mental-models (Senge, 1990; Senge, Kleiner, Roberts, Ross, Roth, & Smith, 1999; Senge, Kleiner, Roberts, Ross, & Smith, 1994). Whilst Wack did not articulate microcosm as a construct in any detailed way, his use of the term did come closest to encompassing the sense of interactivity between an individual's personal understandings and values in a leadership role and the nature of particular institutional contextual characteristics. Thus Wack's term was selected as representing the closest functional notion, within the literature, for advancing the interests of this research.

Whilst a principal's meaning system represents a relatively bounded entity - comprised of individualistic understandings and values that a principal generates and sustains regarding the nature and conduct of the principalship – the notion of microcosm extends beyond the principal's personal cognitive domain. Microcosm also incorporates the interactivity of the individual's meaning system with particular contextual forces and leadership tasks located in a particular school setting. Thus, microcosm comprises a constantly developing and evolving set of constructs reflexively affected by the individual principal's knowledge, skills, and attitudes; by the context in which actions occur; and by the nature of the leadership task itself.

The research problem in this study has been to illuminate the concept of principal's microcosm, as a means of capturing the dynamics of meaning making in the principalship, when the cognitive world of the principal and the actual work of school leadership interact. One significant practical result of a better comprehension of such processes is enhancement of the manner in which leadership development and professional learning might be undertaken in Catholic schools and then, perhaps, within other educational settings.

Background to the Research

The research is set in distinctive conceptual and practical contexts. The beginning point, from a conceptual perspective, might be regarded as contained in Kerlinger's (1964) approach to the definition of theory in the context of educational administration. He asserted that all leaders operate upon the basis of some set of interrelated concepts, assumptions, and generalisations which, for them, describe and explain regularities and behaviours in the organisation (cited in Hoy, 1996, and Hoy & Miskel, 1996).

In describing notions close to that of meaning system, as used in this research, Sergiovanni (1988) observed that the varying approaches which individuals adopt toward the principalship are built upon sets of assumptions that are not always fully explicit. Yet it is

these very assumptions which exert a decisive influence on the nature of actions. He suggested that each principal harbours implicit mental images and frameworks through which presenting tasks and challenges of the principalship are conceptualised. Sergiovanni also noted (1991) that this unique mindscape defines the boundaries within which any principal makes sense of the challenges of school leadership.

An interest in the black box of principalship would be superfluous if educational administrators were regarded as rational technicians who addressed tasks and solved problems simply by applying general and uncontested principles of problem-solving and managerial science. Contrarily, there are many observers who argue that leadership and management practices cannot be reduced to an unequivocal set of scientific principles (e.g., Blumberg, 1984; Hallinger et al., 1993; Loader, 1997; Southworth, 1995). Such competing perspectives are significant since they span theory, practice, and training issues in educational administration. Practitioners concerned with training and research issues in leadership have broadly acknowledged the need for better information about how school leaders think about what they do. For example, Heck and Hallinger (1999) have observed that knowledge about educational leadership remains adversely affected by "blank spots" and "blind spots" in the research. Blank spots were seen to be areas of omission within the research, whilst blind spots were considered to exist where familiar views of knowledge impede the development of alternative perspectives.

The current research was relevant from the viewpoint of each of Heck and Hallinger's (1999) concerns. This study sought to address an educational leadership blank spot by exploring the internal and subjective elements of principalship, as opposed to the more frequently researched external and objectively observable realities. Equally, this research also focussed upon an educational leadership blind spot, as described by Wippern (1990):

> Although research on the school principalship has changed over the last
> hundred years, the main perspective remains an exploration of the principal's
> behaviours and responsibilities. The research presents primarily an outsider's
> perceptions of the context, tasks, and workday of the principal. This emphasis on the
> external manifestations of the principal's role leaves significant issues unexplored.
> First a model of the principalship that focuses on tasks and activities ignores the effect
> of thought and intention on behaviour. Consequently, it does not account for the
> different results produced by similar behaviours, nor does it provide an understanding
> of differences in behaviour among principals. (p. 2)

The practical context of the study is also distinctive. As part of an overall approach to quality assurance, system authorities have prompted Catholic schools to engage in processes

of continuous school self-renewal in order to ensure that students have access to effective Catholic education. A school development planning process, to guide future direction and school growth, is a significant feature of expectations for Catholic school self-renewal (Catholic Education Office, Rockhampton, 1999: refer to Appendix A for further detail).

As noted earlier, such expectations for school self-improvement have been in harmony with like movements across systems throughout Australia and in other developed countries. Those imperatives, set within the broader context of societal expectations, educational advocacy, and accountability requirements, place an emphasis upon implementation of the notion of the self-renewing school - the school as learning organisation (Argyris, 1993; Klein & Saunders, 1993; Senge et al., 1999). Further, the principal's pivotal importance to the success of the school as an effective and self-improving organisation is not contested in the effective schools literature (e.g., Duignan, 1986, 1997; Taylor, 2003; Wasserstein-Warnet, & Klein, 2000). Thus, the patterns of practice used for school improvement are heavily influenced by, and are products of, how principals think about and approach not just the overall problem of school improvement but also the many embedded problems (Leithwood & Steinbach, 1993).

The Research Questions and Related Methodology

As identified earlier, the essential interest of this research was the problem of illuminating the concept of principal's microcosm, as a means of capturing the dynamics of meaning making in the principalship, when the cognitive world of the principal and the actual work of school leadership interact.

The overarching research question was:

What is the nature of the concept of principal's microcosm and what is its potential to explain and illuminate principals' roles in self-renewing processes in Catholic primary schools?

Then, the specific research questions that guided the conduct of the study were:

Research Question 1: What framework for the principal's microcosm can be derived from an analysis of significant literature on current educational and social theory?

Research Question 2: What understandings of microcosm arise from authoritative analysis of the interplay of processes of school self-renewal and the principal's meaning system?

What refinements, if any, to the preliminary framework for the principal's microcosm are proposed on the basis of the experiences of principals of the research schools with processes of school self-renewal?

Following comprehensive analysis of recent theoretical and research literature, a preliminary framework for the principal's microcosm was generated. A single-investigator, multiple-site case study methodology was utilised to conduct the field research in an Australian provincial city. Three principals were selected as the subjects across a period of 16 months. A range of qualitative research strategies was employed, encompassing formal and informal interactions with the three principals and selected members of their professional communities. On the basis of the field study, a refined framework for the principal's microcosm was developed.

Limitations of the Research

The research is characterised by four important limitations that should be taken into account in any consideration of the outcomes of the study.

First, this study has involved only three cases and was also limited by the conditions specific to a particular systemic context within Catholic education. Therefore, this research is not directly generalisable to a population outside Catholic primary schooling. Second, in this research the singular focus has been upon the principal's involvement in and impact upon school self-improvement. Certainly, a range of the authoritative literature supports such a research focus since the principalship is widely regarded as pivotal to successful school reform. However, recent writers have also exhorted theorists and practitioners to view leadership as a distributed quality in organisations rather than being the sole province of a designated leader (e.g., Altman & Iles, 1998; Cheng, 1996; Crowther, Hann, & McMaster, 2001; Limerick, Cunnington, & Crowther, 1998; Ogawa & Bossert, 1995; Stephan & Pace, 2002; Sultmann & McLaughlin, 2000; Yukl, 1994). Implications of these more recent interests upon leadership as a systemic characteristic are further considered in Chapter 5.

A third limitation relates to issues of gender in leadership. In this research, given the small number of cases involved, a decision was taken to treat gender as a non-problematic variable. Coleman (1996), for example, has cited studies which found differences in styles between male and female heads, in terms of emphases upon collegial relations and participative forms of management versus emphasis on hierarchy and the use of authority in management. However, overall, clear linkages between leadership style and gender have

remained equivocal (Evetts, 1994; McRea & Ehrich, 1999). Exploration regarding these realities was placed outside the scope of this research.

Finally, another set of limitations resides within the interactions between researcher, research participants, and research context (further examined in Chapter 3). Whilst multiple sources of data have been utilised, the very nature of the study has placed a significant reliance upon what the participating principals declared to have thought, believed, and done (espoused theory). This limitation is partially mitigated, however, since any change in thinking and behaviour was relevant to the study, rather than being disruptive of it (Beavis, 1999). That is, the study's central interest focussed upon the nature of a dynamic and interactive process rather than upon the extent to which any particular principal's espoused theory might, in actuality, have been self-delusional or otherwise.

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

Overview of the Thesis Report

The purpose of this introductory chapter has been to provide a justification for the research and to present the research problem and guiding research questions within a brief contextual overview. Key concepts have been introduced and limitations of the study have been identified.

In Chapter 2, the research problem is clarified and a preliminary framework for the principal's microcosm is generated from a comprehensive analysis of significant literature on educational and social theory. The literature in question encompasses four themes: recent understandings regarding school self-renewal and the principalship in Catholic education, the principal's role in school effectiveness and school improvement, patterns in principals' practice and thinking, and the concept of microcosm as it exists in educational and social theory. Chapter 2, therefore, represents a response to the first of the questions that directed the study, namely:

Research Question 1: What framework for the principal's microcosm can be derived from an analysis of significant literature on current educational and social theory?

The rationale, design, and methodology for the study are contained in Chapter 3. Consideration is given first to the theoretical and philosophical underpinnings of this study. Then, attention turns to issues associated with theory building, the question of generalisation

in case study research, and to issues related to the quality of the research design. The
chapter also provides an explanation for the use of a case study protocol (Yin, 1994), for the
establishment of chains of evidence, and also for the articulation of a clear and transparent
case study database. All are considered to be important elements for achieving quality in a
research design.

In Chapter 4 the findings from the empirical component of the research are presented.
The first section comprises detailed individual case reports for the three principals and the final
section focusses on cross case similarities and differences that characterise the interplay
between meaning system and self-renewing processes at the research schools.

The findings presented in Chapter 4 relate to the second research question:
Research Question 2: What understandings of microcosm arise from authoritative analysis of
the interplay of processes of school self-renewal and the principal's meaning system?

The response to research question 2, however, necessitated some prior mapping
exercises, as represented by underlying inquiries, namely:
Research Question 2A: What was the nature of the self-renewing processes that were
observed to occur at each of the schools involved in the research?

Research Question 2B: What processes of meaning creation did the principals in the research
schools engage in when responding to the challenges of principalship and, in particular, to
school self-renewing imperatives?

Having tracked the nature of the self-renewing processes at each of the research
schools across the period of data collection (2A), and profiled the processes of meaning
creation that the three principals engaged in as they responded to the challenges of
principalship and school reform efforts (2B), it was then possible to articulate a comprehensive
response to the second research question by subjecting the preliminary framework for the
principal's microcosm to detailed practical exploration.

In Chapter 5, a refined framework for the principal's microcosm is proposed, along
with exploration of its potential significance in school development, particularly in Catholic
education. Chapter 5 provides a response to the final question, namely:
Research Question 3: What refinements, if any, to the preliminary framework for the principal's
microcosm are proposed on the basis of the experiences of principals of the research schools
with processes of school self-renewal?

This done, the research problem that directed the study may be regarded as addressed in full. Indeed, Chapter 5 contains an optimistic commentary on the issue of "the potential of the concept of principal's microcosm in explaining and illuminating principals' roles in self-renewing processes in Catholic primary schools" and concludes with a number of suggestions for possible further research.

Review of Chapter One

In this chapter the significance of the research has been established and the parameters that bounded the research described. A recurring theme in the effective schools literature recognises the pivotal importance of the principal in impacting upon a school's success in enacting self-improvement. Further, the authoritative literature also supports a view that the most crucial mental-models in any organisation are those shared by key decision-makers.

Despite research on the school principalship having evolved over past decades, the prevailing standpoint has, however, largely remained an outsider's perspective of external behavioural manifestations of principalship. Whilst valuable in their own right, such models of research accord little importance to the effect of thought and intention on behaviour. Nevertheless, the potential reward for achieving better understandings of principals' meaning making offers possibilities to enhance school leaders' learning and development by assisting them to clarify their beliefs, discover internal contradictions, and think through new strategies based on different assumptions.

The central interest of this study has been to illuminate the concept of principal's microcosm, for the purpose of capturing the dynamics of meaning making in the principalship. The practical context was the expectations of Catholic school authorities that the system's schools will engage in processes of continuous self-renewal, directed at ensuring that students have access to effective Catholic education.

Looking forward, Chapter 2 establishes the conceptual basis for the research and clarifies the research problem. A preliminary framework for the principal's microcosm is generated from a comprehensive review of authoritative literature, directed toward advancing an interest in uncovering and illuminating the black box (Hallinger & Heck, 1996) of leadership, as three principals engaged in significant processes of school reform.

<div align="center">

Chapter Two

Literature Review

</div>

This chapter comprises two major sections which, taken together, establish the conceptual basis for the study and represent a detailed contextualisation and clarification of the research problem.

An exploration of the literature connecting Catholic education, school self-renewal, and the principalship represents the first major area of focus in this chapter. This section encompasses consideration of competing global perspectives within the literature on educational administration together with a review of the school effectiveness and school improvement literatures. Taken together, the above areas of focus establish the important conceptual background necessary for contextualising a direct focus upon the explicit interests of this study, as detailed in the research problem:

What is the nature of the concept of principal′s microcosm and what is its potential to explain and illuminate principals′ roles in self-renewing processes in Catholic primary schools?

Articulating a detailed clarification of the research problem constitutes the purpose of the second major section of this chapter. Given that the central purpose of this research is directed toward advancing an interest in uncovering and illuminating the black box (Hallinger & Heck, 1996) of principalship, the authoritative literature relating to the explication of mental-models comprises the initial part of this section. Next, the focus shifts to patterns in school leaders′ thinking and practice. The notion of meaning system emerges as a construct for bringing specificity, in school settings, to the broad range of understandings identified in the literature. In this regard, the work of Sergiovanni (1988, 1991) is emphasised as being particularly helpful in conceptualising the nature of a principal′s meaning system.

However, since even the notion of meaning system fell short as a serviceable construct for facilitating this research, which was aimed at exploring the work of Catholic school principals, the descriptor microcosm is introduced, in the next section, as offering promise for illuminating the dynamics of Catholic school leadership. Authoritative and pioneering work by Hallinger, Leithwood, and Murphy (1993), which focussed upon cognitive perspectives in educational leadership, is adopted as a starting point. Their identification of a four-part framework of elements for defining the cognitive worlds of school leaders is used as a

template for examining the literature relating to the educational leader's cognitive world and for facilitating a more refined articulation of the concept of principal's microcosm.

The exploration of the notion of microcosm, as it exists in educational and social theory, then leads to the generation and presentation of a preliminary framework for the principal's microcosm. By this point in the review, this emergent notion of microcosm encompasses the dynamic interplay between the person's cognitive world and the work that he or she does. This preliminary framework for the principal's microcosm comprises a response to the first focus area of this research, namely:

Research Question 1: What framework for the principal's microcosm can be derived from an analysis of significant literature on current educational and social theory?

Finally, a comprehensive clarification of the research problem is completed by turning attention to issues related to researching microcosm through utilising multiple sources of evidence, as a precursor to considerations of research methodology and design in Chapter 3.

The Principalship and School Self-Renewal

An exploration of the literature connecting Catholic education, school self-renewal, and the principalship is fundamental to clarifying the nature of this study. This is so since authorities within Catholic education have promulgated directives that systemic schools will engage in processes of continuous self-renewal and that school principals are expected to be at the forefront of such endeavours. These imperatives have been motivated by an expectation that Catholic schools will engage in improvement processes aimed at increasing their adaptability to and flexibility in changing social contexts (Catholic Education Office, Rockhampton, 1999; Queensland Catholic Education Office, 1979).

Catholic Education, School Self-Renewal, and the Principalship

Catholic schools constitute an important dimension of the Catholic Church's educational mission. The second Vatican Council's *Declaration on Christian Education* (Abbott, 1967) emphasised the importance of education in human development. Pollard's (1989, 1995) analyses of the Church's own official documents highlighted the understanding that Christian education is intended to be centred on faith formation and the development of the whole person. *The Catholic School on the Threshold of the Third Millennium* (Congregation for Catholic Education, 1998) re-emphasised those central purposes within an updated

understanding of the cultural context in which Catholic schools now function. McNamee (1995) confirmed that Catholic schools constituted an important dimension of the Catholic Church's mission through the educational process itself, through the experience of community, and through the service that Catholic schools seek to provide.

Convey (1992) understood the Catholic school as an academic and faith community that aims to foster the academic, religious, and values development of students. His review of 25 years of research identified that key characteristics which accounted for the continuing success of Catholic schools included their efficacy in creating an environment characterised by a strong sense of community, high academic standards, discipline and order, a committed and collegial staff, and high levels of parental interest and participation.

Walsh (1993) attributed the success of Catholic schooling to a strong emphasis on academic achievement, constrained structures (including strong discipline), high levels of pupil engagement, teacher commitment, shared values, and shared activity. Following extensive research in Australia, Flynn (1993) concluded that the most distinctive feature of an effective Catholic school was its outstanding culture, which gave it a special ethos or spirit.

However, there have also been discordant voices. Tinsey (1998), in research which explored relationships between teachers and clergy, identified high levels of contradictory beliefs about the mission of a Catholic school. Similarly, Treston (1997), in generalising regarding the impact of societal, ecclesiastical, and philosophical shifts on the ethos and identity of Catholic schools, drew attention to an emerging dissonance between the rhetoric about the purposes of these schools, and the worldviews of many parents, students, and staff.

Understandings regarding self-renewal within the context of Catholic schooling.

System authorities introduced the notion of a self-renewing school into Catholic education in Queensland, including the schools studied in this research, during the early 1980s. Catholic School Renewal (CSR) was intended to be an evaluation supported process of school development (Queensland Catholic Education Office, 1979). The aim of the process was to determine the significant achievements of the school, the areas in need of further development, and the processes by which areas of need might be addressed. Thus CSR was intended to operationalise a process of co-operative school evaluation and was an attempt to apply concepts of organisational development to achieve the aim of planned change with a goal of school self-reform.

The Catholic School Renewal program was founded upon an assumption that school evaluations and reports are important educational exercises for assisting both schools and the

central authority fulfil their responsibilities. Together with a need to satisfy local obligations and expectations it was an assumption that schools should also be accountable to parents and the local authority, "itself accountable in the establishment, maintenance and development of quality education" (Queensland Catholic Education Commission, 1985, p. 2).

Contextually, contemporary developments in Catholic ecclesiology predated and paralleled the movement toward a community orientation in Catholic schooling. Two principles within the broader Church context, which have important administrative and organisational connotations, are those of collegiality and subsidiarity. Collegiality, in terms of its application to educational endeavours, places emphasis upon the development of structures that value co-responsibility and participation by members of a group or community. Subsidiarity is based on the notion that "it is unjust . . . to turn over to a greater society of higher rank, functions and services which can be performed by lesser bodies on a lower plane" (Queensland Catholic Education Office, 1979, p. 146). The application of these principles, within organisations, draws attention to concepts of teamwork, equality, and interdependence (collegiality), on the one hand, and also to facilitating decision-making at the most appropriate level (subsidiarity), on the other (Sultmann & McLaughlin, 2000).

The model of a self-renewing Catholic school was being articulated at the same time that the government education system in Queensland had been and was implementing Co-operative School Evaluation (CSE) (Jackson & Henderson, 1976; Jackson, 1977). Initiated in 1972, CSE represented a broadly similar series of processes by which government schools should "identify problems, collect and analyse data, initiate projects to effect educational improvement, and monitor and assess change" (Tainton & Wells, 1980, p. vii). These parallel movements were responses to wide-ranging educational debate and advocacy which encouraged an environment conducive to accommodating and assimilating changes in tasks, structures, processes, and people as outcomes of self-determined and self-regulated evaluative activities in schools (Hewitson, 1983).

Implementation of the process of CSR has continued since the 1980s. The process is best described as having evolved over that period, rather than having undergone significant re-conceptualisation. The CEO issued its most recent Handbook for the process of CSR in 1999 (Catholic Education Office, Rockhampton). (A more detailed overview of CSR is provided in Appendix A and includes clarification regarding the relationship between the notions of a self-renewing school and Catholic School Renewal, as understood in this study.)

Another significant development in Catholic schooling during the same period was the establishment of school boards as policy-making and management structures for Catholic

education. This school boards movement represented an interpretation of and a practical response to understandings regarding the Church's educational mission. (Further background detail is provided as Appendix B.)

Duncan and Duncan (1997) observed that the advent of school boards was an evolutionary phenomenon shaped both by Vatican II and by community-based pressures for parents to have a greater say in school life. In addition, Spry (2000) highlighted that evolution in thinking concerning the form of Catholic school renewal processes, since the 1980s, has involved advocacy for a more pivotal role for school boards within CSR.

Research on Catholic school renewal, within the Australian context, has included Warner (1996) who explored curriculum delivery as a central characteristic of school renewal and effectiveness at a Catholic secondary college. Sullivan's (1996) research focussed on the way that one Catholic primary school implemented a central policy requirement for specific forms of organisational renewal and described the renewal process as being non-linear and unpredictable.

Harney (1997, cited in Spry, 2000) also researched the experience of renewal in the context of a Catholic secondary school, investigating the organisational design principles that influenced the change process. Spry (2000) reported on her own study that examined the development and implementation of the model of CSR in Queensland. Spry's (2000) conclusions spotlighted the highly socio-political nature of renewal as involving "positive and negative impacts from self-interest, conflict, altruism, and power on well-intentioned mandated change" (p. 143).

In this current research a self-renewing school is understood as one involved with self-improvement. It is a school capable, or seeking to be capable, of dealing with change as a normal part of its operations. Self-renewing processes or activities occurring in a school are intended, ultimately, to enhance educational outcomes for students. Self-renewing processes involve accommodating and assimilating changes in tasks, structures, processes, and personnel as outcomes of self-determined and self-regulated evaluative activities.

In this research, a key delimitation placed upon the definition of a self-renewing school confined its focus to situations outside the individual classroom. The interest has been in processes and activities where school personnel, whether in groups or as a whole staff, have sought self-improvement for the school. Thus evidence of collaboration among personnel was necessary before such processes and activities were of interest in this study. Further, only initiatives or task-areas specifically identified either by the principal or members of the school

administration team were explored.

<u>The nature of Catholic school principalship.</u>

Detail regarding the special character and demands of leadership in Catholic school settings is sparse in the literature. As a significant conclusion from a study of Catholic school leadership, Tomasiello (1993) emphasised that the Catholic Church's own ambiguous contemporary identity has generated associated ambiguity for the principalship within Catholic schools.

Flynn (1975) emphasised that a Catholic school's overall effectiveness in the transmission of its Christian message depended in large measure on the leadership and vision of the principal. Two decades later, Flynn (1993) indicated that research on school principals continued to emphasise their significance not only in terms of educational and administrative competence "but also on their roles as symbolic leaders and culture-builders" (p. 51).

Burford (1990) identified seven general areas for professional development and leader preparation in Catholic education. These encompassed managerial leadership, instructional leadership, transforming leadership, people skills, organisational skills, school structure co-ordination, and co-ordination of responsibilities with the central authority. It is noteworthy, however, that such stipulations were broadly applicable across schooling contexts and did not particularly identify features unique to a Catholic educational setting.

Duncan's (1990) work focussed more specifically upon the nature of Catholic education in highlighting three broad domains: the faith dimension, the learning dimension, and the organisational dimension (organisational theory and development, leadership, and administration) as priorities for developing principals for Catholic schooling. More recently, Sidorko and others (1998) called for special attention to Catholic ethos and also to the maintenance and understanding of relationships in leader preparation programs. Helm (2000) surveyed education system administrators who identified that the development of the next generation of leaders in Catholic schools should focus upon qualifications, vision, and also commitment, as the most significant priorities.

Sultmann and McLaughlin's (2000) search for authentic leadership in Catholic educational settings emphasised the notion of leadership as process: "a force operative in the way people live and engage in organisational life" (p. 28). Emerging from an extensive exploration of the literature on the general field of leadership, Catholic school leadership, and also Catholic theology and the official documents of the Catholic Church, those authors argued for two overarching characteristics for leadership in Catholic schooling. The first was "sign,

manifested in communion" (p. 29) which emphasised the notion of working collaboratively. Here the focus was upon people productively working together within groups and the organisation in total. The second was "instrument, expressed in service" (p. 29). Here they were spotlighting a focus upon energising a shift in organisational form from "the 'old' mode (which) suggests an organisation that is constituted simply and with a high degree of independence" (p. 178) toward styles of leadership which recognise and accord priority to an increasingly interdependent organisational culture.

Competing Perspectives Regarding the Realities of Principalship

Within the discipline of educational administration a debate endures between those who view administrators as rational technicians versus those who view administrators as craftspersons. This section begins with consideration of this debate and then reviews the principal effectiveness literature. Then, notions of "situated knowledge" (Prestine, 1993) are identified which suggest that a leader's knowledge is actually created and made meaningful by the context and activities through which it is acquired.

Competing views of administration-as-science versus administration-as-art represent an ongoing, significant, and far-reaching debate within the discipline of educational administration. This polemic highlights the continuing tension between a viewpoint which understands administration primarily as a rational and scientific process, and a more contemporary and increasingly influential viewpoint which understands the real world of educational leadership as being complex, messy, and unpredictable.

A prevailing interest, within the authoritative literature over several decades, has concerned efforts to explain the nature of the principalship (e.g., Newell, 1978, Duke 1998). An important analytic unit which has featured in such endeavours has been the notion of "role" as a mechanism for better understanding and predicting leadership behaviours (e.g., Donmoyer, 1999, Heck & Hallinger, 1999). A rational structural-functionalist view of role sees it as that organised sector of an actor's orientation that institutes and defines participation in the interactive process (Duke, 1998). A role involves a set of complementary expectations concerning an incumbent's own activities and those of others with whom he or she interacts (Parsons & Shils, 1951). It represents expectations and evaluative standards useful in assessing the behaviour of occupants of specific social positions (Duke, 1998).

However, the unequivocal articulation of any particular role has also remained problematic. For example, Blumberg and Greenfield (1980) emphasised that principals face pressures, on a daily basis, regarding competing images about what their role should be.

Miklos (1983) emphasised that rather than viewing a role definition as static, it is really a dynamic and creative process, with notions of change, situational accommodation, and endless variety as characterising features. The complex organisation's core problem, and hence that of the school principal, is uncertainty and coping with uncertainty. This is the essence of the administrative process. Under conditions of uncertainty, a leader cannot assign precise probabilities of success to any specific initiative (Handy, 1994, 1995; Hodgkinson, 2003).

Such issues, concerning the realities of uncertainty and ambiguity in leadership, also reflect a broader debate inherent to the field of educational administration. One perspective regards administrators as rational technicians who solve problems by applying general principles of problem-solving and managerial science. Such a viewpoint would understand that problem-solving can be reduced to a set of principles, more or less universally applicable regardless of context. And this perspective would call for general-manager type roles in the principalship, occupied by incumbents who have mastered the principles of scientific problem-solving. However, contrasting with such a view, other theorists have preferred to consider administrators as craftspersons whose art cannot be reduced to a set of scientific principles (e.g., Duignan, 1997; Hodgkinson, 2003; Schon, 1983; Sergiovanni, 1988; Southworth 1995).

Much of the literature in educational administration in the 1970s and 1980s was concerned with defining the characteristics of effective principals. Behavioural descriptions sought to distinguish the actions of more and less effective principals (Lyons, 1985). Further, researchers sought to quantify and to describe what effective principals actually do, in the hope that such knowledge might be used to increase the effectiveness of other school leaders. For example, Manasse (1982) drew conclusions, from a review of more that 75 research studies and reports, in order to address the question of why some principals are more effective than others.

The findings from such research on principal effectiveness represented an advance over the anecdotal and prescriptive literature, which had dominated the field. Hallinger and others (1993) argued, however, that an almost exclusive focus on overt behaviours left important questions unanswered regarding why and under what conditions educational leaders performed their observed behaviours. They stated that "increasingly, those involved in research and training in educational leadership have acknowledged the need for better information about how expert school leaders think about what they do" (p. 72). Earlier, Blumberg (1984) had argued that effective administrative leadership is never likely to be reducible to a set of basic principles. Whilst not to discount an important place for guiding principles to organise a principal's day-to-day approach to a given problem Blumberg (1984) described such guiding principles are just that, merely guides. Similarly, Wagner (1993)

asserted that such guiding principles are not sufficient, in and of themselves, "to accomplish the solution of real problems of the sort faced by school leaders" (p. 100).

Wagner (1993) summarised the views of many when he suggested that despite the significant strengths of overt behavioural observation for understanding problem-solving approaches and enhancing our appreciation of life in organisations, such a stance was "holding its own at best, and may be in something of retreat" (p. 91).

Schon (1987) also observed that well-defined problems of administrative practice are not reflective of the majority of the ambiguous, complex, and context-specific problematic situations of practice. Further, Wagner (1993) cited a broad range of literature to conclude, that "even if managers wanted to follow rational methods faithfully, human reasoning and judgment are characterised by a number of well-entrenched biases that affect problem-solving" (p. 92). Hodgkinson (2003), summarising several decades of research, observed that individuals are limited in their capacity to process the variety of stimuli contained in the external and, consequently, they employ a range of strategies to reduce ambiguity. Some salient examples of common biases that affect the acquisition and the processing of information and response selection are indicated in Table 1.

Table 1

Common Biases Affecting Administrative Practice, as identified by Wagner (1993)

Acquisition Biases:
Managers have difficulty conceptualising problems in ways that transcend their own prior knowledge
   and experience.
Managers discover what they expect to discover.

Processing Biases:
Once an opinion has been formed, it is not likely to be changed, even in the face of new information.
Managers are likely to continue using an alternative that has worked before even when its is no longer
   appropriate.

Response Biases:
Managers are prone to engage in wishful thinking.
Managers succumb to the illusion of control.

Isenberg (1984, 1986) documented the degree to which managers actually take some action very early in the problem-solving process as opposed to waiting until an optimum solution has been identified. Similarly, studies by Mintzberg, Raisinghani, and Theoret (1976), and analysis by Sergiovanni (1988) and Yukl (1994), suggested that managers actually attack problems recursively through attempting a formulation, trying out a solution, revising the formulation, trying another solution, and so on in recurring cycles of reflection and action.

These competing perspectives, focussed upon notions of administration-as-science versus administration-as-art, represent an ongoing, significant, and far-reaching debate within the discipline of educational administration. This highlights the continuing tension between a viewpoint which understands administration primarily as a rational and scientific process, and a more recent and increasingly influential viewpoint which understands the real world of educational leadership as being complex, messy, and unpredictable. As noted earlier, such distinctions are important for they span across theory, practice, and training issues in educational administration (Gronn & Ribbins, 1996; Mant, 1997; Schon, 1983; Sergiovanni, 1988; Wagner, 1993).

One crucial arena in which the above tensions are played out is found in the divergent research and practical knowledge contexts captured by the school effectiveness and school improvement literatures. These topics are foundational for research focussed upon schools' efforts to realise self-improvement and to enhance their levels of effectiveness.

School Effectiveness and School Improvement

The research on school effectiveness and school improvement is diverse. Early in the 1990s Reynolds, Hopkins, and Stoll (1993) noted the "lack of mesh between the enterprises of 'school effectiveness' and 'school improvement'" (p. 37). Generally, they concluded there were few points of intellectual or practical contact between scholars in the two fields. They further stated:

> In addition, the take up of school effectiveness knowledge not just directly into the mechanics of school improvement programs, but indirectly into school practice through influence upon the practitioner and policymaker communities is comparatively rare. (p. 37)

The same authors also noted that school improvement scholars rarely based their school improvement strategies upon the work of school effectiveness researchers. They also remarked, after surveying the literature, that the reverse situation also applied. Reynolds, Hopkins, and Stoll (1993) concluded that the "disciplines of school effectiveness and school improvement are 'coming from' very different places intellectually, methodologically, and theoretically" (p. 43). In contrast, more recent commentary by authoritative observers has been much more optimistic, charting evidence of closer links between scholars working in the two fields (e.g., Creemers et al., 1998; Reynolds, 1996; Townsend, 1996, 2001).

School effectiveness.

As far back as the 1930s Barnard (1938) described an action as "effective" if it "accomplishes its specific objective aim" (p. 20). Beare, Caldwell, and Millikan (1989), recognising the elusiveness of the term, began with Barnard's view and took the position that effectiveness implies first having goals and, second, "hitting the target" (p. 20) or achieving those goals.

The genesis of current interest in school effectiveness can be traced to the mid-1960s and the early 1970s when depressing assertions were being made which claimed that schools have little real influence on the quality of student learning. In that regard, pessimistic allegations were made in the United States (Coleman et al., 1966) and also in Britain (HMSO (Plowden Report), 1967).

In the mainstream literature the most prevalent understanding of school effectiveness has conformed to the notion of organisational productivity and its theoretical background of economic rationality. Scheerens and Creemers (1989) attributed the origin of concepts of school effectiveness to quantitative sociological input-output studies and economic research on educational production functions (e.g., Coleman et al., 1966). Scheerens and Creemers (1989) also suggested that such a view of effectiveness regarded output of the organisation's primary process as the criterion to judge goal attainment. Such a stance emphasised the search for organisational characteristics that maximised output. Then "when the constraint of 'least costs' is added to the maximisation of output, effectiveness is transformed into the more demanding notion of efficiency" (p. 696).

Alternative models of organisational effectiveness, as identified by Scheerens and Creemers (1989), and Scheerens and Bosker (1997), use other effectiveness criteria in addition to the productivity model. These are illustrated in Table 2.

The "adaptability" model emphasises organisational survival and flexibility in responsiveness to the environment. The delivery of outputs that satisfy external stakeholders and a consistent focus on ensuring the adequacy of vital resources, such as sufficient pupils to ensure viability, are central characteristics of this model. The model emphasising organisational "commitment" is more internally directed, focussing upon the individual members of the organisation, with cohesion, morale, and human resource development being important aspects of this view of organisational effectiveness.

Table 2

Models of Organisational Effectiveness, as described by Scheerens and Bosker (1997), and Scheerens and Creemers (1989)

Organisational Effectiveness Model	Focus of Interest	Level of Analysis	Theoretical Background
Productivity model	Output and its determinants	Organisation	Economic rationality
Adaptability model	Input requirements	Organisation	Open systems
Commitment model	Motivation	Individual members	Human relations
Continuity model	Formal structure	Organisation/ individuals	Theory of bureaucracy
Responsiveness to external constituencies model	Dependencies, power	Subgroups within organisation	Political theory

The "continuity" model is also internally directed, but is more centred upon the perceived value of formalisation as the major vehicle for achieving stability and control, with a clear and ordered structure being rated a vital component of effective organisations. "Responsiveness to external constituencies" represents a more specific instance of the adaptability model of organisational effectiveness, where the political nature of organisational life is emphasised. This model is premised upon the notion that organisations are actively engaged with external constituencies and are effective to the degree to which they come to terms with those groups having primacy. Internal subgroups within the organisation draw power from relationships with important external constituencies (Scheerens & Bosker, 1997; Scheerens & Creemers, 1989).

How effectiveness is measured is a key consideration in any assessment of school effectiveness and much of the research, both in the USA and the UK, has taken a fairly narrow view. The focus has frequently been upon student performance, often restrictively formulated in terms of literacy and numeracy. In part those preoccupations have represented a response to criticisms concerning unsatisfactory levels of student achievement. Amidst a burgeoning range of cautions, a number of educators have argued that a focus upon those things also reveals a broad tendency to emphasise the aspects of student performance that can be most readily measured (e.g., Coe & Talyor Fitz-Gibbon, 1998; Duignan, 1986; Edwards, 2001; Gray, 2001; Griffith, 2003; McGaw, Piper, Banks, & Evans, 1992; Reynolds, et al., 1996; Stringfield & Herman, 1996).

Certainly, one indisputable conclusion from the research on school effectiveness has been that some schools are more successful than others. Further, a basis for much research has been the assumption that the more successful schools can provide valuable lessons to the

rest of the education community. Thus, much of the research has been directed at identifying more and less effective schools in order to explore the similarities and differences that may account for differential outcomes (e.g., Taylor, 2002; Townsend, 1997, 2001).

The key factors that make a difference between schools have been progressively elaborated and the research has built up a picture "of some of the things on which schools would be best advised to concentrate" (McGaw et al., 1992, p. 19). These are depicted in Table 3.

Table 3

Keys to School Effectiveness – 1979, 1990, 1995, and 2002, as derived from Cotton (1995), Edmonds (1979), Levine & Lezotte (1990), and Taylor (2002)

Edmonds (1979)	Levine and Lezotte (1990)	Cotton (1995)	Taylor (2002)
A safe and orderly climate.	Productive school climate and culture.	Planning and learning goals.	Safe and orderly climate for learning
Emphasis on basic skills.	Focus on student acquisition of central learning skills.	Curriculum planning and development.	Clearly stated and focussed school mission
	Effective instructional arrangements and implementation.	School-wide emphasis on learning; Classroom management and organisation; Instruction.	Opportunity to learn and student time-on-task
Frequent evaluation of pupils' performance.	Appropriate monitoring of student progress.	Assessment (district, school, classroom level).	Frequent monitoring of student progress
Strong administrative leadership.	Outstanding leadership.	School management and Organisation; Leadership and school improvement; Leadership and planning.	Instructional leadership by all administrators and staff members
High expectations of student achievement.	High operationalised expectations and requirements of students.	Teacher-student interactions.	High expectations for students, teachers and administrators
	Practice-oriented staff development at the school site.	Professional development; Collegial learning.	
	Salient parent involvement.	Parent community involvement. System-school interactions. Equity. Special programs.	Positive home/ school relations

No simple recipe for assuring school effectiveness emerges from the literature. Whilst the school characteristics identified do have an influence on student performance, there is no global panacea as no characteristic is ever significant in all settings (Creemers & Reezigt, 1997; McGaw et al., 1992; Teddlie & Reynolds, 2000). Further, there has also been skepticism regarding the underlying assumption that a recipe for effectiveness awaits discovery, in any case. Some authorities have considered such a hope as naive since the assumption denies the "contextual realities of schools over which professionals and parents alike have little control" (McGaw et al., 1992, p. 20). In addition, there has been criticism of the research methods used (e.g., Coe & Talyor Fitz-Gibbon, 1998; Creemers et al.; 1998; Griffith, 2003; McGaw et al., 1992; Scheerens & Bosker, 1997; Scheerens & Creemers, 1989).

Within the Australian context, the strong message that emerged from the Effective Schools Project (McGaw et al., 1992; Townsend, 1996) indicated that Australians value the social and emotional well being and development of students as well as their intellectual development. A range of themes emerged as the keys to an effective school, according to Australian school communities. These related to curriculum, staff, ethos, resources, equity or fair treatment in the schooling experience, parents, a shared vision, shared responsibility for the provision of good schooling, the outcomes of schooling, and capacity to change:

> Patterns among the 2632 responses from Australian school communities emphasise that teachers and the curriculum must be of a high quality if a school is to be effective. High quality means teachers who establish and maintain good relationships with their colleagues and with their students and a curriculum which is coherent and responsive. Schooling, if it is to be effective, must be conducted in a just and caring manner and given, at the very least, tacit support by parents. For these qualitative characteristics to have any meaning, however, a school must have a chosen direction to guide its decision making. Finally, the resources of a school need to be both appropriate and adequate. (McGaw et al., 1992, p. 34)

Since the interface between system-based influences, leadership, and the character of school reform efforts represents the central focus of this research further consideration of notions of school effectiveness, as articulated inside the Catholic educational literature, is relevant at this point. As Scheerens and Bosker (1997) have analysed, the language of the productivity model (Table 2) has dominated much of the rhetoric within the school effectiveness literature. Just as much, this has been the case within Catholic education (e.g., Spry, 2000; Spry & Sultmann, 1994). The language of the productivity model has also been foundational within the school system's own articulation of its model of school effectiveness,

labelled Catholic School Renewal (Catholic Education Office, Rockhampton, 199; Queensland Catholic Education Office, 1979).

However, the particular contextual and historical features of Catholic educational ideology also direct attention to alternative interpretations of effectiveness within Catholic school settings. For example, significant value is accorded to the idealised notions of collegiality and subsidiarity within the Catholic educational literature (Sultmann & McLaughlin, 2000). Such fundamental commitments have then operationalised via the principles of "shared wisdom" and through the school boards movement across Catholic education (refer to Appendix B). In turn principals are expected to respond to a quite specifically articulated set of beliefs and practices concerning the desired form of school self-renewal processes (as detailed in Appendix A).

In essence, Catholic School Renewal encapsulates a quite particularistic framework for understanding and measuring school effectiveness. Whilst the rhetoric of CSR emphasises the productivity model, other sets of priorities also co-exist within the system's documentation for Catholic School Renewal (Catholic Education Office, Rockhampton, 1999; Queensland Catholic Education Office, 1979). First, CSR processes resonate closely with the "adaptability model" which emphasises organisational responsiveness to the environment. Essential concerns of the adaptability model focus upon satisfying external stakeholders. Since CSR utilises extensive interviewing as its major methodological strategy (Catholic Education Office, Rockhampton, 1999) such practices operationalise the adaptability model as a central criterion for judging effectiveness. Second, CSR processes also spotlight internal matters focussing upon the individual members of the organisation and seeking information regarding issues of cohesion, morale, and human resource development.

A close affinity to the "responsiveness to external constituencies" model of organisational effectiveness is also evident in Catholic school improvement practices. This is so since, by virtue of the very methodologies employed, CSR processes cannot avoid being impacted by the politics of organisational life. The responsiveness to external constituencies model focusses judgments regarding the organisation's effectiveness upon the extent to which the organisation is actively and positively engaged with external constituencies. This model also emphasises judgments regarding the efficacy with which the organisation comes to terms with those external interest groups (Catholic Education Office, Rockhampton, 1999).

School improvement.

Efforts to identify the learning conditions and other related internal circumstances in schools which can ensure that the realisation of educational goals is maximised has remained a

core interest of the contemporary literature on school improvement (e.g., Creemers et al., 1998; Reynolds, et al., 1993). A related focus-area has concerned developing strategies for change which simultaneously strengthen school organisation whilst implementing curriculum reform. Such a stance represents an evolution - over the past 30 years - from earlier notions:

> In the 1960s and 1970s school improvement ... displayed a number of paradigmatic characteristics associated with the empirical-analytic tradition. It was linked as an enterprise to a technological view of school improvement, in which innovations were brought to schools from outside of them and then introduced 'top down'. The innovations were based upon knowledge produced by persons outside the school, the focus was on the school's formal organisation and curriculum, the outcomes were taken as given, and the innovation was targeted at the school more than the individual practitioner. The whole improvement edifice was based upon a positivistic, quantitative evaluation of effects. The worldwide failures of this model of school improvement to generate more than very partial take up by schools of the curricula or organisational innovations became an established finding within the educational discourse of the 1970s, explained widely as due to a lack of teacher 'ownership'.

> Out of the recognition of this failure came the new improvement paradigm of the 1980s, which is still reflected in much of the writing on school improvement that is current and in evidence today. This new movement celebrated a 'bottom up' approach to school improvement, in which the improvement attempts are 'owned' by those at the school level, although outside school consultants or experts can put their knowledge forward for possible utilisation. This new approach tended to celebrate the 'folk-lore' or practical knowledge of practitioners rather than the knowledge base of researchers, and focussed on changes to educational processes rather than to school management, or organisational features which were regarded as reified constructs. ... Those working within this paradigm also tended to operate at the level of the practitioner rather than at the level of the school, with a qualitative and naturalistically orientated evaluation of the enterprise being preferred to quantitative measurement. The improvement attempt was 'whole school' orientated and school based, rather than outside school or course based. (Reynolds et al., 1993, p. 41)

More recently, a critical review of the field (Creemers et al., 1998) noted that "there is a sense that school improvement research may now be on an increasingly steep curve of intellectual advance" (p. 128). In addition, experience gained from school improvement efforts has identified a number of successful strategies for strengthening the school's ability to support its own self-renewal (e.g., Ainscow & Hopkins, 1992; Bennett et al., 2000; Hopkins,

Ainscow, & West, 1993). An example is depicted in Table 4. Many other school improvement initiatives have addressed similar practices (e.g., Creemers et al., 1998; Fullan, 1997; Reynolds et al., 1996).

Table 4

Typical Strategies Employed by Schools to Support Self-Renewal Efforts, as described by Reynolds, Hopkins, and Stoll (1993, pp. 46-47)

Staff Development	Staff development processes are used to support the individual teacher and school development; Teachers are involved in each others' teaching; Where appropriate, external consultants are used to support teacher development.
Inquiry and Reflection	There is a search for increased clarity and shared meanings; Reflection and review activities are used to monitor progress and enhance the professional judgment of teachers.
Leadership	Staff throughout the school are encouraged to adopt leadership roles; Temporary systems or working groups are created; Individuals take on key roles in initiating change and supporting development Work.
Co-ordination	Efforts are made to maintain momentum; Links are made between formal and informal structures; Images of success are created.
Planning	Planning processes are used to legitimise and co-ordinate action; Resources for school improvement are specifically allocated.

Towards a synergy between school effectiveness and school improvement.

Addressing the issue of the integration of the two fields, some educators have sought ways to comprehend the entire school effectiveness-school improvement literatures (e.g., Gray, 2001; Taylor, 2002). Aspects of the two worldviews are illustrated in Table 5.

Reynolds and others (1993) sought to promote a synergy between the two paradigms:

To take school improvement first, school improvers need to have knowledge about those factors within schools and within classrooms that may be manipulated or changed to produce higher quality schooling: school effectiveness researchers can provide that knowledge. Correspondingly, at their simplest level, school improvement strategies provide the ultimate test for many of the theories posited within the school effectiveness research enterprise. (p. 50)

Table 5

The Separate Traditions of School Effectiveness and School Improvement, as delineated by
Reynolds et al. (1996, p. 145)

School Effectiveness	School Improvement
Focus on school	Focus on individual teachers or groups of teachers
Focus on school organisation	Focus on school processes
Data driven, with emphasis on outcomes	Rare empirical evaluation of effects or changes
Quantitative in orientation	Qualitative in orientation
Lack of knowledge about how to implement change strategies	Concerned with change in schools exclusively
More concerned with change in pupil outcomes	More concerned with the journey of school improvement than its destination
More concerned with schools at a point in time	More concerned with schools as changing
Based on research knowledge	Focus on practitioner knowledge

Hargreaves and Hopkins (1991) referred to school effectiveness as the "what" and school improvement as the "how" (p. 109) of educational reform. Similarly, Spry and Sultmann (1994) referred to principles and characteristics, on one hand, and processes on the other. A synergy of the two paradigms can be fruitful if one takes a stance that school effectiveness literature contributes a knowledge base about effective practices whilst school improvement experience contributes knowledge about successful school-based planning and change.

Three waves of reforms have characterised the research in the area of school effectiveness and improvement. The first wave involved the investigation and application of effective school characteristics. The second emphasised process rather than input correlates of school output. The focus of research shifted toward more in-depth investigations of relatively small samples of schools (e.g., Reynolds, 1992; Scheerens & Creemers, 1989). Spry (2000) has characterised the third and most recent wave as having recognised the need for an ethical approach to processes of school improvement based on shared principles (e.g., Sergiovanni, 1992, 2000; Starratt, 1994) and authentic leadership (e.g., Bhindi & Duignan, 1997).

Also concerned with the ethics of school improvement endeavours, Guy (1990) suggested that from the 1970s the notion of virtue, as a justified end in its own right, was lost amidst economic rationalism. From the late 1980s morality was re-discovered through an emphasis on ethical decision-making (e.g., Guy, 1990), upon the moral dimension of the new

economics (e.g., Etzioni, 1988), and upon principle-centred leadership (e.g., Covey, 1990; Stephan & Pace, 2002). Spry & Sultmann (1994) characterised such emphases as providing a warning not to underestimate the complexity of human nature and people's capacity to be motivated by factors other than self-interest.

Before concluding this section and proceeding to undertake a detailed clarification of the research problem, it is appropriate to direct brief attention to highlighting three key concepts embedded within the broader effectiveness and improvement literatures: namely, school culture, empowerment, and leadership.

Embedded concepts: School culture, empowerment, and leadership.

The notion of school culture relates to the context of school dynamics and change and the concept is approached from various angles in the literature: heuristically, conceptually, methodologically, and in explanatory terms (Hargreaves, 1995). The predominant view has been anthropological, comprehending "culture" as the knowledge, beliefs, values, customs, morals, rituals, symbols, and language of a group. The ethnographic literature has utilised the concept's analytic power in understanding school life. In the symbolic interactionist tradition, culture has a reality-defining function (Hargreaves, 1995).

A school's culture or climate is commonly identified as a key organisation-level factor in influencing school effectiveness. Purkey and Smith (1983) emphasised the primacy of culture to the extent of proposing a theory of school improvement based, primarily, on changing the culture of the school so as to promote collaborative planning, collegial work, and an atmosphere conducive to experimentation and evaluation. Duignan (1986) cited an array of authors to conclude:

> The essence of the evidence to support the importance of school climate is that a school (administrators, teachers, students, and parents) must have a fundamental belief system, or set of values, that has a definite purpose or goal - the achievement of academic excellence - and that values the importance of collegiality and collaboration in all the processes involved in reaching this goal. (p. 64)

Duignan's (1986) review of the literature also led him to emphasise the centrality of school culture and climate as pivotal factors that influence effectiveness.

In considering the notion of empowerment recent developments in school improvement efforts, in the Queensland context as well as internationally, have favoured School Development Planning as a vehicle for promoting and influencing school improvement

efforts. The introduction of such requirements has, equally, also been relevant to the schools studied in this research (see Appendix A).

School Development Plans (SDPs) had been introduced extensively in the United Kingdom as a vehicle for facilitating strategies "that would, among other things, help governors, heads, and teachers to take control of the process of change" (Reynolds et al., 1993, p. 44). School Development Planning approaches and requirements have become so universal that they might be described as the "new paradigm" of school improvement. Such approaches seek to combine curriculum innovation with modifications to the school's management arrangements, with the dual overarching goals of enhancing student achievement and modifying the culture of the school (e.g., Amatea, Behar-Horenstein, & Sherrard, 1996; Bennett et al., 2000; Broadhead, Cuckle, Hodgson, & Dunford, 1997; Caldwell & Spinks, 1998; Hargreaves & Hopkins, 1991; MacGilchrist & Mortimore, 1997).

Experience distilled from a number of major international school improvement projects has suggested that school improvement works best when a clear and practical focus for development is linked to simultaneous work on internal conditions within the school (Stoll & Fink, 1992, 1994, 1996). Such improvement efforts include elements such as reconstructing externally imposed educational change in the form of school priorities, creating internal conditions that will sustain and manage change in schools, and embedding these priorities and conditions within an overall strategy such as a School Development Plan (Fullan, 1997; MacGilchrist & Mortimore, 1997). In Australia, the self-management approaches of Caldwell and Spinks (1988, 1992, 1998) are based on developmental principles which seek to integrate goal-setting, policy-making, planning, budgeting, implementing, and evaluating through a focus on the central functions of schools - learning and teaching.

All such efforts are focussed toward achieving empowerment of key stakeholders. As Stoll and Fink (1992) concluded: "it is only when school effectiveness research is merged with what is known about school improvement, planned change, and staff development that schools and teachers can be empowered and supported in their growth towards effectiveness" (p. 104). The empowered school is neither the unwilling victim of externally driven changes nor the innovator which reacts unthinkingly to every fad or whim. Rather, it is the school which responds to the challenge of change by recreating its own vision, by redefining management to support change, and by releasing the energy and confidence to put its ideas into practice (Fullan, 1993, 1997). Thus development planning is viewed as a means rather than an end and a pathway rather than a destination.

The third embedded concept is leadership. Whilst leadership has been implicit in earlier discussion of school effectiveness and school improvement, some additional distinctions are relevant. Focussing, first, on the leadership of the school principal, within the mainstream of the effective schools literature the principal emerges as crucial to the success of the school. Arising from an extensive review of the literature, Duignan (1986) charted germane types of activities that appear to constitute effective leadership by the school principal. Duignan's list encompassed achieving an atmosphere of order, discipline and purpose; creating a climate of high expectations for staff and students; encouraging collegial and collaborative relationships; building commitment to the school's goals, among staff and students; facilitating teachers in spending maximum time on direct instruction; encouraging staff development and evaluation; and being a dynamic instructional leader.

Shoemaker and Fraser (1981), when considering similar issues, identified four key themes in the literature relating to the role of the principal: assertive, achievement-oriented leadership; orderly, purposeful, and peaceful school climate; high expectations of staff and pupils; and well-designed instructional objectives and evaluation systems.

The purpose, at this point, is to exemplify rather than to be taxonomic with respect to appropriate leadership behaviours. This is a relevant aspiration because of the widely acknowledged contextual nature of leadership in schools (Begley, 2001; Scheerens & Bosker, 1997; Scheerens & Creemers, 1989). Further, the preceding reference to empowerment highlights the desirability of facilitating leadership across the organisation. Thus, with respect to the principalship, what is important is not that leadership is a singular characteristic but rather the understanding that "leadership is not a mystical attribute but a set of attitudes, activities, and behaviours . . . which inspire others to effective group efforts" (Mackenzie, 1983, p. 11). In other words, as important as any one specific behaviour is the attitude of the principal that determines what he or she does and how this is done (Duignan, 1986, 1997; Gronn & Ribbins, 1996; Short, et al., 1994; Southworth, 1995).

The foregoing review has considered Catholic education, school self-renewal, and the principalship. In addition, the literatures concerning competing global perspectives within educational administration and also the fields of school effectiveness and school improvement have also been reviewed. Taken together, the above areas of focus have contextualised the conceptual background necessary to support direct focus upon the explicit interests of this study. The review now turns to an exploration and articulation of the concept of the principal's microcosm.

The Principal's Microcosm

This study attempted to capture the dynamics of meaning making in the principalship during school self-improvement. Hence, the research focussed upon describing and comprehending the mental-models of principals is considered first in this second major section of Chapter 2. This discussion is accompanied by a review of current knowledge regarding patterns in principals' practice and thinking and also establishes the existence of multiple frameworks for conceptualising the principalship.

Next, the notion of a principal's meaning system is proposed as a construct for bringing specificity, in school settings, to the diverse range of understandings for mental-models, identified in the literature. Here, the work of Sergiovanni (1988, 1991) is emphasised as being particularly helpful in conceptualising the nature of a principal's meaning system.

However, even the notion of meaning system falls short as a serviceable construct for facilitating research aimed at exploring the work of Catholic school principals who function within a unique systemic structure where the integral linking of meaning creation and Catholic renewal is fundamental. Hence the descriptor microcosm is identified as offering promise for illuminating the dynamics of Catholic school leadership since the interactivity between the individual principal's personal understandings and values in leadership, the particular school context, and particular school self-improvement activities constitute the interests of this research.

In seeking to articulate the notion of microcosm, the authoritative work of Hallinger, Leithwood, and Murphy (1993), which focussed upon cognitive perspectives in educational leadership, is now adopted as a starting point. The ensuing discussion proposes a preliminary framework which identifies microcosm as incorporating a cognitive construct ("Knowledge-in-Use") set within a context of four key rational and meta-rational influence sources. Indeed, microcosm will be proposed to comprise the dynamic interplay between the person's cognitive world and the work that he or she does as a school leader.

Finally, in order to complete a clarification of the research problem, discussion turns to issues related to researching microcosm through utilising multiple sources of evidence, as a precursor to considerations of research methodology and design in Chapter 3.

Perspectives on Principals' Mental-models

There exists no dearth of attempts to describe the mental-models of principals, if largely via indirect means. Until relatively recent times such efforts have been based upon examination of evidence of the nature of these mental-models via an analysis of exhibited behaviours (Hallinger et al., 1993). An early distinction was that between principal as chief executive versus principal as leading professional (Peters, 1976). Emerging from this dichotomy were Hughes' categories of the abdicator, the traditionalist, the innovator, and the extended professional (cited in Peters, 1976, p. 55).

Such images were dominated by a functionalist view which prescribed sets of administrative responsibilities for the principal (Bredeson, 1985). For example, Blumberg and Greenfield (1980) identified three critical functions of the principalship: the organisation and general management of the school, the supervision of instruction and staff development, and the interpretation of the work of the school to the immediate school community. Other approaches included those by Roe and Drake (1974) who paralleled earlier notions of principal as administrator-manager and principal as educational leader. Lipham and Hoeh (1974) envisioned a leader with technical, human, and conceptual skills practiced in five major functional areas: the instructional program, staff personnel services, student personnel services, financial-physical resources, and school community relations. Miklos (1983) described the roles of politician and facilitator.

More recently, a shift has occurred away from lists of behaviours that principals were observed to be using in schools labelled "effective". The more recent cognitive perspective has also placed value in the importance of context in shaping practice and, further, acknowledged a place for administrators' intentions, values, and beliefs.

In work close to the interests of this study, Bredeson (1985) began with the three major concerns of educational administration and their associated generative metaphors as advanced by Sergiovanni and his colleagues (1980, 1987). The first was efficiency (metaphor: the Rational-mechanistic); second, the person (metaphor: the Organic); and, last, political decision making (metaphor: Bargaining). Bredeson found these views a useful starting point for examining the metaphorical perspectives and the practices of principals. He was interested in exploring how this imagery appeared to affect the principal and the school environment. He asked "what effect do these metaphors, and others associated with them, have on how principals interpret their role in the school and how they express these values and beliefs through their administrative priorities and their daily routines?" (p. 34).

Bredeson (1985) then focussed on the images evident in the statements, beliefs, values, and daily routines of five principals to examine the implications of those metaphorical perspectives for the role. In assessing these perspectives, he found two forces simultaneously at work. The first, the extent that organisational role expectations, school structures, tradition, and community standards influenced the perspective each principal held about the position. Second, he identified the reality of the individual's ongoing efforts to "make sense of the world of the principalship" (p. 37), and found each person's efforts to be quite unique. These perspectives are indicated in Table 6. Bredeson found each individualised interpretation of the role "satisfied individual needs and played on personal and professional strengths of each of the administrators" (1985, p. 38).

Table 6

Examples of Individualised Interpretations of the Role of Principal, as described by Bredeson (1985)

Chief Executive Officer	The principal who envisioned the role as that of a chief executive officer carried out the responsibilities from the main office and functioned from behind a desk, much like the common conceptualisation of a command centre.
Disciplinarian	The disciplinarian differed by becoming involved in almost every aspect of school operations and decision making in which student discipline could possibly be an issue. Even though cognisant of other duties, this principal was quick to admit that discipline was "unfortunately number one".
Principal as Teacher	The principal who emphasised the fact that principals are teachers too, spent time in various ways supporting, organising, and actively participating in the instructional program.
Person-oriented	The affective or person-oriented principal spent as little time as possible in the office and reported that "my place is with the students and the staff". Paperwork and routine duties that confined the principal to the office were seen as negative aspects of the role.
Counsellor	The counsellor as principal chose to use all the skills of a seasoned guidance counsellor in order to work one-on-one with staff and students, and to "keep the doors opened and process going" while at the same time "providing an atmosphere conducive to education".

Further, while each of the principals maintained varying degrees of idiosyncrasy in leadership, Bredeson (1985) concluded that "each practised the craft of the principalship within the parameters of three broad metaphors of purpose" (p. 38). The first was the metaphor of Maintenance: everything to "keep the school doors open and the process going"(p. 38). The second, a metaphor of Survival, as an extension of the maintenance image: "dealing with threats to the non-continuance of the enterprise" (p. 38). Finally, there was a metaphor of Vision: the principal's "ability to holistically view the present, to reinterpret the mission of the school to all its constituents, and to use imagination and perceptual skills to think beyond

accepted notions of what is practical and what is of immediate application in present situations to speculative ideas and to, preferably, possible futures" (p. 43).

Bolman and Deal (1991, 1993) worked with large numbers of principals to research their thinking processes in leadership. Arguing that their research incorporated both rational and meta-rational elements in viewing leaders' thinking, they used the notion of "frames". Table 7 presents the four frames as conceptualised by Bolman and Deal (1991), each representing, in their view, a different facet of human organisations. They observed "in every country that we have visited, we have found managers who think in ways that limit their vision and impede their ability to understand and respond to the complexities of everyday life in organisations" (p. 17). They asserted that any situation in an organisation could be viewed in four different ways: from the structural, human resource, political, and symbolic perspectives or frames.

Table 7

Four Frames for Perceiving Organisational Life, as Proposed by Bolman & Deal (1993, pp. 24-25)

Structural Frame	The structural frame emphasises productivity and assumes that organisations work best when goals and roles are clear, and the efforts of individuals and groups are well coordinated through both vertical (command, rule) and lateral (face-to-face, informal) strategies.
Human Resource Frame	The human resource frame highlights the importance of needs and motives. It posits that organisations work best when individual needs are met and the organisation provides a caring, trusting work environment. Showing concern for others and providing ample opportunities for participation and shared decision-making are two of the ways that organisations enlist people's commitment and involvement at all levels.
Political Frame	The political frame points out the limits of authority and the inevitability that resources will be too scarce to fulfil all demands. Organisations are arenas in which groups jockey for power, and goals emerge from bargaining and compromise among different interests rather than from rational analysis at the top. Conflict becomes an inescapable, even welcomed by-product of everyday life. Handled properly, it is a source of constant energy and renewal.
Symbolic Frame	The symbolic frame centres attention on symbols, meaning, and faith. Every human organisation creates symbols to cultivate commitment, hope, and loyalty. Symbols govern behaviour through informal, implicit, and shared rules, agreements, and understandings. Stories, metaphors, heroes and heroines, ritual ceremony, and play add zest and existential buoyancy. The organisation becomes a way of life rather than merely a place of work.

As an individual interacts in a wide range of situations, one's chosen frame defines circumstances so that the individual knows what to do and how to understand what others are doing: "the frame we choose determines the reality we experience and the script that guides our actions" (Bolman & Deal, 1993, p. 23). This process of framing "allows its user to locate,

perceive, identify, and label a seemingly infinite number of concrete occurrences defined in its terms. He (or she) is likely to be unaware of such organised features as the framework has, and unable to describe the framework with any completeness if asked, yet these handicaps are no bar to his (or her) easily and fully applying it" (Goffman, 1974, p. 21). Further, in an effort to explore how principals can learn to think more flexibly, Bolman and Deal (1991, 1993) also developed the notion of re-framing, basing their theorising upon Weick and Bougon's (1986) notion that "a decision-maker can become a more sophisticated thinker by externalising and studying a previously implicit map" (p. 130).

Leithwood, Begley, and Cousins (1990) identified four distinct patterns of practice (or styles) evident in the research literature, as detailed in Table 8.

Table 8

Patterns in Principals' Leadership Practices in School Improvement, as described by Leithwood, Begley, and Cousins (1990, pp. 12-13)

Leadership Style A	Characterised by a <u>focus on interpersonal relationships</u> through establishing a cooperative and genial "climate" in the school and effective, collaborative relationships with various community and central office groups. Principals adopting this style seem to believe that such relationships are critical to their overall success and provide a necessary springboard for more task-oriented activities in their schools.
Leadership Style B	<u>Student achievement, well being, and growth</u> are the central focus. Descriptions of this class of practices suggest that whilst aspects such as achievement and well being are the goal, principals use a variety of means to accomplish these things. These include many of the interpersonal, administrative, and managerial behaviours that provide the central focus of other styles.
Leadership Style C	(From the review of studies, there is less consistency in this style, compared with styles A and B). This style has a <u>programme focus.</u> Principals adopting this style, nevertheless, share a concern for ensuring effective programmes, improving the overall competence of their staff, and developing procedures for carrying out tasks central to programme success. Compared with style A, the orientation is to the task, and developing good interpersonal relations is viewed as a means to better task achievement. Compared with style B, there is a greater tendency to view the adoption and implementation of apparently effective procedures for improving student outcomes as a goal - rather than the student outcomes themselves.
Leadership Style D	Almost exclusive attention to what is often labelled "administrivia" - the nuts and bolts of daily <u>school organisation and maintenance</u> - is the focus of this style. Principals adopting this style are preoccupied with budgets, timetables, personnel administration and requests for information from others. They appear to have little time for instructional and curriculum decision making in their schools, and tend to become involved only in response to a crisis or a request.

Focussing, specifically, on school improvement efforts, Leithwood and Steinbach (1993) took the view that "what principals do depends on what they think. More specifically,

the patterns of practice used for school improvement are products of how principals think about and approach not just the overall problem of school improvement but also the multitude of smaller, imbedded problems" (p. 106). They focussed on a better understanding of principals' thinking and problem-solving to attempt to explain differences in their school improvement practices.

Patterns in principals' practice and thinking.

Having considered the research which has sought to describe and to comprehend the mental-models of principals, the discussion now extends to a review of current knowledge regarding patterns in principal's practice and thinking. In this regard, the work of Bolman and Deal (1993) has been pivotal. They found distinct patterns in the ways principals think, and also links between those patterns and principals' effectiveness as managers and leaders: "school principals . . . show a strong preference for the human resource and structural frames [see Table 7]. They focus primarily on shaping their school to meet individual needs, and secondarily on designing a formal structure for achieving educational goals" (p. 26).

Emerging from their extensive review of research studies (as summarised in Table 8) Leithwood and others (1990) concluded that considerable evidence exists to warrant the claim that Styles B (focus on student achievement, well being and growth) and C (programme focus) make the greatest contribution to school improvement. Leithwood and Steinbach (1993) went further and suggested that the four styles (as depicted in Table 8):

> Appear to represent a hierarchy in terms of their contribution to school improvement with the student-growth focus (B) making the greatest contribution followed in diminishing order by the programme focus (C), the interpersonal-relationships focus (A), and the building-manager focus (D). (p. 105)

A study by Short and others (1994) involved observations in schools involved in a 3-year project to create empowered organisations and concluded that the principal's attitudes and behaviours impact significantly on the ways that change occurs. They concluded that in "successful" schools, principals were risk-takers unwilling to see barriers, were creative in locating resources, and spent much of their energy doing things like building networks and communicating the vision of how the school could be a better school. In contrast, they described "no-go" schools as those where it was difficult to see much change from empowerment efforts.

In another set of exploratory studies focussed upon principals' practices and thinking Vandenberghe (1995) had been seeking to document, in a systematic way, the daily activities

and interventions of principals and then map the ways that the interventional behaviours of the principal influenced both school improvement, in general, and also the implementation of particular innovations. Vandenberghe (1995) asserted "that there is still a need for more studies focussing on what is really going on at the school level" (p. 32). Nevertheless, a number of typological concepts have been identified in these studies. For example, Vandenberghe (1995) described four types of "local innovation policies" involving planning, interaction, risk-avoidance, and co-optation. Each of the four types is characterised by different decision-patterns and activities by principals and is reflected in different justification processes.

It has already been established, in this review, that patterns of school practice are characterised by uncertainty, instability, complexity, and variety, with value conflicts and situational uniqueness also comprising typical aspects of educational settings. Schon (1983) suggested that far from being a logical process of problem-solving or the application of standard techniques to predictable problems, a more accurate view is that school administration is a craft-like process of "managing messes" (p. 16).

Sergiovanni's work (1988, 1991) has also taken a position which is consistent with a view of educational administration as craft-like science. He argued that schools have multiple purposes and are expected to achieve multiple outcomes. He stated that the "applied science" (administration-as-science) perspective thinks about multiple purposes and outcomes "in the single direction of goal attainment" in spite of the realities that the "special character of the school's unique value system makes focussing on discrete goals or even discrete multiple outcomes unrealistic" (Sergiovanni, 1988, p. 9).

In addition to goal attainment, Sergiovanni (1988) identified other critical concerns of administrative practice: administrators need to be concerned with maintaining the organisation internally, adapting the organisation to forces in its external environment, and maintaining the cultural patterns of the organisation. "An overemphasis or neglect of any one has negative effects on the remaining three" (p. 10). Further, he maintained that professional practice in schools is very like the realities of practice across many professions.

> Schools tend to goal attainment only to the extent that this interest does not create problems with respect to the other three interests [above]. . . . This explains why administrators often settle for less than the best student learning in making curriculum decisions if these decisions can be made by consensus among the faculty and result in high morale or at least in keeping peace. This explains why administrators sometimes pay less attention to how well teachers are teaching and

how much students are learning as long as teachers are able to maintain control over students and are making their classes attractive enough so that students will continue to show up. In these examples community identity, faculty morale, and the school's custodial function compete with and sometimes take precedence over goal attainment purposes. (Sergiovanni, 1988, p. 9)

Mintzberg et a. (1976) and Yukl (1994) observed that managers attack problems recursively, via successive cycles of trying a solution and revising the formulation. Sergiovanni (1988) described this process as administrators solving problems and making decisions through a process of successive limited comparisons characterised by reflection, action, and reflection episodes. "Though muddling through portrays a less heroic model for decision making and problem-solving, it is more realistic" (p. 11). Sergiovanni (1988, 1991) also described the nature of these processes:

Administrative work takes the form of a seemingly endless series of professional practice episodes comprising of intentions, actions, and realities. The stuff of intentions are the priorities, preferences, strategies, and decisions of the school administrator. These lead to actions in the form of her or his leadership and management tactics and behaviour. Actions lead to such situational feedback realities as results, outcomes, and consequences. The interplay among the three is dynamic with realities changing actions as they emerge and thus themselves changing. Actions and realities shape intentions in much the same way. One episode affects the next and so on. Throughout this interplay the administrator thinks and acts, formulates, and implements. (pp. 14-15)

These recursive processes of informing professional practice are depicted in Figure 1.

Sergiovanni (1988) used the descriptor "theories of practice" to describe sets of beliefs and assumptions about such things as how schools work, leadership, the purposes of schooling, the essence of human nature, "and about other issues and concerns that function as mindscapes" (p. 15).

Mindscapes are implicit mental images and frameworks through which administrative and schooling reality and one's place within these realities are envisaged. They are intellectual and psychological images of the real world of schooling and provide the boundaries and parameters of rationality that help us to make sense of this world. In a sense, they are intellectual security blankets on the one hand and road-maps through an uncertain world on the other. As road-maps they provide the rules, assumptions, images, and practice exemplars that define what

(Figure 1 here)

(See separate File)

educational administration is and how it should unfold. They programme thinking and belief structures about administrative study and practice. Though not thought about very much formally they ultimately become the powerful forces that drive one's practice. (Sergiovanni, 1988, p. 15)

In understanding patterns in principal's practice and thinking it is important to recognise that each principal daily undertakes the fundamental act of drawing a distinction: "distinguishing an 'it' from the 'background' that is 'not it'" (Amatea et al., 1996, p. 51). That is, each principal makes perceptual choices and "what each sees is always a map, never the territory" (p. 51).

In tracing the development of the knowledge base in the field of educational administration, English (1997) asserted that the domain has continued to be dominated by a perspective which posits that reality lies "out there" waiting to be discovered by the researcher using rational-logico, positivistic procedures. He suggested that this tradition had tended to devalue alternative approaches as subjective and hence less rigorous and less worthy of serious study. He observed that in this debate the knowledge base, "that core of factual information which epitomises all that is 'worth knowing' in the discipline" (p. 4), remains the prized trophy.

Adopting a less adversarial position, Amatea, Behar-Horenstein, and Sherrard (1996) labelled first-order and second-order perspectives in educational administration. The first-order perspective characterises the above mentioned positivistic/ mechanistic view. The second-order perspective "of the world and one's role as a leader in it, leans on a social/ joint re-construction of meanings and behaviours of the administrator and staff together" (p. 61). They have argued that one perspective is not, a priori, superior to another.

Thus a principal can choose among a variety of modes of description when contemplating the realities of school life:

> Just as each microscopic lens can introduce the observer to realities not observed before, so can each epistemology introduce the clinician (or school change agent) to social realities not recognised before, social realities that often contradict each other. Furthermore, just as each microscopic lens can elicit an awareness that what one thought looked irrevocable one way, can, in fact, be seen another way, so can each epistemology elicit an awareness that the view of reality one has held as 'true' may be alternated with another view, often contradictory with the first, which is equally convincing. (Amatea & Sherrard, 1994, p. 7)

Amatea and others (1996), translating insights gained within clinical psychology to the notion of school change, proposed a classificatory schema which is summarised as Figure 2. It presents options for "thought rules" in the principalship. Choices on each of the three continua generate very different constructions and reconstructions of reality: what is meant by a school's organisational and social world; how this world might be conceptualised; and how this world functions, adapts, and changes. As a set of thought rules these elements, in combination, dictate how any individual principal believes one should behave in response to any particular event or situation.

Further, these meta-options for conceptualising school change can be linked to the administration-as-science versus administration-as-craft continuum already identified as foundational in this literature review. Looking through the first-order lens (administration-as-science) the focus of school organisational change efforts is understood in the language of social structures and roles and the task of the school administrator is defined in terms of having to identify the "defects" in the structure of the organisation (Campbell et al., 1991).

Choice of Lens for Conceptualising Change	Options for "Thought Rules" in Leadership
1. Choice of Focus & Boundary	This choice can be represented by a continuum extending from "Psyche" to "System" Psyche: the problem is located in individuals and/or structures System: the problem is contextual
2. Choice of Position & Relationship	This choice can be represented on a continuum extending from "Outside" to "Inside" Outside: role as outside observer to identify structural and systemic flaws ("fine-tuning" mentality) Inside: role as participant observer choosing to participate in the system being observed ("standing-with" mentality)
3. Choice of Mode of Inquiry & Explanation	This choice can be represented on a continuum extending from "Stability" to "Transaction" This continuum relates to the choice of meanings one gives to people's actions and intentions Stability: explanations which highlight the essential nature (or stability) of a person or of a relationship or set of relationships Transaction: understanding that the Observer's participation "ripples through the system"

Figure 2. Options for "Thought Rules" in leadership, as identified by Amatea, Behar-Horenstein, and Sherrard (1996).

It is also plausible to make a linkage with the historical development of the school effectiveness literature (for example as already displayed in Table 5), and its primary interest in principles and characteristics or the "what" of school development. This literature represents a first-order perspective. A second-order perspective aligns with the notions of the administration-as-craft paradigm also already explored in the literature review. Here, there is acceptance of a greater affinity with beliefs about the world as social inventions. Recent interpretations in the school improvement literature (e.g., Fullan, 1997) appear to be embedded within a craft perspective focussed upon processes and the "how" of school development and thus represent a second-order perspective.

As noted, each set of lenses represents alternative meta-options for thought rules in the principalship rather than one perspective being superior to another. However, in practice, the literature suggests that polarisation does arise. For example, Reynolds et al. (1993) have remarked, as also noted earlier, upon the surprising reality that school improvement scholars rarely base their school improvement strategies upon the work of school effectiveness researchers and that the reverse experience is similar. Further, Bolman and Deal (1993), as already referenced, have observed that principals do not easily choose among a variety of options once patterns of behaving are established (see Table 7).

The Principal's Meaning System

It is clear, from surveying the literature, that the notion of mental-models has been used in a range of disciplinary fields to represent a person's view of the world. As discussed to this point, the generalised notion of a mental-model incorporates both explicit and implicit understandings. It also represents deeply held images of how the world works and the individual's assessment of the consequences that are likely to flow from any given action that might be taken (see Argyris & Schon, 1974; Black & Gregersen, 2002; Bolman & Deal, 1991, 1993; Harkins, 1999; Isaacs, 1993; Kim, 1993; Mackoff & Wenet, 2001; Mant, 1997; Senge, 1990; Senge et al., 1999; Sergiovanni, 1988, 1991, 2000).

Given the broad range of generic understandings associated with the notion of mental-models in the literature, it is intended to adopt the term "meaning system", from this point, in order to bring specificity, in school settings, to that range of understandings. As noted in Chapter 1, implicit in the use of this more specific term is the assumption that a school principal engages in processes of meaning creation as part of his or her work of being an educational leader.

Meaning system, therefore, signifies the understandings and values that an individual principal generates and sustains regarding the nature and conduct of the principalship. Understandings, within meaning system, are both explicit and implicit comprising assumptions, notions, and theories about how the world works (Kim, 1993). These understandings provide the context in which the individual principal views and interprets new learning and determines how mentally stored information is relevant to a given situation. Further, these understandings assist the principal to assess the consequences that are likely to flow from any given action that might be taken.

Closely related to these sets of understandings are values which comprise explicit and implicit beliefs that shape the ways the individual selects from available modes, means, and ends (Hodgkinson, 1978, 1996). Values shape the individual's conceptualisations of the principalship since they influence how problems are comprehended and interpreted. Values also influence choices regarding possible solution processes for leadership problems (Dattner, Grant, & Luscombe, 1999; Hallinger et al., 1993; Lang 1999).

Together, then, these understandings and values are "extremely powerful, literally controlling and directing what we see, hear, and pay attention to" (Isaacs, 1993, p. 29). Kim (1993) has also suggested that, for any individual, understandings and values represent more than merely a collection of ideas, memories, and experiences:

> They are like the source code of a computer's operating system, the manager and arbiter of acquiring, retaining, using, and deleting new information. But they are much more that that because they are also like the programmer of that source code with the know-how to design a different code as well as the know-why to choose one over the other. (Kim, 1993, p. 39)

The notion of meaning system as described above, was, however, still too broad to serve the needs of this research which sought to explore the work of Catholic school principals where the integral linking of meaning creation and Catholic renewal is fundamental. Hence the concept of principal's microcosm, as representing a particularised refinement and extension of meaning system, was chosen for this research. As will be detailed in the next section, the notion of microcosm specifically encompasses the *interactivity* between a principal's meaning system and the form of particular school self-renewing processes.

Clarifying the Concept of the Principal's Microcosm

The notion of meaning system, as articulated above, has been heavily influenced by the work of Sergiovanni (1988, 1991). However, Sergiovanni's conceptual advances have also fallen short of capturing the dynamics which arise in practical leadership contexts. Thus, whilst meaning system is grounded in idiosyncratic values and beliefs regarding the principalship, it is proposed that microcosm represents a more focussed notion linking meaning system with contextual and processual features in a particular school situation and in relation to particular school reform efforts. As indicated in Chapter 1, the term microcosm was first used by Wack in the 1970s (Senge 1990; Senge et al., 1994; Senge et al., 1999).

A useful starting point for examining the interactions between the individual's meaning system, the leadership context, and the tasks of school improvement is the structure adopted in authoritative and pioneering work by Hallinger, Leithwood, and Murphy (1993). Across the papers represented in *Cognitive Perspectives on Educational Leadership* four categories of elements consistently emerged as being considered to define the cognitive worlds of school leaders: "Knowledge"; "Metaphors, Symbols, and Images"; "Values"; and "Cultural, Political, Social, and Affective aspects and influences". The same four-part structure is now adopted to examine the literature relating to the educational leader's cognitive world. This same analytical framework will then also be utilised to serve as the basis for formulating a preliminary framework for the principal's microcosm.

The role of knowledge in problem-solving.

Educational administration, as a field of study, fits the description of an ill-structured knowledge domain where the practitioner has to solve complex problems (Yekovich, 1993). Prestine (1993) observed:

> Unilateral, routinised directives for practice are, at best, of limited utility for a practitioner context characterised by ill-defined problems that often do not have clear-cut solutions, or present multiple solution paths with minor changes in the problem requiring major changes in the solution. (p. 202)

Perspectives within cognitive theory posit that knowledge is created and made meaningful by the context and activities through which it is acquired. Thus an individual's thinking cannot be isolated from context and culture (Bogotch & Roy, 1997; Brown, Collins, & Duguid, 1989). Rather, knowledge is both incorporated into the individual's existing repertoire and made meaningful by the context and activities through which it is acquired (Prestine, 1993; Prestine & LeGrand, 1991).

For a practitioner to operate within a domain or field a certain level of knowledge about that area is necessary. Practitioners, in any domain, possess two primary types of knowledge: declarative (or propositional) and procedural. Declarative or domain-specific knowledge is "knowledge-about" and includes understandings of concepts, specific factual information, and generalisations in the domain. Procedural knowledge is "knowledge of how to". In addition, practitioners also need to possess a capacity to transform declarative knowledge into procedural knowledge (Ohde & Murphy, 1993). This is generally described as strategic knowledge, which involves problem-solving strategies and heuristics, including strategies for control of the problem-solving process (Prestine & LeGrand, 1991).

Another form of knowledge has also been identified which is closely related to strategic knowledge (Prestine & LeGrand, 1991). This relates to an emphasis, within the literature, which recognises that managers and other professionals do not face simple, isolated problems, but rather situations involving complex, interwoven problems. Schon (1983) argued that in such a turbulent environment, rational-analytic methods do not suffice. Rather, in reality, practitioner competence appears in the form of nearly spontaneous action which is based on tacit intuition rather than on rationality (Wagner, 1993). "Our knowing is ordinarily tacit, implicit in our patterns of action and in our feel for the stuff with which we are dealing. It seems right to say that our knowing is *in* our action" (Schon, 1983, p. 49). Wagner (1993, p. 96) defined tacit knowledge as practical know-how which is rarely taught directly or even verbalised. Its content relates to knowing about managing oneself, managing others, and managing tasks. Wagner (1993) cited studies which indicate that tacit knowledge is related, though not simplistically, to experience in a career domain.

Glaser (1987) generalised from studies of problem-solving, focussing on both novices and experts, which have consistently shown that problem representation is constructed on the basis of domain-related knowledge and the organisation of this knowledge. "The nature of this organisation determines the quality, completeness, and coherence of the internal representation, which in turn determines the efficiency of further thinking" (p. 84). Prestine (1993) accepted such a conceptualisation as a useful representation of problem-solving in well-structured knowledge domains but argued that it is "too limited, too linear, too passive, too simplified" (p. 200) for ill-structured domains and problem-solving in the context of professional practice. Prestine (1993) proposed that the relationship between prior knowledge and problem representation is a complex and inter-related mix of problem, context, prior knowledge, and cognitive processes including affective and social components.

Having grounded the notion of knowledge, the discussion can next turn to the place of both thinking and context in problem-solving. Rather than being a passive, isolated, and barren possession of mental objects or precepts, cognitive learning theory is grounded in a view of thinking as an active, social, contextualised, and meaningful action (Prestine, 1993). Rogoff (1990) charted that "the purpose of cognition is not to produce thoughts but to guide intelligent interpersonal and practical action. A problem-solving approach places primacy on people's attempts to negotiate the stream of life, to work around or transform problems that emerge on the route to attaining diverse goals" (p. 9).

"Context" refers to a relationship rather than to a single entity. It connotes an identifiable, durable framework for activity, with properties that transcend the experience of individuals. Context is, however, experienced differently by different individuals (Prestine, 1993, p. 195). Prestine emphasised that the actual Context experienced by any individual is constituted by the mind. "Meaning and context are not elements that can be handled separately or derived from adding elements together. Context is not so much a set of stimuli that impinge upon a person as it is a web of relations interwoven to form the fabric of meaning" (Rogoff, cited in Prestine, 1993, p. 195).

Prestine (1993) delineated problem-solving as happening via a process of active construction and also suggested that it is dialectically fabricated in that Mind, Task (problem), and Context are in dynamic relationship. He suggested that when a practitioner is presented with a problem, Knowledge is constituted of a joint construction of Mind and Context whilst the Task is a joint construction of Mind (knowledge structure and processes) and Context. Simultaneously, Context is a joint construction of Mind and problem (Task).

In well-structured domains, the dynamic interplay between mind, problem, and context is minimised and problem-solving can follow a relatively straightforward path. "The problems are recognised as definable, bounded, and solvable units; there is a direct and identified correspondence between a codified knowledge base and the problem-solution process; and the context is stable, uniform, and not of significant importance" (Prestine, 1993, p. 195). In ill-structured domains problem-solving activity is, however, more complex because of a dearth of certainty and constancy:

> The dialectic is maximised as problems remain stubbornly ill-defined and
> messy; solutions are elusive and uncertain; routinised or a priori identified knowledge
> structures and processes are either lacking or insufficient for the problem-solving
> activity; and the context is complex, ambiguous, and in constant flux. (Prestine, 1993,
> p. 196)

According to Prestine (1993), then, effective problem-solving becomes a process of critically analysing and acting by way of actively and flexibly reconstructing propositional and procedural knowledge structures in a context of use. Such a notion is consistent with Schon's (1987) idea of "reflection-in-action", Shulman's (1986) use of "wisdom of practice", and Soltis' (1990) conception of "knowledge-in-use".

From this point in the discussion Soltis' (1990) term, above, is now adopted. His use of the term "knowledge-in-use" was intended to indicate that prior knowledge not only influences perception of the problem-solving activity but is itself affected and changed by the problem context. Prestine (1993) described the role of prior knowledge structures in problematic situations as more aptly represented as part of the dynamic interplay in the problem-solving activity, as described above, rather than prior knowledge being the sole determiner of its course. Hoyer (1987) maintained: "we recognise, actively select, and subjectively interpret only part of the vast array of information to which we are exposed. Acquired knowledge determines in part the selection of items and elements for inclusion within the problem space" (p. 32).

This interactive process represents Soltis' (1990) conceptualisation of professional knowledge-in-use:

> Using knowledge in a problem-solving activity becomes an occasion for the reconstruction, reorganisation, and transformation of one's fund of knowledge . . . There is a dynamic, creative, transactive, and continuous quality to the growth of personal knowledge and our ability to act effectively in the world in pursuit of our purposes. This kind of knowledge-in-use is cumulative not in the simple additive way, but organically and transformationally. (Soltis, 1990, pp. 320-321).

To this point, the discussion has sought to outline underlying concepts in cognitive theory. That domain comprises hypothetical structures and relationships which seek to explain why people only attend to some aspects of the information available to them in their environments. The domain also seeks to explain how knowledge is stored, retrieved, and further developed, and also how knowledge is used (e.g., Gioia, 1986; Hallinger et al., 1993). Cuban (cited in Hallinger et al., 1993, p. xi) suggested that cognitive approaches represent "a worthy corrective to behavioural theories and prescriptions that denied even the merit of an administrator's intentions, values, and beliefs". However, prudence requires a cautionary note since concentrating upon an individual's problem-solving and creation and use of knowledge risks becoming overly reductionistic if it ignores or fails to encompass the impact of such as political, organisational, and cultural factors in shaping administrative behaviour.

Researchers have employed a variety of labels to capture the basic elements in cognitive structures and processes (Gioia, 1986). These have included "schema theory" (Lord & Foti, 1986); "schema" and "schemata" (Anderson, 1982; Bartlett, 1932; Eysenck & Kean, 1995; Fiedler, 1982; Fiske & Dyer, 1985; Lesgold, 1984; Wofford, Goodwin & Whittington, 1998); "representations" (Frensch & Sternberg, 1991); "mental representations" (Hodgkinson, 2003); "cognitive maps" (Tolman, 1932; Weick & Bougon, 1986); "paradigms" (Gregory, 1983); and "attributions" or "implicit organising theories" (Brief & Downey, 1983).

A schema is "an abstract knowledge structure that summarises information about many particular cases and the relationships among them" (Ohde & Murphy, 1993, p. 79). As organised collections of perceptions and thoughts a schema guides an individual through tasks (Hodgkinson, 2003; Wofford, Goodwin & Whittington, 1998). Lesgold (1984) suggested that a practitioner's schemata serve the functions of providing an effective means by which the knowledge base can be organised, also providing a flexible framework into which new information and experiences can be integrated. Further, schemata as "rich, elaborate causal networks" (Ohde & Murphy, 1993, p. 79) reduce memory load.

Thus, these cognitive schemata empower the individual to "process an overwhelming amount of incomplete, inaccurate, or ambiguous information, quickly, efficiently, with relatively little effort" (Sims & Gioia, 1986, p. 12). Whether accurate, or otherwise, cognitive schemata protect individuals from being overwhelmed by uncertain, non-routine experiences. Thus they facilitate a quick response rather than promote paralysis or inaction and also contain scripts for how to deal with particular categories of objects, people, roles, or events (Bolman & Deal, 1993; Durso et al., 2001; Hodgkinson, 2003; Hodgkinson & Sparrow, 2002; Rousseau, 2001; Wofford, Goodwin & Whittington, 1998).

Developing upon earlier work by Hayes-Roth's (1977), Glidewell (1993) studied the nature of the cognitive processes that lead chief executives to change their minds about previously held beliefs or decisions. He developed the concept of a "cognitive model" as "a set of psychosocial components, more or less tightly linked to each other, more or less unitised" (p. 38). The components of the cognitive model include ideas, precepts, values, motives, and feelings. When one element is triggered, all are likely to be activated (Frederiksen, 1984). "This chain of events allows for the development of automaticity or the proceduralisation of activities, especially those of a routine nature" (Ohde & Muphy, 1993, p. 80).

However, much of the work on cognitive structures often only captures the rational dimensions of complex organisations neglecting the meta-rational: those "powerful political and symbolic issues that are deeply rooted in every human group" (Bolman & Deal, 1993, p.

22). Thus understandings of cognitive processes need also to encompass symbols, metaphors, and images. "These expressive devices serve as prisms through which people interpret and respond to presenting circumstances." (Bolman & Deal, 1993, p. 23)

<u>The role of metaphors, symbols, and images in problem-solving.</u>

Language, as a system of symbols and images, is a powerful filter on our individual experience (O'Connor & Seymour, 1993). Indeed, whilst avoiding a suggestion that nothing exists without it, few theorists would now contest a view that language does play a powerful role in shaping or socially constructing reality since our renditions of reality are largely located in language rather than being independent of it (Johnson & Duberley, 2000). Phenomena are actually interpreted through the medium of language (Morgan, 1980; Ortony, 1979). Thus behaviour often becomes a function of our language, and may, indeed, determine our thoughts (Embler, cited in Bredeson, 1985). Whilst the notion of image transports "shadowy, messy, indeterminate, vague, fragmentary, porous, kinaesthetic, visual, literary, verbal, and non-verbal aspects" (Grady, Fisher, & Fraser, 1996, p. 41) it is also an engineering feature of the mind. Hence the meanings contained within metaphors also rely upon images and analogies (Beavis & Thomas, 1996). Characteristically, the literature has generally used the terms metaphor, symbol, and image interchangeably, with most writers having used the term "metaphor" as a generic descriptor, and this convention is now followed from this point.

Beavis & Thomas (1996) described metaphors as linguistic devices that enable one to transfer images from one entity to another. This enables transference of meaning from one action or experience to another to which such meaning does not literally apply. The advantage of such devices is that insights from the one entity can be used in conceptualising the other. Thus metaphors provide ways of structuring social reality. "They open up the multi-dimensional space necessary for the comprehension of the social reality in which we live, and they mediate that reality so as to enable us to act in ways that may not have been possible within a more literal understanding of reality" (p. 99):

> The literary devise of the metaphor is an important way in which we can make sense of the world that we experience. It provides a powerful way of linking the abstract with the known world of our experiences, linking the simple with the complex, and linking the familiar with the unfamiliar. The metaphor enables us to know and to have some control over our environment. (Loader, 1997, p. 147)

Metaphors create new meanings for concepts by highlighting some attributes whilst suppressing others: "they sanction actions, justify inferences, and help us set goals" (Lakoff &

Johnson, 1980, p. 142). Emphasising that language is an important source of evidence to use when studying the conceptual schemes that govern the ways in which individuals think and act, Lakoff and Johnson (1980) argued that most of our ordinary conceptual system is actually metaphorical in nature.

The meaning of metaphors is determined partly by culture and partly by the past experiences of individuals. Therefore the same metaphor may be perceived differently by different individuals. Morgan (1986) noted a growing literature demonstrating the impact of metaphor on the way we think, on our language, and on systems of scientific and everyday language. Miller and Fredericks (1988) also noted that metaphors are "purposeful modes of expression whose truth-value functions, while not literal, do reflect accurately how people think about their lives" (p. 268). "New metaphors have the power to create a new reality. This can begin to happen when we start to comprehend our experiences in terms of a metaphor, and it becomes a deeper reality when we begin to act in terms of it" (Lakoff & Johnson, 1980, p. 145).

Duignan (1997) developed notions from Terry (1993) to suggest that metaphor acts as a "double-headed arrow" demanding a dual interpretation, both literal and figurative. Thus, metaphors open windows into reality. They connect the known with the unknown, the novel with the familiar.

It must always be recognised that metaphor can only produce a partial view of reality and any insight gained will, necessarily, be one-sided. Further, as noted, metaphors are generally ambiguous enough to signify many things to many people. They can also lead to a distorted view of reality through associations that are unhelpful (Beavis & Thomas 1996; Stephan & Pace, 2002). Beare and others (1989) noted that "metaphors are rarely consciously chosen, nor is the significance of their inherent symbolism clearly understood" (p. 188). Inbar (1991) drew attention to the fact that understanding a phenomenon may well require "our ability to comprehend simultaneously complementary and even contradictory metaphors of the phenomenon" (p. 24).

However, whether "verbalised openly, expressed symbolically, or hidden in the organisational structures of school and administrative behaviour patterns, these images reveal a great deal about how school principals interpret their organisational role, how they conceptualise schooling, and how they put their beliefs into practice" (Bredeson, 1985, p. 29). Sergiovanni and others (1980, 1987) similarly suggested that metaphors and images are also the vehicles that get from the "fact" of an organisation to "value" in the form of beliefs and opinions.

The role of values in problem-solving.

A value is an explicit or implicit conception - characteristic of an individual - of the desirable "which influences the selection from available modes, means, and ends of action" (Hodgkinson, 1978, p. 121). A value is an enduring belief about the desirability of some means or end and a "concept of the desirable with a motivating force" (Lang, 1999, p. 169). Once embraced, one's values become part of one's identity (Hultman & Gellermann, 2002). The values held by leaders shape their conceptualisation of administrative problems, as well as their actions. Values influence which problems are addressed and how these problems are interpreted. They also influence the solution processes formulated, intentionally or unconsciously, in response (Begley , 2001; Hallinger et al., 1993).

Hambrick and Brandon (1988) and also Wagner (1993) suggested that values function implicitly in a practitioner's problem-solving because they act as perceptual screens in the choice of what to think about and are usually embedded tacitly in knowledge structures. "Perceptual screening may have a dramatic influence on the problems executives choose to notice and how these problems are defined" (Raun & Leithwood, 1993, p. 55).

The role cultural, political, social, and affective aspects and influences in problem-solving.

In many respects, this element is not mutually exclusive to other components already considered as forming part of the meta-rational aspects of organisational life, as described by Hallinger and others (1993) and also by Bolman and Deal (1993). These include cultural and political components, considered elsewhere in this review. What also warrants brief recognition, at this point are affective aspects such as motives, feelings, and biases. For example, Showers and Cantor (1985) concluded that intense moods are thought to reduce the flexibility a practitioner is able to exercise in both understanding and solving problems. Such moods, Hallinger and others (1993) suggested, restrict one's ability to imagine alternative problem interpretations and solutions.

Launching from the preceding conceptual analyses, the nature of the concept of principal's microcosm can now be considered. In essence, the preliminary framework for the principal's microcosm, to be delineated in the next section, will suggest that microcosm comprises the dynamic interplay between a principal's cognitive world and the work that he or she does as a school leader.

A Preliminary Framework for the Principal's Microcosm

As indicated earlier, the starting point for examining the cognitive world of school principals has been the categories of elements which consistently emerge across the literature. In particular, four categories were identified within the authoritative treatment of cognitive perspectives in educational leadership as presented in the collection of papers edited by Hallinger, Leithwood, and Murphy (1993): Knowledge; Metaphors, Symbols, and Images; Values; and Cultural, Political, Social, and Affective Aspects and Influences.

Founded upon the preceding review and discussion, a preliminary framework for the principal's microcosm is now presented as Figure 3.
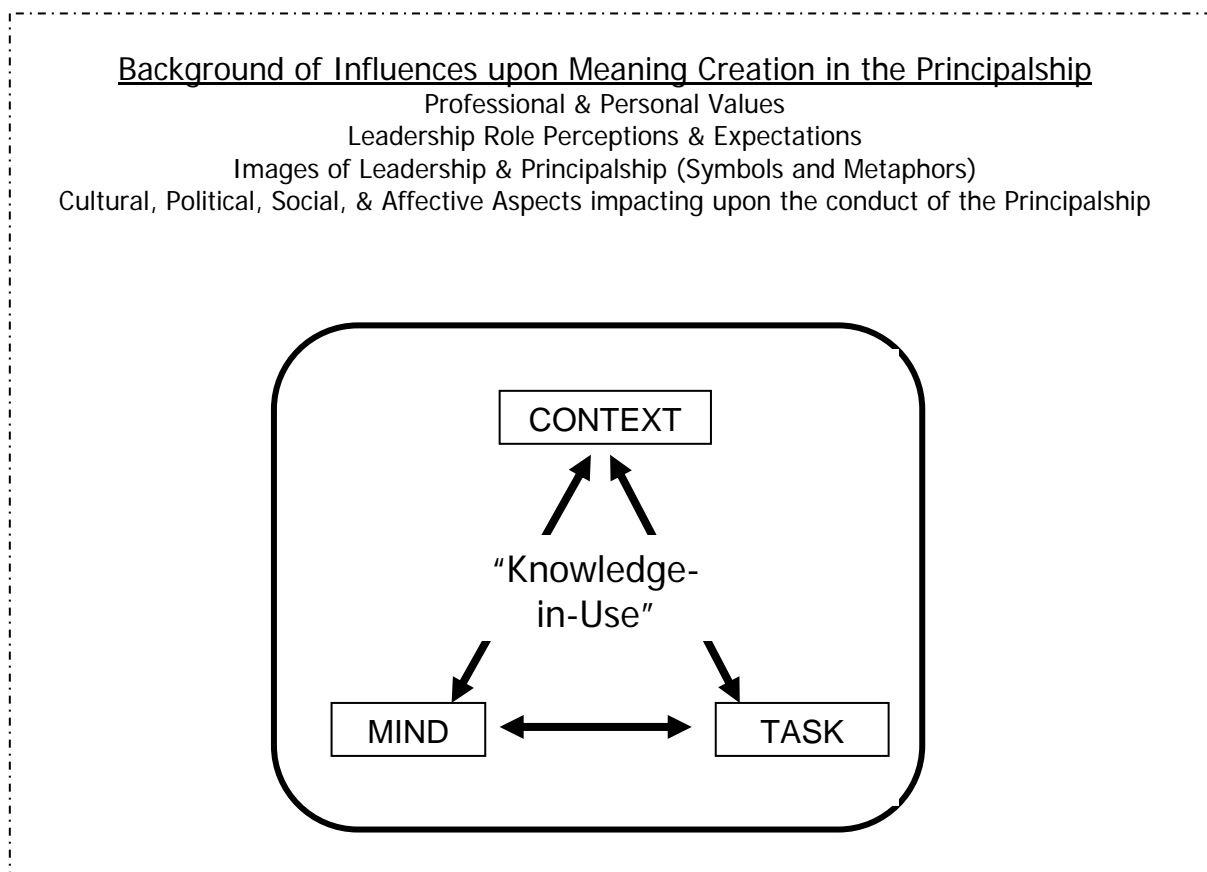
Figure 3. A preliminary framework for the principal's microcosm.

The theoretical bases of this initial representation derive from the literature reviewed. The central notions have encompassed the following principles and propositions. (a) Educational administration fits the description of an ill-structured knowledge domain, where the practitioner often has to solve complex problems; (b) Descriptive studies indicate that

effective leaders attack problems recursively, via successive cycles of trying a solution and revising the formulation; (c) Even if managers wanted to follow rational methods faithfully, human reasoning and judgment are characterised by a number of well-entrenched biases, which affect problem-solving. (d) Knowledge is "situated" and effective administrative leadership is not reducible to a set of basic principles; (e) Knowledge is created and made meaningful by the context and activities through which it is acquired and utilised; (f) There are both rational and meta-rational features in complex social environments.

A principal's microcosm is proposed to constitute a particularised notion which encompasses the interactivity between a principal's meaning system, and the nature and form of particular leadership challenges. The crucial distinction between meaning system and microcosm thus arises since while meaning system is a relatively bounded entity the notion of microcosm extends beyond the principal's personal cognitive domain to incorporate interactivity of the individual's meaning system with particular contextual forces and the form of actual school reform tasks. Thus, microcosm is a constantly developing and evolving set of constructs reflexively affected by practitioner knowledge, skills, and attitudes, by the context in which actions occur, and by the nature of the leadership task itself.

As depicted in Figure 3, the central element of microcosm is the individual's "Knowledge-in-Use". For any task or problem-solving situation, Knowledge-in-Use is a dynamic construct synthesised from the interplay of mind, context, and task or problem. "Mind" represents propositional, procedural, and strategic knowledge which the practitioner brings to the leadership situation. It includes both conscious and tacit aspects. "Context" is a complex construct. It refers to the identifiable framework for practitioner activity with properties that transcend the experience of individuals. Concomitantly, however, context is also experienced differently by different individuals and thus is also a construction of the mind. Thus context is both a set of stimuli which impinge upon a person and also a web of relations interwoven to form the fabric of meaning. A "Task" (or problem) in educational administration, may consist of relatively definable, bounded, and solvable units or, more often may be ill-defined, lacking clear-cut solutions with multiple solution paths where even minor changes in the problem can require major changes in the solution.

Principal behaviour, then, is a process of active construction and is dialectically fabricated in that mind, problem, and context are constantly in dynamic relationship. This notion of Knowledge-in-Use would suggest that prior knowledge not only influences perception of the problem-solving activity but is itself affected and changed by the problem context. That is, prior knowledge is not the sole determiner of problem-solving activity but becomes, itself, part of the dynamic.

The model presented in Figure 3 is, of necessity, simplistic because practitioners rarely face simple, isolated problems; rather they face situations involving complex, interwoven tasks. Thus application of Knowledge-in-Use in a particular instance, in turn, becomes *a* component of the cognitive map or schema, which is also informed by other influences, both rational and meta-rational, to comprise the individual's microcosm. Each situation, task, or problem-experience increments to and transforms Knowledge-in-Use. These elements include:

1. Professional and personal values: these comprise enduring beliefs about the desirability of means and ends.

2. Leadership role perceptions and expectations: these consist of a dynamic composite of competing rational and meta-rational precepts, pressures, and perceived constraints comprising propositional, procedural, strategic, and tacit knowledge elements.

3. Images of leadership and principalship (symbols and metaphors): these expressive devices serve as prisms through which individuals interpret and respond to presenting circumstances.

4. Cultural, political, social, and affective aspects and influences impacting upon the conduct of the principalship: including, for example, motives, feelings, and biases.

Again, each of these elements exists in an interdependent and interactive association with evolving Knowledge-in-Use, rather than simply existing as a unidirectional relationship.

This composite represents an abstracted knowledge structure that summarises, for the individual, information about many particular cases and the relationships among them. As organised collections of perceptions and thoughts, this cognitive map or model guides the individual through tasks. Thus a practitioner's microcosm serves the function of providing a means by which the individual's knowledge and experience base is organised. Further, it provides a framework into which new information and experiences can be integrated.

To this point in the literature review discussion launched form the notion of mental-models and has examined current knowledge regarding patterns in principals' practice and thinking. That analysis resulted in the notions of meaning system and microcosm being identified, analysed, and defined within the context of educational and social theory. In this final section the discussion now turns to the examination of issues related to the challenge of researching microcosm as a construct for comprehending the work of Catholic school principals who function within a unique systemic structure and where the integral linking of meaning creation and Catholic renewal is fundamental.

Researching Microcosm

As detailed in Chapter 1, an initial motive for undertaking this current research was the reality that despite research on the school principalship having evolved over past decades, the prevailing standpoint has remained fixated upon external behavioural manifestations of principalship. Whilst valuable in their own right, it was recognised that such models accord little importance to the effect of thought and intention on behaviour. When this research commenced none of the literature explicated the nature of the interplay between the principal's cognitive world and the actual work of school leadership. Furthermore, no research had focussed specifically on the dynamics of this interaction. Hence, of necessity, this literature review had to commence by considering the broader educational and social research and theory which has come closest to the purposes of this study.

The work of Sergiovanni (1988, 1991) represented a valuable starting point, given his observation that the approaches individuals adopt toward the principalship are built upon sets of assumptions that are not fully explicit. Sergiovanni's work was helpful for developing an articulation of the notion of a principal's meaning system as the means for bringing specificity to the idea of mental-models in school settings. Then the notion of microcosm, as first used by Wack (cited in Senge 1990; Senge et al., 1994; Senge et al., 1999), was adopted since it offered promise as a construct for encompassing the sense of interactivity between an individual's personal understandings and values in a leadership role, the nature of particular institutional contextual characteristics, and also the form of particular organisational reform activities, all of which comprised the interests of this research.

The resultant preliminary framework for the principal's microcosm (Figure 3) comprises a response to the first focus area of this research, namely:

Research Question 1: What framework for the principal's microcosm can be derived from an analysis of significant literature on current educational and social theory?

The final task required to complete a comprehensive clarification of the research problem involves reviewing literature relevant to researching the nature of microcosm. This final section of Chapter 2 begins with an important distinction relevant to gaining an understanding of microcosm, and then identifies a literature-derived model, intended to guide the use of multiple sources of evidence, as a mechanism for achieving an understanding of a principal's microcosm.

First, an important issue, relevant to attempts to achieve an understanding of microcosm, concerns distinctions between principals' espoused-theory and their theory-in-use.

These two elements comprised Sergiovanni's (1988) notion of theories of practice, as considered earlier. At the most fundamental level, the distinction between espoused-theory and theory-in-use distinguishes what principals say they believe and what they actually do:

> When someone is asked how he would behave under certain circumstances, the answer he usually gives is his espoused theory of action for that situation. This is the theory of action to which he gives allegiance, and which, upon request he communicates to others. However, the theory that actually governs his actions is his theory-in-use. This theory may or may not be compatible with his espoused theory; furthermore, the individual may or may not be aware of the incompatibility of the two theories. (Argyris & Schon, 1974, p. 7)

This differentiation between espoused theory and theory-in-use is a pivotal distinction, and becomes especially significant when one turns to a consideration of possible sources of evidence for comprehending a principal's microcosm.

Arising from a broad-ranging review of the literature, Figure 4 depicts a particular construction of research which offers means for uncovering and illuminating the black box (Hallinger & Heck, 1996) of principalship and thus represents a possible framework for researching microcosm. The framework arises from work by Gordon (1966), with refinement by Fraenkel (1973). Although their work is 30-40 years old, it was useful for advancing the purposes of this current research.

Gordon (1966), and then Frankel (1973), sought to identify the kinds of evidence that might be obtained by classroom teachers in order to gain insight into student thoughts, attitudes, feelings, and values. In doing so, each researcher had attempted to anticipate the possible significance of any discrepancies between subjects' rhetoric and reality. Those research challenges were very like the difficulties which arise when one seeks to study cognitive processes in leadership: namely, that possible disparity between what principals say (their espoused theory) and what they actually do in practice (their theory-in-use).

The entire circle, in Figure 4, is premised to represent either "the total 'self' of an individual or . . . the total status of a particular attitude that an individual may hold at a given time" (Fraenkel, 1973, p. 59). In this research it is postulated that the entire circle can be considered to represent a principal's microcosm. That is, the entire circle represents the principal's personal cognitive processes together with the reflexive interplay which arises between the individual's meaning system and actual school reform tasks.

(Figure 4 here)

(See Separate File)

As indicated in Figure 4, Gordon (1966) proposed that each of three sources of evidence - namely self-reports, observed behaviour, and projective techniques - could be considered as partially overlapping "portions of the self" (p. 53). Then, the central section (U), which depicts that element which remains uniquely private and unavailable to detection by any technique of external observation, must be assumed to exist.

Sector I can be surmised to relate to the principal's espoused theory (what the principal says he or she believes and does) and sector II to the principal's theory-in-use (what the principal actually does). Gordon (1966) regarded projective techniques (sector III) as relating to the use of unstructured or open-ended stimulus situations intended to trigger responses which might provide clues to some of the individual's feelings, thoughts, and beliefs. The research design section of this thesis (Chapter 3) will outline the strategy of repertory analysis, arising from personal construct theory, as a projective research technique relevant to sector III.

Review of Chapter Two

In this chapter a premised conceptualisation of a principal's microcosm has been generated out of a comprehensive analysis of significant literature comprising educational and social theory. Thus, this chapter incorporates a response to the first research question focussed on the development of a preliminary framework for the principal's microcosm.

The starting point was recent understandings regarding school self-renewal and the principalship in Catholic education since these matters comprise the practical context for this research. Next, the review of the literature in educational administration identified the science-craft polemic which spans across theory, practice, and training issues within the discipline. Notions of school development and renewal were considered in the light of the literatures surrounding the demarcated fields of school effectiveness and school improvement. The emergent synergy, offering integration of the two fields, suggested that the former provides illumination with respect to principles and characteristics whilst the latter informs understanding with respect to processes for enhancing school performance. The embedded concepts of culture, empowerment, and leadership were also contextualised within those two paradigmatic viewpoints.

Then, in the second of the two major sections of this chapter, attention turned to the notion of the principal's microcosm. First, research and theory relating to understandings of the mental-models of principals, and patterns in their practice and thinking, was reviewed and

the notion of meaning system was adopted for the purpose of bringing specificity, in school settings, to the extensive range of understandings of mental-models identified in the literature. As part of the articulation of meaning system, it was suggested that the notion of professional practice episodes appeared to be functional for capturing the realities of schooling and administrative practice as principals seek to respond to multiple social imperatives and to complex and interwoven problems.

Those things done, the notion of microcosm was formally adopted as offering promise for encompassing the sense of interactivity between a principal's meaning system and the nature and form of particular school leadership challenges. The authoritative and pioneering work by Hallinger, Leithwood, and Murphy (1993), which focussed upon cognitive perspectives in educational leadership, was embraced as a starting point for articulating a preliminary framework for the principal's microcosm. That emergent notion of microcosm, unlike meaning system, no longer represents just a cognitive reality. Rather, it comprises the dynamic interplay between the person's cognitive world and the work that he or she does.

Finally, a comprehensive contextualisation and clarification of the research problem was completed by considering issues to be addressed in gaining an understanding of microcosm. Emerging from a broad-ranging review of the literature, a template or framework for researching the meaning of microcosm was hypothesised. Looking forward, the rationale, design, and methodology for the research are detailed in Chapter 3.

Chapter Three
Research Method and Design

In this chapter, the rationale, design, and methodology for the study are detailed. An overview of the philosophical, epistemological, and theoretical foundations of the research is detailed first. Models of quantitative and qualitative methodological inquiry are then contrasted in order to contextualise the decision to use of case study methodology in this research. In the more detailed second section matters associated with theory building, questions of generalisation in case study research, and issues related to the quality of a research design are canvassed. This chapter concludes by detailing the process of data analysis and issues related to judging the quality of the research design.

Research Method

Consideration of matters relevant to the theoretical, philosophical and epistemological underpinnings of this research comprises the first part of this section. In brief, a pragmatic constructivist perspective (Burbules, 2000; Guba & Lincoln, 1994) was judged to represent the appropriate epistemological basis for this research given its interest in exploring principals' inner meanings, their self-knowledge, and their leadership behaviours. Further, symbolic interactionism (Blumer, 1969) was judged to represent the most appropriate theoretical framework for the research design. That done, an argument for the use of case study methodology as the research strategy is then detailed.

Philosophical, Epistemological, and Theoretical Foundations of the Study

Social research, as a complex and pluralistic process, is diverse in its purpose and methods, and is based on a varied theoretical and ideological structure. Patton (1990) described a "paradigm" as a set of propositions that explain how the world is perceived. Thus a paradigm contains a worldview - a way of breaking down the complexity of the real world - which construes in general terms, for researchers, "what is important, what is legitimate and what is reasonable" (p. 37).

Kuhn (1970) first popularised the notion of paradigms in scientific research. In the second edition of *The Handbook of Research on Educational Administration*, Heck and

Hallinger (1999) grounded their framework in three conceptions of knowledge – positivist, interpretative, and critical-contextual. Donmoyer (1999) correlated their descriptors as "reasonable facsimiles of Guba and Lincoln's (1994) positivist/ postpositivist, naturalistic/ constructivist, and critical theory paradigms" (p. 621).

As a generalised notion, "constructivism" posits 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 (Lambert, et al., 1995). Sexton (1997) and also Neimeyer & Raskin (2001) have preferred to use the term in its plural form arguing that no single, coherent theoretically consistent orientation is identifiable. The literature uses both of the terms construcivism and "constructionism" to describe the means used by human beings to construct knowledge and meaning as they engage with the world (Crotty, 1998). In relation to the challenge of clearly distinguishing between the descriptors, Raskin (2002) concluded that the terms constructivism and constructionism "are employed so idiosyncratically and inconsistently that at times they seem to defy definition" (p. 1).

Raskin (2002) has also further suggested that those who prefer the term constructionism, over constructivism, are objecting "to the notion of an isolated knower" (p. 9). In essence, then, constructionsim constitutes a social constructivism as constructionists prefer to emphasise the social elements, as opposed to the individualistic elements, of psychic life. Following an authoritative analysis, Raskin (2002) identified the circular nature of many distinctions which have been made between the terms and concluded that social constructionism actually comprises an example of hermeneutic constructivism (p. 10). Thus, having noted that distinctions exist, in this research the term constuctivism is now adopted as a generic descriptor. This position is founded upon Raskin's (2002) assertion that "commonalities among these approaches outweigh the points of divergence" (p. 2).

Bredo (2000), crediting Immanuel Kant as the originator of constructivist thought in philosophy and psychology, described Kant's intent as seeking to synthesise the claims of rationalists and empiricists. The former group viewed knowledge as derived from intuitively clear and indubitable ideas. Contrarily, empiricists viewed knowledge as synthesised from elementary sensory experience. In contrast, Kant had argued that both mental organisation and sensory input are involved in knowing (in Friedrich, 1949).

In assessing the constructivist paradigm, Bredo (2000) emphasised Hegel's developmental contribution through his introducing an evolutionary or developmental approach to thinking about the interplay between mind and nature, in contrast with Kant's static approach. Then, subsequent contributions to the field have advanced constructivist thinking

as positing that the knower and the known are deeply and inextricably intertwined and that knowledge is constructed in the mind of the individual rather than discovered through experimentation (Bredo, 2000).

In essence, a constructivist approach in leadership research would seek to respect the leaders' understandings and values and behaviour as unique, as valid, and as worthy of respect as any other (Crotty, 1998). Despite the continuing presence of anti-constructivist criticism within the research community, at the outset of this study argument advanced by Latour (1992) (and more recently supported by others, e.g., Burbules 2000; Phillips, 2000) recommended the putting aside of unproductive epistemological debates and the adoption of more pragmatic approaches to constructivist research.

In this research, a pragmatic constructivist perspective was identified as offering the most appropriate epistemological basis for study of this type, since this study was interested in exploration of principals' inner meanings, their self-knowledge, and also the manner in which these aspects might influence leadership behaviours. Subsequent recent analyses by Bredo (2000) and also by McCarthy & Schwandt (2000) would reinforce the decision to contextualise the design of this study within the theoretical framework known as "symbolic interactionism" (Denzin & Lincoln, 1994; Sarantakos, 1993).

Symbolic interactionism, which arose from the field of social psychology, subscribes to a deterministic view of human activity whereby causation in human behaviour is said to arise within the social situations that individuals encounter (Charon, 1998). Blumer (1969) theorised:

> The term 'symbolic interactionism' refers ... to the peculiar and distinctive character of interaction as it takes place between human beings. The peculiarity consists in the fact that human beings interpret or 'define' each other's actions instead of merely reacting to each other's actions. Their 'response' is not made directly to the actions of one another but instead is based on the meaning which they attach to such actions. Thus, human interaction is mediated by the use of symbols, by interpretation, or by ascertaining the meaning of one another's actions. This mediation is equivalent to inserting a process of interpretation between the stimulus and response in the case of human behaviour. (p. 180)

Symbolic interactionism regards "meaning" as being variable and emergent (Hewitt, 1997). Meaning is thought to arise and be transformed as persons act in social situations. In turn, meaning-making is dependent upon the human ability to interpret a society's symbols - those shared meanings that humans have come to associate with objects and activities in the

world (Craib, 1984). In essence, then, individuals are continuously engaged in symbolic interaction (Charon, 1998; Hewitt, 1997).

A theoretical perspective is the philosophical stance which underlies a research methodology. It provides a context for the research process and also a basis for its logic and its criteria. In short, the theoretical perspective links the way one sees the world and the way one researches it (Crotty, 1998). In relation to this study, symbolic interactionism represented the most appropriate theoretical perspective for exploratory research into principals' meaning-making in leadership and school reform. This was so since the central task of symbolic interactionist research is to develop an interpretivist account of how the individual and his or her social context mutually define and shape each other through symbolic communication (Candy, 1989; Tsourvakas, 1997).

Schwandt (2000) described an interpretivist approach in research as seeking to understand the complex world of lived experience from the point of view of those who live it. Within interpretivism, reality is not objective and knowable, existing separately from the observer but, rather, is assumed to be multiple and comprised of inter-subjectively shared meanings (Guba & Lincoln, 1994). Neuman's (2000) overview characterised an interpretivist approach as comprising the systematic analysis of socially meaningful action through the observation of persons in natural settings in order to arrive at understandings and interpretations of how they create and maintain their social worlds.

Symbolic interactionism asserts that although human beings have their own unique histories, they also share a stock of symbols of which language is the most important (Schwandt, 2000). Individuals and groups create meaning through the use of these symbols when interacting with others (Crotty, 1998; Sarantakos, 2005). Within a symbolic interactionist research framework the function of the researcher is to seek understanding of the subject's reality from the perspective of the subject.

Methodological Foundations of the Study

A "methodology" translates the principles of a paradigm into a research language and "shows how the world can be explained, handled, approached or studied" (Sarantakos, 1993, p. 30). Thus a methodology is a model which encompasses theoretical principles as well as being a framework that provides guidelines about how research is done in the particular paradigm. A methodology offers "research principles related closely to a distinct paradigm translated clearly and accurately, down to guidelines on acceptable research practices" (Sarantakos, 1993, p. 32). The general methodologies that result from such a definitional

position are generally described as the "quantitative" and the "qualitative" approaches to research. Significant differences between quantitative methodologies and the qualitative perspective are indicated in Table 9.

"Methods" are the tools of data generation and analysis (Everhart, 1988; Sarantakos, 1993). Methods are correctly chosen on the basis of criteria related to, and even dictated by, the major elements of the methodology in which they are embedded. Such elements might include perceptions of reality, definitions of science, perception of human beings, and the purposes of the research.

Table 9

Significant Differences between Quantitative and Qualitative Research, as identified by Sarantakos (1993)

Feature	Quantitative research	Qualitative research
Nature of reality	Objective; simple; single; tangible sense impressions.	Subjective; problematic; holistic; a social construct.
Logic of theory	Deductive.	Inductive.
Direction of theory building	Begins from theory.	Begins from reality.
Causes and effects	Nomological thinking; cause-effect Linkages.	Non-deterministic; mutual shaping; no cause-effect linkages.
Role of values	Value neutral; value-free inquiry.	Normativism; value-bound inquiry.
Methods	Quantitative, mathematical; extensive use of statistics.	Qualitative, with less emphasis on statistics; verbal and qualitative analysis.
Researcher's role	Rather passive; is the "knower"; is separate from subject - the known; dualism.	Active: "knower" and "known" are interactive and inseparable.
Verification	Takes place after theory building is Completed.	Data generation, analysis and theory verification take place concurrently.
Concepts	Firmly defined before research begins.	Begins with orienting, sensitising, or flexible concepts.
Generalisations	Inductive generalisations; nomothetic Statements.	Analytic or exemplar generalisations; time-and-context specific.

This research, which sought to explore the nature of the interplay between the principal's meaning system and school self-renewing processes, was situated within the qualitative paradigm or perspective. Table 10 charts the manner in which Patton (1990) recorded significant features of qualitative inquiry.

Diversity in social methodology has often been perceived in terms of differences in quality (Johnson & Duberley, 2000). Quantitative and qualitative researchers continue to argue regarding the relevant merits of their paradigms and the perceived shortcomings of the

perspectives of others. Johnson and Duberley (2000) suggested that diversities in social methodology are often equated with differences in quality. Contrarily, Sarantakos (1993) has been far less categorical:

> The answer to this question is that there is no 'right' methodology. Quantitative and qualitative methods are the tools of the trade of social scientists who use them according to the circumstances, that is, according to the research question, the available resources, the research conditions, and most of all the type of information required. The two methods are different, they serve different research needs and produce equally useful but different forms of data. (p. 56)

Table 10

Features of Qualitative Inquiry, as described by Patton (1990)

Naturalistic inquiry	Studies real-world situations as they unfold.
Inductive analysis	The researcher is immersed in the details and specifics of data to discover important categories.
Holistic inquiry	The whole phenomenon under study is understood as a complex system that is more than the sum of its parts.
Qualitative data	Detailed, "thick" description.
Researcher entanglement	Personal contact and insight, with the researcher getting close to the people, situation, and phenomenon under study.
Dynamic systems	Attention to processes and change.
Unique case orientation	Assumes each case as special and unique.
Context sensitivity	Places findings in a social, historical, and temporal contexts.
Empathetic Neutrality	The researcher passionately seeking understanding of the world, rather than either ephemeral objectivity or a subjectivity that undermines credibility.
Design flexibility	The researcher open to adapting inquiry as understanding deepens.

Further, Sarantakos (1993) has indicated that assessing the merit of qualitative methodological positions is problematic in that many ascribed weaknesses are related to inherent characteristics of the methodology, when viewed from a positivistic perspective. However, even correctly assessed from within its own context, the very nature of an approach concerned with studying people as persons and being interested in their everyday life experiences and interpretations invokes, a priori, a range of strengths and weaknesses. Chadwick, Bahr, and Albrecht (1984) assessed the methodology as indicated in Table 11.

Table 11

Strengths and Weaknesses of Qualitative Research, as evaluated by Chadwick, Bahr, and Albrecht (1984)

Strengths	Researching people in natural settings. Stressing interpretations and meanings. Achieving a deeper understanding of the respondent's world. Humanising research process by raising the role of the researched. Allowing higher flexibility. Presenting a more realistic view of the world.
Weaknesses	Problems of reliability caused by extreme subjectivity. Risk of collecting meaningless and useless information. Time-consuming. Problems of representativeness and generalisability of findings. Problems of objectivity and attachment. Problems of ethics (entering the personal sphere of subjects).

Case study as methodology.

Yin (1989, 1994) identified three pivotal conditions which determine research strategy: (a) the type of research question(s) posed; (b) the extent of control an investigator has over actual behavioural events; and (c) the degree of focus on contemporary as opposed to historical events.

Table 12 displays these three conditions and depicts how each is related to five major research strategies in the social sciences. Yin (1994) suggested that the first approach to differentiating among various research strategies is the identification of the type of research questions being asked:

> In general, 'what' questions may either be exploratory (in which case any of the strategies could be used) or about prevalence (in which instance surveys or the analysis of archival records would be favoured). 'How' and 'why' questions are likely to favour the use of case studies, experiments, or histories. (Yin, 1994, p. 7)

This research addressed processes of meaning creation and the understandings of microcosm which arose from the interplay between the meaning systems of particular individuals and particular processes which occurred in their respective schools. It was contextualised within a setting where the investigator sought to have no deliberate control over behavioural events, and it was intended to focus on contemporary issues. In Yin's terms (1989) this area of study exhibits features of an exploratory and an explanatory study. It was exploratory in seeking to develop pertinent hypotheses and propositions for further inquiry. More than this, however, its primary purpose was explanatory in seeking to ask how and why

questions to "deal with operational links needing to be traced over time, rather than mere frequencies of incidence" (p.18).

Table 12

Relevant Conditions for Different Research Strategies, as described by Yin (1994, p. 6)

Strategy	Form of Research Question(s)	Requires control over behavioural events?	Focuses on contemporary events?
Experiment	how, why	Yes	yes
Survey	who, what, where, how many, how much	No	yes
Archival Analysis	who, what, where, how many, how much	no	yes/ no
History	how, why	No	no
Case Study	how, why	No	yes

The research strategy in this study utilised a multi-site case study methodology. Case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, in particular when the boundaries between phenomenon and context are not clearly evident (Yin, 1994). Lamnek described case study research as a form of scientific inquiry which "has the aim of studying in an open and flexible manner social action in its natural setting as it takes place in interaction or communication as interpreted by the respondents" (1988, cited in Sarantakos, 1993, p. 261).

The use of case study approaches is appropriate when "a 'how' or 'why' question is being asked about a contemporary set of events over which the investigator has little or no control" (Yin, 1994, p. 9). That is, Yin (1994) indicated that case study is appropriate where the researcher seeks to focus on contextual conditions because they are believed to be highly pertinent to the phenomenon under study. Thus, case study relies on many of the same techniques as a history, but with additional sources of evidence: direct observation and systematic interviewing. "Again, although case studies and histories can overlap, case study's unique strength is its ability to deal with a full variety of evidence - documents, artifacts, interviews, and observations" (Yin, 1994, p. 8). Yin (1994) also noted another distinguishing characteristic in that case study inquiry copes with the technically distinctive situation that there will be many more variables of interest than data points through a reliance on multiple sources of evidence, with data needing to converge in a triangulating fashion.

This discussion now turns, briefly, to matters of theory construction, sampling, and the bases for generalisation. In considering these issues, it is productive to begin by re-visiting elements of Table 9, which identified several pivotal differences between quantitative and qualitative research. One range of views would assert that as qualitative research involves a small number of cases often chosen by means of non-probability sampling procedures it cannot claim representativeness and hence "cannot produce findings that are valid enough to support the development of theory" (Sarantakos, 1993, p. 13). Sarantakos (1993) argued that this perception of theory construction is incorrect since it argues from the standards of a quantitative perspective. The process of theory building, within the qualitative domain, has its own characteristics as depicted in Table 13.

Table 13

Characteristics of Theory Building in Qualitative Research, as described by Sarantakos (1993)

Feature	Form in Qualitative Research
Logic of Theory	Inductive.
Direction of theory building	Begins from reality.
Verification	Data generation, analysis, and theory verification take place Concurrently.
Concepts	Begins with orienting, sensitising, or flexible concepts.
Generalisations	Permits Analytic or Exemplar generalisations (as opposed to inductive generalisation).

In the more commonly recognised manner of generalising - statistical generalisation - an inference is made about a population (or universe) on the basis of empirical data collected about a sample. This is represented as a Level One Inference in Figure 5. "This method of generalising is commonly recognised because research investigators have ready access to formulas for determining the confidence with which generalisations can be made, depending mostly upon the size and internal variation within the universe and sample" (Yin, 1994, pp. 30-31).

However, Yin (1994) has indicated that in case study research cases are not "sampling units". Further, multiple cases are considered more as multiple experiments and the method of generalisation is "analytic generalisation" in which a previously developed "theory" is used as a template with which to compare the empirical results of the case study:

> If two or more cases are shown to support the same propositions . . . replication may be claimed. The empirical results may be considered yet more potent if two or more cases support the same theory but do not support an equally plausible, rival theory. (Yin, 1994, p. 30)

These aspects are represented graphically as a Level Two Inference in Figure 5.

(Figure 5 here)

(See Separate File)

Yin (1994) argued that a generalisation is not automatic, however, and a theory must be tested through replications of findings in further contexts where the theory has specified that the same phenomena should occur. "Once such replication has been made, the results might be accepted for a much larger number of similar contexts, even though further replications have not been performed. This replication logic is the same that underlies the use of experiments (and allows scientists to generalise from one experiment to another)" (Yin, 1994, p. 36).

Through reference to Figure 5, broad rival propositions which have underpinned this study can be suggested. These are also considered further, below, in relation to the forms of data analysis that were conducted in this research. The primary guiding proposition for this study has been the theoretical position ("guiding theory": Yin, 1994) that the principal's meaning system exerts a significant and unique influence over the nature and form of school self-renewing processes. Its "rival" would be a guiding theory that suggests the principal's meaning system exerts only minor or insignificant influence over school self-renewing processes. Thus the researcher would expect, for example, that more similarities than differences would be evident across sites (cases) with respect to the way that parallel school reform initiatives transpired.

Research Design

The preceding section of this chapter has provided a very brief outline of the theoretical, philosophical and epistemological underpinnings of this research and has also developed a justification for the use of case study as the chosen and most appropriate methodology. As well, brief consideration has been given to matters associated with theory building, sampling strategy, and the bases for generalisation in case study methodology. The purpose of the following sections of this chapter is to outline the research design and to describe the methods used in data gathering. Then, attention is given to the process of data analysis and, finally, to issues related to the quality of the research design.

Overview of the Research Database

A research design may be considered as the logic that links the data to be collected and the conclusions to be drawn with the initial questions of the study. It represents 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; Yin, 1994).

Three specific research questions have guided the study, as detailed in Chapter 1. First, an understanding was sought into the nature of the self-renewing processes that occurred at each of the three research sites over the 16-month period of data collection. Second, an understanding was sought into the processes of meaning creation that the three research principals engaged in when responding to the challenges of the principalship and, in particular, to imperatives for their schools to be self-renewing organisations. The third, and final area of specific interest, involved seeking understandings of microcosm arising from the interplay of the self-renewing process and the principal's meaning system at each of the three research schools.

"Units of analysis" define what a case is (Yin, 1989). In this study, embedded units of analysis were the self-renewing processes that occurred, over the 16-month period of data collection, and the principal's meaning system. The primary unit of analysis, with respect to each research school, was the principal in a specific aspect of the principalship, namely in facilitating and implementing school self-renewal efforts.

Selection of cases.

This study focussed on three Catholic primary principals whose schools were located in a regional city in Queensland, Australia. The choice of location was determined on the basis of convenience to the investigator.

In total, there are seven Catholic primary schools located within the city area. The researcher was principal of one of those district schools, during the period of design and data collection. A peer principal's primary school, and a secondary college located in the same city, were both used as the sites for pilot activities for the research (see Appendix C). Of the remaining five schools, three were chosen. These principals were broadly regarded, within their own school communities and by system authorities, as competent and effective school leaders. A second pragmatic basis for case selection related to a perceived probability, by the researcher, that the principals were likely to remain in their schools over the period of intended data collection (September, 1996 – November, 1997). The three principals agreed to participate in the study and the approval of system authorities was obtained. An arbitrary decision was taken to limit the study to three sites, as identified in Table 14, primarily on the basis that such a selection would provide an appropriate choice for the study, in terms of its specific goals and also in light of practicalities such as researcher time and access to sites.

Table 14

Characteristics of the Case Sites and Principals

	Case 1	Case 2	Case 3
Approximate Enrolment	650	365	420
Principal's Name [a]	Elizabeth	Jim	Frank
Years as Primary Principal [b]	1	8	10
Years as Principal at current School [b]	1	5	2

Notes.   (a) Pseudonyms
              (b) At the outset of the data collection period

The investigator contends that the sampling decisions described above are defensible within the context of earlier discussion concerning theory building, sampling strategies, and the bases for generalisation in case study research. It is replication logic, not sampling logic, which is appropriate to the interpretation of multiple-case study data as depicted in Figure 5 (Yin, 1994, p. 45). As noted, the logic underlying the use of multiple-case study rests upon each case being selected so that it either predicts similar results (a "literal replication") or produces contrasting results but for predictable reasons (a "theoretical replication": Yin, 1994, pp. 46, 51). Thus, at the outset of this study it was surmised that the choice of cases was expected to provide literal replication (similar results) to support the underlying "guiding theory", as detailed earlier. However, the integrity of the study was not founded upon this predicted outcome, since even contrary to anticipated results would still have arisen as a consequence of empirically defensible research practices.

Potential sources of influence in processes of school reform.

The concept of a self-renewing school implies that a range of key players may be involved in school reform processes. The cohort of possible participants in school self-renewing processes in a Catholic primary school in the Diocese of Rockhampton is detailed in Table 15. At the outset of data collection it was presumed that each of the three participating principals, along with individuals occupying key leadership roles, would be the major influences for implementing self-renewing processes in the research schools. It was also surmised that the school administration team and the staff meeting forum would comprise the most significant organisational structures influencing the form of school reform processes.

Table 15

Cohort of Possible Participants in School Self-Renewing Processes in a Catholic Primary School

A. Personnel	Description (where appropriate)
Principal	-
Deputy Principal	A formally assigned position of added responsibility with a half-time teaching commitment. (In this research, applicable to Case #1 only.)
Assistant principal (APRE)	Typically, in a role titled "APRE" (Assistant to the Principal, Religious Education). A classroom teacher with part-time release from class teaching.
School Curriculum Officer (SCO)	A role introduced to primary schools in the diocese from 1996. Typically a classroom teacher with part-time release amounting to half that of the APRE.
Teaching staff	Typically, classroom teachers and perhaps a learning support teacher (usually part-time or shared between schools) and other specialist staff (e.g., a part-time or shared Music specialist teacher).)
Support staff	Typically, roles such as school Secretary, Library Assistant, Teacher-aide, and Cleaner.
Students	-
Parents	-
Priest	Typically, primary schools are based in a Parish with a resident priest.
Cluster Supervisor of Schools	The direct representative of system authorities and responsible for a particular region within the Catholic education system. (In the case of this research there were ten primary and secondary schools in the cluster.)
Diocesan Supervisor of Curriculum	A system-wide role established in 1996. The focal role for the initiation and support of curriculum development and change processes across the diocese.
Diocesan Supervisor of Religious Education	A system-wide role and working most directly with the APRE, via quarterly meetings of cluster Assistant Principals, Religious Education. The focal role for the initiation and support of curriculum development and change processes in the area of religious education, across the diocese.
Regional Equity Co-ordinator	A regionally based role established to co-ordinate the provision, deployment, and utilisation of special learning needs personnel, resources, and funding for and across schools in a cluster.
Regional Curriculum Consultant (RCC)	A regionally based role, established in late 1995, working under the direction of the Diocesan Supervisor of Curriculum, to support schools in the development and implementation of curriculum. The RCC works primarily through on-going contact with and support to SCOs in their roles. (There had been turnover of personnel during the period of data collection so that influence processes were not strongly established, within the research schools, at the time of data collection.)
Peer principals	Involved individually through informal principal networking and also via the "Cluster" meetings of principals, with the Supervisor of Schools, intended to co-ordinate the achievement of common goals in the region and across the system.
Diocesan Director of Catholic	Typically, influences indirectly via the Supervisor of Schools. The director also communicates polices developed by diocesan decision-making bodies, in

Education	particular those having a direct influence on Catholic schools. For example, Diocesan Education Council (the peak diocesan policy-making body) and Diocesan Finance Council.
Parish Community	Typically, this group has no direct input other than via the Priest or (generally) individuals making direct contact with the principal, or other staff. Contact can also occur (typically rarely) via the peak "representative" Bodies which constitute the formal structure of a Catholic primary school - the Board and the P&F Association (see below).
The wider Community of the School	Typically, the community has no direct input other than via contact with the principal, or other staff, or, indirectly, via the peak representative Bodies – the Board and the P&F Association (see below).
External Consultants & Support personnel	As may be invited, by a particular school, to provide advice and/ or support to school self-renewing efforts.
Researcher	-

B. Representative Bodies	Description (where appropriate)
Administration Team	Typically, coming together weekly or twice weekly and consisting of the Principal, APRE, SCO (except for case #1) and Deputy Principal (only for Case #1).
Staff Meeting	Typically, coming together weekly or fortnightly and consisting of the principal, assistant(s) to the principal and the classroom teachers in the school. Regular attendance by members of the support staff (other than on social occasions) is not the norm.
School Board	Typically, a group of around 10 members meeting 10 times a year, and designated as the formal policy-making body for the school. Whilst the system's policy for Catholic School Renewal (CSR: see Appendix A) accorded the Board a formal role in school renewal processes, at the time of data collection this was not an actuality in any formal sense. (Further detail is provided in Appendix B.)
School Parents & Friends Association (P&F)	Typically, consisting of a small executive (of around four elected parents) and of a fluctuating number of parents (perhaps between five and twenty-five) who attend regular monthly meetings with the principal (and perhaps some staff members) and consider educational matters, usually indirectly, via financial and social issues.

Overview of data collection phases, techniques, and data records.

Pilot research activity was undertaken across the year prior to the commencement of data collection (see Appendix C). Experience gained from those pilot activities, as detailed in Appendix C, informed decisions regarding data collection techniques and procedures. Across the period of data collection the primary data collection strategy was interviewing of the principal and of members of the school administration team. In addition, repertory analysis procedures were conducted with each of the three research principals.

Table 16 presents an overview of the data collection process. Data collection was conducted from September, 1996 to December, 1997. The original intent was to conduct data

collection across the 1997 calendar (school) year only. However, a decision was taken to commence data collection earlier in the belief that this earlier period (September to December, 1996) would assist the investigator to more effectively contextualise the data collection process across the next full school year and this approached proved to be worthwhile. (Specific and detailed "Logs of Attendance" for each site are provided as Appendixes E, K, and Q). The time period for data collection was partitioned into five school-year terms or "quarters" (three months), as indicated in Table 16. This time-division represents a natural compartmentalisation as, first, an important and natural unit of time for a school is a calendar year and, second, another natural time segment is a school term or quarter.

Interviews were from 45 to 90 minutes in duration. Semi-structured interview protocols were followed, as presented in Appendix W. All interviews were taped and transcripted. At each site, therefore, the data collection process involved eight formal interviews over the course of data collection, representing a total of approximately 30 hours of interviewing with the principals. Interviews were also conducted with each APRE and SCO (and for Case #1, the Deputy Principal). In addition, repertory analysis processes, undertaken with each principal, focussed upon conceptualisations of the principalship and also that principal's understandings of the self-renewing process. Further, general observations and also reviewing of relevant documentation was undertaken across the period of data collection, both formally during visits to the research schools and also informally, as part of the researcher's insider status as peer principal (considered further below).

Table 16

Data Collection Phases, Techniques, and Records of Data for the Study

Data Collection Phase	Data Collection Techniques	Data Records
Pilot Study	A. Secondary Principal Interviews (x2 Principals) "Concepts of Principalship" & "Concepts about School Self-Renewing Processes"	Transcripts (x 2 topic areas)
	B. Primary Principal Interviews "Concepts of Principalship" & "Concepts about School Self-Renewing Processes"	Transcripts (x 2 topic areas)
	Repertory Analysis "Concepts of Principalship" & "Concepts about School Self-Renewing Processes"	Repertory Analyses (x 2 topic areas)

| | Case 1 & Case 2 & Case 3 | |
| | Elizabeth   Jim   Frank | |

Data Collection Phase	Data Collection Techniques	Data Records
1Q (1Q = School Term covering period September to	A. Initial visit to each Site: 1. To outline study to principal and provide information to school staff (see Appendix C). 2. To arrange interview and attendance dates. 3. To generate (informal) first listings for repertory	Field Notes (x 3 sites)

December, 1996)	analysis ("Concepts of Principalship" & "Concepts about School Self-Renewing Processes").	
	B. Interview (each principal): ("Concepts of Principalship")	Transcripts (Each principal at 3 research sites)
	C. Interview (each principal): ("Concepts about School Self-Renewing Processes")	Transcripts (Each principal at 3 research sites)
	D. Repertory Analysis (each principal x 2 sessions/ topics - "Concepts of Principalship" & "Concepts about School Self-Renewing Processes")	Repertory grids (2 sessions/ topics x 3 research sites)
2Q (2Q = School Term covering period January to March, 1997)	A. Visit to each Site: 1. Arrange procedures and attendances for the "new" school year. 2. Informal Interview (principal) to discuss current self-renewing priorities (for the 1997 school year).	Field Notes (per site)
	B. Visit to each Site to attend a staff meeting as observer	Field Notes (per site)
	C. Visit to each Site (principal): 1. To conduct member checking on first-level data analysis derived from 1Q data collection episodes (Interviews and Repertory Analyses) 2. To conduct quarterly data collection.	Transcripts (Each principal at 3 sites)
	D. Interviews (each APRE & SCO (and Deputy Principal for Case #1 only))	Transcripts (3 for Case #1 & 2 each for Case #2 & Case #3)
3Q (3Q = School Term covering period April to June, 1997)	Interview (each principal)	Transcripts (Each principal at 3 sites)
4Q (4Q = School Term covering period July to September, 1997)	Interview (each principal)	Transcripts (Each principal at 3 sites)
5Q (5Q = School Term covering period October to December, 1997)	Interview (each principal)	Transcripts (Each principal at 3 sites)

Figure 6 provides a diagrammatic representation of the case study database integrating the elements detailed above: case site and time series (X-axis); sources of evidence (Y-axis); and research techniques (Z-axis). A benefit of this depiction is that it enables any data element to be classified across sites, time, and technique, thus facilitating the establishing

and coding of chains of evidence (Yin, 1994). These classifications become more relevant within the context of the following sections on the data collection techniques and analysis.

(Figure 6 Schematic here)

| Format for Coding: |
| 1. Case Site & Time Series (X-axis) |
| 2. Source of Evidence (Y-axis) |
| 3. Research Technique (Z-axis) |

Figure 6. The case-study database: A three-dimensional synthesis.

Research and the Researcher: The Lens of the Investigator

It is important to address the reality that in studying individual principals, and specifically the interplay between their meaning system and their school reform efforts, there are multiple levels of meaning operating at any one time time. One obvious level relates to participants' behaviours, relationships, and meanings. A second relates to relationships and meanings involving researcher and principal. The first level concerns the researcher as observer. The second references the researcher's participation, (possible) impact upon events being observed, and also the impact of events upon the researcher (Amatea et al., 1996: Johnson & Duberley, 2000). Thus, the case study reports for Elizabeth, Jim, and Frank, as presented in Chapter 4, are products not only of the research design (methodology and methods), but also of the presence of the researcher (Southworth, 1995).

Crowther and Gibson (1990, p. 39) noted the high proportion of research studies which shared, along with this investigation, a desire to study people in their work environments as they go about their work lives. Such studies have been intent upon describing and explaining the activities of subjects in terms of their realities and meaning systems. In the current study the researcher enjoyed an insider status as a peer principal working in the same city and in the same education system as the research subjects. This circumstance located the researcher in a particular situation where he could speak the subjects' language and share in the broader context of meanings. An obvious advantage was the accepted research principle that fieldwork should be conducted in the subjects' primary language (Wolcott, 1973; Southworth, 1995).

A potentially negative aspect of knowing the three principals as peers could derive from the possibility of their holding particular expectations of the researcher. The investigator's anticipatory response, at the commencement of the study, was to emphasise that he was seeking to learn and not to judge. Gauging by the open quality and frank nature of the material shared, the researcher believes that the principals were reassured that this study was not evaluative.

The above situation also raises the issue of the impact of the investigator upon the participants in the research. The researcher's presence did, in fact, produce changes in the principals' behaviours. This is evidenced in commentaries furnished by each of the participants when, at a number of points during the research, they were invited to comment upon any impact that the research process might be having upon their thinking or behaviour (as detailed in Appendixes I, O, and V). Each participant's response suggests that such an impact existed and this phenomenon is considered further in Chapter 5.

From a methodological perspective, the study sought to gain understandings regarding the nature of particular intentions and behaviours rather than to make evaluative judgments about them. Thus any consequential change in thinking or behaviour, by the participant principals as a result of the presence of the researcher, is regarded as relevant to the study.

Alongside any changes within the subjects of the study (vis-à-vis meaning system and microcosm), the researcher's "discovery of self" (Crowther & Gibson, 1990, p. 39) is also of relevance. Certainly, the researcher's aim in undertaking this study was to improve his understanding of the principalship. In particular, this quest was guided by a thesis which posited that if leaders can be assisted to clarify their assumptions and discover internal contradictions in those assumptions then freedom to behave in new ways might be facilitated. In other words, the research was based upon the researcher's professional interests and the investigator was personally involved in the processes of meaning generation. Hence, Peshkin's (1988) cautions regarding the dangers of "untamed subjectivity" remain real (cited in Crowther & Gibson, 1990, p. 41). In this regard, the researcher attempted, first, to remain aware of personal guiding predispositions. Second, the investigator sought to utilise deliberately structured research strategies as part of the study's design (as considered in subsequent discussion regarding the quality of the research design).

Data Collection Techniques

Several data collection techniques were utilised during the course of the study. The primary research technique was interviewing. In addition, repertory analysis was conducted with each of the three participant principals. Other techniques involved document analysis, observation, and critical incident analysis.

Interviewing.

In making decisions about interviewing style it is necessary to take a position somewhere on a continuum ranging from structured to non-structured formats. A guiding principle, in the present research, was that the nature and style of this project did not call for tightly structured interviewing. Structured interviews increase confidence about getting comparable data across subjects but may contribute to loss of opportunity to understand how the subjects themselves structure the topic at hand (Bogdan & Biklen, 1992).

Advice provided by Bogdan and Biklen (1992) appeared appropriate to this study:

Different types of interviews can be employed at different stages of the same study. At the beginning of the project, for example, it might be important to use the more free-flowing, exploratory interview because your purpose at that point is to get a general understanding of a range of perspectives on a topic. After the investigative work has been done, you may want to structure interviews more in order . . . to focus on particular topics that emerged during the preliminary interviews. (p. 97)

As noted earlier, the researcher was known to each of the participants in the study and the researcher judged that he enjoyed a positive rapport with each. Each participant understood that the research did not have any official connection with the education system (though it was supported). The investigator held a high level of confidence that the participants would feel a relatively high level of ease in interviewing situations. Such a view appears justified based upon the frank quality of the data offered during the course of data collection.

It was surmised at the outset, based upon experience with pilot activities (see Appendix C), that a number of formal interviews would be arranged with the principals and with other key personnel over the 16-month period of data collection (see Table 16). All formal interview contacts with the participant principals were semi-structured and followed interview protocols, as presented in Appendix W. (Sample transcripts, generated from pilot activities, are provided in Appendix C.)

In addition, "instant" and "soft" interviewing (Sarantakos, 1993) occurred with a range of participants via informal contacts during site visits. Further, data gathered from other techniques, described later in this section, guided both semi-structured and unstructured (informal) interviewing across the period of data collection.

Observation.

Taken literally, "observation" refers to a method of data collection that employs the sense of vision as its main source. Observation was intended to be an adjunct to interviewing and the other proposed data gathering techniques utilised in the study.

Sarantakos (1993) described "naïve" observation as the "everyday unstructured observation which people use when they interact with others in social situations" (p. 222). For example, non-specific cues such as the nature and arrangement of the setting and the tone of relationships and interactions become evident during times of investigator presence. Another significant source for these type of data was the investigator's ongoing contact with each of the research principals as a peer.

Document analysis.

For case study methodology, the primary purpose of documents is to corroborate and augment evidence from other sources. "If the documentary evidence is contradictory rather than corroboratory, the case study investigator has specific reason to inquire further into the topic" (Yin, 1994, p. 81). Further, documents can contribute to inferential conclusions. For example, the distribution list for a specific document is an indicator of communications and networking within a school.

In a primary school setting, staff meeting agendas, vision and goal statements, curriculum guidelines, staff handbooks, and school newsletters, together with performance appraisal documentation, constitute relevant sources of documentation. Whilst it is important to maintain awareness that documents may display the bias of the author(s) and that the reliability of some documents may be questionable, they do contribute retrospectivity, allowing the investigator to study past events and issues.

Critical incidents analysis.

Critical incident analysis is less a technique and more an attitude to the potential database available to illuminate understanding of the key matters implied in the research questions of a study. As referenced earlier, Bolman and Deal (1993) used qualitative analysis of critical incidents to measure the "frame" orientation of leaders. However, critical incident analysis has been more widely used to illuminate understandings within the context of teaching (Tripp, 1993):

> Critical incidents are not 'things' which exist independently of an observer and are awaiting discovery like gold nuggets or desert islands, but like all data, critical incidents are created. Incidents happen, but critical incidents are produced by the way we look at a situation: a critical incident is an interpretation of the significance of an event. To take something as a critical incident is a value judgment we make, and the basis of that judgment is the significance we attach to the meaning of the incident. (p. 8)

Based upon experience gained in conducting pilot activities for this study (see Appendix C) the researcher surmised that an analysis of critical incidents at the research schools would illuminate understanding of the research questions. Other techniques could then be used to explore the issues in more depth, such as focussed interviewing.

To illustrate, during pilot activities (see Appendix C), an observed discussion at a staff meeting involved the topic of determining class "Booklists" for the following school year. In brief, the principal led the discussion in a manner that appeared to permit, and even to encourage, each attendee to have input into the decisions. This behavioural pattern appeared to provide illumination to features of the principal's leadership style, which could then be explored further through interviewing. This example illustrates a point made by Tripp (1993):

> The vast majority of critical incidents . . . are not at all dramatic or obvious: they are mostly straightforward accounts of very commonplace events that occur in routine professional practice which are critical in the rather different sense that they are indicative of underlying trends, motives, and structures. (p. 23)

According to Tripp (1993) there are two stages to the creation of a critical incident, as indicated in Figure 7. First, the phenomenon is observed and noted, producing a description of what happened. Then a more general meaning and significance can be considered, which can serve to inform and focus further data collection.
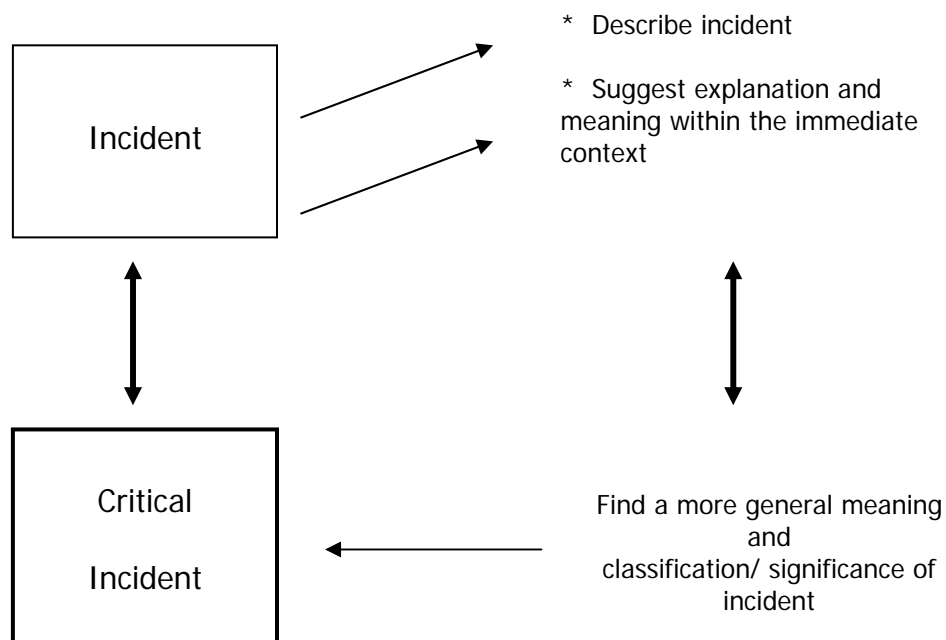
Figure 7. Stages in the creation of a critical incident, as outlined by Tripp (1993, p. 26)

<u>Repertory analysis.</u>

Repertory analysis (Centre for Person-Computer Studies, 1990) is a method which seeks to maintain the integrity of an individual's perspectives whilst revealing them. It is based upon the personal construct psychology of Kelly (1955).

The context of teacher and student thinking was the closest parallel available at the time the investigator was making decisions regarding research design. Research has revealed that during investigations of teacher and student thinking, a change of focus has occurred when recognition has been given to the actual perspectives of the people principally and directly engaged in classroom interaction (Clandin, 1986; Elbaz, 1983; Shulman 1986; Solas, 1992).

The particular relevance of repertory analysis techniques for this study lies in the assertion that repertory analysis provides "a conversational tool for investigating the basis of the thinking of yourself and others" (Centre for Person-Computer Studies, 1990, p. 2). Earlier discussion (Chapter 2) proposed that in seeking understandings regarding a principal's microcosm three sources of evidence are appropriate: self-reports, observed behaviour, and projective techniques. In this study, repertory analysis represented a promising projective technique. In addition, it was surmised that repertory analysis could also serve as a means of enhancing validity, through its facilitating the use of converging lines of inquiry (triangulation).

The products of repertory analysis are repertory grids. Grids are used in personal construct psychology to elicit and analyse the cognitive structures of clients. The particular version of repertory analysis utilised in this study (RepGrid; Centre for Person-Computer Studies, 1990) is an integrated suite of programs (for the Apple Macintosh computer) that provides facilities for the interactive elicitation and analysis of repertory grid data from one or more people. (Additional and more detailed explanation, together with sample grids generated during pilot research activities for this study, is presented as Appendix D.)

Wittrock (1986, 1987) asserted that what teachers and students do is directed in no small measure by what they think. Clark (1980) suggested that the teacher is one who copes with a complex task environment by simplifying it: that is by attending to some small number of aspects of the environment and ignoring others. As has already been indicated, it was a pivotal assumption in this study that such arguments can be applied to the principalship. That is, "just as teachers' thoughts are important determinants of their classroom behaviour, principals' thoughts shape principals' actions" (Wippern, 1990, p. 3). Wippern (1990) had also expressed misgiving in observing that the field of research on teacher and student thinking,

together with the related research knowledge base, had advanced well beyond comparable work in the field of school administration.

Thus it was surmised, at the commencement of this study, that an interest in the above circumstances might also be germane to principals' thinking and actions. If such an assumption, together with the possibility of parallels between teachers' thinking and their actions and those of principals, was defensible, then it was considered important to elucidate principals' thoughts and "because they are the only witness to their own thinking, it is important to do so in their own terms" (Solas, 1992, p. 206).

In a study utilising repertory analysis for a purpose with close parallels to the interests of this study, Janesick (1982) conducted an ethnographic study to examine the "perspective" of a sixth grade teacher. Perspective was defined in terms very similar to the way that microcosm has been explicated in this study. Namely, as a reflexive, socially derived interpretation of experience that serves as a basis for subsequent action:

> The teacher's perspective combines beliefs, intentions, interpretation, and behaviour that interact continually and are modified by social interaction. At any given time, this perspective serves as the frame of reference within which teachers make sense of and interpret experience, and act rationally. (Janesick, 1982, cited in Solas, 1992, p. 207)

Solas (1992) also referred to other approaches used to study teacher thinking, including stimulated-recall interviews, intended to examine interactive thoughts and cognitive processes.

Whilst a range of such methodological approaches "hold in common the idea that a teacher's behaviours are guided by and make sense in relation to a personally held system of beliefs, values, and principles" (Solas, 1992, p. 208) the use of the sorts of techniques described above relies upon an assumption that a subject can readily articulate ordinarily tacit knowledge and thinking. Further, the dubious nature of an assumption that what people say correctly represents their thought processes was highlighted first by Argyris and Schon (1974) when they explored the notions of espoused theories and theories-in-use, as already explored in Chapter 2, and also considered earlier in this chapter.

Yet another difficulty relates to a presupposition, which underpins methodologies utilising techniques such as observation, interviewing, questionnaires, and attitude scales, "that all participants in the research share the same perceptions. That is, there is a presumption that the terms used by the researcher are normative and can be used unproblematically by all" (Solas, 1992, p. 208). In contrast, repertory analysis offers a means for exploring the

perspective of an individual and offers an approach to discover personal constructs - attitudes, thoughts, and feelings - in the individual's own terms and in a personally valid way (Solas, 1992).

Solas (1992) cited an extensive range of contexts in which repertory analysis has been used to date. These include investigations of the ways in which teachers construe specific curriculum material, how teachers construe their work in relation to curriculum innovation, changes in teacher thinking following in-service experiences, teachers' thinking about their profession, and approaches intended to enable teachers to identify their own implicit theories of teaching and learning. In a parallel sense to the purposes of this study, repertory analysis has also been used to examine the construct systems of individual teachers.

However, no one technique can do all. Some difficulties with repertory analysis include the perceived limitation that, traditionally, it has been regarded to be of most value as a "cross-sectional" technique. Some studies, though, have used grids at different points in time to seek to chart evolution and change in thinking (Kevill, Shaw & Goodacre, 1982). Also, whilst the range of such studies all have in common an endeavour to understand how teachers and students impose meaning on their worlds, Solas (1992, p. 211) noted that the grid constructs elicited in those studies tended to be general and, in themselves, not necessarily illuminating. Solas (1992) cited and considered other criticisms of the technique and suggested that critics "have failed to grasp the nature of a construct or the meaning of the person-as-scientist metaphor in the way Kelly intended . . . that all people are builders of theories which provide a basis for an active approach to life" (p. 215).

Others have criticised the apparent lack of reliability and validity in the repertory grid. Solas (1992) rejected such notions and suggested, instead, that objections are based on conceptual and definitional understandings, for example "it makes no sense to talk of the reliability of the grid because there is no such thing as The grid" (p. 215).

The use of repertory analysis, as outlined briefly above, certainly held promise for this study. Its use was intended as one of a range of research techniques. It was also intended to serve as a conversational tool for investigating the basis of principal thinking and actions. Finally, its use also promised a contribution toward achieving triangulation (construct validity) through the use of multiple sources of evidence. (The resultant repertory grids, as generated in this study for each of the three cases, are presented as Appendixes J, P, and V.)

Data Analysis

Unlike statistical analysis there are few fixed formulas or recipes to guide data analysis in case study research (Yin, 1994). The ultimate goal of qualitative research is to treat the evidence fairly, to produce compelling analytic conclusions, and to rule out alternative interpretations. Regardless of specific analytic strategies used, Yin (1994) suggested that four key principles define effective data analysis: (a) it should show that it relied upon all the relevant evidence; (b) it should take account of all major rival interpretations; (c) it should address the most significant aspect(s) of the case study, "you will have demonstrated your best analytic skills if the analysis is on the biggest target" (p. 124); and (d) the investigator should be able to bring one's own prior expert knowledge to the case study: that is, know the subject matter

The general analytic strategy (Yin, 1994) which formed the foundation for data analysis has been reliance on "theoretical" propositions, as detailed in earlier discussion in this chapter. To recapitulate briefly, here, the original objectives and design for this study provided the overarching structure around which to focus analysis: that is, to assist to focus attention on certain data and to ignore other data (Yin, 1994). The primary guiding proposition for this study, then, was a supposition that the principal's meaning system (defined elsewhere) exerts a significant and unique influence over the nature of school self-renewing processes. Contrarily, its "rival" proposition suggested that the principal's meaning system exerts only minor or insignificant influence over school self-renewing processes. That is, that there would be more similarities than differences evident across sites (cases) with respect to the way that school self-renewing processes occurred.

Table 17 presents a summary of both the general and specific data analysis techniques utilised in this study.

"Pattern matching", which involves comparing empirically derived patterns with anticipated patterns in the data, can include the use of rival explanations as patterns so the researcher can look for support for rival theoretical propositions (see above) as an analytic strategy . One relevant instance of "Explanation-building" can involve the researcher, seeking to "explain" the phenomenon as comprising a set of causal links about it. Explanation-building has an iterative nature that can sharpen analysis. For example, the case study evidence is examined, theoretical positions are revised and the evidence is examined again from a new perspective. Thus the gradual building of an explanation is similar to the process of refining a set of ideas, in which one important strategy is to consider other plausible or rival explanations. The objective is to show how these explanations cannot be sustained, given the actual set of case study events. When applied in multiple-case study, the result of the

explanation building process is also the creation of a cross-case analysis, in addition to an

analysis of each individual case.

Table 17

Data Analysis Techniques used in this Study, as developed from Yin (1994) and other sources

A. General Analytic Strategy	
Reliance on "theoretical" propositions	The original objectives and design for this study provided the <u>overarching</u> <u>structure </u> around which to focus analysis. Namely, to assist to focus attention on certain data and to ignore other data.

B. Specific Analytic Techniques	
Pattern matching	This technique compares empirically derived patterns with anticipated patterns.
Explanation-building	The researcher seeks to analyse the case study data by building an "explanation" about a case. For example, by seeking to "explain" the phenomenon as comprising a set of causal links about it.
Time-series analysis	This technique focuses upon change in the data over time, as a source for explanation.
Analysing Embedded Units	In this study, the principal's meaning system and school self-renewing processes, represent embedded units within each case.
Repeated Observations	Interviewing across time (five school terms) facilitated repeated observation. Hence, at each successive contact with the research principals, interim data could be used to guide decisions regarding subsequent data collection.

"Time-series analysis", as a specific analytic technique, focuses upon change in the

data over time as a source of explanation. For example, one relevant strategy can involve

creating a chronology, since the arraying of events in this way permits the investigator to focus

upon causal events over time. The technique of "Analysing Embedded Units" facilitates

interpretation first at the single-unit (and single-case) level and then comparison can be made

across embedded units (and cases).

Quality of Research Design

Figure 8 presents a diagrammatic representation of the research protocol followed in

this study. Sarantakos (1993) suggested that a case study protocol "contains, among other

things, the main steps of the research process, offering details about the decisions that need

to be made and the techniques that must be employed in the context of the study" (p. 261).

Within the context of that overview (Figure 8) it is now possible to turn to a consideration of

questions of quality with regard to the research design utilised in this study.

(Figure 8 here)

(See separate File)

Validity and reliability are both ways of judging the trustworthiness of data. Ultimately, the trustworthiness of the results of this research depends upon the adequacy of the research design, the adequacy of data collection processes, and the adequacy of the analysis in drawing conclusions from the elicited data. In particular, four aspects of a case study design must be maximised to ensure quality: construct validity, internal validity, external validity, and reliability. Those aspects represent the most commonly used tests of the quality of empirical social research (Yin, 1994). A significant element of the challenge of social science research emerges from the reality that no simple or precise formulas exist to ensure the quality of a research design, particularly when one intends to focus upon real people and real-life events.

Table 18 contains a summary of tests and recommended case study tactics, used in this study, that can assist to maximise quality in qualitative research. This table also indicates the particular phases of the research process when use of the case study tactic is most appropriate, as recommended by Srarantakos (1993) and Yin (1994).

Table 18

Recommended Case Study Tactics for Assessing the Quality of a Research Design, as identified by Sarantakos (1993) and Yin (1994)

Tests	Case study tactic	Phase of research in which tactic occurs
Construct validity	Use multiple sources of Evidence.	Data collection
	Establish chains of evidence.	Data collection
	Have key informants review draft case study report(s).	Case study report development/ composition
Internal validity	Do pattern-matching.	Data analysis
	Do explanation-building.	Data analysis
	Do time-series analysis.	Data analysis
External validity	Use replication logic in multiple-case studies.	Research design
Reliability	Use case study protocol.	Data collection
	Develop a case study data base.	Data collection
	Maintain chains of evidence.	Data collection

<u>Validity.</u>

Validity relates to the ability of a research study to produce findings that are in agreement with theoretical or conceptual values. That is, validity concerns the capacity of a method to measure what it is intended to measure.

Construct validity is concerned with establishing correct operational measures for the concepts being studied. Concerns in this area relate to questions about whether a sufficiently operational set of measures is developed to lessen the likelihood that subjective judgments are used to collect data. Three tactics are available to increase construct validity (Sarantakos, 1993; Yin, 1994).

The first of these tactics involves the use of multiple sources of evidence in a manner encouraging convergent lines of inquiry. Triangulation is a research approach employing more than one method of data collection and analysis. The use of two or more methods allows the researcher to obtain a variety of information on the same issue and facilitates a greater likelihood that the strengths of each method can compensate for the deficiencies of other(s) to achieve a higher degree of validity and reliability (Bogdan & Biklen 1992; Goetz & Le Compte, 1984).

Yin (1994, pp. 91-94) argued that in case study research the need to use multiple sources of evidence far exceeds that of other research strategies since a case study inherently deals with a wide variety of evidence. The primary advantage of using multiple sources of evidence is the development of converging lines of inquiry, providing multiple measures of the same phenomenon.

Merely expanding the spectrum of methods employed to collect data does not automatically guarantee more valid results. However, in this study, the investigator believes that the use of multiple sources of evidence does represent a strength of the research design. In this study, the conceptual structure was outlined in Chapter 2, where three sources of evidence-seeking were identified: espoused theory, theory-in-use, and the use of repertory analysis as a projective technique (as depicted in Figure 4). This conceptual framework was integrated with the data collection techniques, as depicted in the three-dimensional synthesis of the case study database (Figure 6). Consistent with advice from Yin (1994), the intention of these actions was directed toward enhancing validity.

The second tactic for enhancing construct validity involves establishing a chain of evidence, in order to establish explicit links between the questions asked, the data collected, and the conclusions drawn (Sarantakos, 1993; Yin 1994). This principle involves facilitating an external observer to follow the derivation of any evidence from initial research questions to ultimate case study conclusions. Ideally, it should be possible to trace the steps in either direction. This can be achieved through clear cross-referencing to methodological procedures and to the resulting evidence (Yin, 1994). In this study an effort was made to honour this imperative via the case study database (Figure 6) which facilitates access to the data as

utilised in the form of excerpts both in the case study reports themselves (Chapter 4) and the supporting Appendixes F, L, and R.

The third prescription for enhancing construct validity involves having draft case study reports reviewed by key informants ("member checking": Yin, 1994). This procedure relates to having the draft report reviewed not just by peers but also by the participants and informants in the case. The procedure provides a means of corroborating the essential facts and evidence presented in the case report:

> The informants and participants may still disagree with an investigator's conclusions and interpretation, but these reviewers should not disagree over the actual facts of the case. If such disagreement emerges during the review process, an investigator knows that the case study report is not finished and that such disagreements must be settled through a search for further evidence. Often, the opportunity to review the draft also produces further evidence, as the informants and participants may remember new materials that they had forgotten during the initial data collection period. (Yin, 1994, p. 145)

Yin (1994) also suggested ways that such reviews can happen even if components of the case study are to remain anonymous. These practices were incorporated into the research design and implemented when the outcomes of the early phases of data analysis were presented to the research principals, for comment, as part of subsequent data collection processes.

Another aspect of quality in research design is internal validity which is relevant in explanatory and causal studies (Yin, 1994) and is concerned with establishing a causal relationship, as distinguished from spurious relationships:

> The concern over internal validity, for case study research, may be extended to the broader problem of making inferences. Basically, a case study involves an inference every time an event cannot be directly observed. Thus an investigator will 'infer' that a particular event resulted from some earlier occurrence, based on interview and documentary evidence collected as part of the case study. Is the inference correct? Have all rival explanations and possibilities been considered? Is the evidence convergent? Does it appear to be airtight? A research design that has anticipated these questions has begun to deal with the overall problem of making inferences and therefore the specific problem of internal validity. (Yin, 1994, p. 35)

Specific tactics for achieving internal validity are difficult to identify. Yin (1994), whose treatment of the entire range of validity issues is detailed, has suggested three useful tactics:

(a) Pattern-matching; (b) Explanation-building; and (c) Time-series analysis. These strategies have already been considered in earlier discussion (see Table 17).

Finally, external validity is focussed upon establishing the domain to which a study's findings can be generalised. This aspect relates to the contrast between statistical generalisation versus analytic generalisation and has been considered, in detail, earlier when issues of theory construction, sampling strategy, and the bases for generalisation were considered. Yin (1994) advocated the use of replication logic in multiple case studies to address external validity issues, as already considered in this chapter.

Reliability.

Reliability is concerned with demonstrating that the operations of a study, such as the data collection procedures, can be repeated with the same or similar results. The goal of reliability is to minimise the errors and biases in a study: "The general way of approaching the reliability problem is to make as many steps as operational as possible and to conduct research as if someone were always looking over your shoulder" (Yin, 1994, p. 37).

A suggested tactic intended to enhance reliability is the use of a case study protocol, to guide the data collection phase. (An example was presented earlier in Figure 8.) A second strategy is the development of a case study database such as presented as Figure 6. This tactic relates to the principles for organising and documenting the data collected. Yin (1994) has advised that it is important to ensure that a formal, presentable database is established "so that that, in principle, other investigators can review the evidence directly and not be limited to the written reports. In this manner, a case study database markedly increases the reliability of the entire case study" (p. 95). Finally, a supporting strategy that Yin (1994) proposed, in order to enhance reliability, is to maintain chains of evidence. This tactic was also utilised in this study, as already considered.

Review of Chapter Three

Detail regarding the methodology and the research design applicable to this research have been outlined in this chapter.

In overview, it was argued that the appropriate paradigmatic and epistemological context was constructivism and that symbolic interactionism represented the appropriate theoretical framework for the research design. This study employed a multiple-site case study, with embedded units, involving three cases. Consideration was also given to matters associated with theory building, sampling strategy, the bases for generalisation in case study

methodology, and also the place and the impact of the researcher upon the phenomena being studied.

In other sections of the chapter the research design was outlined and descriptions of the methods used in data gathering furnished. Attention was given to the processes of data analysis and to issues related to the quality of the research design. The discussion incorporated explanation regarding the use of a case study protocol, the establishment of chains of evidence, and the articulation of case study database, all of which research tactics are considered to be important components of a quality research design (Yin, 1994).

Chapter 4 will present case reports representing the empirical component of the research. The initial section comprises the three individual case reports. The final section of Chapter 4 then takes an across-the-cases perspective. The findings presented in Chapter 4 will comprise a comprehensive response to research question 2.

Chapter Four
Research Findings

This chapter begins by presenting the three individual case reports which comprise the empirical findings of the research and, in the final section, looks across the cases.

Each case report begins with an overview of the self-renewing initiatives undertaken at the research sites. This detail relates directly to research sub-question 2A which sought an understanding of the nature of the self-renewing processes that were observed to occur at each of the schools involved in the research. The overview represents a precursor to later consideration of microcosm, as the central interest of each case study.

As detailed in Chapter 2, in this research a self-renewing school was defined as one involved with self-improvement activities intended, ultimately, to enhance educational outcomes for students. Such activities involved accommodating and assimilating changes in tasks, structures, processes, and personnel as outcomes of self-determined and self-regulated improvement activities. Also, a key delimitation placed upon the definition confined its focus to situations outside the individual classroom where school personnel - whether in groups or as a whole staff - sought self-improvement for the school. Further, only initiatives identified either by the particular principal or by members of the school administration team have been considered.

The second section in each case report examines the individual's meaning-making in the principalship. It represents a response to research sub-question 2B which focused upon the processes of meaning creation that the principal engaged in when responding to the challenges of the principalship and, in particular, to imperatives to engage in school improvement activities. This section in each case report is structured around three of the four categories which emerged from the exploration of the literature as impacting upon the form of an individual's Knowledge-in-Use (Chapter 2 and Figure 3). The last of the four influence sources was labelled "Cultural, Political, Social, and Affective Aspects and Influences". Whilst pointing to important aspects (such as motives, feelings, and biases) as considered in the literature review, this latter element is not mutually exclusive from the other components. Hence, for the purpose of avoiding redundancy, discussion relating to this latter category has been incorporated within the other elements, namely: "Professional and Personal Values", "Leadership Role Perceptions and Expectations", and "Images of Leadership and Principalship (Symbols and Metaphors)".

Having charted school self-renewing processes and also having considered each individual's meaning creation within the principalship, it is then possible to respond to the second of the three research interests in this study, namely:

Research Question 2: What understandings of microcosm arise from authoritative analysis of the interplay of processes of school self-renewal and the principal's meaning system?

In Chapter 2, the launching point in conceptualising a principal's microcosm was the notion of mental-models. This was identified as a multi-purpose term used in a range of disciplinary fields to represent a person's view of the world incorporating both explicit and implicit understandings. The term meaning system was subsequently identified in order to bring specificity in school settings to that range of generic understandings associated with the concept of mental-models. Meaning system represents those values and understandings which the individual principal generates and sustains regarding the nature and conduct of the principalship. The differentiation between the closely aligned notions of meaning system and microcosm, as the central interest of this research, was also outlined in Chapter 2.

Since a principal's meaning system is constituted of individualistic values and understandings it can be expected to maintain a degree of consistency and stability across time and across settings as well as a degree of predictability in any given organisational setting. The illustration used in earlier discussion to exemplify this notion related to a situation where a particular principal might relocate from one school to another. In such an instance it would be reasonable to anticipate a degree of consistency between past practice, in the former setting, and the principal's behaviour in the new school. This consistency would be founded upon enduring meanings of principalship (understandings and values) that the individual would transport to the new setting.

Over time, however, it might also be expected that the new circumstances would also impact on the individual's processes of meaning making in the principalship and, consequently, upon actual leadership behaviours. Thus, the crucial distinction between meaning system and microcosm arises since whilst meaning system is a relatively bounded entity, comprising the principal's professional and personal worldview, the notion of microcosm extends beyond the principal's personal cognitive domain to also incorporate interactivity of the individual's meaning system with particular contextual forces and school reform tasks. Unlike meaning system, then, microcosm is no longer just a cognitive reality. Rather, it comprises the dynamic interplay between the person's cognitive world and the work that he or she does. It is a constantly developing and evolving set of constructs reflexively affected by practitioner

knowledge, skills, and attitudes; by the context in which actions occur; and by the nature of the leadership task itself.

In arriving at the preliminary framework, the central unit of a principal's microcosm was considered to be Knowledge-in-Use, described as a dynamic construct arising from the interplay of three elements: Context, Task, and Mind. Meaning-generation was proposed as arising from a synthesis of those three elements. Each situation, task, or problem transforms Knowledge-in-Use in some way and to some extent. It was noted, in proposing Figure 3 (Chapter 2), that the preliminary framework for the principal's microcosm represented a slice-in-time snapshot.

Context comprises the situational framework in which a particular activity is located. It has properties that transcend the experience of the individual and is experienced differently by different individuals. A Task is a workplace challenge which may be clearly defined and bounded or may be ill-defined and lacking in clear-cut solutions. Mind comprises knowledge of "why" and "how" which the individual brings to a given situation and involves idiosyncratic values and beliefs.

It is at this point that the notion of meaning system becomes redundant to the purposes of presenting the research findings in the remaining sections of each case report. As already noted, the notion of meaning system was adopted, at the outset of the study, as an interim construct for the purpose of facilitating research aimed at exploring the work of Catholic school principals, who function within a unique systemic structure where the integral linking of meaning creation and Catholic renewal is fundamental to the research.

From this point in the presentation of the research findings Mind, as an element of Knowledge-in-Use, can be regarded as encapsulating that heuristic notion of meaning system. This is so since the notion of microcosm is a more extensive and encompassing construct which extends beyond the principal's personal cognitive domain to also incorporate its interactivity with the context in which leadership actions occur and the nature of actual school reform tasks.

Thus, the third section in each case report is titled "Emerging Understandings of Knowledge-in-Use as the Central Element of Microcosm" and begins by profiling each principal's Knowledge-in-Use. Next, several significant instances which highlight the interplay between meaning system and school self-renewing processes, as evidenced in the data, are considered. Each case study concludes with the presentation of a conceptualisation of

microcosm, as incorporating a synthesis of the elements depicted in the preliminary framework for the principal's microcosm (Figure 3).

Following presentation of the three individual cases, the fourth and final section of this chapter complements the individual case reports. There, data analysis has focussed upon similarities and differences that characterise the interplay between the principal's cognitive domain of values and understandings in leadership, meaning creation processes in the principalship, and the nature of actual school reform initiatives when one looks across the three individual case studies. In its entirety, then, this chapter proposes a comprehensive response to research question two.

Case Study 1: Elizabeth

Elizabeth was in the first year of her first principalship when the research began. Her appointment had coincided with the separation of the former school (Pre-school to year 10) into separate primary and secondary campuses sharing the site. Prior to this appointment she had been an Assistant to the Principal at a secondary Catholic college in the city. Her previous experience included several years as the Assistant Principal – Religious Education (APRE) at a district primary school. Prior to that role, Elizabeth was involved in special education in the government education system. During the period of data collection her school had an average primary enrolment, Pre-school to Year 7, of approximately 650 students. The school is situated in the newer and rapidly growing northern suburbs of the regional city.

Self-Renewing Initiatives at Elizabeth's School

Table 19 presents an overview of the self-renewing initiatives in Elizabeth's school. Each synopsis is intended to provide sufficient background to support the discussion to follow (and a more detailed outline is provided in Appendix G).

Table 19

Self-Renewing Initiatives at Elizabeth's School During the Period of Data Collection

---

1. Response to Issues Associated with the Division of the School Campus
Elizabeth had anticipated that there would be some adjustment difficulties for people and process when, at the end of the year preceding her appointment as principal, the former School (P-10) became separate primary (P-7) and secondary (8-12) schools with separate principals but sharing the campus site. Elizabeth deliberately directed energy toward monitoring the situation, discerning concerns and issues as they arose, and providing support for individuals.

2. Re-development of the School's Mission Statement
As a consequence of the split of the school campus (above) Elizabeth believed that it was appropriate to develop a new Mission Statement for the now separate primary school (Pre-school to Year 7).

3. Development of a School English Program
A system requirement had stipulated that all schools (covering Years 1 to 10) would formally develop and then submit a School English Program to diocesan authorities for accreditation.
The staff agreed to treat English curriculum development as one of three major goal-areas for the school year (School Development Plan), in order to complement and expand upon the work already done in producing a School Program.
Complexities associated with health problems for the SCO (coupled with particular personal curriculum priorities on Elizabeth's part, as principal) caused Elizabeth to choose to accept a heavy "hands-on" involvement in this developmental area.

4. Development of a School Maths Program

A system requirement had stipulated that all schools (covering Years 1 to 10) would formally develop and then submit a School Maths Program to diocesan authorities for approval.

This school program was to be developed in accordance with specific diocesan accreditation criteria. The developmental process was led, primarily, by the SCO.

5. Technology Education Project

Improvement of computer/ technology education programming and resources at the school was the second of three major projects identified in the School Development Plan.

A small task group carried the initiative forward, with strategic support from Elizabeth.

6. Articulation of a School Discipline Policy with Associated Procedures

The development of a school discipline policy was the third of three major projects identified in the School Development Plan.

Primarily as a result of direction from Elizabeth, the project had mushroomed from a relatively narrow focus upon student behaviour management, to a focus on the broader issues of pastoral care contextualised within a re-consideration of the whole culture of the school: "What we believe".

7. Articulation of the "School Story"

Elizabeth's broad goal, in this instance, was to enhance the school's ethos by focusing upon the articulation of symbols and images to articulate the "school story". For example, this involved the development of house banners and also establishing a school/community display area adjacent to the newly constructed school entry/ office.

8. Development & Re-development of the School Administration Team

The administration team consisted of Elizabeth, the Deputy Principal, and the APRE together with the involvement of the SCO in selected discussions. Unique circumstances, related to the SCO's health, created a series of instabilities for Elizabeth's natural commitment to a team approach to school management.

Later, when this situation had stabilised, specific strategies were implemented to establish what Elizabeth judged to be a more consistently positive sense of a team-driven approach to the task.

9. Environmental Development (Landscaping) Project

Circumstances resulted in delays to a landscaping project which had been intended to enhance the newly constructed entrance for the school.

This situation generated frustration for Elizabeth and hence she personally undertook an unintended co-ordination role, as she was determined to see the task completed without further delay.

10. Resolution of Pre-school Issues

Community concerns regarding the efficacy of the school's Pre-school program became apparent to Elizabeth. Coincidentally, some staffing tensions arose within the Pre-school unit itself.

Elizabeth initiated the implementation of specific and deliberate strategies, first, to enhance her understanding of and relationship with the Pre-school and, second, to promote the Pre-school more positively within the school and wider communities.

11. Provision of Opportunities for Adult Faith Formation

In response to minor levels of community concern, Elizabeth initiated and co-ordinated public education activities - across the four schools in the parish - to enhance opportunities for parents to broaden their own faith formation and thus, in turn, enable them to better support their own children in school religious education learning activities.

12. Review of Assessment Practices in Religious Education

This goal-area, advanced by the APRE, focussed upon more effectively integrating formal assessment practices (concerning core doctrinal elements) into classroom religious education programs.

13. Development of a School Personal Development Education (PDE) Program

The development of School PDE Programs was a system mandated imperative. It was a controversial process, across the diocese and especially in the district.

Elizabeth's appointment to the principalship occurred after the PDE controversy had begun. Further, health problems for the APRE, constrained her own capacity to provide a sense of continuity to the developmental process.

Hence, Elizabeth chose to invest considerable personal energy into the PDE process. The issue was both difficult and personally draining for her during the period of data collection.

14. Review of School Enrolment Policy & Procedures

Intended to occur under the auspices of the school board, the goal was to re-negotiate the school enrolment policy (including via community consultation) and then to develop and to implement associated administrative procedures.

15. Establishment of a Parent Room/ Support for Care & Concern Activities

Elizabeth undertook deliberate actions to support and advance pre-existing care and concern activities occurring within the school, centred upon having a designated "Parent Room" area, and occurring under the general patronage of the P&F Association.

16. Efforts to Develop Good Campus Relationships

As a consequence of the splitting of the school campus (see #1 above) the administration teams of the two ("new") schools undertook to meet on a regular basis. Broadly, the goal was to facilitate effective communication and co-ordination, especially with respect to the sharing of infrastructure on the school site.

Elizabeth judged it prudent to maintain a close personal involvement in these processes.

17. Development of a Teacher Handbook

Elizabeth's longer-term goal of developing a Staff Administration Handbook, was accorded (unplanned) priority in third term (4Q), as an outcome of discussion at an administration team meeting. The newly prioritized intention was to have the Handbook ready for the next school year.

18. Resolution of Learning Support Issues

When the Learning Support teacher took extended leave Elizabeth was both surprised and disconcerted when she discovered that a number of fundamental problems existed with respect to the efficacy of the delivery of learning support services within the school.

In conjunction with the process of appointing another Learning Support teacher, Elizabeth also undertook a hands-on role in developing a new model for learning support delivery. In addition she also instituted more detailed procedures for monitoring the efficacy of the program.

19. Science Curriculum Development

What had been an informal goal-area, relating to science curriculum, was accorded formal status as a school development goal. This occurred at the initiative of the SCO and after staff consultation processes were undertaken (5Q). The revised intention was to have a "Science Overview" document ready for the next school year.

20. Mapping Task for Basic Booklist Texts

During the normal annual process of preparing grade-level Booklists for the next school year, issues arose with respect to a perceived lack of consistency in the allocation of texts across grades and subject areas. Elizabeth initiated staff discussion and curriculum mapping activities intended to enhance continuity across grade levels within the school.

21. School Budgeting Process

Two goals were pursued with respect to budgeting processes.

The first arose because of an expected awkard enrolment pattern for the following year. This anticipated difficulty triggered Elizabeth to initiate a process of staff discussion and negotiation in order to restructure previously established budgeting procedures. The revised intent was to implement an alternative process for allocating resources which the administration team was proposing to be a more equitable (but non-normal) allocation process across the school.

Second, a related goal was to encourage staff to also accept a new method for allocating spending, across curriculum areas, in order to facilitate more pooling of funds and thus also to facilitate the purchase of resources which could, simultaneously, benefit a number of sectional interests across the school.

Note. Refer to Appendix G for further background and detail.

Elizabeth's Meaning Creation in the Principalship

Whenever she contemplated the principalship in its broadest sense Elizabeth indicated that she found the diversity and range inherent in the role to be challenging but, also, to be personally invigorating and empowering. She comfortably accepted a level of ambiguity as a natural reality of life in schools. Elizabeth also believed that a successful principal must be able to superimpose a depth of spirituality upon these complexities. She considered that effectively harnessing diversity leads to outcomes which stakeholders will own. And "owned outcomes" were always preferable, in her mind, even if results were less than ideal. She also considered that the principal should be capable of bringing strong capacities for self-reliance and self-confidence in one's own judgment to the role.

Within Elizabeth's meaning system, school self-renewing processes were founded upon an on-going awareness of and assessment of current performance coupled with a continuing search for improvement. Important, also, was the principal personally engaging in regular environmental scanning in order to maintain constant sensitivity to views and needs. Thus, within Elizabeth's understandings, school self-renewal occurred via a cyclical process of organisational scanning and adjustment.

Elizabeth accorded the notion of "administration team" an important status with regard to decision-making processes in the school, and also in providing her a sense of professional and personal support. The more that situations drew her away from the people-context of her role the less empowered she felt since she was personally committed to investing in people and respecting people's feelings as integral to good school improvement processes. At the same time, however, her understandings of leadership, in terms of the Jesus story (detailed below), allowed her approval to implement a robust and assertive approach in her leadership. Hence, whilst she sought to encourage the development of others and even to share her leadership, such a commitment did not imply that she intended simply to play the role of "doormat" to the priorities and preferences of others. (Refer to Appendix F for a more detailed exposition of Elizabeth's meaning system for principalship, which also provides links to the research data.)

Professional and Personal Values

As detailed in Chapter 2, the descriptor "values" represents a generalised set of understandings and comprises one of the four categories of elements identified, from the exploration of the literature, as impacting upon the form of the individual's microcosm. As a

generic category, values represent enduring beliefs and principles, for the individual, regarding the desirability of means and ends. Thus values influence how problems are interpreted and addressed. Table 20 proposes a list of significant beliefs and principles as they comprise Elizabeth's orientation to the principalship.

Table 20

Beliefs and Principles Which Guided Elizabeth's Approach to the Principalship.

Key Beliefs and Principles	Illustrative Excerpts*
Expected school-life to be messy and chaotic: (e.g., portraying characteristics akin to a "3-ringed circus").	Ex 1(App).#40 Ex 1(Text).#42
Considered that a (controlled) level of messiness could have positive outcomes in ensuring that organisational conditions existed for ideas to "bubble to the surface".	Ex 1(App).#41
Ongoing acceptance of the realities associated with diversity formed a fundamental element of her understanding of the principalship.	Ex 1(Text).#1
The notion of diversity was also a personally invigorating and empowering quality of the principalship, in her view.	Ex 1(App).#43, #45
Found the give and take involved in processes of idea generation and refinement personally invigorating.	Ex 1(App).#44
Believed that harnessing diversity was the means for achieving outcomes which stakeholders would own - an "our" school attitude.	Ex 1(App).#44
It was the hurly-burly inherent within the realities of diversity which, despite the inevitable frustrations, represented the true excitement of administration for her.	Ex 1(App).#43, #45
Believed that one's having achieved ownership and commitment to goals and processes was always a superior outcome to the production of "glossy" documents which no-one "owned".	Ex 1(App).#45
Was personally committed to respecting people's feeling as an integral element in sound processes of school improvement.	Ex 1(App).#44, #46
Maintained a fundamental commitment to encouraging people's growth.	Ex 1(App).#44, #46
Whilst she enjoyed the experience of being the leader, she did not regard it as her role to come in with a goal of building a personal empire.	Ex 1(App).#46
Whilst committed to respecting people and playing the role of servant - seeking to encourage the development of others and even to share her leadership - this in no way implied that she intended to play the role of "doormat" for the self-focussed interests of others.	Ex 1(App).#47
Her personal concept of "Jesus as Leader" gave her approval to implement a robust and assertive approach to leadership.	Ex 1(Text).#7
She was intent upon enjoying the principalship and she believed that it was her natural style to be optimistic and to seek to make the best of opportunities.	Ex 1(App).#47

Emphasised the significance of self-talk as the means for remaining focussed upon key goals and in order to achieve and to advance the notion of "our school".	Ex 1(App).#48
Believed that an important element of her role was to engage in on-going environmental scanning in order to maintain constant sensitivity to the views of others as one significant mechanism for identifying areas of priority for school improvement processes.	Ex 1(App).#46
Valued a team approach as she sought to respond to the challenges of principalship, both as an element of her personal philosophical commitments in leadership and also because she believed that such an approach complemented her personal leadership style.	Ex 1(Text).#49, #50 Ex 1(App).#37, #38

* Note: The system used for coding Interview Excerpts is detailed in Appendix F.

Leadership Role Perceptions and Expectations

"Leadership role perceptions and expectations" comprised the second of the four categories of elements identified in Chapter 2 as impacting upon the form of the individual's microcosm. This category comprised a dynamic mix of competing rational and meta-rational precepts, pressures, and constraints which also influence the form of meaning system for principalship. The following generalised characteristics, emerging from the data, encapsulate influential aspects of Elizabeth's orientation to the principalship, as summarised in Table 21.

Table 21

Elizabeth's Conceptualisation of the Principalship: Key Characteristics Emerging from the Data

Key Features	Illustrative Data Sources and Excerpts*
1. Energy from people-processes Found the diversity inherent to her role as principal both interesting and enlivening. She considered that her energy for the role was sustained and nourished through interactions with people.	Ex 1(App).#9, #10
2. Commitment to supporting diversity in her organisation Sought to recognise and respect the diversity of viewpoints inherently present within her school community.	Ex 1(Text).#53; Ex 1(App).#54, #55, #56, #57, #58 Ex 1(App).#12, #13
3. Policy of "constant sensitivity" Sought to maintain a deliberate whole-of-school focus via a process of habitually scanning the school context in order to remain sensitive to the discernment of future developmental needs. She labelled a key personal strategy, in this endeavour, as "self-talk".	Refer to Table 20

4. Confidence in her own judgment

Harboured an underlying confidence to rely upon her own interpretations of circumstances when responding to situations and issues. She was confident that the personal characteristics which she valued were appropriate for her principalship. These included having confidence in one's own judgment, independence, self-reliance, belief in the rewards of effort (perseverance and achievement), and a commitment to respecting diversity when choosing a personal response to situations.

Ex 1(App).#2, #4, #11

5. Balance between process (means) and product (ends)

Accorded importance to the principal adopting the primary role of being a facilitator. She considered that the principal should be the person with a "finger" on processes whilst also remaining focused upon outcomes. Thus Elizabeth emphasised the importance of attaining a balance between placing emphasis upon both "what" is done" and "how" it is achieved.

Ex 1(Text).#51
Ex 1(App).#15, #16, #17

However, she also recognised that identifying a point of appropriate balance, in any particular instance, could be problematic.

Ex 1(Text).#52

6. "Ownership" accorded primacy over "perfection"

The importance of staff and school community members feeling ownership of goals and outcomes was fundamental, within Elizabeth's understandings of effective leadership. She considered that she enacted these beliefs through her continuing to display inherent respect for people and also through her positively harnessing the diversity inherent within the organisation.

Refer to Table 20

Elizabeth was convinced that outcomes which were owned by stakeholders were always superior to (theoretically) "perfect" outcomes.

Ex 1(App).#45

7. Principal as facilitator versus Principal as expert

She presupposed that the principal did not need to have "all the answers" but, rather, should possess strong procedural knowledge and skills.

Ex 1(App).#5, #6, #17

However, tensions existed between the roles of facilitator and "expert", and these remained problematic for Elizabeth. She exhibited a strong need and drive to advance her own level of knowledge and expertise in primary curriculum.

Ex 1(Text).#7

8. Singular interpretation of model "Jesus as leader"

Elizabeth perceived that the meanings connected with the Jesus-story condoned her taking a robust and assertive approach to leadership, in addition to the more usual connotations of a caring response which are generally associated with the Jesus-story.

Ex 1(Text).#7

9. Evolving momentum of principalship

Early in the Data Collection Period:
Emphasised "working with people" to establish goodwill.

Late in the Data Collection Period:
Emphasised leveraging upon that base of sound relationships which she believed that she had established in order to focus, more directly, upon enhancing the rigour of curriculum articulation and delivery across the school.

(as considered in subsequent sections of this case report)

10. Commitment to vigour in curriculum implementation and delivery (set within a context of achieving a positive spirit of community and promoting a sense of the "common good")

Espoused a commitment to realizing both excellence and equity in educational delivery and curriculum implementation, within a context of creating an ethos characterised as a "welcoming and open school" committed to realising a sense of the common good.

Ex 1(App).#16, #17
Ex 1(Text).#64

11. Optimism regarding her role as principal
Exhibited an ongoing sense of optimism regarding the realities and   Ex 1(App).#47
possibilities in her role as principal.

---

* Note: The system used for coding Interview Excerpts is detailed in Appendix F.

Metaphor as a Tool in Elizabeth's Thinking and Decision-Making in the Principalship

"Images of Leadership and Principalship (Symbols and Metaphors)" represented the third of four categories of elements identified in Chapter 2 as impacting upon the form of the individual's microcosm. This category encompassed various expressive devices which served as prisms through which individuals interpreted and responded to situations. Characteristically, the literature has generally used the three terms interchangeably, with most writers having used the term "metaphor" as a generic descriptor, and this convention has also been followed here. As referenced in the discussion in Chapter 2, much of an individual's conceptual system is metaphorical in nature. Metaphors are determined partly by the values and past experiences of the individual and partly by cultural influences. Metaphors provide individuals with ways of linking the abstract with their concrete experience.

"Principal as Ringmaster".

Pivotal to Elizabeth's personal drive in the principalship was a striving for excellence and equity in educational delivery whilst, at the same time, she also sought to act as an effective facilitator in furthering such goals. "Principal as Ringmaster" represented Elizabeth's primary guiding metaphor (Mackoff & Wenet, 2001) and designated the principal as the person who would be in control of processes whilst also acting as a primary point of reference and a source of support for all members of the school community. This image, for Elizabeth, placed the principal in the role of a facilitator:

> Well, sometimes I almost think it (i.e., the principalship) is a bit like a ringmaster . . . where you're not the star performer so much as you've got all the star performers around you, that you're a bit like the facilitator. You're meant to be there to make sure that the really important things in the place actually happen. And so that's the way I sort of see it, a bit like in the middle . . . somebody needs to have their finger on what's going on in the middle and the people out there doing the job just have to have a point of reference, and they know it's you, and that you'll be there if they need it. (Ex 1.#51)

The notion of ringmaster appeared to comprise a natural and positive synthesis permitting an emphasis upon both process (means) and product (ends) for Elizabeth. However, this image also presented some problematic features for her. One such difficulty concerned her finding an appropriate point of equilibrium between taking personal initiative to "get moving on things" and what, as indicated earlier, she judged to be equally important

objective – namely, providing personnel with freedom to take appropriate personal responsibility for furthering goal-areas. In June (3Q), when asked about the balance between those two imperatives, of "personal control" versus "space for others", Elizabeth articulated what appeared to represent a critical principle which guided such personal decision-making:

> I felt a need this year to get moving on things . . . I suppose I also think that I need to back things that are happening, I may also be a person who finds it hard to butt out sometimes. When things get rolling, if they're rolling well, I can. If a thing's in danger I am loathe to step away and let chaos reign. (Ex 1.#52)

"Fishing" metaphor.

The archetypal strategy that Elizabeth used in her metaphorical role as ringmaster was enacted via a figurative mental construct which she labelled "fishing":

> I find my relationship with parents in particular, and even with teachers, I liken it to sort of fishing . . . I find, in relating to people, it's a bit like you throw out bait, and sometimes you lay bait in some ways with some people. It sounds a bit manipulative, I guess, but I feel sometimes I <u>do</u> do that, manipulate people with the things I might say to see what they're going to say back. If I want to know something then I might lay some bait, I'll throw out some bait, and see what snaps if you like. (Ex 1.#53)

From the manner in which Elizabeth elucidated the metaphorical strategy of fishing she appeared to intend it as a positive approach for recognising, inferring, and respecting the diversity perceived to characterise the school community. Underlying values appeared to be openness, acceptance, and respect. Fishing represented (a) an effort to be open to the views of others; (b) an effort to take a risk rather than to remain comfortable within a superficial mystique of apparent agreement regarding values, goals, and priorities; (c) a strategy for challenging members of the school community, intended to be executed in a positive and principled manner; and (d) a strategy intended to access the form and range of views, with regard to specified issues, harboured by members of the school community. Thus, in Elizabeth's view, when the above types of purposes were achieved - via the principal's "fishing excursions" - the strategy could provide her with data to inform her efforts to address concerns, including informing "re-education" efforts. (See Ex 1(App). #54 - #59.)

"Mapping" metaphor.

Elizabeth's "Mapping" metaphor represented an enduring image of principalship for her and also comprised a powerfully influential element of her meaning system. This notion of mapping related to a desire and indeed a personally experienced pressure to "know", to "have her finger on every pulse in the school": "I need to be able to know where in the picture the pieces are and the people are. I'd feel a whole lot better if I knew that" (Ex 1(App). #61, #62). Elizabeth originally identified this area as a self-defined personal blocking factor stalling

her in advancing school self-renewing processes (1Q). At that point she had expressed a frustration, arising from her most recent background in secondary education, in regard to her not having the level of knowledge in the areas of the primary curriculum that she would have wished to possess. In addition, she had expressed a desire to hold a higher level of self-confidence regarding the nature and form of teaching strategies and processes relevant in a primary educational setting (see Ex 1(App).#60). Further, at that early stage of data collection, Elizabeth had also nominated the above personally perceived deficits as a source of personal disempowerment in her principalship (see Ex 1(App).#10).

The above concerns, comprising inherently difficult and unresolved choices in Elizabeth's mind, remained areas of personal challenge during the entire period of data collection (e.g., see Ex 1(App).#61: (3Q)). These concerns came to the fore, again, in November (5Q). A complicating factor, in Elizabeth's mind at that time, was the sheer size of the school. The researcher would take the view that these tensions comprised a significant perplexing factor because of key principles in her style of principalship, as analysed earlier. (Refer to Table 19 & Ex 1(App).#62.)

An important understanding to be comprehended, at this point, is that Elizabeth's very sense of professional self-worth was tied up with the mapping imperative. During an interview in November (5Q), a question had been put to Elizabeth which related back to hopes she had expressed during much earlier interviews. This involved inquiring whether, some 16 months later, she now considered that she had actually succeeded in realising her goal of having achieved a higher level of personal knowledge and confidence regarding the substantive and procedural aspects of primary schooling. However, she was still responding in the negative. Indeed, her response indicated that she now considered that she had been naive and had actually underestimated both the enormity and the complexity of the challenge implied by her desire for mapping. However, despite the frustrations, she remained firmly committed to that personal quest and thus was prepared to continue to "cope with the chaos". Further, she believed there was goodwill present, within her staff, which encouraged her to persist. Further still, she also considered that the whole area was not at a crisis level, but rather was a task-area where perseverance represented her most appropriate ongoing response (See Ex 1(App).#63.).

Metaphor of the "Common Good".

Elizabeth's notion of the "Common Good" represented a specific facet of her commitment to "mapping". This metaphor is most easily described through visualizing a continuum of principles and values within Elizabeth's meaning system. One extreme denotes her desire to have everyone "paddling in the same direction" (as an aspect of mapping). The

opposing end of the continuum denotes scope and freedom for individuality. In Elizabeth's meaning system, then, the overarching goal of the Common Good encapsulated the ideal of all personnel working together and being jointly accountable for whole of school effectiveness. However, the interplay amongst these various elements was complex and the various emphases resided in a state of tension. For example, in November (5Q) Elizabeth brought these elements together because she envisaged a higher goal of the Common Good:

> This year . . . one thing that has occurred to me is the enormity of trying to get twenty people, and maybe (more) if you add in the administration (staff) and all the rest of it, all paddling in the same direction. Given that I accept there needs to be room for individualism, I believe there <u>is</u> in terms of how you present the Unit (i.e. a teaching unit of work) and all that sort of thing, but there's a bigger picture that . . . 'are we <u>all</u> geared to the same thing?' So, one of the tricky bits, and the goodwill is certainly there to do it, and I must admit I'm pulling on it: 'listen folks, we're all in this same boat'. . . . the issue of common good has started to emerge . . . the notion of common good and . . . whole school accountability is coming through . . . (Ex 1.#64)

<u>"Getting-the-Wagons-into-Line" metaphor.</u>

Finally, Elizabeth used the descriptor "getting the wagons into line" in November (5Q) in the post-appraisal period. This image encapsulated her desire to achieve higher levels of alignment of purpose right across her school. Expressed in metaphorical terms, she had been stating a wish that her school, as an organisation, could evolve from being quite disparate in focus ("20 one-teacher schools") through achieving greater levels of unity of purpose and alignment in curriculum delivery. She identified this latter notion when she used the descriptor "one school of 20 teachers". This wagons-into-line metaphor was closely aligned with and represented a refinement of Elizabeth's notion of the Common Good (see Ex 1(App).#69).

Emerging Understandings of Knowledge-in-Use as the Central Element of Elizabeth's Microcosm

This third section begins by profiling Elizabeth's Knowledge-in-Use. Then several significant illustrative instances which highlight the dynamic interplay between meaning system and school self-renewing processes, as evident in Elizabeth's data, are considered.

Whilst meaning system has been identified as a cognitive entity comprised of values and understandings, the behavioural episodes identified in this section will illustrate the reality that Elizabeth's thinking and decision-making in the principalship actually arose from a dynamic interplay between her cognitive processes and the work that she did as principal. Namely, that Elizabeth used a particular base of values, principles and images in order to generate personal understandings which then enabled her to act as the leader in her school. In particular, these instances also served to suggest that the form of Elizabeth's Knowledge-in-Use was especially

shaped by metaphors which actually encapsulated sets of meanings for her and which also served as guideposts for her in making choices amongst competing behavioural options, as she sought to advance chosen school reform initiatives.

Knowledge-in-Use

In the preliminary framework for the principal's microcosm the central unit of microcosm was considered to be Knowledge-in-Use, a dynamic construct arising from the interplay of three elements: Context, Task, and Mind. Thus, Elizabeth's Knowledge-in-Use represented a unitised repertoire of images and behaviours which exhibited a level of consistency across time. As such, Elizabeth's Knowledge-in Use incorporated a complex synthesis of values, role perceptions, metaphor, and other more generalised influences, as described in Chapter 2. Elizabeth's Knowledge-in-Use actually evolved in significant ways across the period of data collection. Further, her formative appraisal process marked a clear point of watershed between two qualitatively different patterns of behaving – first to "build the walls" and then later to "clear a space".

The first period of Elizabeth's principalship involved the notion of, in her words, "working with people to build the professional bank account". That strategic goal represented part of the explanation for why Elizabeth used her "fishing" strategy, as considered earlier. Essentially, "working with people" represented a significant component of Elizabeth's overriding philosophy of principalship, as summarised earlier (Table 20). For Elizabeth, effective goal achievement was hinged upon generating, achieving, and maintaining a genuine sense of "our school": "I find that it isn't hard to think about . . . 'our school' . . . to me it's our school, and if I don't . . . keep saying that and meaning that, I'm never going to get other people to work with me" (see Ex 1(App).#48). Indeed, as an on-going and priority activity, much of Elizabeth's attention and effort was directed toward realising this goal.

August (4Q) marked a crucial point of watershed, within Elizabeth's own thinking, arising from the outcomes of her formative appraisal process. Interviewing in mid-September (4Q) had first detected a transition in the style of Elizabeth's principalship founded upon the meanings she was now attributing to the outcomes of that review process. Elizabeth considered that the appraisal process had confirmed for her that she could harbour a clearer and stronger sense of confidence that goodwill did indeed exist for her principalship. As a consequence, Elizabeth changed a key guiding metaphor (4Q) and now linked the language of the Common Good to her making "withdrawals" from a fund of goodwill which she believed existed for her principalship (see also Ex 1(App).#26, #27):

> I have done my appraisal . . . and it came to me that whatever has happened up till now, that goodwill exists for me with the staff, it's been a good investment . . . and I think I can probably start to . . . make withdrawals against the goodwill. . . . I think it's time to step up a gear of change . . . I hope now that we can move up a step now and say, it's quite clear that we're all in this together . . . . That might be (mean) taking on bigger issues . . . (Ex 1.#67)

By September (4Q) the researcher noted that Elizabeth's statements regarding her leadership were expressing much higher levels of self-confidence that she now perceived she held authority to more assertively implement her own priorities for school reform. Also, she no longer seemed to feel the need to invest as much energy into establishing the goodwill necessary for effective change, at least to the extent that she had consciously undertaken prior to that time. Broadly, then, that appraisal event represented a clear point of departure distinguishing the first 18 months of Elizabeth's principalship (the "building the walls" period) from the subsequent phase where she had felt confident to launch into a "clear a space and let's get busy here" campaign of greater assertiveness in her leadership.

It was around that same time that Elizabeth had begun using the descriptor "getting the wagons into line". As detailed above, the key facet of the Getting-the-Wagons-into-Line metaphor was Elizabeth's seeking to locate an appropriate point of balance between permitting total diversity ("20 one-teacher schools") or achieving total regimentation in relation to the delivery of curriculum across her school. The broader metaphorical expression which Elizabeth also used was that of the Common Good (see earlier discussion). She had little natural goodwill for staff members who placed their own convenience above this greater good (see Ex 1(App).#12). One of the keynote themes, underlying Elizabeth's principalship, did in fact revolve around her concern that too much diversity was being tolerated within her school in relation to issues concerning continuity across the curriculum. Thus the Getting-the-Wagons-into-Line image encapsulated and summarised Elizabeth's desire for higher levels of agreement and consistency regarding major school goals focused upon the "good of kids" (regimentation). She argued that she didn't care, within the boundaries of that level of consistency, "what colour the wagons are painted, what size they are and what hangs off the side" (see Ex 1(App).#69).

As an emergent model of practice, the notion of a hands-on approach, as articulated by Elizabeth, looked beyond the data collection period, to a revised repertoire of leadership actions which were to arise from a restructuring of administration team responsibilities. Four issues had come together by that point in time. First, the desire and drive for mapping has already been noted as a significant and on-going pre-occupation for Elizabeth. Second, her

preference for working in teams has also been noted. The third matter records that, for Elizabeth, the post-formative appraisal period represented a new "let's get busy here" approach: ". . . the walls are well and truly built up around the side and we can clear the space in the middle and say OK, things are solid, now let's get busy here, build what we really wanted to build" (Ex 1.#70).

The fourth issue related to Elizabeth's administration team itself. Early in the data collection period this group had experienced significant instability (e.g., see Ex 1(App).#38). However, whilst Elizabeth considered her first year to have been difficult with respect to the stable functioning of the administration team, by the latter half of her second year in the principalship (4Q & 5Q) with the permanent APRE now back in the role, Elizabeth judged that a genuine sense of teamwork had been consciously worked at and had actually been realised.

So, with those four factors coming together, by November (5Q) Elizabeth was looking toward the following school year as an opportunity to further her renewed emphasis upon a "hands-on" approach. Driven by her "mapping" goal she had envisaged a new structure and approach where the members of the administration team (herself, Deputy, and APRE) would share responsibility across the school (Years 1, 2 & 3; Years 4 & 5; and Years 6 & 7 respectively) in order to concentrate more directly upon getting to know what each teacher was doing and also focussed upon encouraging higher levels of co-operation and teamwork. These revised emphases were aimed at furthering the dual goals of both ensuring and enhancing quality in student learning outcomes (see Ex 1(App).#71).

Microcosm in Action within Elizabeth's Principalship

As described in Chapter 2, it is from the interplay between meaning system and school reform initiatives that the notion of microcosm arises. Microcosm extends beyond Elizabeth's professional and personal worldview to incorporate the interactivity of her meaning system with contextual forces and the school reform initiatives. A limited number of salient instances which highlight this dynamic interplay, as evidenced in Elizabeth's data, are now considered. These instances highlight that microcosm is not simply a cognitive reality. Rather microcosm emerged from the dynamic interplay between Elizabeth's cognitive world and her work. That is, Elizabeth's thinking and decision-making arose from a dynamic interactivity between her cognitive processes and the work that she did as principal.

Development of a school PDE program (#13).

The PDE Program initiative represented an exemplar of Elizabeth's commitment to good process and to the empowerment of personnel. In the initial stages of development in this goal-area, a number of facets of Elizabeth's microcosm appear to explain her decision to become totally immersed in the whole PDE process and attendant difficulties: (a) the notion of Common Good; (b) Elizabeth's confidence in her own judgment; (c) her commitment to vigour in curriculum implementation and delivery within a context of positive community and alignment of purpose; and (d) a willingness to "get her hands dirty" (e.g., Mapping metaphor).

By September (1Q) Elizabeth was feeling that the emotional turmoil associated with the problematic PDE process had subsided significantly. Consequently, her interests had evolved beyond an immediate necessity that she remain directly involved in a difficult process. Instead, she was becoming more interested in empowering others and encouraging a team-based approach to the task by that point. At that time she emphasised process-based priorities suggesting that the product (i.e., the final PDE Program) ". . . is not going to change very much. We're going to just add a few little bits and pieces in here and there to what we are already doing." She identified her greater interest:

> I have no desire to ride rough shod over anybody's feelings . . . they've given me the opportunity to . . . speak at P&F Meetings (i.e., regarding PDE) . . . another opportunity for me to push down my natural personality or tendency to just sort of fight back (i.e., in conflict situations) and try to contribute on that issue of 'respect'. It doesn't necessarily come naturally, but when you think about how you are going to do something <u>that</u> was a good opportunity to show that. (Ex 1.#80)

But nearly a year on from that point, Elizabeth's strong interest in the detail of the process had waned since she had judged that things were now progressing very well and she also felt greater ease about allowing others to progress the task:

> I think the PDE committee is also a recognition of probably some of my strengths and weaknesses in that I can provide the energy and the direction and the enthusiasm and the fight . . . to get something up an going, and I'll be there when it gets messy, but once a thing is moving well I always get the urge to move on. I'm not someone who's really good at staying to the bitter end. (Ex 1.#81)

Pre-school difficulties (#10), Learning support issues (#18), & the Technology education project (#5).

Elizabeth's thinking and decision-making was quite similar in the case of each of the above school reform initiatives. The Pre-school difficulties highlighted the shifting point-of-balance between her playing the role of facilitator or the role of expert. This was also a facet of the closely allied balance between "Personal Control" versus "Space for Others". To further the urgent goal, as she perceived it, of enhancing the image of the Pre-school within the school community, Elizabeth had sought to shift her role to that of expert. She pursued this objective by acting to enhance her own knowledge of appropriate educational approaches at

the Pre-school level. Even more significantly, she acted to gain a greater understanding of her Pre-school teacher's own educational philosophy and approach. Elizabeth persisted with the goal until she considered herself to have the authority and the confidence to actively support her teacher and thus feel confident in promoting the Pre-school to the school and broader communities.

Similarly, once Elizabeth turned her fuller attention to the Learning Support issue a number of significant underlying difficulties became apparent. Again, she invested the time to understand and to influence the development of a refined model of service delivery. This task required an energetic commitment involving extensive consultative processes with staff. In this instance, one of the further complicating factors for Elizabeth's continuum "Personal Control" versus "Space for Others" related to her self-regret about not having been more personally aware that problems had existed (see Appendix G: #18). Her eventual discovery of the Learning Support problems thus represented one further exemplar which confirmed, within Elizabeth's thinking, that she needed to be more proactive about "being on top of" events and detail within the school.

The third example concerns Elizabeth's goal to improve computer/ technology education programming and resources. Again, this school improvement initiative represented and highlighted a dilemma posed for Elizabeth by her own Ringmaster metaphor: namely, locating an appropriate point of balance between principal as facilitator versus principal as expert. In relation to this task area, Elizabeth's preferred role was to act as a facilitator of sound improvement processes. For example, in more normal circumstances the APRE, who held natural interests and skills in the technology area, would have taken a leading role. However the APRE had taken unplanned leave for the remainder of the school year and her departure had occurred at very short notice. So, instead, Elizabeth committed to being personally involved by actively supporting another interested staff member who had offered to lead the project. But, in reality, Elizabeth's support proved to be quite equivocal. She wavered between continuing to operate a facilitative strategy – through having patience and allowing "space" - and taking more direct and hands-on control. As she described the process, in retrospect, in September (4Q): "It sort of hit a bit of a puddle there for a bit" (refer to full Excerpt in Appendix G: #5). By the following school year, with the APRE again available and interested, Elizabeth had been able to settle more confidently and comfortably into the preferred roles of facilitator and supporter.

<u>Development & re-development of the school administration team (#8).</u>

The administration team restructuring initiative represented an example of Elizabeth's drive for rigour in curriculum articulation ("mapping"). When (5Q) Elizabeth had been looking

forward, for the following school year, to a renewed emphasis upon a "hands-on" approach she appeared to have been driven by her Mapping metaphor. Elizabeth envisaged this goal-area could be advanced via her intentions to significantly reorganise the sharing of responsibilities within the administration team. So her plans also offered a means for furthering her preference for a hands-on approach. At the same time, she was seeking to respect diversity and yet also to advance the principle of the Common Good.

In November (5Q) Elizabeth identified a number of central concepts and priorities which, taken together, encapsulated significant elements of her evolving interpretation of her principalship. In doing so she was anticipating that she could realise several important leadership priorities by undertaking the administration team restructuring initiative:

> Yes. I think probably the 'fishing for information' stage is . . . over, and yes we have moved on. . . . I've got a feel for what's happening, and what's not, and it seems to me that the sort of task ahead now is <u>to put all the wagons in line</u>, if you like . . . whether it's now lots of hands all on the same net . . . we're a big staff, and it's easy for people to have (attitudes) . . . 'well I get along with that one, but I don't get along with that one'. And we don't have a lot of disharmony or anything like that, but I'm conscious that some people don't like other people, but I'm still conscious that regardless of all of that, <u>the kids are the point</u>. It's the good of the kids that's the issue and for that, we have to operate for the <u>common good</u> of the kids, not our own. (Ex 1.#82) (Emphases added)

<u>Mapping task for basic booklist texts (#20).</u>

This initiative was characterised by Elizabeth's drive for mapping and for getting-the-wagons-into-line. Elizabeth judged that the quite normal annual task of reviewing and preparing class booklists for the next school year had revealed, on this occasion, a wide range of inconsistencies in a number of curriculum areas, including the school science program and also the school's spelling program. (Refer to Appendix G #19 (Science) and #3 (English).)

Elizabeth took a deliberate decision to intervene with respect to the above difficulties. Significantly, she took this decision despite her having had a genuine option to adopt a minimalist approach by only acting to resolve surface difficulties with respect to booklist inconsistencies. However, post-appraisal, Elizabeth had chosen to attempt to take each emerging issue on in a thorough manner. It is noteworthy that these deliberate decisions also involved Elizabeth committing additional personal energy at an already hectic time of year. Additionally, those choices also meant that Elizabeth was choosing to devote already scarce administration team meeting time and staff meeting time to consideration of such issues.

By way of illustration, Elizabeth explained the issues with respect to spelling in November (5Q) (see Ex 1(App).#83). Her response focussed upon her desire to achieve

mapping because, at that point, she assessed that there were significant inconsistencies evident with respect to approaches to spelling across the school. However, the important point to understand is that these motivations, on Elizabeth's part, applied equally and generically, to many other curriculum areas as well. (See Ex 1(App).#84.)

> Interviewer: As those pandora's boxes have been opened, you've had a choice each time, you could close it again, or you could leave it open and pick it up. Now you've left it open with science and picked it up, it's taken time and energy. Your booklists have then led you into spelling and so on. Now why are you bothering to keep the boxes open? Elizabeth: I think it's important. I can't see ignoring or avoiding the issue is going to get it dealt with, and I guess . . . this year, it's the one thing that has occurred to me is the enormity of trying to get twenty people, and maybe if you add in the Admin. and all the rest of it, <u>all paddling in the same direction</u>. Given that I accept there needs to be <u>room for individualism</u>, I believe there <u>is</u> in terms of how you present the unit and all that sort of thing, but there's a bigger picture . . . are we <u>all</u> geared to the same thing? So, one of the tricky bits, and the goodwill is certainly there to do it, and I must admit I'm pulling on it, is 'listen folks, <u>we're all in this same boat</u>'. We've got the issue of <u>common good</u> (which) has started to emerge . . . and . . . whole school accountability is coming through, yes. (Ex 1.#85) (Emphases added)

<u>Exemplars of evolution in Elizabeth's Knowledge-in-Use.</u>

Some key comparisons can now be highlighted which illustrate, in a broad sense, Elizabeth's evolving understandings and commitments in the principalship across time.

Elizabeth's involvement with the development of the School English (#3) and Maths (#4) Programs was most indicative of her Knowledge-in-Use early in the data collection period. Examination of these initiatives furnishes important indicators of the interplay between meaning system and self-renewing processes, as summarised in Table 22.

In contrast, Elizabeth's actions in relation to Budgeting processes were more overtly and deliberately motivated by her campaign to "get the wagons into line" and also her promotion of the notion of the Common Good. These practices encapsulated her post-formative appraisal Knowledge-in-Use, corresponding to the latter part of the data collection period.

The broad detail of the School Budget process (#21) related to a decision to move a share of the more normal allocation of resource funds across to staffing costs in order to alleviate particular pressures, for the following year, at one grade level in the school. A second goal related to encouraging staff to consider the Common Good when spending budget allocations (see Appendix G: #21). However the political processes involved were less clear-cut and, even at the end, equivocal. Some sections of the school staff remained unconvinced that the transfer of funds was fair and just. However, confident in the support of her

administration team members, Elizabeth was quite determined (in the post-appraisal period) and was quite assertive about promoting and advancing the notion of the Common Good as the central principle which should guide that whole decision-making process. She judged the Common Good to be a proper higher ideal which should override particular sectional interests within the teaching staff of the school. (See Ex 1(App).#86, #87.)

Table 22

Aspects of the Interplay between Meaning System and School Self-Renewing Processes with respect to the School English Program and School Maths Program

School English Program (#3)	School Maths Program (#4)
1. The English curriculum development goal, as actually expressed in the School Development Plan, extended beyond external (accreditation) requirements to also focus upon issues of consistency and continuity. These were issues of interest to Elizabeth because of her Mapping metaphor.	1. Maths Program development followed English (i.e. chronologically, as determined by system curriculum accreditation priorities) and much of the substantive developmental work coincided with or followed Elizabeth's formative appraisal period, when she was more confidently and overtly operating according to her Getting-the-Wagons-into-Line metaphor.
2. Underlying features, particularly for the first 18 months or so of Elizabeth's principalship, were encapsulated by her Working with People metaphor, focussed upon her portraying a genuine innate respect for people and emphasising "constant sensitivity" as fundamental principles motivating her behaviour. These principles underlined the manner in which she approached English curriculum development processes.	2. Even more significantly, the period of program development involving Maths coincided with that time when a more stable professional relationship characterised interactions between Elizabeth and the SCO. Thus, Elizabeth was happier to adopt her self-preferred role of consulting with and supporting rather than feeling that she had to adopt a heavy hands-on involvement (that had characterised much of the earlier English curriculum development period). Thus, by this time, Elizabeth had felt confident to adopt her personally-preferred role of being the Ringmaster.
3. Substantive work on English programming goals was taking place during Elizabeth's Build the Walls phase which utilised Fishing as a central strategy. That is, prior to the point of watershed marked by her formative appraisal.	
4. Elizabeth adopted a greater level of hands-on involvement than she would otherwise have wished, as a consequence of specific problems involving the SCO. This tension was, however, also inherent to her Ringmaster metaphor. This was a tension between providing personnel with "space" to take appropriate responsibility, themselves, versus Elizabeth taking personal initiative for furthering goal-areas.	
5. The later phases of work in developing the English Program occurred during the post-formative appraisal period when Elizabeth's predominating interests were the Getting-the-Wagons-into-Line metaphor and the metaphor of the Common Good.	

Conceptualising Elizabeth's Microcosm

To conclude this case study, a synoptic exposition of Elizabeth's microcosm is now proposed. Each of the elements of the preliminary framework for the principal's microcosm, as proposed in Chapter 2, is referenced. The primary focus will, however, be upon the element "Mind". Further discussion of the other components of microcosm, as depicted in Figure 3, will then be undertaken in the fourth section of this chapter where an across-the-cases perspective upon Elizabeth's data is undertaken in conjunction with the other two cases.

The central unit of Elizabeth's microcosm, as proposed in the preliminary framework, is Knowledge-in-Use, a dynamic construct arising from the interplay of three elements: Context, Task, and Mind. Formative influences upon the form of Knowledge-in-Use included Elizabeth's personal values which comprised her orientation to the principalship. Further, Elizabeth's role perceptions and expectations, as well as her guiding metaphors, fundamentally determined and influenced the organisation of that set of implicit images and frameworks through which she understood the tasks of school leadership and school self-improvement. Other more generalised cultural, political, social, and affective aspects and influences also shaped the personal meanings which guided Elizabeth's leadership behaviours.

Elizabeth's leadership actions actually arose out of a process of active construction where the three components (Context, Task, and Mind) were constantly in dynamic relationship. As an organised collection of perceptions and thoughts, microcosm guided Elizabeth through behavioural episodes. In essence, Elizabeth's microcosm provided her a particular sense of identity and a capacity to lead. It represented her mechanism for generating meaning, coping with external influences, and transposing meaning into actions as she encountered workplace challenges, appraised their significance, and then took desisions to respond in deliberate and individualistic ways.

Context, as an element of Knowledge-in-Use, comprises the situational framework in which a particular leadership activity is located. It has properties that transcend the experience of the individual and is experienced differently by different individuals. Salient examples of contextual influences upon the form of Knowledge-in-Use arose from Elizabeth's specific school context and also from more pervading system-based expectations and directives. For example, Elizabeth elected to undertake certain change initiatives because she assessed that her school needed to respond to a number of issues arising from the recent division of the formerly single campus into two separate schools. Other broader contextual

influences included, for example, system-based expectations that school principals working within Catholic education would seek to achieve a positive sense of community for students and between staff and parents. Such instances, together with other issues relating to Context, are further considered in the final section of this chapter where an across-the-cases perspective is taken.

Next, within the representation of the preliminary framework for the principal's microcosm a Task is understood as a workplace challenge which may be clearly defined and bounded or may be ill-defined and lacking in clear-cut solutions. During the period of data collection Elizabeth sought to respond to a number of imperatives for school improvement, as detailed in this case study. Again, additional examination of the nature of these school improvement initiatives is undertaken in the final section of this chapter within a comparative context.

As the third element of Knowledge-in-Use, Mind comprises the knowledge of "why" and "how" which Elizabeth brings to her leadership role. In Elizabeth's case there was constancy evident in the data which pointed to there being five particular considerations which Elizabeth applied to the exercise of her principalship as she responded to school self-renewing imperatives. Further, the relative emphasis among these considerations actually evolved across the period of data collection.

First, Elizabeth brought a strong sense of self-reliance and confidence, in her own capacities, to her principalship. She exhibited the inner confidence to adopt a robust and assertive approach to school leadership, driven by a motivation to be of service to others. A quite single-minded drive for quality and vigour in curriculum delivery was tempered, however, by a commitment to respecting people's feelings in conjunction with efforts to pursue school reform initiatives. Further, Elizabeth had a capacity to accept that diversity, even "messiness", characterises the nature of school self-renewing processes and she actually gained a sense of personal excitement and satisfaction from her efforts to respond in positive and optimistic ways to the variety of work challenges she encountered.

Second, a commitment to adding value through capacity-building characterised Elizabeth's microcosm. She sought to enhance organisational and individual capacities in two particular ways. First, she wanted to positively influence the quality of the educational processes which occurred within her school. Second, Elizabeth sought to enhance her own capacity to support her school's personnel in positive ways. Elizabeth interpreted the very nature of school self-renewing processes in terms of her own striving for on-going awareness of the quality of the school's current performance coupled with an on-going drive to effect

improvement. Further, Elizabeth was personally satisfied with the quality of her own commitment to capacity-building, as she pursued school improvement projects, only when she judged that her own effort had also been invested in the people themselves, directed toward encouraging and supporting their professional and personal growth.

Third, there was a strong collective aspect inherent to Elizabeth's microcosm. She held a strong concern to accord priority toward and to support the realisation of a sense of relatedness (community) in her school, as a worthy and primary goal in its own right. However, Elizabeth's microcosm extended beyond a mere realisation that implementing effective leadership involved accepting the presence of high levels of diversity in an organisation. In her endeavours to operationalise collaborative practices she actually judged it important to be proactive in deliberately seeking ways to comprehend and then to act in a manner which respected the validity of that inherent diversity. Indeed, she actually derived personal energy from this commitment. That single-minded commitment to collective action, within Elizabeth's microcosm, was manifested through the manner in which she approached school self-renewing imperatives. In addition, that commitment also underlay the crucial status she accorded to her administration team as both a decision-making mechanism and as a source of personal support. That loyalty certainly operated at a philosophical level. However, it further emerged from Elizabeth's pragmatic understanding that it was through collective action that she could actually succeed in expanding the calibre of her own perspective on situations, as she sought to discern effective responses to the leadership challenges she encountered.

Fourth, Elizabeth's striving to realise optimum levels of relatedness within her organisational community extended further and also involved her seeking increasingly higher levels of enhanced meaning for change efforts across the school. Elizabeth understood "enhanced meaning" in several ways. As one significant example, she concluded that those desired characteristics were being evidenced if and when she witnessed what she judged to be high levels of commitment to school improvement efforts by the school's professional staff. As another instance, enhanced meaning was also evidenced when Elizabeth judged that school personnel were exhibiting high levels of ownership of the outcomes of self-renewing processes.

Finally, Elizabeth considered that an important element of effective principalship, in any particular instance of school reform, involved locating an appropriate balance between playing the role of facilitator and the role of expert. Whilst naturally inclined to favour the role of leader as facilitator, as representing the most appropriate means for enacting effective leadership, she constantly sought to discern the right combination of behaviours ranging across focusing on "what" was done versus "how" particular change efforts were being

executed. Of course recognising such an appropriate point of balance can be problematic and remained an equivocal issue within Elizabeth's microcosm.

During the period of data collection, evolution in the momentum of Elizabeth's microcosm was evident. Early in the data collection period she accorded priority to working positively with people in order to establish high levels of goodwill for her leadership. Then Elizabeth's formative appraisal process triggered a change in emphasis. When she judged that relational aspects were both positive and secure, Elizabeth sought to leverage this goodwill in order to pursue goals aimed at more directly enhancing the quality of curriculum articulation and delivery. In that latter period she now felt much freer to become assertive in targeting issues such as continuity in curriculum and she also felt more confident in her efforts to re-engineer, even restrain, the levels of diversity she judged to be evident from classroom to classroom across the school.

That evolution actually represented a revised attitude to what Elizabeth judged to constitute appropriate and acceptable levels of diversity across the school. This was operationalised through Elizabeth articulating a new and more constrained understanding of the professional discretion to be allowed staff in her school. That is, within Elizabeth's evolved microcosm, classroom teachers could and would be accorded significant freedom provided she believed that their efforts were properly focussed upon the "good of kids" rather than their actions having been motivated, for example, by a desire to secure their own convenience. That newly emphasised commitment to achieving vigour in the quality of the school's educational performance, within her microcosm, became increasingly and fundamentally identified with Elizabeth's very sense of self-worth as a school principal.

Review of Elizabeth's Case Study

This case report represents one element of the empirical findings of the research. The first section provided an overview of the self-renewing initiatives that were pursued at Elizabeth's school during the 16-month period that comprised the data collection phase of the research. The synopses provided the contextualisation necessary to support the substantive sections of the case report to follow (whilst a more detailed exposition has been provided in Appendix G). That data related directly to research sub-question 2A.

The second section, titled "Elizabeth's Meaning Creation in the Principalship" was structured around consideration of the categories which emerged from the exploration of the literature in Chapter 2 as impacting upon the form of an individual's Knowledge-in-Use. It represented a response to research sub-question 2B.

The third section explored "Emerging Understandings of Knowledge-in-Use". It began by profiling Elizabeth's Knowledge-in-Use as comprising the central unit of her microcosm. Then several significant illustrative instances, which highlight the interplay between meaning system and school self-renewing processes as evident in Elizabeth's data, were considered.

The fourth and final section of the case report presented a synoptic exposition of Elizabeth's microcosm. There, it was proposed that there was constancy evident, in Elizabeth's data, which pointed to there being five particular considerations which she applied to the exercise of her principalship as she responded to school self-renewing imperatives. First, Elizabeth brought a strong sense of self-reliance and confidence in her own capacities to her principalship. Second, a commitment to adding value through capacity-building characterised Elizabeth's microcosm. Third, there was a strong collective aspect inherent to Elizabeth's microcosm. Fourth, Elizabeth's striving to realise optimum levels of relatedness within her organisational community extended further and also involved her seeking increasingly higher levels of enhanced meaning for change efforts across her school. Fifth, Elizabeth considered that an important element of effective principalship, in any particular instance of school improvement, involved her locating an appropriate point of balance between playing the role of facilitator and the role of expert. Further, it was suggested that the relative emphases among those considerations actually evolved during the period of data collection.

In conjunction with the other case study reports, and in combination with the final part of this chapter which takes an across-the-cases perspective, this case report forms part of a detailed and comprehensive response to research question 2.

Case Study 2: Jim

Jim was in the fifth year of his principalship at the school when the research began. Prior to this appointment, Jim had been the principal of a smaller Catholic primary school, in an isolated community, within the same diocese. His previous experience included several years as the diocesan technology consultant involved in supporting schools across the system. During the period of data collection, his school had an average primary enrolment, Pre-school to Year 7, of approximately 360 students. The school was experiencing some difficulties because of its declining enrolment base, as the newer urban areas were being established in more distant parts of the regional city.

Self-Renewing Initiatives at Jim's School

Table 23 presents an overview of the self-renewing initiatives in Jim's school. Each synopsis is intended to provide sufficient background to support the discussion to follow (and a more detailed outline is provided in Appendix O).

Table 23

Self-Renewing Initiatives at Jim's School During the Period of Data Collection

---

1. Development of a School PDE Program

The development of school PDE Programs was a system mandated imperative. It was a controversial process, across the diocese and especially in the district which included Jim's school.

Much of the work of program development had already been completed when data collection began in September (1Q). At Jim's school, it was intended that during the following calendar year (2Q onwards) the PDE program content would be implemented in Years 1 to 3 and also that content development would be finalised for Years 4 to 7.

The process was led, primarily, by the APRE. Whilst plans took longer to implement than originally intended, Jim was generally happy with the development and implementation process which was undertaken.

2. Development of a School Maths Program

A system requirement had stipulated that all schools (covering Years 1 to 10) would submit a School Maths Program to diocesan authorities for approval. (This had previously been the case with respect to School English Programs two years earlier.)

This program was to be developed in accordance with specific diocesan accreditation requirements.

The developmental process was led, primarily, by the SCO.

3. Health and Physical Education Program Development

The recently concluded Catholic School Renewal (CSR) process, at Jim's school, had identified Health and Physical Education as a curriculum area requiring further development within the school.

This goal-area was identified by Jim, during interviewing, but was not proceeded during the period of data collection.

4. Art and Craft Program Development

The recently concluded Catholic School Renewal (CSR) process had also identified Art and Craft as another curriculum area requiring further development within the school.

This goal-area was identified by Jim, during interviewing, but was not proceeded during the period of data collection.

5. Establishment of Pastoral Care and Counselling Services

Prior to the formal data collection period, a process had been undertaken through the school board and also through consultation with staff, to address a perceived need in the school concerning the establishment of on-going pastoral care and counselling services for students.

Implementation of the program was in maintenance phase across the data collection period for this research.

6. Enhancement of the APRE's Role Performance

Jim held a goal to improve delegation to and acceptance of responsibility by the APRE as he believed that the APRE's performance levels could be enhanced. Via a serendipitous event, the APRE saw a draft Statement of Concerns being prepared by Jim, when Jim was absent and the secretary misunderstood the status of the draft letter.

This accidental occurrence had triggered what Jim judged to be enhanced performance on the part of the APRE.

7. Staff Cohesion Issues

A number of difficult staff cohesion issues had arisen during the same school year that data collection commenced (September of that year).

With a (coincidental) turnover of six (of twelve) teaching staff occurring for the following school year, Jim took advantage of the opportunity to focus attention upon seeking to facilitate more positive relationships amongst staff.

8. Efforts to Enhance Processes for Inducting New School Staff

Arising as a recommendation from Jim's performance review process (immediately prior to the commencement of data collection), his intention was to establish particular processes and arrangements to ensure that all new staff received more effective induction into the school and that, in particular, a beginning teacher, to be appointed to the school for the next year, would be supported via a specific induction program.

9. Thinking Skills Program Development

This developmental area had emerged from the Catholic School Renewal (CSR) process. Jim's goal was to have a Thinking Skills Program through the school during the course of the next school year (3Q & 4Q).

The initial strategy was to encourage interested staff members to trial ideas in the hope that enthusiasm would then spread to other teachers.

Originally delegated to the SCO, the Learning Support teacher also had some involvement in furthering the goal-area and eventually the Regional Equity Co-ordinator offered assistance to conduct in-service activities and to advance the project.

This goal-area, by 5Q, had become closely entwined with #10: Special Needs Program Development (below).)

10. Special Needs Program Development

This initiative was focussed upon widening the meaning of the concept of special needs learning programming in the school to include student learning extension provisions. Responsibility for the initiative was delegated to the Learning Support teacher.

Progress to advance the goal-area was less than Jim had desired, across the period of data collection.

11. Resolution of Communication Issues with Part-time Teachers

Arising as a recommendation from Jim's performance review process (immediately prior to the commencement of data collection), the goal was to enhance communication strategies with part-time teaching staff, who felt that often they were excluded from communication processes.

Responsibility for the implementation of new and revised communication strategies was delegated, primarily, to the APRE.

12. School Board Issues
There were unanticipated issues arising from a significant turnover in school board membership following elections for the new school year (2Q).
It became obvious to Jim that he needed to invest significant energy (more effort than had been anticipated) into inducting and educating the "new" Board before it could function in a manner he had come to value and appreciate in the past, namely serving as an effective "sounding board" and also as a source of personal support for Jim in his leadership.

13. School Budgeting Process
Whilst a normal annual task, Jim chose to extend goals and change process with respect to Budgeting issues. This followed his attendance at a diocesan professional development conference.

14. Development of School Booklists
Whilst also an annual task, a number of unanticipated issues, conflicting demands, and competing priorities emerged when Jim agreed that the P&F would conduct a "Book Sales" service for school families for the following school year.
Jim needed to invest considerable energy to resolve difficulties and to steer the task satisfactorily.

15. Deciding Staffing Allocations for the next School Year
Declining enrolments (see #16 below) combined with the fact that there would be no turnover in Teaching staff for the next school year generated unanticipated issues and some difficulties when it came to the annual process of allocating teachers to grade levels and classes.
A number of teachers expressed an unwillingness to take what they considered to be undesirable classes in the school.
Jim had to invest unanticipated effort to reach a satisfactory arrangement of teachers to classes, for the next year.

16. Issues Associated with Declining Enrolments
As an outcome of prevailing population growth patterns in the city, Jim's school was increasingly becoming an inner city school, as population growth occurred in areas no longer as conveniently accessible to the school-site.
Jim raised the issue within P&F and Board contexts and decisions were taken that a promotional program would be conducted in the next school year.

17. Principal's Involvement in the Educational Program
Arising partially as an encouragement from his performance appraisal process (immediately prior to the commencement of data collection) Jim sought to timetable himself into classrooms on a more regular basis. His intention was to have a presence in classrooms and to develop greater levels of awareness regarding classroom practices and processes in the school.
Partially, also, Jim's motivation including his seeking to better inform himself about classroom events in order to be better able to respond to expressed parental concerns when they arose.

18. Principal's Personal Developmental Priorities and Related Issues
Arising out of his performance review process (immediately prior to the commencement of data collection) a recommendation was made to Jim - applauding his dedication to his role - that he seek a revised balance between being available and his preserving time for necessary management tasks.
Similarly he was also encouraged to review the balance between work time and "personal" time.
Jim found a number of difficult personal issues arose as he attempted to respond to these recommendations.

Note. Refer to Appendix M for further background and detail.

Jim's Meaning Creation in the Principalship

Jim considered the demands of the principalship to be qualitatively different in contemporary times since he perceived significant and inexorable pressures upon schools to constantly expand their range of services to students and the school and wider communities. Even though any imperative might be worthwhile in its own right, he regarded many of these additional expectations as being only tangentially related to the core purposes of schooling.

Connected with Jim's perception that significant current features of the principalship focussed around the pressure for continual change, he also perceived that those pressures often presented unreasonable expectations concerning the pace at which change would occur in schools. In Jim's view, these pressures actually prevented school improvement initiatives being undertaken with the degree of mindfulness and at an appropriate pace to permit thoughtful and thorough school reform efforts.

Foundational to Jim's meaning system was a view that education is a people-focussed industry. Central to his comprehension of his role, as principal, was the imperative to treat people well and to seek to value them as individuals. Jim perceived that the central aims of school self-renewing processes revolved around two central goals: developing a good curriculum whilst simultaneously seeking to support positive interpersonal relationships. (Refer to Appendix L for a more detailed exposition of Jim's meaning system for principalship, which also delineates links to the research data.)

Professional and Personal Values

As detailed in Chapter 2, the descriptor "values" represents a generalised set of understandings and comprises one of the four categories of elements identified, from the exploration of the literature, as impacting upon the form of the individual's microcosm. As a generic category values represent enduring beliefs and principles, for the individual, regarding the desirability of means and ends. Thus values influence how problems are interpreted and addressed.

Jim accorded high value to the notion of community building. For example, when invited to evaluate his principalship, as it might be judged at the end of his tenure at the school, Jim emphasised having sustained and nurtured the sense of community which he viewed as being a notable characteristic of his school and which, he indicated, predated his

incumbency as principal (see Ex 2(App).#17). Theory-in-use data, from Jim's performance appraisal, also highlighted his focus upon this goal-area:

> Jim's emphasis on building community as a family who is given the opportunity to grow . . . is valued by most members of the school community. This is recognised, particularly, by the priests of the parish, but also by parents. (partial extract from Ex 2(App).#30 ('Cultural/Symbolic' component))

A second value related to the importance, for Jim, of being in consultation with and of listening to others in his school community. Whilst Jim's understanding of self-renewing processes incorporated the notions of change and improvement, he placed a particular emphasis upon the shared nature of any progress, concerned with bringing people along as an important goal (see Ex 2(Text).#31). This included consciously encouraging people "to have their say" (see Ex 2(Text).#43). As the SCO observed: "He has to be a conductor to a certain extent, because that's his role, but he makes sure that everyone gets involved . . . without being didactic . . ." (see Ex 2(App).#53).

A third personal principle highlighted the importance, for Jim, of working to keep people "happy" via an emphasis upon the empowerment of others. Jim read a reinforcement of his commitment to a people-focus in his own role in the works of those educational writers he found to be most personally meaningful. Jim regarded the regular staff meeting to be the pivotal forum for consultation and decision-making (see Ex 2(App).#36). Jim actually used the word "happy" quite often across the data collection period, as a general descriptor in relation to teacher consultation and staff involvement in decision-making. There appeared to be three connotations in Jim's use of the term "happy". The first related to teachers (staff) feeling empowered in decision-making processes. The second related to teachers possessing some form of positive professional mentality that, in turn, facilitated their directing their energies, productively, to the benefit of students. The third connotation concerned staff simply being contented in the school environment.

Jim agreed that all connotations were relevant but said that the third, contentedness, emerged only when one empowered people in decision-making. This, in turn, allowed the second sense of happy – a teacher's felt sense of being a professional - to be maximised via consultation:

> I think all three, and the last one can't happen without the first two. I involve them in the decisions because I think, professionally, they have a lot . . . to offer. It's their class, they know what is best for them in the classroom, and for the kids in the classroom. . . . So I've got consultation, I've got their professional understanding, so they're being informed about it, and they're sort of coming along that journey as well. And the third one, being happy, happy, I mean I think that will happen in due course. <u>Interviewer:</u> That comes from consultation and respect? <u>Jim:</u> I think so. There'll be

times where they won't be happy, because they have been consulted and didn't get what they thought they should have gotten, but that's a by-product of it. (Ex 2.#55)

Finally, the importance, for Jim, of his being available and responsive represented another significant belief within his meaning system. Jim admired other leaders who accorded priority to making time for people (see Ex 2(App).#5). Further he applied the same criterion to judgments regarding the efficacy of his own principalship. That is, he emphasised his personal desire to portray qualities which accorded priority to people through his "being there" for all of the people who comprise his school community (see Ex 2(App)#16, #23, #54, #56). Theory-in-use data, from Jim's performance appraisal, confirmed this priority on Jim's part:

> One quality which was universally seen by all respondents as an outstanding feature of Jim's administrative style is his approachability and associated with this his exemplary integrity and accessibility. Jim is seen by parents, staff, and priests as not just very approachable, but generous with his time whenever he is approached for either a formal or informal interview. On these occasions he is reassuring, confidential, reliable in follow-up, and professional in his handling of the issue.
> Jim enjoys widespread support from his staff who appreciate his sensitivity to their needs, his availability, his curriculum understanding, his interest in the children, his humour, his positive approach to all issues, and his conscientious approach to the discharge of his duties. (Partial extract from Ex 2.(App).#30 ('Human' component).)

Leadership Role Perceptions and Expectations

"Leadership role perceptions and expectations" comprised the second of the four categories of elements identified in Chapter 2 as impacting upon the form of the individual's microcosm. This category comprised a dynamic mix of competing rational and meta-rational precepts, pressures, and constraints which also influence the form of Jim's meaning system for principalship.

Jim had articulated a "Dream" (formal vision statement) to the community and he promoted this on an on-going basis, especially through school newsletters. He used metaphorical language to suggest that he regarded this vision statement as offering a skeleton map and he visualised that others then helped to fill in the terrain. This vision statement defined the style of community Jim desired to promote (Paragraphs 1-4), his global description of the style of education to be provided students (Paragraphs 5-6), and encouraged the importance of "Dreaming" in its own right (Paragraph 7) (see Ex 2(App).#45).

Jim's Dream represented a description of an idealised image that he carried around in his head. In a utopian world it would describe the reality of how he'd act as principal and how his school community would function. For Jim, the process of Dreaming and, in turn, his encouraging others to do the same was more than an abstract or purely hortatory process. It

was partner to a sense of "Journey" (explored below) to which he accorded primacy. Thus Dreaming served more than instrumental purposes. Indeed going further still, Jim appeared to view Dreaming, a process fundamental to his functioning as principal, as an accomplishment in its <u>own</u> right.

Jim's performance review process, involving a wide and comprehensive range of contacts at the school, recognised that the process of publishing and then promoting his Dream was more than tender sentimentalism on Jim's part:

> Jim has developed a very sound, thoughtful vision for the school through what he has published as 'his Dream'. This is well communicated to parents and staff and is reinforced regularly through his front page newsletter comments, his message at assemblies and, importantly, in all his dealings with parents, staff, and students. Jim has encouraged staff to similarly dream by reflecting upon their performance and upon what is possible. (partial extract from Ex 2(App).#30 ("Cultural/Symbolic" component))

The presentation in Table 24 summarises the set of generalised characteristics, emerging from the data, which appeared to encapsulate influential aspects of Jim's overall orientation to the principalship.

Table 24

Jim's Conceptualisation of the Principalship: Key Characteristics Emerging from the Data

Key Features	Illustrative Data Sources and Excerpts*
1. Importance of "Dreaming" within Jim's meaning system	
More than merely being an abstract (metaphorical) process or merely serving hortatory purposes, Dreaming was a significant element of Jim's stance toward the principalship. The process of Dreaming served more than instrumental objectives. It encapsulated key personal priorities such as the primacy of process and the importance of "Being" (see below).	(referenced in earlier discussion)
2. Goals focussed around curriculum and relationships	
Perceived that the central aims of self-renewing processes revolved around a reflexive interplay between the key purposes of developing curriculum and also of facilitating productive and positive relationships.	Ex 2(App).#33, #34
3. Confidence in the primacy of process	
Primary and natural orientations to the role of principal revolved around process-based goals. For example:	Ex 2(Text).#47, #48
* being people-focussed;	Ex 2(App).#5, #6, #9, #10, #12, #16, #17
	Ex 2(Text).#49, #50
* working to build and nurture community;	Ex 2(App).#17
* augmenting and clarifying a shared vision (Dreaming).	Ex 2(Text).#46, #49, #52; Ex 2(App).#51; Ex 2(App).#7, #16

4. Tension between process (means) and product (ends) Grappled with a perceived tension between process objectives (see above) and conflicting, though legitimate, pressures to achieve outcomes (product objectives).	Ex 2(App).#1, #2, #10, #12, #18
5. Quarantined notion of leadership Appeared to quarantine the notion of leadership to being just one specific facet of appropriate role behaviour as principal. He appeared to reserve use of the term leadership for situations where some specific directional initiative was being undertaken. Other self-identified essential qualities included friend, companion, and challenger. (Note: Since it may be that all of these capacities, legitimately, simply represented differing facets of the construct leadership, the point was only of interest because the distinction appeared to impact upon Jim's role behaviours, as considered in later discussion.)	Ex 2(App).#7
6. Being unbalanced by inappropriate pressures for change Perceived that expectations for the pace and scope of change, arising from outside-of-the-school sources (e.g., system-based and societal expectations), were having a counter-productive impact upon school-based efforts to implement self-improvement initiatives. He believed that these undue pressures constrained his preferred approaches to in-school change efforts by adversely impacting the time available to pursue goals in what he considered to be thoughtful ways. Consequently these pressures also constrained the ultimate quality of the outcomes of school self-renewing efforts.	Ex 2(App).#4, #1, #2 Ex 2(Text).#3 (also considered further, below, in this case report)
7. Emphasis upon collaboration and team building The overriding tone of Jim's espoused-theory placed emphasis upon his holding a commitment, as an underpinning philosophical orientation, to the notions of collaborative practice and his also encouraging a sense of joint effort and involvement.	Ex 2(Text).#46, #47, #49, #50, #52 Ex 2(App).#51 Ex 2(App).#7, #18
8. Confidence in a correlation between his own vision and school community aspirations Jim had confidence that he and the school community were in broad agreement regarding, on one hand, the vision ("Dream") he espoused and, on the other, the direction he discerned that the community desired for its school.	Ex 2(Text).#52

* Note: The system used for coding Interview Excerpts is detailed in Appendix L.

Metaphor as a Tool in Jim's Thinking and Decision-Making in the Principalship

"Images of Leadership and Principalship (Symbols and Metaphors)" represented the third of four categories of elements identified in Chapter 2 as impacting upon the form of the individual's microcosm. This category encompassed various expressive devices which serve as prisms through which individuals interpret and respond to situations. Characteristically, the literature has generally used the three terms interchangeably, with most writers having used the term "metaphor" as a generic descriptor, and this convention has also been followed here. As referenced in the discussion in Chapter 2, much of an individual's conceptual system is metaphorical in nature. Metaphors are determined partly by the values and past experiences

of the individual and partly by cultural influences. Metaphors provide individuals with ways of linking the abstract with their concrete experience.

<u>"Walking With" metaphor.</u>

Jim's central metaphor revolved around the notion of "Walking With". He articulated a metaphorical pattern for behaving as principal which involved his working collaboratively with the members of the school community - students, staff, and parents - and also with key organisations such as the school board. This ideal was significantly informed by the story of Jesus and the ways in which Jim perceived that Jesus treated people, especially as portrayed in the parables of the gospels. As already noted, Jim expressed a strong people-focus in his stated orientation to the role:

> I've always been one (who) will walk with them. Now at times, I may be a step ahead . . . I hope I'm not a step behind, but it's always a walking with, it's like two children skipping around the yard, . . . hand in hand, it's that going together, it's not one leading the other, or one following, it's there together . . . (Ex 2.#46)

In response to inquiry regarding the parallels between the story of Jesus and the manner in which he visualised leadership Jim was emphatic:

> I don't think there's any coincidence in it . . . the stories . . . the parables are probably the greatest images that I have . . . the way that Jesus spoke to the people, the feeding of the five thousand, the 'let the children come to me', those sorts of things are always there. I think just the way in which Jesus went about talking to people, he never said to the tax collector . . . 'get away', or 'get out of my road', whatever . . . it's always welcoming, it's always listening to people, it's always just being there. (Ex 2.#47)

Jim also responded to questioning regarding formative influences which had led him to value those images:

> My father was always a gentle man . . . he was always one who had time for people and so on, so I think it's in my make-up, not (so much) in any construct, any sort of theory that I've learned. (Ex 2.#48)

<u>Jim's primary metaphor: Priority of "The Journey".</u>

As indicated earlier, a notion of "Journey" is close companion to Jim's process of Dreaming. Jim's articulated understanding of school self-renewing processes emphasised curriculum enhancement and development, and, equally, the pivotal importance of relationships (see Ex 2(App).#32, #33). Jim's performance review process recognised a broad range of proactive effort and achievement, on his part, in relation to the enhancement of curriculum goals in the school. These efforts included the closely related aspects of the ongoing development of the school, both in terms of the upgrading of physical resources and also the enhancement of educational resources. (See Ex 2(App).#30.)

It is within the context of a concentration upon both "curriculum" and "relationships" that Jim highlighted the importance of Journey:

> Certainly, that's how I would see the self-renewing process. To me it's something out there, the ideal. How do (we) get to it? It's obviously 'A Journey' along the way. How do I get there is through 'leadership', it's through 'communication', through all the 'teamworking' thing. <u>Interviewer:</u> How strong is the sense of 'journey' in your mind? Is the ultimate measure of satisfaction . . . from achieving what you want to do or is it more the journey you go through? <u>Jim:</u> I think it's more the 'journey', because I don't think you ever get there, you keep moving those goal posts all the time. You probably get some milestones that you achieve along the way, but they, to me, aren't the major satisfaction. The major satisfaction is just getting everyone along the same way. (Extract from Appendix P: repertory analysis.)

Further, for Jim, it was personally unacceptable to achieve an outcome if relationships were actually devalued as a consequence of the actual process followed. Further again, that notion of Journey conveyed clear criteria, in Jim's mind, regarding the nature of authentic processes that could indeed ensure positive relationships whilst also achieving the goal of ownership of decisions and actions (see Appendix P: repertory analysis).

Emerging Understandings of Knowledge-in-Use as the Central Element of Jim's Microcosm

This third section begins by profiling Jim's Knowledge-in-Use. Then several significant illustrative instances which highlight the dynamic interplay between meaning system and school self-renewing processes, as evident in Jim's data, are considered.

Whilst meaning system has been identified as a cognitive entity, comprised of values and understandings, the behavioural episodes identified in this section illustrates the reality that Jim's thinking and decision-making in the principalship actually arose from a dynamic interplay between his cognitive processes and the work that he did as principal. Namely, that Jim had used a particular values base to generate understandings for himself, which enabled him to act as leader. In particular, these instances also served to suggest that the form of Jim's Knowledge-in-Use was shaped by metaphors which summarised sets of meanings and which guided him to choose amongst competing behavioural options as he sought to advance selected school reform initiatives.

Knowledge-in-Use

In the preliminary framework for the principal's microcosm the central unit of microcosm was considered to be Knowledge-in-Use, a dynamic construct arising from the interplay of three elements: Context, Task, and Mind. As a construct, Jim's Knowledge-in Use incorporates a complex and integrated synthesis of values, role perceptions, metaphor, and other more generalised influences (as detailed in Chapter 2).

Representing an integration of his vision (Dreaming), his guiding metaphors and the values and principles which guided his approach to the principalship, Jim's Knowledge-in-Use incorporated a quite unitised and enduring repertoire of images and behaviours which he exhibited with a high level of consistency. In essence, his Knowledge-in-Use equated to a particular "model of practice" which portrayed his cognitive and behavioural patterns as Jim responded to the challenges of principalship and school reform across time. To facilitate discussion here, this unit within Jim's Knowledge-in-Use has been titled his "Shared Vision" model of practice.

Jim's Shared Vision model of practice began with his Dream as the figurative frame of a structure which he provided to the school community as leader. Jim visualised that he "provides the walls" (via Dreaming) and then he and the school community "furnish the building together". Thus the framework vision or scaffolding which Jim provided as leader, was amenable to evolution and adjustment based upon contributions from others:

> There's a skeleton map, I suppose . . . and that's my 'Dream'. Somehow . . . I have set myself a vision, a dream of where I want to go, now that is made up through my personal experiences, it's also made up through the experiences of the school community, and that does change over X number of years. But the staff and the children bring different things to it, so the construct that I've got is probably the . . . walls of the building, and what the rest of the community brings to it is . . . the furnishings, and the paint and everything else. So it changes. How it changes, I think, is me being open to listen to those people, to listen to the ideas and so on. (Ex 2.#49)

> I've built the house to be certain dimensions, and then the things that go inside it (are) what the community brings. . . . The one (i.e. this metaphorical school 'design') that I came into at least had the plans on the board first (i.e. Jim came into the school to inherit a particular 'design'). I think they knew just what sort of community they wanted and I think they chose the principal to go with that building, or the builder with the building, I suppose. (Ex 2.#50) (see also Ex 2(App).#51)

When queried, Jim expressed confidence in his assessment that he and the school community were in broad agreement regarding the vision they shared for the school's future development:

> I am . . . I think I share that vision that I have with the community, whether it's through the Board, the P&F, talking to people or just being there. I am fairly confident that . . . the vision that I have for this school is shared by other people. (Ex 2.#52)

Whilst Jim exhibited firm convictions regarding the importance of Dreaming and also regarding the primacy of The Journey and related desired behaviours on his part, this Shared Vision platform for his principalship also harboured underlying problematic elements. Three areas, in particular, appeared to present dilemmas of practice for Jim.

One pivotal source of problematic issues within Jim's Knowledge-in-Use, related to the tension between self-perceived demands "to be" versus "to do". This related to competition between his preference for emphasising process (means) over product (ends) imperatives. That is, Jim preferred to place emphasis upon the manner in which goals were achieved such as, for example, the quality of the ways in which people worked together. On one hand, Jim emphasised (a) his commitment to a people-focus (e.g., see Ex 2(Text).#47, #48; Ex 2(App).#5, #6, #17, #18 and #20); (b) his commitment to the building and nurturing of a sense of community (e.g., see Ex 2(Text).#49, #50); and (c) both his commitment to and also the inherent perceived value of working from a shared and evolving mutually created vision for the school (e.g., see Ex 2(Text).#46; Ex 2.(App).#51); Ex 2(Text).#52; Ex 2(App).#19). The above are all process intensive goals.

Simultaneously, however, Jim also perceived conflicting pressures which arose, in his mind, because of system and societal demands for schools to realise particular outcomes. For example, Jim perceived that significant expectations were being placed schools to constantly expand the range of services they offered the community. In his mind, many of these expanded demands and expectations appeared to be only indirectly related to what he personally understood to comprise the proper purposes of schooling (e.g., see Ex 2(App).#1, #2). Further, as noted earlier, Jim perceived that expectations regarding the pace at which change processes would occur in schools were, in reality, actually counter-productive for the delivery of what he regarded to be good education (for example, see Ex 2(App).#4).

The general literature on the principalship would suggest that the above realities are not tensions unique to Jim. However, as noted in the foregoing examination of his guiding metaphors, Jim's preferences, if he held complete freedom, would have him lean toward sound "process" as his first-ranked priority. As a significant example, when he was invited to look forward to the end of his term and to anticipate an evaluation of his principalship, Jim certainly emphasised process, first and foremost, though not at the expense of excluding product related goals (for example, see Ex 2(App).#16, #17, #18.).

As another dilemma of practice, the fact that Jim identified a number of significant and inappropriate pressures for change, which he considered impacted negatively upon the school and his own behavioural options, has already been considered. These are summarised in Table 25.

Table 25

Jim's Perceptions Regarding Inappropriate Pressures for Change upon Schools

Key Perceptions	Illustrative Excerpts*
Whilst each imperative might be worthy in its own right, for Jim wide-ranging expectations upon schools often appeared to be only tangentially related to the true and core purposes of education, as he understood them.	Ex 2(App).#1
Considered that a significant and often unwelcome onus was falling upon the principal to act, constantly, as gatekeeper to sieve a plethora of competing demands upon schools.	Ex 2(App).#2; (Text).#3); Ex 2(Text & App).#40
Perceived a significant characteristic feature of the principalship as focussing around the pressure for continual change and the expectations of others concerning the pace with which change would occur in schools.	Ex 2(App).#4; Ex 2(App).#34
In Jim's view, expectations for the pace of change prevented initiatives being undertaken with the mindfulness and at a pace which he would have preferred and which he judged would be more appropriate to other priorities and also to the character of his own school context.	Ex 2(App).#4; Ex 2(Text).#38

* Note: The system used for coding Interview Excerpts is detailed in Appendix L.

Another set of issues, relating to role management, also posed difficulties for Jim. The tension, for Jim, between "Being" and "Doing", as discussed above, was relevant when (2Q) he discussed individually perceived causes for feelings of being personally empowered, or otherwise, in his role. He indicated that such feelings emanated from having items on his "To Do" list, some of which he could "tick off" at the end of the day and, as an equal priority, his also having been involved, in some positive manner, with people. He identified a sense of disempowerment arose when he was torn between "Being" (his preferred style) and the inexorability of the "Doing" demands. (See Ex 2(App).#10, #11, #12, #13.) Also, as alluded to earlier, Jim found the relational aspects of the principalship to be most enjoyable and, in contrast, regarded having to juggle the myriad of administrative tasks as quite frustrating (See Ex 2(App).#15.).

Arising out of his performance review process which commended his admirable dedication to this role, a suggestion was made to Jim that he seek a new balance between his being available to people versus his "saying no". The intent of the recommendation was to encourage him to preserve management and administrative time for himself and, in turn, to facilitate his achieving a more personally satisfying balance between his work time and his

personal life   (See Ex 2(App).#30: Recommendations under 'Human' (1, 2, & 3) and 'Technical' (2 & 3).).

That issue was a source of significant tension, for Jim, during the period of data collection. At times it appeared to be a significant causal factor in his experiencing high levels of stress and disillusionment in his role. He felt torn between his natural style (people-orientation) and the inherent role and time management demands which had been thrown into relief through his appraisal process. Jim indicated that these pressures led, at times, to his experiencing periods of depression to the extent that he occasionally judged himself unsuited to the role and contemplated "giving it up". (Refer to Appendix M: #18 for a more detailed examination of these tensions.)

Microcosm in Action within Jim's Principalship

As described in Chapter 2, it is from the interplay between meaning system and school reform initiatives that the notion of microcosm arises. Microcosm extends beyond Jim's professional and personal worldview to also incorporate the interactivity of his meaning system with contextual forces and the actual school reform initiatives undertaken. A limited number of salient instances which highlight this dynamic interplay as evidenced in Jim's data are now considered. These instances highlight that microcosm is not simply a cognitive reality. Rather, microcosm emerged from the dynamic interplay between Jim's cognitive world and his work. That is, Jim's thinking and decision-making actually arose from a dynamic interactivity between his cognitive processes and the work that he did as principal.

Development of the school PDE program (#1), Staff cohesion issues (#7), & Issues associated with declining enrolments (#16).

Jim's approach to the development of the school PDE Program represented a commitment to his Walking With metaphor as opposed to his choosing to adopt what he understood to be a "leadership" response in his principalship. That is, Jim's quarantined notion of leadership (Table 26: #5) appeared to have shaped the form of his chosen response to the PDE initiative. Jim perceived that his appropriate role should primarily involve his simply supporting the APRE and other relevant personnel, as opposed to "leadership" equalling "specific directional initiatives". That is, Jim granted the APRE authority to set the agenda for management and implementation of the entire PDE process and was happy just to respond as and when requested. Whilst the course of events remained non-contentious, thus permitting his behaviour to be in harmony with his personal notion of Walking With, Jim had no desire to adopt any type of directive or controlling role in the process.

Jim's approach to the difficulties arising from a level of staff conflict and lack of cohesion was guided, again, by his Walking With metaphor. The importance, to Jim's Knowledge-in-Use, of Walking With and of achieving positive relationships meant that issues of poor staff cohesion were especially disturbing for him. Despite this, rather than deciding to take any specific directional initiatives aimed at addressing the concerns, Jim hoped that the issues would resolve themselves over time, and in a way that enabled him to experience a feeling that staff relationships were once again more positive ("happy").

In like manner, Jim's mode of responding to issues of declining enrolments indicated his desire to operate in a manner consistent with his Walking With metaphor. Certainly at the outset he had adopted a directive stance in order to spotlight the problem. However once the school community had been made aware of the issues and had accepted that a problem did exist, Jim turned, more comfortably, to Walking With others (especially the School Board and P&F Association) to devise a strategic response.

Thinking skills development program (#9), & Special Needs program development (#10).

The Thinking Skills Program and the Special Needs Program development processes represented instances of Jim's Shared Vision model of practice in action. Dreaming and The Journey defined, within Jim's microcosm, parameters for process but they were, in many respects, quite content-free notions. So Jim tended not to develop highly structured specifications, in his own mind, regarding the desired outcomes of reform initiatives. Nor was he generally inclined to unilaterally design pathways for implementing self-renewing imperatives. Rather, via his "Shared Vision" model of practice Jim provided the "walls" and regarded his preferred role as working with others to construct the "furnishings". These features of Jim's microcosm were evident in his chosen approach to both self-renewing initiatives. Certainly Jim's notion of leadership, understood as "specific directional initiative" (Table 26: #5), did not appear to characterise the approach he adopted with respect to those goal-areas. Rather, he was happy to work with others in jointly formulating directional detail and he preferred to defer primary responsibility to others for the execution of tasks.

In relation to the Thinking Skills initiative Jim sought to capitalize upon the interests and goodwill displayed by particular individuals. One of those personnel was a classroom teacher who, it later became clear, totally misunderstood the goal-area. Another was the SCO who volunteered to further the task, but other priorities meant that, again, little actually happened. It was only later, at the initiative of the Regional Equity Co-ordinator, that the goal-area eventually did achieve directional momentum.

During the data collection period, the Thinking Skills initiative became increasingly entwined with Special Needs Program development and the involvement of the Learning Support teacher spanned the two goal-areas. This initiative did not proceed as Jim had hoped it would and he indicated to the researcher that he believed this was partially due to the fact "we've not come up with a plan" (4Q) and "I haven't pushed it" (5Q). Rather, Jim had been relying upon the Learning Support teacher to further the goal-area (see Appendix M: #10 for further detail.)

School budgeting process (#13).

The school budgeting process represented an exemplar of Jim's efforts to reconcile competing values within his microcosm. In this instance, the effort related to his "Doing" and "Being" goals. Jim altered the budgeting approach he had adopted in previous years, primarily in response to exposure to new approaches at a diocesan principal's conference (3Q). He stated his instrumental goals: "The staff had to have a greater say in framing that budget. . . . it was about the relationship between money and teaching in the classroom" (see Appendix M: #13 for detail). At the same time, however, Jim was hopeful that he would also be able to advance "Being" goals:

> That the teachers are happy, they've had their say. They've been listened to and they've gotten some . . . of the things that they've asked for, and now they can see . . . that this is for the benefit of the kids in the classroom. (See Appendix M: #13 for full Excerpt.)

Thus, through a Program Budgeting approach, Jim appeared to believe that he had found a model for budgeting which was compatible with his own commitment to achieving instrumental objectives whilst, simultaneously, offering him the means for being faithful to his own principles for "living" the principalship.

Development of school booklists (#14), & Staffing allocations process (#15).

Instances which exemplified how Jim's desire for teachers to be "happy" (as considered earlier) impacted his chosen approach to particular leadership challenges were evident in regard to his handling of the Booklisting and Staffing Allocations processes. That tensions and difficulties arose with respect to those two task areas appeared to be explicable in the terms of Jim's natural desire to confer primacy to his Walking With metaphor.

In both instances Jim had not actually anticipated the level of difficulty he eventually experienced. It appeared that since Jim characteristically placed primary emphasis upon the quality of the manner in which personnel work together ("process"), when seeking to achieve

desired outcomes, he did not as easily anticipate issues which could arise as a consequence of his own role behaviours. For example, Jim's desire to be consistent with his own values for enacting his role mandated that he adopt a consultative approach to dealing with the difficulties when they did arise. When discussing the issues related to Booklisting and Staffing Allocations he specifically used the term "happy" as his foremost criterion for assessing what would and would not constitute acceptable process and also acceptable role behaviour on his own part. However, at the same time such a personal ideological commitment also constrained his personal behavioural options for resolving the difficulties as they arose.

School maths program (#2).

The maths program development process highlights tensions existing within Jim's value system, as a feature of his microcosm. It appears that these difficulties presented dilemmas for Jim which he did not actually succeed in resolving precisely because of specific idiosyncratic elements of his Knowledge-in-Use. For example, in seeking to support the maths program development initiative, Jim had to attempt to resolve a dilemma. Namely, the necessity that he find some resolution between his desire to support the SCO, who was feeling considerable pressure as she sought to complete the school program, versus his responding to pressures to satisfy diocesan accreditation requirements for submission of a completed school program by the due date.

Another facet of those difficulties, associated with maths program development, related to one potentially helpful proposal suggested by the SCO. Jim was attracted to this suggestion, which involved reducing the amount of consultation with staff, regarding the content and format of the program, in order to streamline the program writing process itself. However, at a meeting where this proposal was put to staff, the teachers stridently asserted a keenness to remain heavily involved in the actual writing process. Jim remained torn between his desire to value the SCO and her efforts, versus his equal commitment to facilitating genuine processes of consultation and collaboration:

> I feel for the SCO in that the timeline is getting very narrow, but I also understand that the staff has the right and responsibility to know what's going on . . . If we just write it . . . and just present it to them . . . there's no ownership . . . it would be a Program put together . . . without consensus, without consultation. (See Appendix M: #2.)

Enduring dilemmas within microcosm: Principal's personal development priorities (#18).

As Jim contemplated the nature of principalship he consistently found himself confronted by several important choices. One of his perceived options encouraged him to emphasise "Doing" as his priority, and then to accord priority to "Being", as a secondary

objective, as he sought to realize particular school improvement goals. His alternative option invited him to prioritise "Being" as his primary and foremost objective, when pursuing school reform goals, in order to accord priority to valuing people over outcomes. In ideal circumstances, of course, Jim desired to achieve both ends. When a dilemma arose, however, Jim's microcosm appeared to dictate that he focus upon the relational aspects of developmental goals ahead of his focusing upon achieving a particualr outcome (for example a completed School Maths Program to satisfy a timeline determined elsewhere).

Jim's "Personal Development Issues" (#18) illustrate instances where this dilemma impacted his leadership behaviours. As noted earlier, Jim experienced significant personal tension, even despondency and disillusionment, when attempting to respond to recommendations emerging from his performance review process. The panel's recommendations had encouraged him to seek a better balance between his being available to people and his preserving management and administrative time, whilst also not compromising the quality of his own personal and family life.

This case study has highlighted Jim's fundamental and overwhelming commitment to people and to good process as hallmark features of his orientation to the principalship. Thus whist he could see the value of a better balance in the use of his time, the whole effort presented him with on-going and complex dilemmas. Central aspects of these tensions are detailed in Table 26.

Table 26

Aspects of the Interplay between Meaning System and School Self-Renewing Processes with respect to "Principal's Personal Development Priorities and Related Issues" (#18)

---

1. The recommendation that Jim seek a revised balance between, on one hand, being "available" versus preserving time for necessary management duties and, on the other, between his time commitment to work issues versus preserving personal and family time, emerged from his performance review process. The suggestion had been made within a context of recognition of Jim's commendable effort and dedication to his role, rather than because of any perceived deficit concerning his role performance.

2. Jim found his personal study commitments (M.Ed.) frustrating in that he perceived that they detracted from his capacity to devote time to school tasks and he also considered those demands reduced his energy levels, both psychologically and physically.

3. Jim considered he was being torn between competing pressures for change. On the one hand, he perceived expectations for change from outside (performance review process/ Supervisor of Schools). However, within himself, he was equivocal regarding the necessity for such change: "I really never saw that as being a problem. I though I had a fair balance." (4Q)

4. Ultimately, these conflicts can be described as a tension between heart and head as well as between competing internal and external pressures (above): "I could probably agree with the Supervisor to an extent that I should be saying 'no' more often, but I find it difficult to say 'no'. That's where the conflict is." (4Q)

5. From time to time, Jim found himself at a point of despair regarding those conflicting pressures. In response to inquiry regarding his perception of the likelihood of his effecting the desired "change" he responded: "I don't know . . . if I don't I'll be swamped . . . . The things that they said were valuable (in my style) in that appraisal are the things that I hold as dear. . . . to say 'no' to people goes against those things that I hold as important." (4Q)

6. Jim also found that difficulties accompanied his conscious decision to devote more time to home and family and, consequentially, to spend less time at school on weekends. He considered that the effect of that decision was simply a "piling up" of tasks which actually resulted in adding yet another de-energising pressure to his efforts to balance his commitments to both work and home. This effect significantly raised his levels of personal stress: "Oh, it went through the roof for about three weeks . . . I don't think there is a happy balance between the two (i.e. time on work versus time for personal life)." (5Q)

Note. Refer to Appendix M: #18 for background detail.

Conceptualising Jim's Microcosm

To conclude this case study, a synoptic exposition of Jim's microcosm is now proposed. Each of the elements of the preliminary framework for the principal's microcosm, as proposed in Chapter 2, is referenced. The primary focus will, however, be upon the element "Mind". Further discussion of the other components of microcosm, as depicted in Figure 3, will then be undertaken in the fourth section of this chapter where an across-the-cases perspective upon Jim's data is undertaken in conjunction with the other two cases.

The central unit of Jim's microcosm, as proposed in the preliminary framework, is Knowledge-in-Use, a dynamic construct arising from the interplay of three elements: Context, Task, and Mind. Formative influences upon the form of Knowledge-in-Use included Jim's personal values which comprised his orientation to the principalship. Further, Jim's role perceptions and expectations, as well as his guiding metaphors, fundamentally determined and influenced the organisation of that set of implicit images and frameworks through which he understood the tasks of school leadership and school self-improvement. Other more generalised cultural, political, social, and affective aspects and influences also shaped the personal meanings which guided Jim's leadership behaviours.

Jim's leadership actions actually arose out of a process of active construction where the three components (Context, Task, and Mind) were constantly in dynamic relationship. As an organised collection of perceptions and thoughts, microcosm guided Jim through behavioural episodes. In essence, Jim's microcosm provided him a particular sense of identity in his principalship. It represented his mechanism for generating meaning, coping with external influences, and transposing meaning into actions as he encountered workplace

challenges, appraised their significance, and then chose to respond in deliberate and individualistic ways.

Context, as an element of Knowledge-in-Use, comprises the situational framework in which a particular leadership activity is located. It has properties that transcend the experience of the individual and is experienced differently by different individuals. Salient examples of contextual influences upon the form of Knowledge-in-Use arose from Jim's specific school context. Other broader contextual influences included, for example, system-based expectations that school principals working within Catholic education would seek to achieve a positive sense of community for students and between staff and parents. Such instances, together with other issues relating to "Context", are further considered in the final section of this chapter where an across-the-cases perspective is taken.

Within the representation of the preliminary framework for the principal's microcosm a Task is understood as a workplace challenge which may be clearly defined and bounded or may be ill-defined and lacking in clear-cut solutions. During the period of data collection Jim sought to respond to a number of imperatives for school improvement, as detailed in this case study. Again, additional examination of the nature of these school self-renewing initiatives is undertaken in the final section of this chapter within a comparative context.

As the third element of Knowledge-in-Use, Mind comprises knowledge of "why" and "how" which Jim brings to his leadership role. In Jim's case there was constancy evident in the data which pointed to there being five particular considerations which characterised Jim's approach to the challenges of principalship, as he responded to school self-renewing imperatives.

First, Jim's notion of self equated closely with a personal commitment to be of service to others. His comprehension of authentic and effective principalship entreated him to strive to treat people well and to value them as individuals. Equally, it was crucially important to him that he was judged by others as being an available and responsive leader. That selfless commitment to others was actually fundamental to Jim's spirituality as a Christian leader. In the ideal, that commitment was significantly informed by Jim's own individualistic interpretation that the Jesus-figure, as portrayed in the parables of the gospels in the New Testament, exhibited a behavioural model characterised by a guileless valuing of each person and an open-hearted response to all.

Second, a commitment to partnership characterised Jim's microcosm. This represented a natural extension of his personal commitment to serving others. Jim maintained

a fundamental and unswerving commitment to achieving a positive sense of community in his school. In the ideal Jim would know he was witnessing the complete realisation of a genuine spirit of "partnership" when he gained a consistent sense that all who comprised the community were enacting a shared vision by working "hand-in-hand" to improve opportunities for students.

In seeking a genuine spirit of partnership Jim prized his capacity to accord priority to people over the other management responsibilities which fell to him as principal. In pursuing this ideal of all working together in partnership he consistently used the term "happy", a complex notion which had three distinct connotations. First, "happy" implied individuals and groups feeling empowered in decision-making. Second, it represented a more generalised sense of people displaying a positive mentality and commitment to working together. Finally, it meant people simply being contented in the school environment. All senses of "happy" were important within Jim's microcosm. In fact, Jim was unable to gain any sense of personal satisfaction in his own leadership if he felt that any significant level of disquiet existed, where elements of the school community might be feeling that their views and priorities were being de-valued.

Third, Jim experienced difficulties when seeking to balance the notions of ends and means in leadership. Jim espoused that the central goals of school improvement involved two equally valued imperatives: developing good curricula (ends) and also seeking to support positive interpersonal relationships (means). However his consistently exhibited behaviours did not correlate with his rhetoric. Instead, his actions suggested that in actuality he accorded priority to means at the expense of ends, whenever any tensions arose between those two dimensions.

With respect to locating a suitable point of balance between achieving ends and giving priority to means, Jim experienced a tension between "Being" and "Doing" in leadership. Essentially, for Jim this represented a tension between heart and head. As he pursued school improvement initiatives Jim liked to feel personally able to accord equal priority to achieving outcomes, on one hand, and to achieving a sense of positive community for students and between staff and parents, on the other. However, if tensions were to arise between those Being and Doing aspirations, then Jim's personal understandings of authentic leadership dictated that preserving the quality of relationships must be accorded priority. His ideals of building and nurturing a sense of community and also of operating from a shared and mutually created vision for the school were means intensive commitments and, hence, in Jim's mind it was quite unacceptable to achieve an outcome if relationships were devalued as a consequence of the very means employed.

Fourth, Jim characteristically adopted a non-assertive approach in leadership. That prevailing behavioural pattern, within Jim's leadership practices, appeared to arise from those same sources as the personal convictions which gave him the confidence to believe that valuing people and being committed to partnership represented a laudable approach in Christian leadership. As noted, Jim understood the challenge of the Jesus-story as calling him to be totally accepting of others. Those same injunctions, however, appeared to limit Jim's behavioural options for challenging others and being robust and assertive in approach.

Jim reserved use of the label "leadership" to refer to his taking specific directional initiative. Yet his very commitment to partnership disinclined him to be directive. Further, such assertiveness did not harmonise, within his worldview, with the behavioural dictates of the Jesus-story as Jim understood its portrayal in the parables of the gospels. Thus, Jim was much more comfortable in Walking With others by jointly formulating plans for action, when responding to school improvement imperatives, than he was relaxed about being personally assertive and actively directive in leadership. This characteristically non-assertive leadership style powerfully influenced Jim's actual behavioural approach to a whole range of self-renewing imperatives and represented a hallmark feature of his microcosm.

Finally, Jim also experienced high levels of personal overwhelm, even diffidence, as he sought to respond to the challenges of leadership.

Challenging his commitment to true partnership, for example, Jim felt quite keenly what he perceived to be relentless pressures for continued change in schools and also was uncomfortable with the expectations of others concerning the pace with which change was to proceed in schools. These pressures generated discomfort for Jim because, by inclination, he preferred to approach change imperatives in a mindful and collegial manner free of the constraints imposed by deadlines for the completion of initiatives. However, he found those aspirations impossible to realise precisely because change imperatives continued to be imposed by external agencies.

Jim considered that the above realities also imposed a significant and often unwelcome onus upon him to act, constantly, as gatekeeper having to make decisions and choices in regard to the plethora of competing demands which he considered were being forced upon schools. Given his ingrained commitment to the notion of partnership and shared decision-making, Jim was quite uncomfortable in situations where his leadership role might require him to make unilateral decisions.

Jim also experienced significant personal tension and disillusionment as he sought a revised balance between, on one hand, being available and responsive to people versus preserving time for necessary management duties and, on the other, between his time commitment to work issues versus preserving personal and family time. Those difficulties remained unresolved within Jim's microcosm (during the period of data collection).

Review of Jim's Case Study

This case report represents one element of the empirical findings of the research. The first section provided an overview of the self-renewing initiatives that were pursued at Jim's school during the 16-month period that comprised the data collection phase of the research. The synopses provided the contextualisation necessary to support the substantive sections of the case report to follow (while a more detailed exposition has been provided in Appendix M). That data related directly to research sub-question 2A.

The second section of the case report, titled "Jim's Meaning Creation in the Principalship" was structured around consideration of the categories which emerged from the exploration of the literature in Chapter 2 as impacting upon the form of an individual's Knowledge-in-Use. That section responds to research sub-question 2B.

The third section explored "Emerging Understandings of Knowledge-in-Use". It began by profiling Jim's Knowledge-in-Use as comprising the central unit of his microcosm. Then several significant illustrative instances, which highlight the interplay between meaning system and school self-renewing processes as evident in Jim's data, were considered.

The fourth and final section of the case report presented a synoptic exposition of Jim's microcosm. There, it was proposed that there was constancy evident, in Jim's data, which pointed to there being five particular considerations which characterised Jim's response to the challenges of principalship and school self-improvement. First, Jim's notion of self equated closely with a personal dedication to be of service to others. Second, a commitment to partnership characterised Jim's microcosm. Third, Jim experienced difficulties when seeking to balance the notions of ends and means in leadership. Fourth, Jim characteristically adopted a non-assertive approach in leadership. Fifth, Jim also experienced high levels of personal overwhelm, even diffidence, as he sought to respond to the challenges of principalship.

In conjunction with the other case study reports, and in combination with the final part of this chapter which takes an across-the-cases perspective, this case report forms part of a detailed and comprehensive response to research question 2.

Case Study 3: Frank

Frank was in the second year of his principalship at the school when the data collection phase commenced. Prior to this appointment, Frank had been principal at two smaller primary schools in more isolated areas of the diocese over a period of six years. His previous experience had also included several years as an APRE in other schools in the system. During the data collection period his school maintained an average primary enrolment, Pre-school to Year 7, of approximately 420 students. The School is located in an older though still thriving suburb of the regional city, and was one of the first Catholic schools established in the district.

Self-Renewing Initiatives at Frank's School

Table 27 presents an overview of the self-renewing initiatives in Frank's school. Each synopsis is intended to provide sufficient background to support the discussion to follow (and a more detailed outline is provided in Appendix S).

Table 27

Self-Renewing Initiatives at Frank's School during the Period of Data Collection

---

1. Development of a School PDE Program
The development of school PDE Programs was a system mandated imperative. It was a controversial process, across the system and especially within the regional city where Frank's school is located. More by coincidence than by conscious design, Frank's school became the first in the district to face the challenge of developing a PDE Program.
Thus a significant proportion of city-wide (Catholic) community agitation became focussed upon Frank's School's PDE Program. This despite the fact that many of the people who objected to the introduction of PDE, and attended community meetings at Frank's school, were not even directly connected with that particular school.

2. Development of a School Maths Program
A diocesan requirement stipulated that all schools (covering Years 1 to 10) would submit a School Maths Program to system authorities for approval.
This Program was to be developed in accordance with specific diocesan accreditation criteria. (This obligation followed a similar prior process involving the development of school English programs (which had concluded just prior to the data collection period for this research)).

3. Provision of Learning Extension Opportunities for Students
Originally, this task area, as recorded in the School Development Plan, had been intended to focus upon educating and assisting teachers to undertake more effective programming for students in relation to the provision of opportunities for learning extension.
An additional, and eventually more focused facet of the initiative, labelled "Days of Excellence", emerged later. This goal was focussed on (annually) providing each student in Years 5 – 7, an opportunity to participate in a special day of extension learning activities in a chosen area of interest.

4. Computer Education Project
The Computer Education project involved two main goals.
First, to re-site the school's computers from individual classrooms to a specific room which was being established as a computer centre for the school.
The second goal involved the development of curriculum programming materials, across all grades, to facilitate effective use of the new facility.

5. School Budgeting Process
Frank undertook to implement program budgeting processes, broadly consistent with the principles outlined by Caldwell and Spinks (1988, 1992).

6. Articulation of Project Expectations Guidelines
The goal was to develop guidelines for teachers which would assist them to achieve higher levels of consistency with respect to student learning Projects (e.g., research and presentation tasks) across the school.

7. Year 2 NET Initiative
This developmental area was consistent with government mandated initiatives being implemented in all schools across the state (Queensland).
The task area was moving into a maintenance phase when data collection began in September (1Q).

8. Enhancement of School Assessment Techniques and Strategies
This developmental area, articulated in the School Development Plan, sought to expand the variety of assessment techniques available to be used by teachers.
The goal was to invite one guest speaker to a staff meeting, each term, to speak to staff about assessment practices.

9. Mini-Appraisal of Administration Team
This was an unanticipated reform process, initiated in response to some concerns about interpersonal conflict issues that had arisen within the school and the Team.
It was focussed upon an invited informal review process, conducted by the Supervisor of Schools, involving interviews with administration team members and a sample of staff members.

10. Management Overview of Current & Proposed Policies, Programs, & Practices Initiative
This initiative was focussed upon the production of a document designed to achieve articulate and overview of and an audit of existing school policies, programs, and procedures in order to facilitate future strategic planning endeavours.

Note. Refer to Appendix S for further background and detail.

Frank's Meaning Creation in the Principalship

Fundamental to Frank's perception of the context of the principalship was the importance of the place of the Catholic school within the broader context of Church. He also harboured what he considered to be an increasingly reinforced confidence and commitment to concepts like collaboration and team building as characterising the proper goals for school and principal functioning. Within this context, Frank considered that the principal was just one of

many leaders in the school. In his practice Frank honoured and personally valued the primacy of administration team meetings as the first forum where issues and ideas were considered.

For Frank the notions of personal renewal and organisational renewal were closely linked. His understanding was that if each individual in the organisation was in a personal self-renewing cycle then, additively, this created a self-renewing organisation. Further, Frank labelled any effort to achieve an outcome in a school to be less than acceptable if the goal of building community could not also be realised. A problematic issue, however, for Frank's understanding of self-renewing processes, was the location of an appropriate point of balance between responding to internally-generated versus externally-imposed priorities for change and improvement. Over time he had developed a firmer and more single-minded conviction that external (including system) demands should properly be filtered by the priorities of the School itself. (Refer to Appendix R for a more detailed exposition of Frank's meaning system for principalship, which also delineates links to the research data.)

Professional and Personal Values

As detailed in Chapter 2, the descriptor "values" represents a generalised set of understandings and comprises one of the four categories of elements identified, from the exploration of the literature, as impacting upon the form of the individual's microcosm. As a generic category values represent enduring beliefs and principles, for the individual, regarding the desirability of means and ends. Thus values influence how problems are interpreted and addressed. Table 28 proposes a synopsis of significant beliefs and principles as they comprised Frank's orientation to the principalship.

Table 28

Beliefs and Principles which Guided Frank's Approach to the Principalship.

Key Beliefs and Principles	Illustrative Excerpts*
His perceptions of the style expected and appropriate to a principal revolved around key notions like being collaborative and seeking to be a team player.	Ex 3(App).#1 Ex 3(Text).#1
Admired leaders who, whilst capable of managing effectively, always maintained a predominant focus upon valuing and respecting people.	Ex 3(App).#3, #4, #5 Ex 3(Text).#7
Most enjoyed working with staff members who remained open to the possibilities for change and growth.	Ex 3(App).#11, #12
He held confidence that he had effective personal skills for relating to people.	Ex 3(Text).#13 Ex 3(Text).#1

Frank accorded greater value and priority to focusing upon and supporting the development of the individual (students and staff members) over the importance of achievements in areas such as curriculum development and facilities improvement.	Ex 3(App).#14, ##15 Ex 3(Text).#16
Enjoyed becoming intimately and actively involved in the full range of activities across the school.	Ex 3(Text).#27, #33
He would stand his ground on issues but was judged, by other key personnel, to do this more in an assertive rather than an aggressive manner.	Ex 3(App).#31, #32
He was judged, by others, to be a man of strong faith and personal values.	Ex 3(Text).#33
His commitment to accord primacy to people over tasks, as a core value, was closely entwined with his understandings of authentic spirituality.	Ex 3(Text) #35

* Note: The system used for coding Interview Excerpts is detailed in Appendix R.

Leadership Role Perceptions and Expectations

"Leadership role perceptions and expectations" comprised the second of four categories of elements identified in Chapter 2 as impacting upon the form of the individual's microcosm. This category comprised a dynamic mix of competing rational and meta-rational precepts, pressures, and constraints which also influenced the form of Frank's meaning system for principalship.

Early in the research, Frank articulated what he considered was an all-encompassing maxim or motto when he asserted that his vision for his principalship could be expressed as being encapsulated by three words: Quality, Community, and Opportunity. He explained the origins of the motto:

> That really came to me when I was thinking about coming in here (i.e. when he first became principal) . . . the last thing the staff want . . . is somebody else coming in and saying . . . I have a vision for this school, and all that sort of thing, so I really tried to think of some words . . . that I could hang everything on I thought they would be easier for people to remember if they sounded similar . . . so that's how I got the qual*ity*, commun*ity*, and opportun*ity*. (Ex 3.#55: emphases added)

Frank indicated (1Q), when responding to an inquiry regarding the pervasiveness of his "motto", that he believed staff would be aware of his three descriptors and that in his own formal study he also tended to write under those three headings. However, at that time Frank didn't believe that awareness would have spread much further. Yet almost two years after his first use of the descriptors, Frank still believed that those concepts effectively encompassed core beliefs and principles he wished to communicate to others as leader (see Ex 3(App).#60).

       In late February (2Q) Frank indicated that he had replaced the term "Quality" with what he now believed was a more appropriate descriptor – "Authenticity". His reasoning arose from his personal study and thus he now felt that "authenticity" better conveyed the sense of being "fair dinkum" (see Ex 3(App).#61, #62, #63). The core features of Frank's guiding motto are summarised in Table 29.

Table 29

Key Meanings and Functionality of Frank's Guiding Motto

Primary Function:
This three-word motto represented a pervading encapsulation of the overall Task of a (Catholic) School as Frank comprehended it. By extension, the motto was saturated with meanings for his principalship, which he perceived to be a vocation as much as a role.

Origins and key meanings encapsulated within the motto	Illustrative Excerpts*
Origins: Originally developed with goal of being easy to remember (e.g., ending in *"ity"*).	Ex 3(Text).#55
Meanings: "Quality" (also "Authenticity"): All educational endeavour should aspire toward excellence (irrespective of inevitable and inherent barriers).	Ex 3(App).#56
"Authenticity" was the semantically preferred term, believed to better convey the connotation of being "fair dinkum", and also better carrying a more Christian tone, and was considered to be less clinical than the term Quality. (However, in general usage Quality was the chosen term, as Frank believed that this latter term was comprehended more readily.)	Ex 3(App).#61, #62, #63
"Community": An enduring value linked with achieving the involvement of all participants associated with the school, and also implying a spirit of invitation for them to participate in the fashioning of a purposeful and mutually rewarding Christian organisation.	Ex 3(App).#57
"Opportunity": A central goal of the school should focus around the provision of possibilities and options for educational and personal growth. Those possibilities should be accessible by all participants in the school community: students, staff, parents, and the broader community. The concept encapsulated both instrumental (educational) and faith-related features.	Ex 3(App).#58
(There were two aspects to Opportunity: - challenging people to grow; - encouraging people to be open to possibilities for growth.)	Ex 3(App).#59
The relevance and aptness of the motto continued to become more convincing for Frank over time.	Ex 3(App).#60
The researcher considers that Frank's participation in the research (e.g., being invited to articulate the meaning of the motto) was actually influential (reflexively) in affirming the centrality of the message, for him.	

* Note: The system used for coding Interview Excerpts is detailed in Appendix R.

Interestingly, Frank's use of this three-word motto evolved during the period of data collection. Its use expanded from an initial point of his acknowledging that others would have little awareness of this guiding message (1Q). Eighteen months later, for example (outside the official data collection period), the researcher observed that Frank had arranged the erection of a new school sign, facing the busiest traffic street passing the school, emblazoned with the motto "Quality, Community, Opportunity", indicative of his ongoing belief in and commitment to his chosen motto.

The following additional generalised characteristics, emerging from the data, as presented in Table 30, appear to encapsulate other influential aspects of Frank's overall orientation to the principalship.

Table 30

Frank's Conceptualisation of the Principalship: Key Characteristics Emerging from the Data

Key Features	Illustrative Data Sources and Excerpts*
1. Personal meaning equates with being "fair dinkum"	
Achieving personal empowerment in the principalship and also being authentic are inter-linking and mutually reinforcing notions for Frank. Even when a situation was difficult, Frank believed that one must be true to one's principles. Authenticity referred to qualities such as integrity and decency, which Frank considered to be both timeless and time-proven attributes.	Ex 3(Text).#9 Ex 3(App).#10 Ex 3(App).#61, #62
2. People-focus as a priority in the role	
Believed that a people-focus in the principalship was the proper orientation for behaviour in the role. Administrative aspects were also important (i.e. the smooth functioning of the organisation), but must never take precedence over according primacy to people.	Ex 3(App).#3, #4, #14, #15, #18, #19, #25, #26, #29; #30 Ex 3(Text).#16
3. School envisioned within the broader context of Church	
Perceived, with strong conviction, that the Catholic school represents a significant and integral element of the broader concept of Church.	Ex 3(App).#1, #5 Ex 3(App).#36, #44
4. Community Building as a Touchstone	
Judged that process alternatives which strengthen a sense of community, rather than diminish it, should be a touchstone in discerning and then choosing the most acceptable change options.	Ex 3(App).#50 Ex 3(Text).#51 Ex 3(App).#58
5. Primacy accorded to collaboration and team building	
Held an increasingly reinforced confidence and commitment that concepts like collaboration and team building characterised the authentic goals for school and principal functioning. Within this context, the principal was <u>one</u> of the leaders in the school rather than being <u>the</u> leader.	Ex 3(App).#11, #12 Ex 3(App).#40 Ex 3(Text).#27, #28
6. Personal operating formula: personal renewal generates and equates with organisational renewal	
Understood that personal renewal emerges from an understanding of one's part in the broader context. Then, when and if all players understood <u>their</u> part, the notion of whole-of-organisation renewal was also being realised.	Ex 3(Text).#35, #79 Ex 3(App).#36, #37, #44 Ex 3(App).#11

<u>7. Concept of Administration Team valued</u> The notion of having an administration "Team" was both valued and respected s an important mechanism for realising key values (detailed above). This group was also utilised as the first forum for evaluating issues and ideas, and was also valued as a personal source for achieving balance and perspective, as principal.	Ex 3.2.b(App).#41, #42, #47 Ex3(App).#20, #21 & #22
<u>8. School-based filtering of influences and imperatives</u> During the period of data collection, Frank became further convinced that effective school development demanded that external influences, pressures, and imperatives should be filtered via school-based priorities.	Ex 3(App).#38, #44 Ex 3(App).#76
<u>9. Evolving momentum of Principalship</u> *Early in the Data Collection Period:* Frank held a belief in, and commitment to, sound "processes" as comprising a proper orientation to change initiatives in the principalship. That is, placing emphasis upon the ways in which things were done. For example, the ways in which personnel worked together in order to achieve outcomes. Further, Frank held a conviction that a sense of authenticity, empowerment, and personal satisfaction in the role arose from having confidence in and remaining loyal to the above commitments.	Ex 3(App).#51, #52 Ex 3(App).#6
Later in the Data Collection Period: Frank's understandings of what constituted sound "process" evolved in complexity, to incorporate an expanded perception that proper process should be more focussed upon emphasising the distinctions between lay and professional roles. Further, a linked notion suggested, to Frank, that good process also led to the enhancement of the professional status of Teachers.	Ex 3(App).#75, #76, #77
<u>10. Optimism in the role as Principal</u> Maintained a sense of optimism about the realities and possibilities of his role as principal.	Ex 3(App).#45, #49 Ex 3(App).#12

* Note: The system used for coding Interview Excerpts is detailed in Appendix R.

<u>Metaphor as a Tool in Frank's Thinking and Decision-Making in the Principalship</u>

"Images of Leadership and Principalship (Symbols and Metaphors)" represented the third of four categories of elements identified in Chapter 2 as impacting upon the form of the individual's microcosm. This category encompasses various expressive devices which served as prisms through which individuals interpreted and responded to situations. Characteristically, the literature has generally used the three terms interchangeably, with most writers having used the term "metaphor" as a generic descriptor, and this convention has also been followed here. As referenced in the discussion in Chapter 2, much of an individual's conceptual system is metaphorical in nature. Metaphors are determined partly by the values and past experiences of the individual and partly by cultural influences. Metaphors provide individuals with ways of linking the abstract with their concrete experience.

"Christian Brother" metaphor.

Within Frank's meaning system, the "Christian Brother" metaphor was pivotal, in a negative sense, to his entire understanding of the principalship. Early in the research, comprehension of the significance of what is here labelled the Christian Brother metaphor, to use Frank's own language, was very imprecise within his conceptual framework. However, despite Frank's incapacity to articulate it clearly even for himself, the investigator would also conclude that this metaphor represents a fundamental element of Frank's personal interpretation of the role. Specifically, the metaphor represented a landmark Frank continued to want to avoid in steering and evaluating his own behaviour in the principalship.

A particular tension between being open and flexible, at one extreme, and being intractable and demanding non-questioning loyalty from others, at the other extreme, was a central plank of Frank's Christian Brother metaphor. This tension appeared to reside within and be at least partially explained by an anecdote Frank had related to the researcher, as a peer principal, informally in general conversation (3Q). Frank had been talking about an inner conflict that revolved around the notions of representative democracy versus participative democracy. (The notions are described in Ex 3(App).#66, and are examined further below in relation to Frank's "Teacher Professionalism" metaphor.) Table 31 depicts key elements of the researcher's understanding of Frank's Christian Brother metaphor.

Table 31

Functionality and Key Meanings within Frank's Christian Brother Metaphor

---

Primary Function:
The Christian Brother metaphor identified (negative) characteristics and behavioural traits that Frank continued to wish to avoid when steering and evaluating his own behaviour in his role as principal.

Key meanings within the metaphor	Illustrative Excerpts*
For Frank, this image conveyed notions of (potential) intractability and personal inability to be open to the points of view of others. It characterised (potential) personal difficulty in finding a position of appropriate balance between openness to others versus adopting a non-questioning personal sense of certainty about being right.	Ex 3(App). #64, #65, #66
This image captured, for Frank, the implication that loyalty to the organisation, as a positive quality in its own right, could actually tend toward inflexibility and could lead to one being exclusionary in attitude and behaviour.	Ex 3(App). #64, #65, #66
The image posed choices, for Frank, between representative V's participative democracy. That is, a distinction between "I or we of greater wisdom know what is best for you" versus "we will decide together" ("shared wisdom").	Ex 3(App). #66 & #67

* Note: The system used for coding Interview Excerpts is detailed in Appendix R.

Frank's "Shared Wisdom" and "Teacher Professionalism" metaphors.

As another significant facet of Frank's meaning system, his two metaphors, "Shared Wisdom" and "Teacher Professionalism", were interconnected.

The Shared Wisdom metaphor, for Frank, was closely intertwined with and was an offshoot of his Christian Brother metaphor. Significant evolution was evident in Frank's notion of what the researcher labelled and proposed to Frank (4Q) as the contrast between lay and professional roles in education (see Ex 3(App).#66 and Table 31 below).

Broadly described, at this point, that evolution in Frank's interconnecting conceptualisation of the dualities of good educational practice and of effective principalship evolved from an early notion of a considered proper emphasis upon process or means (versus product or ends) to a more subtle and complex distinction where the notions of representative democracy versus participative democracy were embedded. However that latter tension seemed to have been only a point of transition on Frank's personal journey to a full-blown conceptualisation which the researcher labelled as the distinction between lay and professional roles in education. The key elements of the Shared Wisdom metaphor are indicated in Table 32.

Table 32

Key Meanings within Frank's Shared Wisdom Metaphor

For Frank, this image was closely aligned with the diocesan (and statewide) consciousness of the school boards movement in Catholic education (Appendix B). However Frank did not limit meaning or association to the school board concept. Rather, he perceived the notions as being more generic and central to "good" educational decision-making practices (e.g., in other relevant forums such as the P&F Association).

The image highlighted the distinction between "policy" and "rule", in Frank's mind. That distinction was closely linked with the contrast between lay and professional roles, as a pivotal understanding guiding the functioning of Catholic school boards. (Note: "Policy" is a broad guide to action best developed by bodies representative of the school community, that is, the school board (lay roles). Implementation ("rule") is best left to professional educators (professional roles).) (See also Appendix B.)

Frank's understandings, as entrenched within this metaphor, were pivotal in determining the nature of the self-renewing approaches which Frank adopted in key areas (e.g., the PDE Program, Maths Program, and the Program Budgeting initiative).

However, this metaphor also encompassed problematic dimensions for Frank's meaning system. First, there was an inherent tension between notions of representative V's participative" democracy (embedded within the Christian Brother metaphor, as detailed earlier, see Table 31)). Second, Frank's locating an appropriate behavioural point of balance in attaching relative emphasis between Process (means) versus Product (ends) priorities also remained problematic within his meaning system. (Note: Consistent with Frank's own understandings, "product" referred to what is done. It represented the output achieved. Whereas "process" was how things are done. For example, the quality of the manner in which personnel worked together.)

The second of the two inter-connecting metaphors was labelled with Frank's own expression "Teacher Professionalism" and related to what he perceived as a distinction between the roles of Teacher and Teacher-aide. This expression first arose in September (4Q) when discussion centred on his Program Budgeting initiative. In his mind that whole task area was embedded within notions of effective curriculum change:

> Curriculum change should be . . . it's the difference between a teacher and a teacher-aide. . . . if teachers say . . . 'I just want to be with kids, I just want to work with kids, and that's all I want to do, I don't want to do anything else', then that's a teacher-aide. And it's curriculum change that makes the big difference between teacher-aide and teacher. . . . Teachers have to be involved in curriculum. (Ex 3.#68)

An illustrative and significant instance of the impact of the Teacher Professionalism metaphor, as an element of Frank's microcosm, is timely at this point. Frank was visibly enthusiastic about the budgeting approach (Table 27: #5) he was adopting precisely because he believed he was realising a stronger link between finance, on the one hand, and sound curriculum and effective learning, on the other (see Ex 3(App).#69). That notion of enhancing teacher professionalism, through the mechanism of his Program Budgeting approach, was proving to be a positive experience for Frank. This despite his sensing potential problematic aspects such as the "new" approach possibly generating a range of resource expectations, via the encouragement of professional independence and assertiveness, greater than the school's financial capacity to service (see Ex 3(App).#70). The key elements of the Teacher Professionalism metaphor are surmised in Table 33.

Table 33

Functionality and Key Meanings within Frank's Teacher Professionalism Metaphor

Primary Functions:
First, the Teacher Professionalism metaphor was pivotal to a fabric of professional and personal meanings for Frank. Part of this set of meanings concerned the valuing, encouraging, and facilitation of ways for teachers to accept professional responsibility and derive professional (and, in turn, personal) satisfaction.
Second, from an instrumental perspective, Frank understood that encouraging and supporting teacher professionalism represented at least one proper and effective means for maximising outcomes for students. Over time, he had become more assured about and committed to those convictions.

Key meanings within the metaphor	Illustrative Data Sources and Excerpts*
Within Frank's meaning system this metaphor encapsulated a distinction between the roles of a Teacher and a Teacher-aide.	Ex 3(Text).#68
"Teachers" (generic usage) <u>could not</u> abdicate, in Frank's view, their responsibility to be involved in curriculum development and change.	Ex 3(Text).#68
Opportunities must be afforded for Teachers to exercise professionalism (e.g., Frank's Program Budgeting initiative).	Ex 3(App).#69

Opportunities which permitted Teachers to exercise their professionalism in ways that directly linked with the enhancement of outcomes for students, should be pursued as a priority.	Ex 3(App).#70
Classroom teachers were in the best position to know the needs of students and hence enhance learning outcomes. Part of the principal's role, then, was to find and to implement means to both respect teacher experience and expertise and also to facilitate the application of that wisdom.	See Appendix S: #5

* Note: The system used for coding Interview Excerpts is detailed in Appendix R.

Frank's "3rd-Year Syndrome" metaphor.

Finally, the "3rd-Year Syndrome" metaphor represented another significant aspect of Frank's meaning system. Since the period of data collection coincided with the last school term of Frank's second year as principal at the school, and then across his third year of incumbency, his 3rd-Year Syndrome metaphor appeared to have had little impact upon the direction of school self-renewing processes until the latter half of the data collection period. It did, however, have direct impact upon the "Management Overview of Current and Proposed Policies, Programs, and Procedures" task area (refer to Appendix S: #10 for a fuller analysis). The central features of Frank's 3rd-Year Syndrome metaphor are surmised in Table 34.

Table 34

Functionality and Key Meanings within Frank's 3rd-Year Syndrome Metaphor

Primary Function:
This metaphor captured a level of anxiety within Frank's meaning system for principalship. It labelled a point of watershed for Frank since (as the data collection period was concluding) he held unresolved anxieties that he was approaching challenges he had not previously experienced in the principalship. Namely, that he had not been a principal in any school beyond a three-year timeframe.

Key meanings within the metaphor	Illustrative Excerpts*
A three-year timeframe defined a specific time frame for achievement in the role, within Frank's own thinking. That is, the conclusion of a three-year period as principal was especially personally meaningful to him. That point in time represented a watershed separating a period of "getting the important things done" from the "unknown" and, more significantly, "unexplored" period ahead.	Ex 3(App).#84
Frank perceived that the early years of incumbency provided a new principal with particular freedoms to act. For example, "protection" from the politics of the organisation and freedom to manoeuvre because one was not responsible for the past. Frank believed that, following that period of time, however, one became entrenched within the cultural patterns of the organisation and the community. Those "tentacles", together with one's own culpability, by that time, then slowed one down in achieving goals as principal.	Ex 3(App).#84
The early years of principalship generated a sense of energy and generated their own momentum.	Ex 3(App).#84

There was an element of superstition, even a degree of fear, bounded within
Frank's understandings of this metaphor. Frank described that after three years
of incumbency, the onus shifted from the organisational context, itself,
generating the direction and energy for the principal. That is, Frank believed
that after about three years it now became necessary for the incumbent to self-
generate possibilities for new directions. It also then become necessary for the
individual principal to also summon the internal motivation and wherewithal
necessary to continue to find meaning in the role and thus generate a
continuing momentum for change.

Ex 3(App).#85

* Note: The system used for coding Interview Excerpts is detailed in Appendix R.

Emerging Understandings of Knowledge-in-Use
as the Central Element of Frank's Microcosm

This third section begins by profiling Frank's Knowledge-in-Use. Then several
significant illustrative instances which highlight the dynamic interplay between meaning system
and school self-renewing processes, as evident in Frank's data, are considered.

Whilst meaning system has been identified as a cognitive entity, comprised of values
and understandings, the behavioural episodes identified in this section will illustrate the reality
that Frank's thinking and decision-making in the principalship actually arose from a dynamic
interplay between his cognitive processes and the work that he did as principal. Namely, that
Frank had used a particular values base to generate understandings for himself, which then
enabled him to act as leader. In particular, these instances also serve to suggest that the form
of Frank's Knowledge-in-Use was especially shaped by metaphors which actually summarised
sets of meanings and which guided him to choose amongst competing behavioural options as
he sought to advance chosen school reform initiatives.

Knowledge-in-Use

In the preliminary framework for the principal's microcosm the central unit of
microcosm was considered to be Knowledge-in-Use, a dynamic construct arising from the
interplay of three elements: Context, Task, and Mind. As a construct, Frank's Knowledge-in
Use incorporated a complex and integrated synthesis of values, role perceptions, metaphor,
and other more generalised influences, as described in Chapter 2. Frank's Knowledge-in-Use
actually evolved in significant ways across the period of data collection.

Representing, amongst other elements, an integration of several of his guiding
metaphors Frank's Knowledge-in-Use incorporated a quite unitised and enduring repertoire of
images and behaviours which he exhibited with a high level of consistency. In essence, his

Knowledge-in-Use equated to a particular "model of practice" which portrayed his cognitive and behavioural patterns as Frank responded to the challenges of principalship and school reform across time. To facilitate discussion here, this unit within Frank's Knowledge-in-Use has been titled his "'Good' School and Curriculum Development Practices" model of practice.

Frank's 'Good' School and Curriculum Developmental Practices model of practice represented a synthesis of his Shared Wisdom and Teacher Professionalism metaphors. These two metaphors were interconnected and could be envisaged as extremes on a continuum. Together, then, they determined the form of this overarching cognitive unit which charted the topography of Frank's understandings, at that point in time, regarding the ways taht "good" school and curriculum development practices would be realised. The researcher would suggest that it is not being overly dramatic to observe that the evolution of Frank's personal conceptualisation, to form the model of practice being described here, was a paradigm shifting evolutionary process, across the period of data collection.

This pivotal unit of meaning, within Frank's Knowledge-in-use, is considered in greater detail in the next section of this case study where the interplay between meaning system and school self-renewing processes is explored by focusing upon several key self-renewing initiatives. However, as just one relevant instance to exemplify the exposition at this point, at the time that the PDE imperative (Table 29: #1) was in process in Frank's school (just prior to data collection commencing) the fuller set of understandings captured by the Shared Wisdom metaphor were not part of this model of practice within Frank's meaning system, as now considered.

Early in the study (1Q) researcher comprehension of Frank's self-described daily and weekly direction interpreted his behaviour as being guided by a broad and flexible in-built mental map, and also via the personal meanings linked to the three concepts which comprised his guiding motto (Table 30). Frank's own understanding of that mental unit, at that early point in the research, appeared to focus on the notion of there being right "processes" to be realised rather than that "good practice" meant focussing upon any particular imperative for a specific product or outcome (see Ex 3(App).#71). Also, Frank's confidence in the worth of sound process went even further. As a value in its own right, the merit he accorded good process was, in itself, also a self-reinforcing source of personal empowerment for Frank, and an important source of professional satisfaction for him in his role (see Ex 3(App).#72 for an illustration).

However, by November (5Q), Frank's understandings regarding the nature of "good school development" processes had evolved in quite significant ways. By that point he

harboured a much clearer personal conviction regarding the proper stance to be taken with regard to lay and professional roles during school or curriculum development activities. These notions, in turn, served as interpretive lenses for Frank to comprehend the form and nature of "professionalism" in teaching (see Ex 3(App).#73, #74, #75, #76, #77 for illustrative examples).

Key features of Frank's model of practice 'Good' School and Curriculum Development Practices, as a core element of Knowledge-in-Use, are summarised in Table 35. This table correlates, in global terms, features of Frank's model of practice by relating them to particular time-phases within the period of data collection.

Related elements within Frank's Knowledge-in-Use.

The amalgam of Frank's notions which the researcher here denotes as Frank's "Curriculum Supervision" model of practice evolved across the period of the research. It remained an unresolved complex cognitive unit, comprising informational, structural, and relational elements. The researcher would surmise that the elements had not been associated as a cognitive unit (here labelled "Curriculum Supervision") until around March (2Q). Even at that point, Frank's personal awareness was imprecise and his success in articulating the notions, to his own personal satisfaction, was incomplete.

Table 35

Functionality and Key Meanings within Frank's 'Good' School and Curriculum Development Practices model of practice, as an element of Knowledge-in-Use

Primary Function:	
This notion, within Franks Knowledge-in-Use, represented an overriding cognitive unit which charted the topography of sound school and curriculum development practices, as Frank understood them.	

Key meanings within Frank's Knowledge-in-Use	Illustrative Data Sources and Excerpts*
Particular Emphases evident across the data collection period	
This (evolving) unit within Knowledge-in-Use served as a vehicle for mobilising the meanings encapsulated within Frank's guiding motto "Quality, Community, Opportunity".	Refer to Table 30
Particular Emphases early in data collection period	
Whilst both aspects were significant, Franks believed that the quality of "process" (means) was and should be accorded importance over "product" outcomes (ends).	Ex 3(App).#71
Within Frank's Knowledge-in-Use, "good" process was prized as an end in itself and as a source of personal empowerment and personal satisfaction within his role as principal.	Ex 3(App).#72

<u>Particular Emphases later in data collection period</u>

Frank adopted a more assertive stance toward a conscious "this-school" focussed "taking of control" over the curriculum development process (e.g., Maths V's English Program development and Program Budgeting approach).	Ex 3(App).#73, #74, #75, #76
The distinction between process and product goals became transformed into the distinction between "Lay and Professional Roles" (Shared Wisdom Metaphor) and the difference between the roles of Teacher V's Teacher-aide (Teacher Professionalism Metaphor).	See Tables 33 & Ex 3(App).#76

* Note: The system used for coding Interview Excerpts is detailed in Appendix R.

This model of practice appears to have serve an interrogative function for Frank. It might best be described as a "sub-program" within Frank's Knowledge-in-Use. He used it to evaluate the suggestions and prescriptions he encountered which purported to define the nature of effective curriculum supervision practices on the part of an effective principal. As a concrete illustration, Frank used this model of practice to interrogate his own practices in the area of classroom teacher supervision. For example, he questioned whether he should be "checking" teachers' curriculum programs and classroom practices or whether, instead, he should be utilising what he regarded to be broader and more personally appropriate strategies. As another brief example, Frank's still somewhat opaque model of practice (researcher labelled Curriculum Supervision) was a yardstick for him in "dealing with" imperatives put to him by the diocesan Supervisor of Schools. In this regard the model of practice had remained equivocal for Frank (see Ex 3(App).#82, #83).

To explore the above distinctions further, in March (2Q) Frank was asked to review and comment upon his perceptions of the faithfulness, or otherwise, of early researcher analysis of interview data relating to his understandings of school self-renewing processes. In the course of this semi-structured discussion Frank (surprising the researcher) expressed a level of self-doubt: ". . . perhaps my model is a shoddy one, and barking up the wrong tree." (Ex 3.#78)

That tension, within Frank's Knowledge-in-Use, was complex and requires further background explanation before proceeding. Further, within the same context as the above comments, Frank mentioned one specific example relating to a significant keynote session at the annual diocesan principal's conference earlier that month (March, 2Q). Briefly, the speakers had explicated what principals had generally interpreted as a very instrumental, non-personal, outcome-orientated approach to staff supervision. Further, the approach outlined had defined very specific expectations of and means for assessing individual staff effectiveness and thus, in turn, the achievement of organisational goals. Specifically, it revolved around developing clear and detailed role descriptions for individuals, which clearly defined expectations, and then implementing on-going processes of review and assessment to evaluate efficacy. It became known, somewhat derisively, as the "Beerwah" model (connected with the

school location from which the speakers had come). Those diocesan principals, Frank included, had quite vigorously rejected that whole mindset as being too instrumental and too clinical and they regarded it as quite counter to what they perceived to be the "true" purposes and ethos of Catholic education.

The detail and full implications of such rejection are not important, here, beyond their relevance to Frank's mental-modelling of his role and any impact upon the ways that he subsequently approached his own school's efforts to be self-renewing. The researcher would assess, from the perspective of being a peer principal present at the same conference, that objections to the Beerwah model, for Frank and other principals, were not related to any perceived inadequacy of the technical rigour or objective quality of the processes that the speakers had outlined. On the contrary, many would have admired the technical excellence of the quality assurance processes being implemented. Rather, the concerns of Catholic principals were largely parallel to the self-doubt Frank himself was articulating and emerged, instead, from fundamental philosophical attitudes relating to beliefs about the nature, purposes, and value of Catholic education.

The researcher interpreted the focus of Frank's personal self-doubt, expressed in that interview in March (2Q), was actually closely connected with his espoused belief in valuing the individual. Within the context of the research interview being conducted at that time, and following-on further discussion regarding the exact nature of his misgivings, the researcher proposed, to Frank, that he appeared to be attempting to articulate a perceived conflict between "support" and "supervision". That is, it was suggested, for reaction, that the problematic issue for Frank was the extent to which he should be supervising staff versus how much he should be supporting them (see Ex 3(App).#79).

At another point in that same interview, conversation turned, again, to the substantial degree self-doubt Frank which had expressed. This was a discussion that was searching the topography of the very core elements of personal meaning for Frank in his principalship. The issue related to the interplay between the personal and the professional, in Frank's mind. Whilst the "professional" is important, what primarily drove Frank was allegiance to "people values", rather than to objective "educational values", as the first-ranked priority. Frank's personal energy in the role emerged from this commitment to according primacy to people, as a core value, and was closely entwined with his understanding of spirituality. Whilst having difficulty articulating this platform of beliefs, the Beerwah model had somehow thrown those issues into relief for Frank (see Ex 3(App).#80).

Within the context of the above background detail, Table 36 depicts key elements of the researcher's discerned understanding of the Curriculum Supervision model of practice as a sub-element of Frank's Knowledge-in-Use.

Microcosm in Action within Frank's Principalship

As described in Chapter 2, it is from the interplay between meaning system and school reform initiatives that the notion of microcosm arises. Microcosm extends beyond Frank's professional and personal worldview to also incorporate the interactivity of his meaning system with contextual forces and the actual school reform initiatives undertaken. A limited number of salient instances which highlight this dynamic interplay as evidenced in Frank's data are now considered. These instances highlight that microcosm is not simply a cognitive reality. Rather it emerges from the dynamic interplay between Frank's cognitive world and his work. That is, Frank's thinking and decision-making actually arises from a dynamic interactivity between his cognitive processes and the work that he does as principal.

Table 36

Functionality and Key Meanings within Frank's Curriculum Supervision"model of practice, as a sub-element of Knowledge-in-Use

Primary Function:
The Curriculum Supervision model of practice, as an element within Frank's Knowledge-in-Use, served as an interrogative and evaluative cognitive unit used to evaluate presenting notions and imperatives claiming to define and to prescribe good principal curriculum supervisory practices.

Examples of functionality	Illustrative Excerpts*
Frank used this model of practice to evaluate options for the teacher supervision practices he implemented. For example, should he be "checking" teachers' curriculum planning or, instead, using other broader and, for him, more personally meaningful strategies (e.g., "Program Budgeting")?	Ex 3(App). #81, #82
Frank also used this model of practice to evaluate recommendations for good principal supervisory practice, as prescribed to him by the Supervisor of Schools.	Ex 3(App).#83

Key meanings within Frank's Knowledge-in-Use	Illustrative Excerpts
This cognitive unit harboured strong negative associations, for Frank, relating to the "Beerwah" model which specified particular quality assurance-type approaches to staff supervision and development. Frank judged the imperatives of the Beerwah model to be both limiting and overly clinical.	Ex 3(Text).#78 Ex 3(App).#79
	Ex 3(App).#79, #80

This cognitive unit represented a personally meaningful encapsulation, within Frank's Knowledge-in-Use, of the ethos of Catholic education, one key facet of which emphasised the primacy of "valuing the individual", in his mind. This mental unit served Frank as an interrogative template for discerning an appropriate balance between the supervision of staff versus his concentrating upon providing them professional and personal support.

This cognitive unit was used to interrogate Frank's personal choices regarding a balance-point between personal and professional satisfaction in his role as principal. Frank regarded this as a fundamental element of his personal notions of and his own expression of spirituality. Thus, together, the concepts which comprised the Curriculum Supervision model of practice assisted Frank to find meaning in his role (and his vocation).

Ex 3(App).#82
Ex 3(Text).#54

The personal tensions, for Frank, associated with this element of his Knowledge-in-Use remained unresolved. They continued to be both equivocal and opaque, for Frank, during the period of data collection.

Ex 3(Text).#24
Ex 3(App).#29

* Note: The system used for coding Interview Excerpts is detailed in Appendix R.

Development of the school PDE program (#1).

As a first point of focus, the way that Frank approached the PDE Program initiative represented an exemplar of the priority he accorded to process (means) within his microcosm. Frank's approach to this initiative was influenced by his guiding motto ("Quality, Community, Opportunity"). In addition, the approach he adopted emphasised process and also accorded importance to his self-defined value of achieving a positive spirit of community within the school. His chosen approach also linked closely with his commitment to being "fair dinkum":

> The whole way . . . we . . . went about it was couched . . . under those three headings (i.e. his guiding motto). And . . . said to parents that . . . in the end, really, if we didn't want this, we wouldn't have to have it. So . . . we'd have to have that process, and it caused a lot of anxiety, but I must admit . . . I felt very little stress over the whole lot of it. . . . because I was convinced that the process that we were on was the right one, it was giving the message clearly to the community in general for future operations that if there is conflict . . . this is part of how a community operates. (For Source details and further background explanation see Ex 3(App).#72.)

The approach Frank adopted was leveraged upon his personal imperative to be "authentic" in his leadership style:

> I saw myself as being an important part of the process . . . . If I was not authentic . . . the starting point for me was I had to justify it in my own mind. The process would have still happened, but if I couldn't justify it, it would have happened differently . . . . (Ex 3.#92)

The chosen pathway to handling the PDE controversy was a conscious choice, on Frank's part. This despite his personal and rueful recognition that it was perhaps the more difficult pathway:

> The PDE Program . . . I think we could have gone about that a few ways. But . . . if you believe that change . . . comes with consultation, comes with . . . including as wide a spectrum as possible, then in some ways that can be a constraint, time-wise, energy-wise, and emotionally-wise . . . like I mean the more you adopt that stance . . . the more you allow people to contribute, sometimes the more they bloody well contribute. . . . sometimes you think 'well, is it worth it . . . let's just <u>do</u> it', but . . . you've got to be consistent. (Ex 3.#93)

<u>Evolving emphases within microcosm: #2: School maths program (#2), & School budget process (#5).</u>

The developmental process that evolved with respect to the School Maths Program initiative and the Program Budgeting approach, which Frank adopted, can be contrasted against the fundamental beliefs and values which comprised his Christian Brother metaphor. Both self-renewing imperatives revolved, in Frank's mind, around the provision of professional "opportunity" for Teachers (Frank used the latter term generically) and were deliberately opposed to what Frank perceived as simply the bolstering of a minimalist attitude toward the exercise of professionalism in teaching. This distinction was an important facet of an ongoing internal polemic, for Frank, regarding his arriving at a personally viable position about what should constitute both acceptable and optimal curriculum supervision practices in his principalship. (Namely, the Curriculum Supervision model of practice thrown into relief by the Beerwah model (considered earlier) and see Ex 3(App).#94, #83.)

Similarly, the Budgeting process was driven by the notion of "Opportunity" (guiding motto) and was closely intertwined with the enhancement of options for Teachers (generic usage) to exercise their professionalism (Teacher Professionalism metaphor). One source of Frank's evolved attitude to budgeting processes arose and was reinforced as a consequence of the new approach he adopted in responding to the system-determined imperative to develop a School Maths Program. Part of this developmental process involved scanning class-based student learning needs to develop class profiles. Frank explained:

> So at the end, it came out, . . . by far and away the majority of learners in every class are, as you probably expect, visual and kinaesthetic. . . . then we looked at how those two groups learn best, we said 'well wait a minute, if they learn best by those things, how come we haven't got all these . . . resources to match that?' . . . and if we are going to push that . . . then that's where that ties in with this . . . (unfinished). <u>Interviewer:</u> This being the program budgeting type of thing? . . . so that your spending is driven by your goals? <u>Frank:</u> Yes, yes, so people . . . could justify and say now, instead of in the past, people were saying we need more Maths resources (<u>Interviewer:</u> Have that focussed?) . . . Yes, say 'ok well we spent two thousand dollars last year, what do you reckon, we'll spend $2 500 this year' . . . (Frank intended to label that as the "traditional" budgeting practice.) . . . I'm not blaming anybody, but it just seemed to me then if people could . . . justify their spending by saying that 'look, these are the methods or the ways that I know that these kids (need) . . . I have to put up charts . . . and I have to use these sorts of resources'. (Ex 3.#95)

Continuing with the same theme of Frank's commitment to enhancing the professionalism of teaching staff, there were also possible difficulties to arise from his new approach to budgeting. Whilst he led the researcher to the view that he was not totally oblivious to these risks, Frank was prepared to put such potential concerns to one side. That is, in order to service his more immediate and personally valued primary objectives of focussing on the promotion of teacher professionalism, Frank was prepared to simply postpone having to face any consequential difficulties. For example, Frank had earlier identified one particular staff member (the Learning Support teacher), as having quickly comprehended the implications of this new approach to linking spending to teaching and learning priorities, through the Program Budgeting initiative. Frank had indicated that she was taking advantage of the opportunities to quite single-mindedly advance her own area of work within the school (4Q). Frank indicated that he was willing to face any consequential inter-staff rivalry issues, or other similar difficulties, for the sake of his both allowing and rewarding practices viewed to be consistent with this evolving understanding of the proper means for encouraging and empowering what he was regarding as an authentic demonstration of teacher professionalism in action.

The researcher questioned Frank regarding possible implications of his changed notions, wondering about likely tensions arising between staff members as a result, for example, of his move away from his past and more traditional budgeting strategies:

> Interviewer: This sounds to me like you've done an about face. Is that causing stresses and strains . . . what are the ramifications for you to have made such a significant change in your thinking during the course of the last term (i.e. Quarter), or is it not an issue? Frank: I'm sure it will be an issue initially, because I'm sure what's going to happen is that whilst we've done a bit of in-service, as far as the whole school is concerned, I just think that this way will be a better use of people and resources and it's a good way of showing which direction you want the school to go . . . . But as far as individual teachers are concerned, when I say that (the Learning Support Teacher) has cottoned on . . . she sees this as an opportunity that perhaps . . . she didn't have last year or the year before, when I said 'oh (name) there's one thousand dollars for your budget there' and she said 'oh, alright, well I've got $1 000' . . . but she's seen this as an opportunity, 'now wait a minute', because she keeps saying to me how much have I got. I said 'I don't know how much, what's your program saying?' . . . it's almost as though people are just too afraid or they don't want to (unfinished). (Ex 3.#96)

Frank reacted to the personal bemusement of the APRE, also arising from his changed approach to budgeting processes, in a similar manner:

> And (the APRE) (is) saying 'but you know have we got the money?', and I'm saying 'well you can forget about that (name) . . . what do you believe is necessary and worthwhile, and something you want to get your teeth into, and you cost it and justify it and . . . if it gets a jersey then . . . it's ok'. (Ex 3.#97)

Evolving emphases within microcosm: School budget process (#5), & PDE program (#1).

Evolution in Frank's microcosm, across the period of data collection, is clear when one considers the Program Budgeting initiative in contrast with the PDE Program development process. The researcher proposed to Frank (5Q) that the whole budgeting process appeared to represent a significant change in his thinking revolving around his understandings of the distinctions between lay and professional roles (Shared Wisdom metaphor). His budget process was certainly directed toward his attempting to upgrade the professionalism of the teaching staff, and also aimed to provide opportunities for their professional input. In addition, for Frank, personally, it represented an opportunity to empower such efforts. Still further, however, he was also stating that he'd changed his overall attitude, in significant ways. By this time, his thinking had evolved, in substantial ways, with regard to the form that community consultation processes should take. Further, he had developed changed views regarding the proper mechanisms for deciding when consultation was appropriate with board, or with P & F Association, or the school community more generally. He was invited to review the PDE process and comment about any ways in which his newly acquired insights might have, with the benefit of hindsight, impacted upon the approach he'd adopted with respect to PDE:

> The PDE consultation with parents was fair and valid, because we were talking about something which parents knew about, and they understood much more than . . . in a lot of cases . . . single teachers or married teachers with no children would ever know about the topic. And so to go to parents and say . . . 'you know your child, when is your child ready, or when do you think it's appropriate for your child to cover these sorts of material?' It's a different issue to going to parents and saying 'what do you think your child should be learning in Year 7 maths'? (Ex 3.#98)

The researcher takes a view that at the time the PDE imperative was in process the belief-set, captured by the Shared Wisdom metaphor, was not actually a component of Frank's microcosm at all. Whilst this observation does not invalidate the assessment Frank makes, above, it does suggest that Frank's espoused theory, at the time that he made the above comments, failed to identify the significance of the paradigm shift which had occurred during the period of data collection. A telling illustration can be suggested by returning to a discussion, held in November (5Q), when Frank referred, with evident satisfaction, to the occasion of his presenting the school's program budget (his first) to the school board. "I went (to) the Board last night, and in my mind, there's no question that the budget would not be approved. I mean . . . that's not the process. I suppose a few years ago I would have gone and presented it and said 'what do you think, and do you think that we need to do this, or do you think we (unfinished)'?" (See Ex 3(App).#77 for further background.)

<u>Evolution of microcosm: Development of the school maths program (#2).</u>

The manner in which the development of the School Maths Program occurred does, in many respects, characterise the end-point of the significant level of evolution in Frank's microcosm that had taken place across the period of data collection in this research. Thus it can be regarded as a canonical exemplar of microcosm in action. Since the detail regarding the development process is already well charted in this case report, a summary is appropriate as presented in Table 37.

Table 37

Aspects of the Interplay between Meaning System and School Self-Renewing Processes with respect to the School Maths Program development process (#2)

1. Frank perceived the Maths Program developmental process as a test case for the revised and more school-focussed approaches he intended to adopt in regard to future curriculum development activities in his school.

2. The developmental process represented an exemplification of the distinction between "Teacher" and "Teacher-aide" (Teacher Professionalism metaphor).

3. The manner in which the task was approached was driven by a notion of taking school-based control over the developmental process (as opposed to what he judged as the unfortunate experiences which had been associated with the English Program development process).

4. Diocesan guidelines were quite deliberately adapted and moulded so that, on this occasion, the school-based developmental process more suitably served to support perceived school-determined (as opposed to system-defined) understandings regarding effective teaching-learning approaches and outcomes, as judged by Frank and other school personnel.

5. Primacy was accorded to the staff meeting and the administration team forums (versus system-defined imperatives) to guide decision-making and to define priorities and to set directions (i.e. an emphasis was placed upon realising positive collaboration and team building).

6. The developmental process both coincided with and serviced the growing personal clarity Frank was developing regarding a re-formulated and more appropriate distinction between lay and professional roles in educational decision-making (Shared Wisdom metaphor).

7. The developmental process represented the hallmark, in Frank's mind, of what he regarded as a personal and professional "crusade" aimed at arresting circumstances where the form of processes was being dictated by outside sources. He perceived that such circumstances undermined the professional status of Teachers (Frank used the term as a generic descriptor). (That stance, adopted by Frank, was one facet of his Teacher Professionalism metaphor.)

A final relevant aspect worthy of comment relates to a possible hiatus, yet to be faced, with respect to the School Maths Program, as alluded to earlier. This revolved around the inevitable tension between Frank having responded to discerned school priorities, by filtering the process through the lens of school-identified needs, on one hand, and, on the other, his school satisfying diocesan requirements for accreditation. Despite the as yet unknown

ramifications as the data collection phase concluded, Frank maintained a steadfast

commitment to enhancing teacher professionalism through undertaking what he understood to

be truly meaningful curriculum development:

> I've got a knot in my stomach, because I know it's going to come to a crunch . . . where somewhere along the line, somebody's going to say, whether it's the (diocesan) Accreditation Committee, ... 'Oh Frank, you don't have <u>this</u> in the program'. <u>Interviewer:</u> And at the moment it's more important for you to meet the school's needs than system needs? <u>Frank:</u> Well, all it means is that we have to be able to justify why, . . . the way that we've gone about it. And I said to (the SCO) earlier on in the piece, . . . 'we have to make a decision here, if we're going to be driven by that CEO (system) document, then it's a completely different way of going about it, from if we're going to be driven by the needs, here' . . . <u>Interviewer:</u> So you've tried to ground this whole thing in your own school context, (Yes), and am I right in understanding that you feel strongly about that because you felt that the English was driven by outside forces, and not necessarily for positive results for your school? <u>Frank:</u> Yes, I just thought there was a (pause) . . . (<u>Interviewer:</u> Mixed messages?). Yes, and it left a funny idea of curriculum change, of what curriculum change was, in the minds of a lot of people. The funny idea was that . . . it's simply a matter of writing something or photocopying something from somewhere else, putting it together, and it's done. <u>Interviewer:</u> Wasn't meaningful? <u>Frank:</u> Yes, whereas I think that curriculum change should be, well, it's the difference between a teacher and a teacher aide . . . (Ex 3.#99)

Conceptualising Frank's Microcosm

To conclude this case study, a synoptic exposition of Frank's microcosm is now

proposed. Each of the elements of the preliminary framework for the principal's microcosm, as

proposed in Chapter 2, is referenced. The primary focus will, however, be upon the element

"Mind". Further discussion of the other components of microcosm, as depicted in Figure 3, will

then be undertaken in the fourth section of this chapter where an across-the-cases perspective

upon Frank's data is undertaken in conjunction with the other two cases.

The central unit of Frank's microcosm, as proposed in the preliminary framework, is

Knowledge-in-Use, a dynamic construct arising from the interplay of three elements: Context,

Task, and Mind. Formative influences upon the form of Knowledge-in-Use included Frank's

personal values which comprised his orientation to the principalship. Further, Frank's role

perceptions and expectations, as well as his guiding metaphors, fundamentally determined and

influenced the organisation of that set of implicit images and frameworks through which he

understood the tasks of school leadership and school self-improvement. Other more

generalised cultural, political, social, and affective aspects and influences also shaped the

personal meanings which guided Frank's leadership behaviours.

Frank's leadership actions actually arose out of a process of active construction where

the three components (Context, Task, and Mind) were constantly in dynamic relationship. As

an organised collection of perceptions and thoughts, microcosm guided Frank through behavioural episodes. In essence, Frank's microcosm provided him a particular sense of identity and a particular capacity to lead. It represented his mechanism for generating meaning, coping with external influences, and transposing meaning into actions as he encountered workplace challenges, appraised their significance, and then chose to respond in deliberate and individualistic ways.

Context, as an element of Knowledge-in-Use, comprises the situational framework in which a particular leadership activity is located. It has properties that transcend the experience of the individual and is experienced differently by different individuals. Salient examples of contextual influences upon the form of Knowledge-in-Use arose from Frank's specific school context and also from more pervading system-based expectations and directives. For example, Frank elected to undertake certain change initiatives because he was committed to the provision of opportunities for enhanced student learning and was also committed to providing opportunities for teaching staff to participate in what he judged to represent meaningful decision-making processes. Other broader contextual influences included, for example, system-based expectations that school principals working within Catholic education would seek to achieve a positive sense of community for students and between staff and parents. Such instances, together with other issues relating to "Context", are further considered in the final section of this chapter where an across-the-cases perspective is taken.

Next, within the representation of the preliminary framework for the principal's microcosm a Task is understood as a workplace challenge which may be clearly defined and bounded or may be ill-defined and lacking in clear-cut solutions. During the period of data collection Frank sought to respond to a number of imperatives for school improvement, as detailed in this case study. Again, further examination of the nature of these school self-renewing initiatives is undertaken in the final section of this chapter within a comparative context.

As the third element of Knowledge-in-Use, Mind comprises knowledge of "why" and "how" which Frank brings to his leadership role. In Frank's case there was a particular consistency evident in the data which points to there being three overarching features which characterised the manner in which Frank operated in his principalship, as he responded to school self-renewing imperatives and the challenges of leadership more generally. And one particularly keynote feature, within Frank's microcosm, was that high levels of evolution in and modification to the form of his comprehension of his leadership task was evident across the

period of data collection. In addition, Frank's personal understandings regarding the preferred form of school reform efforts also evolved during that same period.

First, there were several constancies which appear to characterise Frank's microcosm. One of those can be designated by the notion of "authenticity". Another was the strong collective aspect inherent within Frank's microcosm. Then, overarching those two specific features were the more encompassing notions of "church" and "spirituality", as examined further below.

Second, Frank exhibited an enduring and emphatic commitment to the provision of "opportunity" for the people who comprised his school (and church) community. It was precisely through the provision of opportunities that Frank believed that he could best facilitate the achievement of enhanced meaning. Further, Frank understood that the provision of opportunities for people represented his own best means for adding value as leader. That overarching commitment was very much ends-focussed because Frank's perceptions regarding the best means for realising those undertakings evolved significantly across the period of data collection.

Third, there also remained some important unresolved and problematic elements within Frank's microcosm. One of those related to Frank finding a satisfactory point of balance between pursuing change imperatives which emerged from within the organisation versus addressing those which presented from external sources. Another concerned the degree of congruity which existed between Frank's understandings of personal renewal and organisational renewal. Yet another related to Frank's personal diffidence concerning dilemmas involving the most efficacious curriculum supervisory practices that one should adopt as principal. Finally, Frank experienced a level of personal uncertainty regarding the future momentum of his principalship.

To consider, first, the several constancies which were evident, a commitment to "authenticity" represented a foundational element of Frank's microcosm. He actually chose to use the colloquialism "fair dinkum" to capture the notion of his being personally and professionally authentic.   Frank perceived the principalship to be a vocation as well as a role and that notion of his being fair dinkum was pivotal to Frank experiencing positive self-worth both as a leader and as a person. It was from this sense of being personally authentic that Frank derived a sense of self-efficacy and confidence in his own capacities in leadership.

Further, Frank harboured an increasingly reinforced personal confidence and commitment to living out the ideals encapsulated in concepts like "collaboration" and "team

building" since he considered that those notions characterised legitimate and proper aspirations of school and principal functioning. Those notions comprised important elements of Frank's own commitment to "shared wisdom" as a particular expression of the principles of participative democracy, as he interpreted them. In fact, any leadership decision or action, on his part, was self-assessed as being unauthentic if Frank concluded that he was neglecting to respect the above principles and hence he was failing to share opportunities for leadership.

In contrast, one important instance where Frank did feel confident that he was actually being personally authentic arose when he could feel self-satisfied with his own efforts to respect his administration team as a sounding board for the consideration of issues and ideas. That forum certainly accorded Frank an appreciated level of personal support. However he also held higher expectations of himself. He actually challenged himself to seek to honour this forum as a means for providing correction and balance to an enduring unease that his own natural inclinations could lead him to be less that truly collaborative in style.

Next, another consistent feature concerned the notion of community which encompassed a strong collective aspect inherent within Frank's microcosm. His fundamental understanding of "church" was communitarian in nature. In turn, Frank conceptualised both the value and the importance of a Catholic school as very much deriving from its contribution to the broader context and aspirations of church.

Frank understood the term "community" as implying and encompassing a spirit of invitation where all participants had an opportunity to cooperate in fashioning a purposeful and mutually rewarding Christian organisation. And his commitment to realising a genuine sense of community was, again, also closely tied to his own understandings of personal efficacy and spirituality. His understandings were driven by a motivation to be of service to others and by a commitment to according primacy to people over tasks. In fact, within Frank's microcosm any effort to achieve a curriculum goal, or even an organisational goal, was less than acceptable if the imperative of realising community could not also be a positive outcome.

Consideration now turns to Frank's most emphatic commitment, which involved his beliefs regarding how he could best add value as an educational leader. He considered that those best options resided in his personal and enduring dedication to providing "opportunity". He understood this to imply focussing upon supporting the development of people through facilitating their personal and professional effectiveness. Further, he believed that such options should be accessible to all associated with the school: students, staff, parents, and even the broader church and secular communities. In Frank's view, this resolve even overrode his focus upon efforts to enhance the quality of teaching and learning or the provision of

improved physical resources for the school. It is noteworthy that many of the school-initiated reform efforts that Frank undertook, across the period of data collection, were directed toward furthering that commitment to the provision of opportunity.

As noted earlier, however, the stability of that overarching commitment to opportunity, on Frank's part, was very much ends-focussed. In fact his understandings regarding the best means for realising those ideals displayed significant evolution. Early in the data collection period Frank held a belief in and a commitment to essentially just operationalising sound processes, as representing his proper orientation toward progressing school reform efforts. That is, he placed primary importance upon the manner in which change initiatives were undertaken, such as the quality of the ways in which personnel worked together as school reform outcomes were pursued.

Over time, however, Frank's understandings of what constituted sound process evolved in complexity, to incorporate an expanded self-perception that sound process should now be more directly focussed upon emphasising notions of professionalism. Whilst Frank's idea of opportunity consistently placed importance upon providing support for personnel it also emphasised challenging them to accept possibilities for growth. Thus, his evolved understandings placed revised priority upon facilitating means for Teachers (a generic descriptor in Frank's mind) to more fully accept their professional responsibilities.

In that new phase, Frank's commitment to continuing to support personnel certainly persisted. But he was now more assertive in believing that individuals actually gained satisfaction and reward when they fully accepted and exercised their options and responsibilities to act as true professionals. The alternative, in Frank's understanding, was that teachers should regard themselves merely as paraprofessionals ("teacher-aides") where expectations of them, and their own role responsibilities, fell short of full professionalism, as he understood the construct. Then, when considered more broadly, those distinctions within Frank's microcosm also extended to revised understandings regarding the proper distinctions between lay and professional roles in educational decision-making more generally.

Finally, a number of unresolved and problematic elements within Frank's microcosm are worthy of being noted. The first of those issues related to Frank locating an appropriate point of balance between internally versus externally-derived priorities when undertaking school reform efforts. For example, he came to hold a conviction that system demands must be filtered by school-defined priorities. However, whist he became increasingly committed to being quite assertive in that regard he also remained equivocal regarding how best to balance internal priorities against external expectations. For example, how should he hold faithfully to

his own principles whilst also dealing with system-based directives concerning the desired focus, form, and timing of school reform efforts?

Yet another unresolved issue concerned the notion of opportunity and its interrelationship with Frank's understandings of self-renewal. For Frank, notions of personal renewal and organisational renewal were actually closely intertwined. He made what may be a simplistic presumption that if each individual staff member was engaged in a personally effective self-renewing cycle then, additively, this simultaneously equated to the realisation of positive whole-of-organisation self-renewal as well. Further, with respect to the provision of options and possibilities for teaching staff members, as one facet of his broader notion of opportunity, Frank very much placed the onus and expectation upon each individual for remaining open to the possibilities for change and growth. He then understood his own foremost responsibilities more in terms of the provision of such opportunities than in terms of either monitoring or ensuring compliance.

Of course, a potential and inherent difficulty accompanied those overlapping understandings since Frank's entire logic presupposed that individuals would, in reality, be committed to personal growth and development. Certainly Frank held a confidence that his school's staff was overwhelmingly comprised of people with those desirable qualities. However that overall conceptualisation still appeared to represent a fundamental naivety within Frank's microcosm. This was so since Frank's own fabric of notions regarding effective leadership depended, foundationally, upon the continuing congruity of such perceptions. Those assumptions were also the more crucial since Frank's personal spirituality and very sense of purpose were also founded upon the congruity of such beliefs.

Another unresolved and problematic issue, for Frank's microcosm, was significant in its own right whilst also embodying a more specific instance of those more generalised dilemmas associated with the above notions of opportunity and personal and organisational renewal. This concerned the reality that toward the end of the period of data collection he experienced significant levels of unresolved diffidence, and even self-doubt, regarding what he understood to be the form of "good" curriculum supervision practices which an effective principal might implement. One important facet of that uncertainty related to Frank's own questioning of his previous decision-making as he sought to locate an appropriate point of balance between supporting people, as one facet of his enduring commitment to providing people opportunity, and his supervising them. That uncertainty was occurring in a context where he interpreted that his own practices were being challenged by system-based pressures which urged him to accord more emphasis to supervising personnel, as opposed to his personally preferred stance of supporting them. Those unresolved tensions were crucially significant for Frank since,

again, they connected with the very core sources of personal meaning in his principalship and his sources of professional self-worth.

A final aspect, when considering unresolved issues within Frank's microcosm, concerned his uncertainty regarding the future of his principalship at the school. As the period of data collection was concluding Frank was preoccupied with several such unresolved anxieties. He harboured a perception, even superstition that after three years of incumbency in the principalship the momentum now shifted from the organisational context, itself, generating the personal energy and sense of direction which the principal required. Rather, beyond this point of watershed, Frank suspected that the principal must summon the internal motivation necessary to continue to find meaning in the role and, in turn, to generate a continuing impetus for improvement. He chose, as his response to resolving those concerns, to undertake the "management overview of current and proposed policies, programs, and practices" initiative. Whilst his intent certainly was to produce an overview document which could guide future priority-setting and planning endeavours, that activity was also intended to assist him to resolve some of his own personal anxieties as he looked toward the future of his principalship at the school.

Review of Frank's Case Study

This third and final case report represents one element of the empirical findings of the research. The first section provided an overview of the self-renewing initiatives that were pursued at Frank's school during the 16-month period that comprised the data collection phase of the research. The synopses provided the contextualisation necessary to support the substantive sections of the case report to follow (while a more detailed exposition has been provided in Appendix S). That data related directly to research sub-question 2A.

The second section of the case report, titled "Frank's Meaning Creation in the Principalship" was structured around consideration of the categories which emerged from the exploration of the literature in Chapter 2 as impacting upon the form of an individual's Knowledge-in-Use. That section responds to research sub-question 2B.

The third section explored "Emerging Understandings of Knowledge-in-Use". It began by profiling Frank's Knowledge-in-Use as comprising the central unit of his microcosm. Then several significant illustrative instances, which highlight the interplay between meaning system and school self-renewing processes as evident in Frank's data, were considered.

The final section of the case report presented a synoptic exposition of Frank's microcosm. There, it was proposed that there were patterns evident in Frank's data which pointed to there being three overarching features which characterised the manner in which he operated in his principalship, as he responded to school self-renewing imperatives and the challenges of leadership more generally.

First, several constancies characterised Frank's microcosm. One involved his commitment to being personally authentic or "fair dinkum". Another was the strong collective aspect which was central to his meaning-making in leadership. Yet another involved his personal commitment to the encompassing notions of church and spirituality as necessarily characterising one's leadership practices in a Catholic school.

The second overarching feature of Frank's microcosm concerned his enduring and emphatic commitment to the provision of "opportunity" for the people who comprised his school community. However, whilst his commitment to the principle remained constant significant levels of evolution were evident as Frank's understandings of the means for providing opportunity changed across time. That evolution related to his changed thinking regarding ways to balance ends and means in school improvement efforts and also in relation to the ways in which Frank comprehended the meaning of professionalism in teaching.

The third prevailing theme involved the existence of a number of important unresolved and problematic elements within Frank's microcosm. One of those related to Frank finding a satisfactory point of balance between pursuing change imperatives which emerged from within the organisation versus addressing those which presented from external sources. Another concerned the degree of congruity which existed between his understandings of personal renewal and organisational renewal. Yet another related to Frank's personal diffidence concerning dilemmas involving the most efficacious curriculum supervisory practices that he should adopt as principal. Finally, Frank experienced a level of personal uncertainty regarding the future momentum of his principalship.

In conjunction with the other case study reports, and in combination with the final part of this chapter which takes an across-the-cases perspective, this case report forms part of a detailed and comprehensive response to research question 2.

Integration: A Cross Case Analysis

The principalship, as examined in this research, can be considered to consist of an integration of circumstance (Context and Task) and intention (Mind). That is, a principal must work, at least initially, with whatever circumstances exist and with the opportunities perceived to be available, at that time, in a particular school setting. These circumstances become entwined with the principal's meaning system as each interacts with and then seeks to impact those circumstances. In this research, the resultant dynamic has been labelled microcosm and the study has sought to explore the potential of the concept for explaining and illuminating the principal's role in school reform.

The first part of a response to research question 2 has been provided in the preceding individual case reports. That research question focussed attention upon developing illuminations of the notion of microcosm, as the dynamic arising from the interplay between the principal's meaning system and school self-renewing processes. This final section of Chapter 4 extends the preceding analysis by taking an across-the-cases perspective.

An important question concerns the degree to which commonalities and significant differences are actually explicable by circumstance, and to what extent by an individualistic synthesis of concepts, attitudes, and behaviours? The first of the following sections focuses upon this question by exploring the relative impacts of Context, Task, and Mind with regard to the self-renewing activities that transpired at each of the three research sites.

In the second section, aspects of the data are queried from the viewpoint of the "thought rules" (Amatea et al., 1996) which guided the principals as they sought to respond to the dynamics of the change process. Finally, the principals are compared in relation to their use of metaphor as they responded to the challenges of leadership and school reform.

Framing Microcosm: Context, Task, and Mind

One aspect of the literature, reviewed in Chapter 2, has identified that schools have multiple purposes and are expected to achieve multiple outcomes. Thus, in addition to goal attainment, other critical concerns of administrative practice include concern to maintain the organisation internally, concern to adapt the organisation to forces in its environment, and concern to maintain the cultural patterns of the organisation (Sergiovanni, 1988).

The notion of competing administrative imperatives was applied as an element of the research design and a schematic was developed and used as part of the guiding structure for data collection and data analysis (as detailed in Appendixes H, N, and T). Table 38 presents a synopsis of the self-renewing initiatives, as identified in the individual case reports, which emerged from that analysis. Consistent with the notion of Knowledge-in-Use, three analytical categories have been used in Table 38: Context, Task, and Mind. Each self-renewing initiative has been classified to identify the predominating factors which guided the manner in which each principal responded in undertaking each self-renewing initiative (and fuller analyses are presented as Appendixes H, N, and T).

The first section of Table 38 indicates the self-renewing initiatives which were chosen more as a response to Context-based factors than as a result of either Task-based or Mind-derived influences. For Elizabeth context-bound issues, for example, included the Division of the School Campus (#1) and the Mission Statement Re-development task (#2). For Jim, context-bound initiatives included the challenges associated with Declining Enrolments (#16) and School Board Issues (#12). Whilst Jim's personal style did influence the actions taken, it is feasible that whoever the principal quite similar behaviours would have been evidenced, since Context-based factors predominated the nature of the challenges and the form of the responses undertaken by Jim. In Frank's case, the Learning Extension (#3) and Project Expectations Guidelines (#6) task areas were influenced more by context than by individualistic features of Frank's meaning system. (For each principal, the above and all other self-renewing initiatives are analysed in Appendixes G, M, and S.)

Turning, next, to predominantly Task-derived school improvement goals, Maths Program development (Elizabeth:#4; Jim:#2; Frank:#2) was common across all three sites and therefore was explored as a critical incident in this research. Yet the way that each principal framed the task certainly became entwined with that individual's meaning system. Elizabeth and Jim both took a similarly supportive stance with respect to the Maths task area, as each had confidence in the school's curriculum officer (SCO) to lead and to manage the process. Whilst, earlier in the data collection period, Elizabeth had not held a high level of rapport with the SCO, this situation had altered positively by the time that the Maths task was being proceeded. Jim also accorded priority to providing personal support to his SCO who was feeling quite overwhelmed by the task. At the same time he experienced anxiety in relation to satisfying system-defined expectations for program completion. Despite those competing priorities, however, he did not intervene to influence the direction the process was taking. Instead, Jim postponed facing the likely future consequences which would arise because he'd

not achieved any resolution between his conflicting desires to support the SCO whilst also attempting to satisfy system-based expectations.

Table 38

Overview of the Self-Renewing Initiatives, for the three cases, Classified Across the Central Elements of Knowledge-in-Use: Context, Task, and Mind

Elizabeth's School	Jim's School	Frank's School
A. Context as primary influence source for the principal selecting the Goal-area		
#1 Division of School Campus		
#2 Mission Statement Re-development		
#10 Pre-school Issues		
#12 Review of Assessment Practices in Religious Education		
#14 Review of Enrolment Policy & Procedures		
#15 "Parent Room" and Care & Concern Activities		
#16 Focus upon Good Campus Relationships		
#17 Teacher Handbook		
#18 Learning Support Issues		#3 Learning Extension Opportunities for Students
	#5 Pastoral Care and Counselling Services	
	#6 Enhancement of the APRE's Role performance	
	#7 Staff "Cohesion" Issues	
	#10 "Special Needs Program" Development	
	#12 School Board Issues	
	#14 Development of School Booklists	
	#15 Staffing Allocations for the next School Year	
	#16 Issues of Declining Enrolments	
		#6 Articulation of "Project Expectations" Guidelines
		#9 Mini-Appraisal of Administration Team
B. Task as primary influence source for the principal selecting the Goal-area		
#3 School English Program		
#4 School Maths Program	#2 School Maths Program	#2 School Maths Program
#5 Technology Education Project		#4 Computer Education Project
#13 PDE Program	#1 PDE Program	#1 PDE Program
#19 Science Curriculum Development		
	#3 Health & Physical Education Program	
	#4 Art & Craft Program	
	#8 Enhanced Induction Processes	

		#9 "Thinking Skills" Program Development
		#11 Communication Issues with Part-time Teachers
		#7 Year 2 NET Initiative
		#8 Enhancement of Assessment Techniques & Strategies

C. Mind as primary influence source for the principal selecting the Goal-area

#6 School Discipline Policy & Procedures		
#7 Articulation of "School Story"		
#8 Development & Re-development of the School Administration Team		
#9 Environmental Development Project		
#11 Provision of Opportunities for Adult Faith Education		
#20 Mapping Task for basic Booklist Texts		
#21 Budget Process	#13 Budget Process	#5 Budget Process
	#17 Principal's Involvement in the Educational Program	
	#18 Principal's Personal Development Priorities and Related Issues	
		#10 Management Overview of Current & Proposed Policies, Programs & Practices

Note. Refer to Appendixes H, N, and T for further detail.

In contrast, Frank took more direct control over that same developmental process. When contemplating the Maths Program developmental task, he had concluded that the earlier and parallel English Program experience (prior to data collection) had been very disruptive of the professional culture of his school. Consequently he chose to accord priority to his own judgments, rather than to system-prescribed requirements, as he made decisions regarding the developmental approach to be adopted in his school. Thus, Frank strongly influenced the form of the entire process in ways that he judged served the needs of his school, over those that might be convenient to the system. That occurred even to the extent that he felt a time of reckoning might yet arise where the form of the program that his school produced could well be at odds with system accreditation requirements.

Considering another critical incident, the task of developing school PDE Programs (Elizabeth: #13; Jim: #1; Frank: #11) was also a school development initiative that had been decreed by the system and thus was common to all three research sites. There were more similarities than differences evident in the manner in which each principal responded to that complex and expansive imperative. That each of the research principals appeared to favour the Human-resource frame (Bolman & Deal, 1993 (see Table 7)), as his or her first ranked

attitudinal and behavioural stance, represents a primary explanatory factor accounting for the strong similarities. Further, each emphasised the importance of being personally committed to enacting effective developmental processes. So, even when each faced significant barriers to achieving school improvement goals each principal maintained belief and confidence in the rightness of fit of such attitudes.

Of special interest, of course, is the third set of self-renewing initiatives, listed in Table 38, where individual intention (Mind) significantly influenced the form of self-renewing initiatives. As an instructive instance, the Budget development processes adopted at each school (Elizabeth:#21; Jim:#13; Frank:#5) are illustrative of the predominant influence of Mind, as comprising individualistic and idiosyncratic features of meaning system, upon the manner in which each principal approached this responsibility. Certainly, the task of preparing the next year's school budget was a normal annual undertaking for each principal. However, none of the principals chose to treat the matter as simply a routine responsibility, despite the fact that genuine options certainly existed for each to have chosen to do so.

It is also noteworthy that the three principals were present at the same system-sponsored conference (3Q), where program budgeting approaches (Caldwell & Spinks, 1988, 1992, 1998) were outlined and promoted. Both Frank and Jim chose to respond to school budgeting issues in ways that were very similar to the principles proposed at that conference. Elizabeth, however, chose otherwise. Her preferred stance was primarily motivated by a commitment to her notion of the Common Good. Contrarily, Jim chose to extend the scope of the goal-area and also to significantly alter his past budgeting processes as a direct response to those earlier conference sessions. He was motivated by a desire to enhance the professional involvement of staff in budgeting processes. In Frank's case his response to the goal-area was also motivated by a desire to upgrade the professional involvement of staff. However the task gained even greater symbolic significance, for Frank, as it became the focus of a much broader devolution, in his own thinking, regarding the proper place for lay and professional roles in educational decision-making. (Interpretation of the presumed demand environment evident at each site is presented in Appendixes H, N, and T respectively.)

The above examples highlight pivotal instances of the interplay between circumstance and intention. They identify significant examples of the manner in which each of the principals integrated the relative impacts of Context, Task, and Mind as each engaged in processes of meaning creation and responded to the challenges of school improvement. Small differences, at the outset of meaning creation efforts, actually triggered significant variability in resultant behaviours.

Thought Rules for Conceptualising School Reform

A section of the literature review, in Chapter 2, considered patterns in principals′ practice and thinking. As part of that discussion, options for "thought rules" in leadership were considered, as represented in Figure 2. Aspects of the research data are now examined from the viewpoint that thought rules present a leader with alternatives for conceptualising the challenges of school reform. That is, the focus is upon the manner in which the principals comprehended and managed the complexities inherent in their endeavours to effect successful school reform.

One revealing first point relates to the manner in which each principal used his or her school administration team as a lens for problematising (Johnson & Duberley, 2000) the change process. For example, an issue articulated by Jim as an inhibiting factor was his sense of being overwhelmed by a plethora of competing demands. This issue actually represented a central theme within Jim′s microcosm. In the language of Figure 2, that phenomenon would appear to relate to Lens #1 & #2 (choice of focus/ boundary and choice of position/ relationship). Neither Elizabeth nor Frank identified the same sense of feeling overwhelmed by the pressures of school reform imperatives. Part of the explanation for their different responses arose because both Frank and Elizabeth accorded great importance to the value of operating an active administration team. So, unlike Jim′s practices, both were more consistent and more successful in using their administration team as a mechanism for coping with the range of presenting demands for change.

Since both Elizabeth and Frank articulated positive beliefs concerning the personal support contributed by their respective administration teams, those decision-making mechanisms appeared to offer both of them the choice of a different position and relationship to problems (Figure 2: lens #2) than Jim had available to him. This presented Elizabeth and Frank with options regarding the boundary placed around problems (lens #1). In fact, Elizabeth deliberately re-structured her administration team to better service other self-defined school reform objectives. The above observations highlight examples of the differing ways in which each principal problematised change and mark Jim′s microcosm as qualitatively different to those of the other two principals.

As a facet of the significance accorded to the role of the administration team, a related area of interest concerns the number of school self-renewing goal-areas identified by each principal during the 16-month period of data collection. In terms of the heuristic presented as Figure 2 there is value in exploring the manner in which each principal acted to "enclose a

boundary" (Broadhead et al., 1996) around the imperative of dealing with pressures to address and to manage multiple innovations.

The findings from research by Bezzina (1991) complement this discussion. Based upon a study of the change process in a Catholic school setting, he observed that schools were generally attempting to cope with too many reform initiatives at any one time and, as a consequence, experienced little success in bringing many of those initiatives to closure.

Within a similarly challenging context of seeking to manage multiple innovations, Frank identified significantly fewer goal-areas across the period of data collection than did the other two principals. At least part of the explanation for this would appear to have arisen from Frank's consistent use of his administration team as a means to evaluate and to manage the multiple demands for change which presented. That strategy, together with the status and respect that Frank accorded administration team processes, appeared to assist him in "drawing a ring around" just which self-renewing initiatives his school would or would not accept to undertake at any one time.

Contrarily, whilst Jim had indicated that he aspired to holding regular administration team meetings, to serve as a forum for effective decision-making, his hopes were not actually achieved during the period of data collection. A noteworthy characteristic of Jim's microcosm, as detailed in his case report, was his experience of feeling overwhelmed by competing demands. It would appear that since both he and Frank worked in the same educational system it is reasonable to assume that there would be more that was similar than was different across the pressures they experienced for school self-renewal. The experience of data collection, during the research, would confirm such an assumption. The researcher would conclude that variation in the number of discrete goal-areas that Jim identified (18 versus 10 in Frank's case) is primarily explicable in terms of Jim not having enjoyed the same benefits that regular administration team meetings afforded Frank by assisting him to filter multiple demands and pressures for change.

Elizabeth's situation (21 discrete self-renewing initiatives identified) would appear to be explained by quite different factors, however. Certainly, she had operated with the most sophisticated administration team processes of the three principals studied. That was the case even despite the instability in the composition of the administration team which existed for a significant proportion of the period of data collection. But the more forceful explanation for Elizabeth identifying the higher number of self-renewing goal-areas related to her Mapping metaphor. At many points across the 16 months of data collection, as school reform pressures arose, Elizabeth felt free either to accept the new task-area as a goal or to postpone any new

challenge on the basis, for example, that there were already sufficient other current priorities to be addressed. On the many occasions that such circumstances arose, however, Elizabeth chose to accept the new issue as yet another self-renewing initiative to be addressed. The case study has already identified the importance, for Elizabeth, of her need to have maximum awareness through "having her finger on every pulse in the school". It was that personal drive which primarily accounted for the characteristic choices she made as new challenges arose.

Another illustration of difference in the manner in which the principals problematised the change process relates to the notion of "principalship as way of life". Frank appeared to have separated work and life far less than did Jim. For Frank the notions of work and life appeared to be synthesised into a higher-order notion he labelled spirituality. Jim, in contrast, experienced significant and even personally disturbing dilemmas during the period of data collection. Isolating this observation from any evaluative judgments, those differences relate, in particular, to Lens #3 (choice of explanation), in Figure 2. That Frank had a very different manner for understanding the principalship, when compared with Jim, appeared to explain at least some of the variance in Frank not having experienced the same levels of tension and diffidence that Jim encountered in his principalship.

Turning, next, to notions of exchanging lenses upon change, the reality that Elizabeth changed her "choice of lens", to use the language of Figure 2, was prominent and quite dramatic. The case report has already identified Elizabeth's formative appraisal process as an event which dramatically influenced the form of her meaning-making in the principalship. Prior to that event Elizabeth had been operating within a Working with People metaphor seeking to build goodwill for her principalship and also seeking to achieve positive relationships. Feedback to Elizabeth from that review process generated, for her, a high degree of confidence that goodwill did in fact exist for her principalship. Buoyed by that knowledge she then transformed her dominant metaphor, quite dramatically, to become her Getting-the-Wagons-into-Line image. Guided by that revised set of meanings she felt freer to be much more assertive about targeting issues, such as continuity in curriculum, and she felt more confident in her efforts to re-engineer and even to constrain the levels of diversity she judged to be evident from classroom to classroom across the school.

Evolution in Frank's microcosm, whilst more subtle and gradual, was also evident on a number of levels and, represented quite significant shifts in meaning creation in his leadership. One aspect of that evolution in thinking was encapsulated within Frank's "3rd-Year Syndrome" metaphor which separated the first years of his principalship from the period to follow. Other aspects which highlight transition in microcosm can be identified by noting the contrasts between the PDE initiative, as an exemplar of the primacy of process, and Frank's Program

Budgeting initiative where he'd sought to pursue quite new and different priorities (as considered in detail in his case report). A further aspect of transition in microcosm, for Frank, was identifiable through his Teacher Professionalism metaphor and further exemplified in his 'Good' School and Curriculum Development model of practice. Those revised understandings were then operationalised, for instance, through the manner in which Frank chose to approach the Program Budgeting and School Maths Program task-areas.

That evolution in Frank's microcosm, referred to above, highlights the reality that Frank had made fundamental changes in the way that he problematised the change process. In essence, over time Frank had re-calibrated the lenses he used to focus upon the challenges of school improvement (to use the language of Figure 2). Certainly, early in the research (1Q), the seeds of his new perspective were evident. However over time those early stirrings expanded, in ways that Frank would not have been able to anticipate earlier on, into a full-blown model of practice for acting as leader. The researcher would conclude that, at the outset of data collection, Frank was actually incapable of even imagining the point of evolution in meaning-making that he would eventually reach as the data collection period concluded. Frank's own words captured a sense of the significant evolution which had taken place in regard to his own meaning-making as principal. When, as noted earlier, Frank referred with evident satisfaction (5Q) to the occasion of his presenting the school's first Program Budget to the school board, his words were understating a very significant level of microcosmic evolution: "I went (to) the board last night, and in my mind, there's no question that the budget would not be approved. I mean that's not the process. I suppose a few years ago I would have gone and presented it and said 'what do you think, and do you think that we need to do this?' . . ." (see Ex 3(App).#77).

Jim's microcosm appeared to remain quite stable across the period of data collection. Yet his case also presents interesting features in terms of the notion of thought rules in leadership practice (Figure 2) when contrasted with Frank and Elizabeth. When one considers the totality of the interplay between meaning system and school self-renewing processes, both Frank and Elizabeth appeared to exhibit more of the features of a second-order than a first-order perspective (Figure 2). That is, the manner in which they approached the challenges of school self-renewal appeared to be characterised by a joint construction of meanings perspective.

In contrast, and without intent to imply judgment, Jim's meaning system appeared to be characterised more by a first-order perspective. Belasco and Stayer (cited in Loader, 1997) referred to what the researcher would label a "manipulation mentality": "I can blame someone else for my misfortune . . . 'they' are the problem. If only they would get out of the way

everything would be all right" (p. 68). Reitzug (1994), who also studied empowering principal behaviours, appeared to be referring to a similar phenomenon when he described a principal's realities "being sunken in what seems given" (p. 298). Contrarily to both Elizabeth and Frank, Jim appeared to employ a relatively simplified mental construct for studying a complex set of relationships. That is, Jim actually appeared to ascribe much of the source of problematicity to "out-there" factors as he sought to understand and to explain complex sets of circumstances and relationships.

The above discussion highlights important instances of the interplay between circumstance (Context and Task) and intention (Mind). Each principal faced multiple challenges for school improvement and each sought to deal with and to integrate the relative impacts of Context, Task, and Mind by engaging in processes of meaning creation. Each principal had, necessarily, to make choices regarding how he or she would behave in leadership and would respond to particular events and situations.

Whilst efforts to illuminate the black box of leadership will always be limited and incomplete, the instances considered above do serve to uncover some of the complexities which are captured by the notion of microcosm and they also serve to capture some sense of its constantly changing form. The above instances of microcosm in action represent illuminations of what comprised a dynamic and evolving interplay between the principal's cognitive world and the work of leadership. They represent instances where at least some aspects of the complexities of meaning-making in the principalship have been uncovered for examination.

The Impact of Metaphor

The findings from this research appear both to reinforce and to highlight the significance of metaphors, symbols and images as devices for encapsulating meaning in the principalship. In Chapter 2 it was surmised that microcosm represents that set of implicit mental images and frameworks through which leadership practice in the principalship is understood by the individual. What emerges, as a outcome of this study, is an observation regarding the apparent significance that these intellectual and psychological images are mediated, in important ways, via metaphor. In turn, these images do appear to provide what Sergiovanni (1988) has described as the boundaries and parameters for making sense of the world.

Whilst the apparent significance and meaning of a variety of individual guiding metaphors has been explored in detail in the respective case reports some salient synoptic

illustrations can serve to spotlight the significance of metaphor for the three research principals. These examples record instances regarding the apparent power of metaphor in impacting principal behaviour and for influencing the form of microcosm. As noted earlier, characteristically the literature has generally used the generic descriptor "metaphor" to refer to the broader category of images and symbols, and this convention continues to be followed here.

As a first instance, metaphorical tensions existed between a structural emphasis, versus a relational bias, in the guiding metaphors of the principals in the research. For example, it is of interest to note the similarities between Elizabeth's metaphor labelled "Build the Walls" and Jim's self-titled metaphor "Provide the Walls". Whilst the images certainly both serviced structural and relational aspects of the realities of administrative practice and whilst any differences are subtle, variations did exist. For Jim, his metaphor transported much more of a relational orientation. In contrast, for Elizabeth the mindset was more structural in its connotations.

Jim "provided" the walls via his Dream, through the act of Dreaming, and also via the values which underpinned that element of his Knowledge-in-Use. Whilst the distinction was subtle, Elizabeth appeared to be describing more a process of joint construction of meaning and social reality at her school. Both principals certainly valued relationships. But Jim was less concerned about the nature of the structures that emerged. Rather it was the form of the "Journey" itself which was all-important for him. In contrast, whilst Elizabeth was also committed to achieving sound relationships, she was more single-minded and assertive about according importance to structural aspects as articulated, for example, via her metaphor of the Common Good.

As another lens upon the same phenomena, emerging especially from repertory analysis (refer to Appendixes J, P, and V), a comparative notion arose which has been encapsulated, from Jim's' perspective, as a dilemma of practice labelled "To Be versus To Do", in his case study. The lenses Jim adopted (to use the language of Figure 2) generated, for him, an implicit tension between process (means) and product (ends) goals. His innate tendency was "To Be". As a consequence Jim experienced significant ambiguity whenever he felt pressures to achieve developmental goals at the cost of the very relational priorities which were so personally important for him. In contrast, Elizabeth did not experience the same levels of tension and was more contented to believe that it was actually through working with people that one achieved appropriate school improvement outcomes as principal.

It is not contested that both principals desired "To Do" and "To Be". Elizabeth was more inclined to "Do" first (that is, achieve outcomes) and then also, in the process, to seek to look after people (Being). In Elizabeth's case this was exemplified via her Getting-the-Wagons-into-Line and Common Good metaphors. The situation appeared to be different for Jim, however. Ideally for Jim, the two process goals of Being and Doing would merge happily as he sought to advance any relevant school reform effort. *If* there were to be a contest between his Being and Doing goals, however, then Jim's meaning system dictated that the quality of relationships should be accorded primacy. In fact, personal tensions arose for Jim whenever the prospects for achieving such a balance became problematic.

Yet another perspective up those same tensions arose in regard to a particular image shared by Jim and Elizabeth. Both espoused a metaphor that centred upon the figure of Jesus. Jim's Walking With metaphor was guided by an image of Jesus as portrayed in the parables of the gospels. Yet Elizabeth's articulated notion of Jesus as Leader appeared to represent quite a more robust and assertive interpretation of the same scriptural realities. For Elizabeth, that metaphor gave her approval to be active in leadership and assertive in approach whilst Jim's metaphor appeared not to furnish him those same degrees behavioural freedom. For Jim, that very similar image appeared to dictate to him that he "be with" others as his keystone behaviour. Thus the metaphor, whilst serviceable within his meaning system, appeared, at times, also to constrain Jim from being a more robust leader. It limited his options for challenging others in ways that, contrarily, Elizabeth felt quite free to do. Serving as a behavioural benchmark, Jim's metaphor seemed to tell him that the historical Jesus was totally accepting of others in every way. In fact that Jim *was* like that represented a fundamental and lauded feature of his behaviours as principal, well recognised and appreciated by his community. However the downside was that the same metaphor also appeared to limit the range of behavioural options available to Jim because those options were not latent within the unique way that *he* interpreted the Jesus story.

In contrast, Frank did not articulate a parallel Jesus metaphor. Rather he used a more generalised expression of "bringing about the Kingdom of God" and for him this appeared to be much more entrenched within his entire manner of conceptualising the principalship. Its central feature involved valuing people and was entwined with, or even equivalent to, his notions of according priority to the enacting of sound processes (means) in change initiatives.

However, that same metaphorical image did also deliver some characteristics of poor fit for Frank. Firstly, his whole notion of a self-renewing organisation revolved around and emerged from his vision of each individual being engaged in a cycle of personal renewal and was, as noted, very process-focussed. However both Frank's Beerwah experience and what

was labelled, in the case study, as Frank's Curriculum Supervision model of practice also incorporated equivocal elements for him. As noted in his case report, there was actually looseness present in his understanding of how the fundamental notion of organisational self-renewal arose. And the Beerwah experience had actually thrown those uncertainties into relief in what, for Frank, were fundamental and personally disturbing ways. Yet simultaneously Frank's core values emphasised the primacy of process and the importance of valuing people and so compelled him to seek to be faithful to his enduring notions regarding the ways that one "created" the Kingdom of God. Frank's individualistic approach to his Program Budgeting initiative demonstrated that he sought to maintain loyalty to his own core values, even when faced with ambiguity regarding the manner in which he should behave as leader. Frank steadfastly maintained that commitment even whilst he continued to experience a degree of personal diffidence and even whilst he had failed to resolve some fundamental incongruities within his microcosm.

The Comparative analysis, above, has focussed upon several of the significant metaphors which guided meaning-making for the research principals and has highlighted some instances of the interplay between intention (Mind) and circumstance (Context and Task). Each principal faced multiple challenges for school improvement and each sought to deal with and to integrate the relative impacts of Context, Task, and Mind by engaging in processes of meaning creation. Individualistic guiding metaphors provided each principal with means for linking the abstract with their concrete experience. Their guiding metaphors served as prisms through which each interpreted and responded to situations.

Whilst those key individualistic intellectual and psychological images assisted each individual, his or her guiding metaphors only serviced a partial view of reality. Neither had they been chosen in a fully conscious manner. Hence there were also aspects of distortion and poor fit and ambiguity associated with each principal's guiding metaphors as each sought to respond to the challenges of leadership and school reform.

Review of Chapter Four

The case study reports have presented the findings of this research focussed upon exploring and illuminating understandings of microcosm which emerge from an exploration of the interplay between each of the participants' meaning systems in the principalship, and the school self-renewing processes which occurred at each school.

Research sub-question 2A has been addressed via a charting and analysis of the self-renewing processes that occurred at each school-site across the period of data collection. The

analysis presented in the case reports is supported by Appendixes G and H in Elizabeth's case, Appendixes M and N for Jim's case, and in Appendixes S and T in Frank's case. Then research sub-question 2B required an analysis of processes of meaning creation as the principals in the research schools acted to respond to the challenges of principalship and, in particular, to self-renewing imperatives. Supporting data analysis has been recorded in Appendixes J (Elizabeth), P (Jim), and V (Frank).

In overview, the three individual case reports comprised the initial section of the research findings presented in this chapter. Then the final section of the chapter has taken an across-the-cases perspective.

A central question concerned the degree to which commonalities and significant differences were actually explicable by circumstance, and to what extent by an individualistic synthesis of concepts, attitudes, and behaviours? The first part addressed that interest by exploring the relative impacts of Context, Task, and Mind with regard to the self-renewing activities that transpired at each of the three research sites. In the second part, aspects of the data were queried from the viewpoint of the thought rules which guided the principals as they sought to respond to the dynamics of the change process. The third and final interest considered similarities and significant differences in relation to the ways that the research principals used metaphor to facilitate their linking the abstract with their concrete experience as they responded to the challenges of leadership and school reform.

As a complete unit, the findings comprise a response to the second area of inquiry in this research, namely:

Research Question 2: What understandings of microcosm arise from authoritative analysis of the interplay of processes of school self-renewal and the principal's meaning system?

Chapter 5 will complete the study by responding to research question 3 in the form of a refined framework for the principal's microcosm. A number of inquiries or probes will be applied to the refined framework as a means of synthesising the outcomes of the research. Finally conclusions will be proposed and implications arising from the research will be identified.

Chapter Five

Synthesis, Conclusions, & Implications

This study sought to illuminate the concept of principal's microcosm, as a means of capturing the dynamics of meaning making in the principalship, when the cognitive world of the principal and the actual work of school leadership interact.

The overarching research question was:
What is the nature of the concept of principal's microcosm and what is its potential to explain and illuminate principal's roles in self-renewing processes in Catholic primary schools?

The specific research questions which guided the conduct of the study were:
Research Question 1: What framework for the principal's microcosm can be derived from an analysis of significant literature on current educational and social theory?

Research Question 2: What understandings of microcosm arise from authoritative analysis of the interplay of processes of school self-renewal (sub-question 2A) and the principal's meaning system (sub-question 2B)?

Research Question 3: What refinements, if any, to the preliminary framework for the principal's microcosm are proposed on the basis on the experiences of the research schools with processes of school self-renewal?

In Chapter 2, in response to research question 1, a preliminary framework for the principal's microcosm was developed out of a comprehensive analysis of the literature on mental-models and school reform. Then, Chapter 4 addressed research question 2. That is, in Chapter 4 the findings of the empirical component of the research were outlined. Specifically, detailed case study reports of the lifeworlds of three principals were presented. The concept of a principal's microcosm emerged from Chapter 4 as integrally linked to both the principal's meaning system and the actual processes of self-renewal in Catholic schools.

This chapter commences by proposing a response to the final research question. In doing so a refined framework for the principal's microcosm is presented on the basis of the outcomes of Chapter 4. Six important inquiries or probes relating to the work of principals are then considered as a means of exploring the integrity of the refined framework. The

responses to the six inquiries may be regarded as a synthesis of the outcomes of the study. That done, four conclusions emanating from the research are outlined. The four conclusions are regarded as either constituting new knowledge about school-based leadership or as pointing in the direction of knowledge-creation. To conclude the chapter, and the thesis, three significant implications of the research are suggested.

A Refined Framework for the Principal's Microcosm

The notion of microcosm provided the essential rationale for this study. It emerged from an analysis of relevant literature as a possible response to the highly significant educational issue of "black box" as originally identified by Hallinger and Heck (1996). That is, what are the dynamics that constitute the principal's cognitive world during processes of school-based reform and innovation that give meaning to leadership processes?

The launching point in conceptualising a principal's microcosm was the notion of a mental-model, a term with many synonyms, which is used in a range of disciplinary fields to represent a person's view of the world. It incorporates both explicit and implicit understandings. It also represents deeply held images of how the world works and the individual's assessment of the consequences that are likely to flow from any given action that might be taken (Argyris & Schon, 1974; Black & Gregersen, 2002; Bolman & Deal, 1991, 1993; Harkins, 1999; Isaacs, 1993; Kim, 1993; Mackoff & Wenet, 2001; Mant, 1997; Senge, 1990; Senge et al., 1999; Sergiovanni, 1988, 1991).

The term meaning system was subsequently identified, in this research, in order to bring specificity, within school settings, to the range of generic understandings associated with the notion of mental-models. Implicit in the use of this more specific term is the assumption that a school principal engages in processes of meaning creation as part of his or her work of being an educational leader. The term represents those values and understandings which the individual generates and sustains regarding the nature and conduct of the principalship. Because of the importance in this research of the context of Catholic school renewal, the integral linking of meaning creation and Catholic renewal is fundamental.

It is microcosm, however, which was the central interest of the study. The term was first used by Wack in the 1970s (Senge 1990; Senge et al., 1994; Senge et al., 1999). The distinction between the terms meaning system and microcosm is important. As detailed in Chapter 2, a principal's meaning system is constituted of values and understandings and, as such, can be expected to maintain a degree of consistency and stability across time and settings as well as a degree of predictability in any given situation. Thus, if a particular

principal were to relocate from one school to another, for example, it is reasonable to anticipate some degree of consistency between past practice and future behaviour. This consistency would be founded upon idiosyncratic meanings of principalship that the individual would transport to the new setting. However, over time the new circumstances would also be expected to impact that individual's meaning creation and leadership behaviours. The critical difference between meaning system and microcosm arises since meaning system is a relatively bounded and individualistic entity comprising the principal's professional and personal worldview, whereas microcosm extends beyond the individual's cognitive domain to also incorporate interactivity of the individual's meaning system with contextual forces and actual school reform tasks.

The preliminary framework for the principal's microcosm was depicted in Figure 3 (Chapter 2). Microcosm was described as encompassing the interactivity between a principal's meaning system and the nature and form of particular school leadership challenges. The central unit of a principal's microcosm was considered to be Knowledge-in-Use (Soltis, 1990), a dynamic construct arising from interplay of three elements: Context, Task, and Mind. Meaning-making was proposed as arising from a synthesis of those three elements. Each situation, task, or problem transforms Knowledge-in-Use in some way and to some extent. It was noted, in proposing Figure 3, that the preliminary framework for the principal's microcosm represented a slice-in-time snapshot.

In proposing the preliminary framework, in Chapter 2, it was suggested that Context comprises the situational framework in which a particular activity is located. It has properties that transcend the experience of the individual and is experienced differently by different individuals. A Task is a workplace challenge which may be clearly defined and bounded or may be ill-defined and lacking in clear-cut solutions.

Also, in Chapter 2, Mind was described as comprising knowledge of "why" and "how" which the individual brings to a given situation and which involves idiosyncratic values and beliefs. Then, in presenting the research findings in Chapter 4 it became possible to delineate the relationship between the notions of Mind and meaning system. At that point it was appropriate to identify that whilst adoption of the term meaning system had been instrumental in advancing the purposes of the research its usefulness as an interim construct had been exhausted once a response to research sub-question 2B had been presented. Then, with the serviceability of the construct meaning system having become redundant, focus shifted to illuminating understandings of the broader notion of microcosm (research question 2).

In Chapter 4, Mind, as a component of Knowledge-in-Use, was regarded as encapsulating the heuristic notion of meaning system. This was so since microcosm is a more extensive and encompassing construct which extends beyond the principal's personal cognitive domain to also incorporate its interactivity with the context in which leadership actions occur and the nature of actual school reform tasks.

In the preliminary iteration of the principal's microcosm, in Figure 3, other influences, both rational and non-rational, were also considered to impact upon the form of Knowledge-in-Use. Important influence sources included leadership role perceptions and expectations; images of leadership and of the principalship (symbols and metaphors); professional and personal values; and cultural, political, social, and affective impacts upon the conduct of the principalship.

In summary, the preliminary conceptualisation of the principal's microcosm was proposed to represent the individual principal's interpretation of, and response to, the experience of principalship at any point in time.

Figure 9 depicts the refined framework for the principal's microcosm that was derived from the literature and its relationship to behavioural episodes in the principalship. As was the case with the preliminary framework, the refined framework regards Knowledge-in-Use as the central dimension of microcosm.

The refined framework differs from its predecessor (Figure 3) in three important ways. First, it asserts that the form of Knowledge-in-Use is especially shaped by metaphorical influences - so much so that the notion of guiding metaphors is presented as integral to microcosm itself. In the original representation (Figure 3) metaphor was surmised to represent just one of a number of generalised background influences upon microcosm. What had not been understood, however, was the pivotal significance of each individual's guiding metaphors in serving as a prism enabling that individual to interpret and respond to specific circumstances. The three case studies suggest that guiding metaphors are determined by the values and past experiences of the individual as well as from broader cultural and contextual sources. Metaphors act as lenses assisting the individual to make judgments and also to make sense of experience.

(Figure 9 here)

(See separate File)

Second, the refined framework asserts that the principal's guiding metaphor(s) and Knowledge-in-Use are inextricably affected by professional and system-based influences. The case study data suggest that such influences are more significant and pervasive than had been understood earlier, and should be accorded greater attention than was originally proposed in Figure 3.

In particular, system-based influences, as reflected in Figure 9, comprise philosophical, process, content, and resourcing aspects that represent dominant forces in the individual principal's contextual world. In the three case studies, for example, there were system-generated expectations that each principal would pursue particular school reform tasks. Resourcing options were also bounded in significant ways by system-determined structures and support mechanisms (Table 15 in Chapter 3). Further, in terms of leadership style, each principal sought to respond in personally authentic ways to system-prescribed expectations to enact collaborative and team-based approaches in leadership. Thus, each principal exhibited a strong human-resource orientation (Table 7) in leadership style which resonated with quite powerful philosophical and process-based underpinnings of the ethos of Catholic education.

It is perhaps primarily for those reasons that a noticeable degree of consistency was observable across the three case studies. Whether such consistency would be evident across case studies in the public education systems, or across other systems, is a moot point.

Finally, the refined framework proposes that Knowledge-in-Use that is created through the dynamics of professional practice episodes (Sergiovanni, 1991, 1988; see Figure 1), thereby enabling the principal to regularly test out the efficacy of his or her learning and employ experiential responses to continue the cycle of knowledge-creation. In essence, it is suggested that the principal engages in problem-solving via recurring cycles of trying a solution and revising the formulated solution. This seemingly endless process is both dynamic and cyclical with "realities" changing "actions", as they emerge, and actions and realities in turn shaping "intentions".

The refined framework for the principal's microcosm, that emerged from the research and that is contained in Figure 9, therefore suggests a significant insight regarding the dynamics of leadership and school reform implicit in Hallinger and Heck's (1996) black box. The insight in question relates to processes of meaning-creation within the principalship. Meaning-creation as it has been observed in the work of these principals is a complex process. While the full psychological dynamics lie well beyond the parameters of this study, some fundamental observations can be offered. First, the interplay of three forces - Context, Task, and Mind - enables new data to be assimilated into existing Knowledge-in-Use. Second, the assimilative process is facilitated and shaped by the metaphorical lens employed by the

principal at a particular moment in time. Third, the principal's prior internalisation of systemic and professional process influences impacts the manner in which the individual selects the data to be processed and therefore also determines, in part, the character of Knowledge-in-Use itself. Fourth, the creation of knowledge involves the interplay of cognitive processes and practical applications. That is, experiences in professional practice episodes have the effect of either reifying Knowledge-in-Use or creating modifications to it.

Thus, the response to research question 3 amounts to a significant reconceptualisation of the notion of principal's microcosm and, indeed, of the work of principals as educational leaders.

Synthesis: Exploring the Framework for the Principal's Microcosm as an Interpretive Template

On the basis of these three case studies, whilst acknowledging the limitations arising from a limited set of data sources, it appears that it is possible to actually explain principal behaviours using the (refined) framework for the principal's microcosm (Figure 9). That is, the framework appears to hold promise as a means for integrating how the principal creates meaning, generates and adapts metaphor, transposes meaning into actions, and copes with external influences.

A number of inquiries or probes are now engaged as a means for exploring the utility of the framework as an interpretive template. Drawing upon selected aspects of the data, from the three cases, the following discussion poses six inquiries of the refined framework. Taken together, these inquiries encompass significant aspects of the work of principals. The first inquiry examines the circumstances that arise when the individual leader gains favourable feedback from behavioural episodes. The second takes a contrasting viewpoint to explore what arises when the principal actually gains mixed feedback in response to leadership actions. The third inquiry examines a different aspect of the research principal's behaviours by considering what comparisons are possible when similar Task-based issues arise across differing contexts and individuals. The fourth probe focuses upon the conditions which arise when new learning is available to the principal to be incorporated into microcosm.

Whilst the refined framework certainly proposes that Knowledge-in-Use is especially shaped by metaphorical influences, the fifth inquiry shifts the focus to explore another facet of the power of metaphor. This inquiry examines circumstances that arise when personal values, encapsulated as metaphor, appear to actually restrict behavioural options for the principal. The final inquiry makes a link with the practical context of this study. Namely, the notion of a

self–renewing Catholic school which represents the expectations of system authorities that schools will engage in processes of organisational learning and improvement. This last inquiry explores evidence in the case data concerning the circumstances which arise when varying conditions for shared learning processes in leadership exist.

Inquiry 1: What Arises when the Individual Gains Positive Feedback from Professional Practice Episodes?

The first probe is well exemplified by Elizabeth's case. In overview, a system-based influence (principal's appraisal) triggered a personal reassessment of Context and the nature of the Task confronting Elizabeth. In terms of the refined framework for the principal's microcosm, this instance appears to suggest that positive reinforcement permits the leader to act with confidence to enact behaviours which are clearly linked with personal values and meaning in the principalship.

To employ the language of the framework itself, Elizabeth had received significant reinforcement from the outcomes of her formative appraisal process (a system-based influence). That positive feedback encouraged a significant degree of confidence (Mind) that she now had authority to re-interpret options (Context) in terms of personally held values for the principalship. With her new behaviours directed by these personal values, Elizabeth adapted her practice (in ways that were consistent with her guiding metaphors). In turn, this transformed metaphorical re-interpretation guided a re-conceptualisation of priorities (Task) which were manifested through a set of revised behaviours (Practice Episodes).

To express the above synthesis in the terms of the detail of Elizabeth's case study, prior to the appraisal process her leadership behaviours were being patterned by a Working with People metaphor. This focussed her energies upon seeking to build goodwill for her principalship and also seeking to achieve positive relationships across the school. Then buoyed in the confidence that significant goodwill did exist, Elizabeth felt freer to bring to the fore what had been, to that point, largely dormant pre-existing values and principles within her meaning system. She actually transformed her guiding metaphorical images into the Common Good metaphor. This image now permitted Elizabeth to feel confident to be more assertive in targeting particular issues. These especially related to continuity in curriculum and also to Elizabeth seeking to re-engineer and even to constrain the too-high levels of diversity that she judged were evident from classroom to classroom across her school.

One significant example of a school self-renewing process where such evolution in microcosm is evident is Elizabeth's approach to the Maths Program development process, when

compared with her behaviours in relation to the development of the English Program (Table 22). Another illustration is found in Elizabeth's behaviours in relation to the Budgeting process, as detailed further below. As another instance, this re-interpretation of Context and Task, driven by values through metaphor, also accounts for Elizabeth's personal confidence to assert that a re-structuring of her administration team was now appropriate.

Inquiry 2: What Arises when the Principal Gains Mixed Feedback from Professional Practice Episodes?

This inquiry of the refined framework for the principal's microcosm accords most closely with the realities of principalship. Namely, that principals daily face pressures from diverse expectations regarding what roles they should play, how they should cope with uncertainty, and how they should resolve competing imperatives. In conditions where feedback to the principal from professional practice episodes is contradictory then it appears that Mind, guided and directed by values expressed through Guiding Metaphor(s), will likely represent the strongest predictor of subsequent principal behaviours (Practice Episodes).

Jim's case study highlights such a dilemma where an inherent tension existed, within his meaning system, between process (means) and product (ends) goals. As considered in Chapter 4, whilst Context and Task features remained non-problematic, then Jim's two goal ideals of "Being" and "Doing" could comfortably co-exist within his microcosm. However given the multiple demands upon his school, Jim found such an easy co-existence difficult to sustain in practice.

Another inner conflict arose when well-intentioned recommendations emerged from Jim's own performance appraisal. For the sake of his personal welfare, Jim was counselled to seek a revised balance between his being available to people, as his natural and preferred behavioural style, versus his preserving more office-based time to fulfil administrative responsibilities. The tensions arising from those contradictory pressures generated significant diffidence, and even depression, for Jim.

In the case of the Maths Program process, Jim behaved in ways that were consistent with his guiding metaphors (Mind), despite his own apprehensions regarding possible eventual consequences. Similarly, with regard to his resolving the appraisal-generated dilemmas, Jim was only able to discern a way forward by consciously deciding to resist the Supervisor's suggestions. Confronted by that predicament, Jim chose to remain personally faithful to his own values and principles in his role behaviours.

A significant example where Frank also experienced mixed feedback from professional practice episodes involved his Curriculum Supervision model of practice which represented a complex integration of several significant guiding images, including his Shared Wisdom and Teacher Professionalism metaphors. Internal conflicts had arisen for Frank, between his natural inclination to be strongly pastoral with staff versus messages gained from a diocesan in-service, and also from the exhortations of the Supervisor, that Frank implement more overtly demanding and exacting supervisory practices when working with teachers. As examined in his case report, this dilemma had proven to be quite personally disconcerting for Frank as it actually challenged a number of foundational values and beliefs. Whilst aspects of those tensions remained equivocal and unresolved, rather than bowing to those outside pressures, Frank's ongoing behaviours remained consistent with personal values and principles.

Inquiry 3: What Arises when Task Elements are Similar Across Different Contexts and Individuals?

In this research, there were three school reform focus areas where, at least ostensibly, the nature of the presenting Task was similar across the three sites. On the basis of this research, and in terms of the refined framework for the principal's microcosm, it would appear that Mind represents the strongest predictor for comprehending the nature of principal behaviours (Practice Episodes). Whilst key features of Context also represent a predictor of behaviour, it appears that these factors are likely to remain secondary to Mind.

As a first illustration, in relation to the system-directed imperative to develop a school Maths Program Elizabeth adopted a supportive stance, accepting system-based expectations and also working within Context parameters as they existed. This was so since she held confidence in her SCO's capacity to progress the task effectively and since the nature of the task itself did not conflict with her own guiding values and metaphors at that point in time.

In contrast, tensions arose for Jim as a result of system-generated pressures to meet content stipulations and accreditation deadlines, and also his inbuilt desire to value people and accord precedence to process (means) as his foremost priority. Though uncomfortable, Jim did not feel able to veer from the pathway dictated by his own values and guiding metaphor (The Journey). The dilemma remained unresolved.

Contrarily, Frank's response to the imperative was both emphatic and quite individualistic. He chose to accord priority to personal goals (Mind) and, to a significant degree, chose to actually resist system-prescribed expectations. Despite his being personally unclear regarding the likely eventual consequences of taking such a stance, Frank felt quite

strongly that his chosen pathway did represent a correct response to satisfying his own school's needs at that time (Context).

The task of developing a School PDE Program represented a second self-renewing initiative decreed by the system. Differences arising from Context were secondary in motivating each principal's responses (Practice Episodes) to this imperative. Frank, Jim, and Elizabeth all approached the task in a similar manner. The whole task area was quite controversial and difficult. However, despite the many difficulties experienced at each school, each principal acted from the human-resource frame (Table 8) by maintaining a commitment to implementing what they understood to be good process. Further, each remained steadfastly confident in the eventual rightness of fit of such an approach, even in the face of difficulties.

The third commonality was the School Budgeting task. Here idiosyncratic features (Mind) held undoubted primacy over Context factors in determining the features of the Task as interpreted by each principal. Each of the three principals had been present at the same diocesan conference, earlier that school year, when particular approaches to budgeting processes were outlined and advocated. Nevertheless, the three responded to the task in quite divergent ways.

Elizabeth's approach accorded secondary interest to budgeting processes per se and focussed, instead, upon furthering her commitment to the notion of the Common Good. Jim chose to extend and to adapt his past budgeting practices, in ways consistent with conference content. His actions were directed by a desire to enhance the professional involvement of staff in decision-making. This goal was quite consistent with Jim's own values and principles and, in particular, with his metaphor of The Journey. Contrarily, Frank annexed the budget development process as a means to advance personal priorities (Mind). The process actually gained important symbolic significance since it represented the means for Frank to enact his revised beliefs regarding the proper place for lay and professional roles (a guiding metaphor) in educational decision-making.

Inquiry 4: What Arises when the Individual has Options to Incorporate New Knowledge and Experiences into Microcosm?

The last mentioned example above (budgeting processes) also provides a convenient exemplar to explore what happens when the individual has opportunities to incorporate new learning into microcosm. It represents a particularly useful instance since, prior to

implementing current year budgeting processes, each of the principals had been exposed to the same in-service regarding system-endorsed approaches to budgeting.

On the basis of the actual behaviours exhibited, whilst also recognising the limitations of data available from just three cases, observations are possible. It appears that new knowledge and experiences will be incorporated into microcosm if judged to be compatible with existing Knowledge-in-Use. If not immediately compatible, however, then the individual must hold some motive for dealing with anomalies if further incorporative effort is to be undertaken. The incentive to deal with new knowledge or experience may arise because the information seems to hold relevance to the current perceived Context and/ or because it appears to offer utility for handling current Tasks confronting the individual. On the basis of the findings in the case studies, it would appear that in other circumstances the individual is likely to discount, or even reject, the new learning.

For example, with respect to the School Budgeting processes, Elizabeth held different and only indirectly related interests (the Common Good) to the budgeting philosophy as it had been espoused by the system. Hence, she chose to accord greater importance to her own priorities, over those recommended by system authorities. Essentially, Elizabeth simply ignored the new knowledge gained. On the other hand, Jim perceived a strong affinity between personally valued meanings (The Journey) and the system-espoused approach. He chose to seek to implement the model very much as outlined. Frank also discerned potential utility in the new understandings but chose to adapt the new knowledge to advance personal priorities as he responded to the budgeting Task.

Inquiry 5: What Arises when Personal Values, Encapsulated as Metaphor, Restrict Behavioural Options for the Leader?

An important instance, pertinent to this fifth inquiry, arises in relation to Jim's Walking With metaphor which centred on the figure of Jesus. Elizabeth also articulated a Jesus as Leader image. Jim's Walking With metaphor was guided by an interpretation of the Jesus-figure as portrayed in the parables of the gospels in the New Testament. Yet Elizabeth's articulated notion of Jesus as Leader, whilst based upon very similar scriptural sources, appeared to permit quite a more robust and assertive interpretation than did Jim's metaphor.

As detailed in Chapter 4, Jim's metaphor certainly resonated with and facilitated prominent features of his personal effectiveness as principal. In fact, positive judgments regarding his contributions to the school community were clearly attested to during Jim's performance appraisal. However, that same Walking With metaphor also appeared to have a

constraining effect by actually limiting his personal options for challenging others and dealing with school improvement tasks in ways that Elizabeth felt quite free to do. His guiding metaphor suggested, to Jim, that he should aspire to be totally accepting of others in order to remain authentic to the understandings he held of the ways that the Jesus-figure of the parables behaved. Those behavioural tensions, placed upon Jim's actions (Practice Episodes) by his Walking With metaphor, were evidenced in a number of school self-renewing activities.

Inquiry 6: What Arises when Varying Conditions Exist for Shared Learning Processes in Leadership?

At the outset, the practical context for this research was identified as involving the notion of a self-renewing Catholic school. This notion, as articulated by system authorities, essentially represents an expectation that Catholic schools will engage in processes of organisational learning and improvement. Hence, this final inquiry of the refined framework (Figure 9) makes a link back to the practical context of this research by exploring the data from the perspective of the notion of a learning organisation.

To reiterate, the idea of a learning organisation is an important descriptor in the literature (Senge 1990; Senge et al., 1994; Senge et al., 1999). Boyett and Boyett (1998) have suggested that this notion is actualised when a sharing of mental-models occurs. As referenced in earlier chapters, Kim (1993) argued that when individuals begin to share their knowledge of "know-why" and/ or "know-how" with others then organisational learning is happening.

Similarly, Sultmann and McLaughlin (2000, p.32) proposed that organisational learning occurs "when priority is accorded to opportunities for interdependence". In the terms of the (refined) framework for the principal's microcosm, which has emerged from this research, such opportunities can be considered to arise through the active construction of enhanced knowledge amongst individuals, via professional practice episodes, thereby enacting possibilities for shared learning processes which can, in turn, influence leadership behaviours.

Whilst acknowledging that this research has not focussed upon these matters as its primary interest, a significant instance where inquiry in this study does in fact connect with the notion of a learning organisation concerns the nature and quality of principal interactions with others. A particularly relevant exemplar, with the exception of Jim as will be noted, relates to each principal's administration team.

Certainly all three principals had asserted loyalty to the existence of their respective administration teams, as a mechanism for realizing effective shared decision-making. Both

Elizabeth and Frank actualised such processes of collaborative decision-making, through team meetings. Indeed, Frank relied heavily upon and also personally valued the presence of his administration team members. For him, the administration team represented an effective decision-making forum which assisted him to deal with the multiple demands not only being placed upon his school but also upon himself, as principal, as well. This was even more the situation in Elizabeth's case. An entrenched feature of Elizabeth's values was enacted through a significant guiding metaphor, Working with Others. Given this encapsulation of meanings Elizabeth chose, as a quite deliberate practice, to encourage and to respect joint decision-making processes via her administration team. Thus valuable opportunities for realising interdependence in leadership were afforded both Elizabeth and Frank through their valuing of administration team processes.

Contrary to his stated intentions, however, Jim had not succeeded in developing any strong or consistent notion of administration team processes as a forum for enacting effective decision-making in his school. Instead, his case report identified the primacy that Jim actually accorded to the staff meeting forum and his preference for using that mechanism for achieving shared learning processes via consultation and decision-making. However, that commitment, on Jim's part, actually delivered mixed outcomes for him since the staff meeting forum was not necessarily one where he could or should always feel secure to fully share all detail regarding particular situations. Those tensions are well illustrated, for example, by the difficulties that arose for him with respect to both Staffing Allocations and Booklisting issues. Further still, Jim also identified significant difficulties involving the school board's composition and role. They arose because he felt that he was not deriving the sense of strong personal support that, in previous years, he had come to appreciate and to rely upon from this group.

The felt sense of overwhelm which Jim experienced (in contrast to Frank and Elizabeth) would appear to be directly related to the absence of consistent and effective administration team processes. That is, in his school this latter mechanism lacked efficacy for facilitating shared learning processes in an environment where Jim could feel personally unexposed.

To summarise, then, the preceding six inquiries relating to the work of principals have been considered as a means of exploring the integrity of the refined framework for the principal's microcosm, as represented in Figure 9. The synthesis of the data explored via the above inquiries suggests that the framework does offer utility for comprehending how principals create meaning, generate and adapt metaphor, transpose meaning into actions, and cope with external influences. Indeed, the inquiries represent a selective range of significant illustrations of the refined framework's capacity to facilitate a level of illumination into the black

box of principalship. They represent a synthesis of the outcomes of the study, as depicted in Figure 9.

Conclusions: Towards New Knowledge

The first and major conclusion arising from this research concerns the potential that the construct "microcosm" offers as an explanatory and analytical tool for focussing upon the complexities of change in educational (organisational) contexts. Microcosm offers useful possibilities for viewing the work of principals as they seek to integrate motivations and priorities, as well as tensions and contradictions, in their work settings. This study also makes a contribution to a better understanding of the nature of Catholic education. That is, particular understandings of leadership and of school improvement, in Catholic education, can be found in each of the three elements of Knowledge-in-Use (Mind, Context, and Task).

Next, the power of metaphor for understanding leader behaviour is proposed as another significant conclusion emerging from this study. As considered in Chapter 4, an unanticipated outcome from the study has been a revised understanding regarding the significance of metaphor as integral to microcosm itself and also as a basis for comprehending the behaviours of the three principals observed.

The final conclusion relates to the potential of the construct microcosm as a basis for useful directions in leader development. That is, a method originally intended and applied as a data collection strategy also appears to have offered the research principals an opportunity to reflect upon and also to critically examine personal meanings embedded within their own professional practice.

Microcosm as an Explanatory Tool

Hallinger and Heck (1996) made use of Pitner's (1988) conceptual schema for classifying studies of principal effects when they reviewed the empirical research, conducted across a 15-year period from the mid-eighties, which had focussed upon the principal's role in school effectiveness. They concluded that discourse in educational leadership has traditionally emphasised understandings of leadership as the independent variable (a "direct-effects" model). They called for greater consideration to be given to an alternative "reciprocal-effects" model which conceptualised the principal's role in school effectiveness as actually comprising an interactive and adaptive process involving successive cycles of trying a solution and revising the formulation. The developmental notion of microcosm, as advanced in this research, is consistent with such a reciprocal-effects viewpoint.

Other literature has similarly emphasised a tendency to underestimate the meaning and complexity of the change process (e.g., MacGilchrist & Mortimore, 1997). In essence, a direct-effects model proposes simple means for studying complex sets of relationships by ascribing the sources of problematicity to "out-there" factors and assuming that the leader's effects on school processes and outcomes occur primarily in the absence of intervening variables:

> Although direct-effects studies are common in the literature, they have been criticised for making untenable assumptions about the nature of leadership. In such studies, the process by which administrators achieve an impact is hidden in a so-called black box. A relationship is empirically tested, but the findings reveal little about how leadership operates. Thus these studies do little to advance our theoretical or practical understanding of the school processes through which the principal achieves an impact on school effectiveness. (Hallinger & Heck, 1996, p. 18)

The notion of microcosm, as developed in this study, has provided a holistic lens through which to view the change efforts of the principals studied. As an explanatory tool, microcosm has assisted understanding of motivations and priorities as well as tensions and contradictions as each principal sought to respond to the complexities of the work setting. The methodology employed has endeavoured to illuminate aspects of the complex set of reflexive interactions (Johnson & Duberley, 2000) amongst principal attitudes, activities, and patterns of behaving. Such a reciprocal-effects perspective understands change as an unravelling of a complex set of interrelationships involving organisational context, external influences, principal motivations and behaviours, as well as in-school processes. Thus, the notion of microcosm appears to offer possibilities as an explanatory and analytical tool for focussing upon the problematics of change.

In overview, this study has sought to locate a methodology capable of opening the black box (Hallinger & Heck, 1996; Johnson & Duberley, 2000) of principalship and change processes and has articulated and trialled a construct which might facilitate examination of the contents of this black box by serving as a means of seeking clearer understandings regarding how leadership and school improvement efforts are actualised.

Microcosm and the Nature of Catholic Education

A particular application of the notion of microcosm as an explanatory tool relates to the character of system-based influences which, in turn, serve to enhance understandings regarding the nature of Catholic education. Certainly, the focus of this study was upon

particular leadership events and effects rather than directly upon the nature of Catholic education as its central concern. However, in the course of the research, understandings emerged that system-based factors are more pervasive in influencing principal thinking and behaviours than had been appreciated at the outset.

Duke (1998) has declared that leadership cannot be fully understood until it is studied from the vantagepoint of the context in which it is perceived to exist. This study has sought to contribute just such an analysis regarding the realities of school reform efforts and principal intentions and behaviours in three particular instances. In this way the study also makes a contribution toward enhanced understanding of the styles of leadership that Catholic education regards as worthwhile.

Understandings regarding leadership and school improvement efforts, in a Catholic educational context, can be found across the three elements of Knowledge-in-Use. For example the interaction of Context-Task factors was evidenced in the merit that the system places upon a school's responsiveness to its environment and also upon the extent to which the system calls its schools (in Catholic School Renewal) and its leaders (in appraisal) to be actively and positively engaged with external constituencies. The interaction of Context-Mind factors is also evident in the system's valuing of co-responsibility and team building as manifested by the attitudes and leadership practices of the three principals. Also, the all-pervading consciousness of "shared wisdom" is found in both latent and explicit forms in the language of each of these principals. This notion of shared wisdom is entrenched within the school boards movement in Catholic education (as detailed in Appendix B).

The characteristic language of these principals actually represented a response, on their part, to a significant set of system-based influences. Indeed, that each of these principals maintained a predominant fixation upon the quality of process (means), as opposed to product considerations (ends), resonates directly with significant system-based priorities. Likewise, that they accorded precedence to the relational over the functional, through actions founded upon principles of co-responsibility, also correlate positively with significant system-based influences.

It is reasonable to anticipate that leadership and management practice will tend, over time, to be heavily influenced and moulded as an education system selects and rewards those leaders who are more likely to act in accord with its own norms. Certainly, the three individuals observed in this research can all be described as able and respected leaders in their individual Catholic primary schools. Further, the education system has also judged each of them to be effective leaders via its own formal performance review processes. Thus this study

has contributed a range of understandings regarding the manner in which the cultural norms and values of Catholic education influence some successful principals to think and behave.

The leadership practices of the three principals in this study resonated closely with Edwards' (1987) interpretation of desired leadership practices in the Catholic Church, as understood in the light of the New Testament. His analysis described scripture-inspired leadership practices being focussed upon service rather than domination, upon non-violence rather than coercion, upon leadership from below rather than from above, upon participative rather than unilateral leadership, upon empowerment rather than overpowering leadership, and upon leadership which is focussed on building community rather than on individualism.

In overview, the manner in which these principals sought to respond to the challenges of school reform via the integration of Context, Task, and Mind appears to reinforce the observations of Sultmann and McLaughlin (2000) regarding the character of Catholic education. Namely, that desirable leadership in Catholic education is underscored by an emphasis upon the quality of community achieved through personnel working collaboratively. This is understood to arise via leadership styles which accord priority to process, through exhibiting a fundamental respect for the wisdom that stakeholders have to contribute, and also through according value to realising high levels of interdependence via collaborative decision-making processes. At the same time, there was a permeating sense of spirituality implicit in the language of these leaders, as each comprehended the Catholic school within the broader context of Church.

The Power of Metaphor in Understanding Leader Behaviour

The crucial significance of metaphor for facilitating understanding of the behaviours of the three principals was an under anticipated outcome arising from the study. Certainly at the outset it was surmised that microcosm represents both intellectual and psychological images of the real world of schooling that help the principal to make sense of presenting circumstances. Also, within that initial conceptualization, images of leadership and of the principalship were surmised to represent one of the significant elements actually influencing the composition of microcosm. Emerging as a major outcome of this study is an understanding that these intellectual and psychological images are actually mediated, in very significant and fundamental ways, via metaphor. The examination of metaphor, then, it is suggested, represents a powerful means for understanding behaviour in the principalship and for explaining attendant decision-making and change processes. Characteristically, the relevant literature has generally used the generic label "metaphor" to refer to the broader category of images and symbols, and that same convention was also followed in this research.

Certainly metaphors only produce a partial view of reality. Also, they are neither rarely fully consciously chosen nor even clearly understood by the individual. Nevertheless, the findings from this study suggest that meaning in the principalship is mediated, in markedly significant ways, via individualistic guiding metaphors which are integral to microcosm itself. Guiding metaphors assist the individual to draw upon pre-existing understandings about the familiar and transfer this knowledge to other or novel situations. Acting as lenses, they facilitate the framing of reality and reduce ambiguity for the individual principal.

In presenting the findings from this study it has also been further suggested that these guiding metaphorical images become, in turn, quite unitised to establish individualistic "models of practice" which comprise repertoires of images and behaviours which remain highly consistent across time. (Interestingly, Mackoff and Wenet (2001) used the term "exemplar" to describe very similar notions.) Metaphors actually open windows into reality. They connect the known with the unknown and the novel with the familiar whilst harbouring both literal and figurative interpretative dimensions. Then, as organised collections of metaphors, perceptions, and thoughts, models of practice guide the individual principal through tasks.

Employing Microcosm as a Leadership Development Strategy

The research methodology utilised in this study can be characterised as having involved a process of engaging leaders in a series of reflective practice episodes. As an unanticipated consequence, this approach appears to have actually generated opportunities for each of the research principals to examine and to think about personal meanings embedded within their own professional practice.

Across the period of data collection the three principals were invited to comment upon the impact, if any, that the research process itself might be having upon their thinking or behaviours. For example, Elizabeth indicated that she experienced the regular interview contacts to be personally and positively challenging. She considered that the process offered opportunities for purposeful professional conversation, assisting her to develop greater levels of self-awareness regarding her leadership strategies and practices. Jim also indicated that the interviewing process assisted him to gain a clearer perspective on his role-beliefs. Further, he considered that the process facilitated a personal impetus for him to further examine his personal leadership beliefs and practices. Similarly, Frank believed that the interviewing process contributed to higher levels of self-awareness. He further indicated that he believed that the contacts had actually assisted him to achieve greater self-clarity regarding his principalship. He also indicated that the interviewing process triggered him to challenge

himself to achieve higher levels of coherence in articulating his own role-notions. (Detail is provided in Appendixes I, O, and U, respectively.)

It appears, then, that this methodology has potential to contribute positively to processes of leader development. Traditional approaches to leader development have tended to operate upon the principle that exposing a principal to new knowledge and skills will somehow trigger changed behaviour in leadership. However, many efforts directed at the development of principals appear to fail to understand that to achieve an impact (understood as changed behaviours however one may wish to define them in a particular context) different approaches may offer greater potential.

The reactions provided by these principals echoed recent literature which has also supported a view that growth and development can be facilitated by having principals think through and question the mental frames that they hold about leadership (Loader, 1997; Mackoff & Wenet, 2001). Others (Black & Gregersen, 2002; Johnson & Duberley, 2000; Scott, 2002; Weick & Bougon, 1986) have suggested that a leader can become a more sophisticated thinker through externalising and studying a previously implicit map.

Whilst balanced approaches to leader development should neither ignore nor fail to encompass the impact of such external realities as political, organisational, and cultural factors in shaping administrative behaviour, cognitive events are also important for comprehending leadership intentions and actions. Thus one aspect of the significance of this study suggests a needed correction to the reductionism evident in many current approaches for facilitating leader development. Such approaches lean too often and too consistently toward simply providing information. The findings in this research suggest, instead, that experiential, reflective, and mutualistic approaches to leader development can offer a worthy corrective to behavioural theories and prescriptions that, as Hallinger and others (1993) were the first to observe, deny even the merit of a leader's intentions, values, and beliefs.

Implications Arising from the Study

The central focus and purpose of this research concerned an exploration of the processes of meaning creation that the research principals engaged in when responding to the challenges of the principalship and, in particular, to school reform imperatives and intentions. This study sought to become enmeshed within the workings of those phenomena. Three broad implications will be considered in this section. The first involves suggesting possibilities for the application of microcosm as a construct for impacting upon the ways in which leadership is conceptualised in schools. The second set of implications spotlights the

leadership context of Catholic schools as a specific area of focus. Finally, possibilities for further refinement of and also further exploration based upon the methodological approach utilised in this study will be suggested.

Microcosm and Notions of Leadership

The first implication relates to potential for the construct "microcosm" to be useful in enhancing the ways that leadership is comprehended in schools. Recent understandings in leadership highlight the tension between structure and the impact of a leader (agency). As noted by a number of observers (e.g., Gronn 2000; Gronn & Ribbins, 1996; Johnson & Duberley, 2000), leadership studies have tended to proceed down two divergent pathways. One focus has emphasised cognitive and psychological factors in leadership by according agency primacy over structural considerations. The second pathway has taken an opposite stance and tended to devalue the impact of individualistic qualities in leadership behaviours.

The methodology employed in this study offers possibilities to respond to this dilemma since it has sought to focus upon the interactive relationships between structure and agency via the central element of Knowledge-in-Use which comprises the interplay between Context, Task, and Mind. Indeed, the (refined) framework for the principal's microcosm offers potential to respond to the call in the literature to reconcile diverging viewpoints by focussing upon the structure-agency relationship in leadership (Gronn & Ribbins, 1996; Hultman & Gellermann, 2002).

Other literature (e.g., Duke, 1998; Fiedler, 1996) has asserted that leadership cannot be fully understood until it is studied from the vantagepoint of the context in which it is exercised since it involves an interaction between the leader and the leadership situation. The notion of microcosm offers potential as a means to enhance understanding of these realities since it seeks to capture some of the inextricable links that exist between leader, task, and context.

Another contemporary emphasis in the literature has been upon leadership being not only the province of individuals but also being distributed throughout an organisation (Crowther, Hann, & McMaster, 2001; Drath, 2001; Langan-Fox et al., 2001; Stephan & Pace, 2002; Sultmann & McLaughlin, 2000; Ogawa & Bossert, 1995). Implications arising from this study point to possibilities for focussing interest upon the different layers of leadership roles in schools.

One telling illustration, for example, relates to the role of administration teams in schools. One interesting aspect of the research principals' responses to the complexities of

change processes related to the manner in which each used the school administration team as a lens for problematising the change process. As analysed earlier, both Elizabeth and Frank valued and utilised genuine and robust administration team consultation and decision-making processes. In contrast, Jim's occasional sense of being professionally and personally overwhelmed appeared to hold causal links with a reality that he had not developed any strong or consistent notion of administration team as a decision-making and support forum.

In overview, it is suggested that the use of the (refined) framework for the principal's microcosm, as an analytical construct, offers potential as a lens for enhancing understanding of the ways that leadership is conceptualised in schools and the manner in which leadership is distributed within schools.

Understanding Leadership in Catholic Schools

Since the study was focussed upon the linkages between leadership and change processes, the research has sketched some of the features of these realities within Catholic education. Catholic schools are also inextricably connected with the broader context of Church and the realisation of values. Whilst there have been differences there have also been many strong similarities in the manner in which each of the three principals sought to respond to system demands, staff and community expectations, and to system support processes.

Those latter similarities provide enticing clues to the possibility that the leadership context of Catholic schooling comprises characteristics where significant, if subtle, qualitative distinctions exist which are not yet fully articulated in the literature. Perhaps, again, the notion of microcosm offers further promise for servicing enhanced understanding of the leadership context of Catholic schooling since it seeks to capture some of the inextricable and interactive links which exist between individual, context, and task.

Looking Beyond: Refinement of Methodology and Further Research

The methodology employed in this study suggests possibilities for a re-focussed approach to supporting and encouraging leader development. What has emerged, as a by-product of methodological intent, has been an experiential, reflective, and mutualistic approach for assisting principals (leaders) to understand and to explore personal meanings. As noted earlier, the reactions of the research principals have suggested that the seeds of a useful approach are present.

The use of microcosm as a developmental strategy (microcosmic development) would seek to assist leaders to clarify their assumptions and to discover internal contradictions in

those assumptions. A beneficial outcome would be to furnish leaders with greater levels of freedom to look at situations in new ways. In turn then, those leaders could be provided better opportunities to generate new possibilities for the ways that they think and behave in their roles (Black & Gregersen, 2002; Johnson & Duberley, 2000; Loader, 1997; Mackoff & Wenet, 2001; Mant, 1997; Scott, 2002).

Of course the outcomes of this study are based upon one specific iteration and synthesis of concepts, implemented through a particular methodology with a limited number of subjects and only in three specific schooling-contexts. There is, however, sufficient promise evident to encourage further research.

Future work could profitably explore leadership realities in other contexts - within Catholic education, in other education systems, and within organisational settings outside education. Exploration focussing upon gender differences and microcosm could also be worthwhile. Within education systems, further exploration could also be undertaken comparing school leaders in the primary and secondary education sectors. Also of particular and immediate interest, within the Queensland and Australian educational contexts, there would be value in focussing exploration upon comparative microcosmic realities for principals in government and other independent education sectors.

Final Statement

In many respects Senge (1990) has been most influential in refocusing the attention of many upon the significance and impact of mental-models. He observed:

> One thing all managers know is that many of the best ideas never get put into practice. Brilliant strategies fail to get translated into action. Systemic insights never find their way into operating policies. A pilot experiment may prove to everyone's satisfaction that a new approach leads to better results, but widespread adoption of the approach never happens. We are coming increasingly to believe that this 'slip 'twixt cup and lip' stems, not from weak intentions, wavering will, or even nonsystemic understanding, but from mental models. More specifically, new insights fail to get into practice because they conflict with deeply held internal images of how the world works, images that limit us to familiar ways of thinking and acting. (p.174: emphasis in original)

Leadership can be understood as a set of concepts, circumstances, attitudes, and patterns of behaving. One worthwhile step toward expanding a leader's repertoire of

responses involves achieving greater levels of awareness of the meaning system and its interaction with organisational and administrative realities (microcosm).

The essential motivating thesis guiding this study has been a speculation that efforts focussed upon making mental-models (meaning system and microcosm) more transparent do also offer potential to enhance leader effectiveness.

Certainly, the most crucial mental-models in any organisation are those shared by key decision-makers. By assisting leaders to clarify their assumptions, discover internal contradictions in those assumptions, and also to think through new strategies based on different assumptions, those individuals may well be facilitated to move beyond familiar ways of thinking and behaving. There is sufficient promise evident in the findings from this study to encourage further research.

References

Abbott, W. M. (1967). *The documents of Vatican II*. London: Chapman.

Ainscow, M., & Hopkins, D. (1992). Aboard the moving school. *Educational Leadership, 50*(3), 79-81.

Altman, Y., & Iles, P. (1998). Learning, leadership, teams: Corporate learning and organisational change. *Journal of Management Development, 17*, 44-55.

Amatea, E. S., Behar-Horenstein, L. S., & Sherrard, A. D. (1996). Creating school change: Discovering a choice of lenses for the school administrator. *Journal of Educational Administration, 34*(3), 49-64.

Amatea, E., & Sherrard, P. (1994). The ecosystemic view: A choice of lenses. *Journal of Mental Health Counselling, 16*, 6-21.

Anderson, J. R. (1982). Acquisition of cognitive skill. *Psychological Review, 8*, 369-404.

Argyris, C. (1982). *Reasoning, learning, and action: Individual and organizational*. San Francisco: Jossey-Bass.

Argyris, C. (1993). *On organisational learning*. Oxford: Blackwell.

Argyris, C., & Schon, D. A. (1974). *Theory in practice: Increasing professional effectiveness*. San Francisco: Jossey-Bass.

Barnard, C. I. (1938). *The functions of the executive*. Cambridge, MA: Harvard University Press.

Bartlett, F. C. (1932). *Remembering: A study in experimental and social psychology*. Cambridge: Cambridge University Press.

Beare, H., Caldwell, B. J., & Millikan, R. H. (1989). *Creating an excellent school: Some new management techniques*. London: Routledge.

Beavis A.K. (1999). Observing educational administrators: Paradoxical reflections. *Journal of Educational Administration, 37*, 8-22.

Beavis, A. K. & Thomas, A. R. (1996). Metaphors as storehouses of expectation. *Educational Management and Administration, 24*, 93-106.

Begley, P. T. (2001). In pursuit of authentic school leadership practices. *International Journal of Leadership in Education, 4*, 353-365.

Bennett, N., Crawford, M., Levacic, R., Glover, D., & Earley, P. (2000). The reality of school development planning in the effective primary schools: Technicist or guiding plan? *School Leadership & Management, 20*, 333-351.

Bezzina, M. (1991). School based curriculum development: Is there too much of S.B.C.D.? *Catholic School Studies, 64*, 58-61.

Bhindi, N., & Duignan, P. (1997). Leadership for a new century: Authenticity, intentionality, spirituality, and sensibility. *Education Management and Administration, 25*, 117-132.

Black, J. S., & Gregersen, H. B. (2002). *Leading strategic change: Breaking through the brain barrier*. New Jersey: Pearson Education.

Block, P. (1993). *Stewardship: Choosing service over self-interest*. San Francisco: Berrett-Keohler.

Blumberg, A. (1984). The craft of school administration and some other rambling thoughts. *Educational Administration Quarterly, 20*(4), 24-40.

Blumberg, A., & Greenfield, W. (1980). *The effective principal: Perspectives on school leadership*. Boston: Allyn and Bacon.

Blumer, H. (1969). *Symbolic interactionism: Perspective and method*. Englewood Cliffs, NJ: Prentice Hall.

Bogdan, R. C., & Biklen, S. K. (1992). *Qualitative research for education: An introduction to theory and methods* (2nd ed.). Boston: Allyn & Bacon.

Bogotch, I.E., & Roy, C. B. (1997). The contexts of partial truths: An analysis of principals' discourse. *Journal of Educational Administration, 35*, 234-252.

Bolman, L. G., & Deal, T. E. (1991). *Reframing organizations: Artistry, choice, and leadership*. San Francisco: Jossey-Bass.

Bolman, L. G., & Deal, T. E. (1993). Everyday epistemology in school leadership: Patterns and prospects. In P. Hallinger, K. Leithwood, & J. Murphy (Eds.), *Cognitive perspectives on educational leadership*. (pp. 21-33). New York: Teachers College Press.

Boyett, J., & Boyett, J. (1998). *The guru guide: the best ideas of top management thinkers*. New York: John Wiley & Sons.

Bredeson, P. V. (1985). An analysis of the metaphorical perspectives of school principals'. *Educational Administration Quarterly, 21*, 29-49.

Bredo, E. (2000). Reconsidering social constructivism: The relevance of George Herbert Mead's interactionism. In D. C. Phillips (Ed.), *Constructivism in education: Opinions and second opinions on controversial issues* (pp. 127-157). Chicago: University of Chicago Press.

Brief, A. P., & Downey, H. K. (1983). Cognitive and organizational structure: A conceptual analysis of implicit organizing theories. *Human Relations, 36*, 1065-1090.

Broadhead, P., Cuckle, P., Hodgson, J. & Dunford, J. (1996). Improving primary schools through school development planning. *Educational Management and Administration, 24*, 277-290.

Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher, 18*, 32-42.

Burbules, N. (2000). Moving beyond the impasse. In D. C. Phillips (Ed.), *Constructivism in education: Opinions and second opinions on controversial issues* (pp. 308-330). Chicago: University of Chicago Press.

Burford, C. (1990). Contemporary developments in Catholic social systems. In G. Everett,W. F. sultmann, & K. Treston (Eds.), *Called to serve: Reflecting and visioning about contemporary christian leadership*. Brisbane: Catholic Education Office.

Caldwell, B. J., & Spinks, J. M. (1988). *The self-managing school*. London: Falmer Press.

Caldwell, B. J., & Spinks, J. M. (1992). *Leading the self-managing school*. London: Falmer Press.

Caldwell, B. J., & Spinks, J. M. (1998). *Beyond the self-managing school*. London: Falmer Press.

Campbell, D., Draper, R., & Huffington, C. (1991). *A systemic approach to consultation*. London: Karnac Books

Candy, P. (1989). Alternative paradigms in educational research. *American Educational Researcher, 16*(3), 1-11.

Catholic Education Office, Rockhampton. (1995). *Catholic school renewal: A quality assurance program for catholic schools in the diocese of Rockhampton (Draft 2).* Catholic Education Office: Rockhampton.

Catholic Education Office, Rockhampton. (1999). *Catholic school renewal: A quality assurance program for catholic schools in the diocese of Rockhampton*. Catholic Education Office: Rockhampton.

Centre for Person-Computer Studies. (1990). *Rep Grid manual: Version 2 release: Manual and tutorial*. Calgary, Alberta: Centre for Person-Computer Studies.

Cervero, R. M. (1988). *Effective continuing education for professionals*. San Francisco: Jossey-Bass.

Chadwick, B. A., Bahr, H. M., & Albrecht, S. L. (1984). *Social science research methods*. Englewood Cliffs, NJ: Prentice-Hall.

Charon, J. M. (1998). *Symbolic interactionism: An introduction, an interpretation, an integration*. Upper Saddle River, NJ: Prentice-Hall.

Cheng, Y. C. (1996). *School effectiveness and school-based management: A mechanism for development*. London: Falmer.

Chi, M. T. H., Glaser, R., & Rees, E. (1982). Expertise in problem-solving. In R. J. Sternberg (Ed.), *Advances in the psychology of human intelligence* (pp. 7-75). Hillsdale, NJ: Lawrence Earlbaum Associates.

Clandin, D. J. (1986). *Classroom practice: Teacher images in action*. London: Falmer Press.

Clark, C. (1980). Choice of models for research on teacher thinking. *Journal of Curriculum Studies, 12*, 41-47.

Coe, R., & Taylor Fitz-Gibbon, C. (1998). School effectiveness research: criticisms and recommendations. *Oxford Review of Education, 24*, 421-438

Coleman, J., Campbell, E., Hobson, C., McPartland, J., Mood, A., Weinfield, F. & York, R. (1966). *Equality of educational opportunity*. Washington: U.S. Department of Health, Education and Welfare, Office of Education.

Coleman, M. (1996). The management style of female headteachers. *Educational Management and Administration, 24*, 163-174.

Congregation for Catholic Education. (1998). *The Catholic school on the threshold of the third millennium*. Sydney: St. Paul's publications.

Convey, J. (1992). *Catholic schools make a difference: Twenty-five years of research*. Washington, DC: National Catholic Education Association.

Cotton, K. (1995). *Effective schooling practices: A research synthesis*. School Improvement Research Series: Northwest Regional Educational Library.

Covey, S. R. (1990). *Principle centred leadership*. London: Simon and Schuster.

Craib, I. (1984). *Modern social theory: From Parsons to Habermas*. Brighton: Wheatsheaf Books.

Creemers, B. P. M., & Reezigt, G. J. (1997). School effectiveness and school improvement: sustaining links. *School Effectiveness and School Improvement, 8*, 396-429.

Creemers, B., Reynolds, D., Chrispeels, J., Mortimore, P., Murphy, J., Stringfield, S., Stoll, L., & Townsend, T. (1998). The future of school effectiveness and improvement. *School Effectiveness and School Improvement, 9*, 135-134.

Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. St. Leonards, NSW: Allen & Unwin.

Crowther, F., Hann, L., & McMaster, J. (2001). Parallel leadership: A new strategy for successful school reform. *The Practising Administrator, 4*, 12-14.

Crowther, F., & Gibson, I. (1990). Research as problem discovery: Discovering self-as-researcher through naturalistic inquiry. In R. J. S. Macpherson, & J. Weeks, (Eds.) *Pathways to knowledge in educational administration: Methodologies and research in progress in Australia* (pp. 39-47). Armidale: Australian Council for Educational Administration.

Dattner, F., Grant, J., & Luscombe, K. (1999). *Three spirits of leadership*. Warriewood, Australia: Business & Professional Publishing.

Denzin, N. K., & Lincoln, Y. S. (1994). Introduction: Entering the field of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.) *Handbook of qualitative research* (pp. 1-17). Thousand Oaks, CA: Sage.

Donmoyer, R. (1999). Paradigm talk (and its absence) in the second edition of the handbook of research on educational administration. *Educational Administration Quarterly, 35*, 614-641.

Drath, W. (2001). *The deep blue sea: Rethinking the source of leadership*. San Francisco: Jossey-Bass.

Duignan, P. (1986). Research on effective schooling: Some implications for school improvement. *Journal of Educational Administration, 4*, 59-73.

Duignan, P. (1997). *The dance of leadership: At the still point of the turning world*. (ACEA Monograph Series) Hawthorn, Victoria: Australian Council for Educational Administration.

Duignan, P., & Bhindi, N. (1998). An authentic leadership framework for catholic systems and schools. In P. Duignan, & T. D'Arbon (Eds.), *Leadership in catholic education*. Strathfield, N.S.W.: Australian Catholic University.

Duke, D. L. (1998). The normative context of organisational leadership. *Educational Administration Quarterly, 34*, 165-195

Duncan, D. J. (1990). The preparation of leaders for catholic education. In M. McMahon, H. Neidhart, J. Chapman, A. Lawrence, & L. angus, (Eds.) *Leadership in catholic education* (pp. 81-99). Melbourne: Spectrum Publications.

Duncan, D., & Duncan, J. (1997). Effective school boards. In R. Keane, & D. Riley (Eds.), *Quality Catholic schools: Challenges for leadership as catholic education approaches the third millennium*. (pp. 162-174). Brisbane: Catholic Education Office.

Durso, F. T., Nickerson, R. S., Schvaneveldt, R. W., Dumais, S. T., Lindsay, D. S., & Chi, M. T. H. (Eds.). (1999). *Handbook of applied cognition*. Chichester, UK: Wiley.

Edmonds, R. (1979). Effective schools for the urban poor. *Educational Leadership, 37*, 15-18, & 20-24.

Edwards, D. (1987). *Called to be church in Australia*. Sydney: St. Paul's Publications.

Edwards, J. (2001). Book review: The international handbook of school effectiveness research. *Journal of Education for Students Placed at Risk, 6*, 291-296.

Elbaz, F. (1983). *Teacher thinking: A study of practical knowledge*. New York: Nichols.

Engler, B. (1991). *Personality theories*. Boston: Houghton Mifflin.

English, F. W. (1997). The cupboard is bare: The postmodern critique of educational administration. *Journal of School Leadership, 7*, 4-26.

Etzioni, A. (1988). *The moral dimension: Towards a new economics*. New York: Free Press.

Evers, C. W. (1998). Decision making, models of mind, and the new cognitive science. *Journal of School Leadership, 8*, 94-108.

Evetts, J. (1994). *Becoming a secondary headteacher*. London: Cassell

Everhart, R. B. (1988). Fieldwork methodology in educational administration. In N. J. Boyan (Ed.), *Handbook of research on educational administration* (pp. 703-727). New York: Longman.

Eysenck, M. W., & Keane, M. T. (1995). *Cognitive psychology: A student's handbook*. Hove, UK: Psychology Press.

Fiedler, K. (1982). Causal schemata: Review and criticism of research on a popular construct. *Journal of Personality and Social Psychology, 42*, 1001-1013.

Fiedler, K. (1996). Research on leadership selection and training: One view of the future. *Administrative Science Quarterly, 41*, 241-250.

Fiske, S. T., & Dyer, L. M. (1985). Structure and development of social schemata: Evidence from positive and negative transfer effects. *Journal of Personality and Social Psychology, 48*, 839-852.

Flynn, M. (1975). *Some Catholic schools in action*. Sydney: Catholic Education Office.

Flynn, M. (1993). *The culture of catholic schools*. Sydney: St. Paul's Publications.

Fraenkel, J. R. (1973). *Helping students think and value*. New Jersey: Prentice-Hall.

Frederiksen, N. (1984). Implications of cognitive theory for instruction in problem-solving. *Review of Educational Research, 54*, 363-407.

Frensch, P. A., & Sternberg, R. J. (1989). Expertise and intelligent thinking: When is it worse to know better? In R. J. Sternberg, (Ed.), *Advances in the psychology of human intelligence*: (Vol. 5, pp. 157-188). Hillsdale, NJ: Lawrence Earlbaum Associates.

Frensch, P. A., & Sternberg, R. J. (Eds.). (1991). *Complex problem-solving*. Hillsdale, NJ: Lawrence Earlbaum Associates.

Friedrich, C. J. (1949). *The philosophy of Kant*. New York: The Modern Library.

Fullan, M. (1993). *Change forces: Probing the depths of educational reform*. London: Falmer Press.

Fullan, M. (Ed.). (1997). *The challenge of school change*. Arlington Heights, IL: Skylight.

Gioia, D. A. (1986). Symbols, scripts, and sensemaking. In H. P. Sims, D. A. Gioia, & Associates (Eds.), *The thinking organisation*. San Francisco: Jossey-Bass.

Glaser, R. (1987). Thoughts on expertise. In C. Schooler & K. W. Schaie (Eds.), *Cognitive functioning and social structure over the life course* (pp. 81-94). Norwod, NJ: Ablex.

Glidewell, J. C. (1993). How CEO's change their minds. In P. Hallinger, K. Leithwood, & J. Murphy (Eds.), *Cognitive perspectives on educational leadership*. (pp. 34-53). New York: Teachers College Press.

Goetz, J. P., & Le Compte, M. D. (1984). *Ethnography and qualitative design in educational research*. Florida: Academic Press Inc.

Goffman, E. (1974). *Frame analysis: An essay on the organization of experience*. Cambridge: Harvard University Press.

Gordon, I. J. (1966). *Studying the child in the school*. New York: John Wiley.

Grady, N. B., Fisher, D. L., & Fraser, B. J. (1996). Images of school through metaphor development and validation of a questionnaire. *Journal of Educational Administration, 34*, 41-53.

Gray, J. (2001). Using the past to plan for the future: Making sense of almost four decades of research. *School Effectiveness and School Improvement, 12*, 259-263.

Gregory, L. L. (1983). Native view paradigms: Multiple cultures and cultural conflict in organizations. *Administrative Science Quarterly, 28*, 359-376.

Griffith, J. (2003). Schools as organisational models: Implications for examining school effectiveness. *The Elementary School Journal, 104*, 29-47.

Gronn, P. (2000). Distributed properties: A new architecture for leadership. *Educational Management and Administration, 28*, 317-338.

Gronn, P., & Ribbins, P. (1996). Leaders in context: Postpositivist approaches to understanding educational leadership. *Educational Administration Quarterly, 32*, 452-473.

Guba, E., & Lincoln, Y. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.) *Handbook of qualitative research* (pp. 105-117). Thousand Oaks, CA: Sage.

Guy, M. E. (1990). *Ethical decision-making in everyday work situations*. New York: Quorum Books.

Hallinger, P., & Heck, R. H. (1996). Reassessing the principal's role in school effectiveness: A review of empirical research, 1980-1995. *Educational Administration Quarterly, 32*, 5-44.

Hallinger, P., Leithwood, K., & Murphy J. (Eds.). (1993). *Cognitive perspectives on educational leadership*. New York: Teachers College Press

Heck, R. H., & Hallinger, P. (1999). Next generation methods for the study of leadership and school improvement. In J. Murphy & K. S. Louis (Eds.), *Handbook of research on educational administration* (pp. 141-162). San Francisco: Jossey-Bass.

Hambrick, D. C., & Brandon, G. L. (1988). Executive values. In D. C. Hambrick (Ed.), *The executive effect: Concepts and methods for studying top managers* (pp. 3-34). London: JAI Press.

Handy, C. (1994). *The empty raincoat: Making sense of the future*. London: Arrow.

Handy, C. (1995). *The age of unreason*. London: Arrow.

Hargreaves, A. (1994). *Changing teachers, changing times: Teachers' work and culture in the postmodern age*. London: Cassell.

Hargreaves, A. (1995). Renewal in an age of paradox. *Educational Leadership, 52*(7), 14-19.

Hargreaves, D. H., & Hopkins, D. (1991). *The empowered school: The management and practice of development planning*. London: Cassell.

Harkins, P. (1999). *Powerful conversations: How high impact leaders communicate*. New York: McGraw-Hill.

Hayes-Roth, B. (1977). Evolution of cognitive structure and process. *Psychological Review, 84*, 260-278.

Helm, C. (2000). The next generation of leaders for catholic schools. *Momentum, 31*, 12-14.

Hewitson, M. (1983). *Self-improvement in Queensland Catholic primary schools: The impact of the 'School Level Evaluation' project*. Brisbane: Queensland Catholic Education Office.

Hewitt, J. P. (1997). *Self and society*. Boston: Allyn & Bacon.

HMSO. (1967). *Children and their primary schools* (Report: more commonly known as the 'Plowden Report'). London, HMSO: Central Advisory Council for Education.

Hodgkinson, C. E. (1978). *Towards a philosophy of administration*. New York: St. Martin's Press.

Hodgkinson, C. (1996). *Administrative philosophy: An axiological inquiry into the nature of people, power, and organisations*. New York: Pergamon.

Hodgkinson, G. P., (2003). The interface of cognitive and industrial, work and organisational psychology. *Journal of Occupational and Organizational Psychology, 76*, 1-25.

Hodgkinson, G. P., & Sparrow, P. R. (2002). *The competent organisation: A psychological analysis of the strategic management process*. Buckingham, UK: Open University Press.

Hogarth, R. M. (1987). *Judgment and choice*. New York: John Wiley.

Hopkins, D., Ainscow, M., & West, M. (1993). *School improvement in an era of change*. London: Cassell.

Howe, K., & Berv, J. (2000). Constructing constructivism, epistemology, and pedagogy. In D. C. Phillips (Ed.), *Constructivism in education: Opinions and second opinions on controversial issues* (pp. 19-40). Chicago: University of Chicago Press.

Hoy, W. K. (1996). Science and theory in the practice of educational administration: A pragmatic perspective. *Educational Administration Quarterly, 32*, 366-378.

Hoy, W. K., & Miskel, C. G. (1996). *Educational administration: Theory research and practice* (5th ed.). New York: Random House.

Hoyer, W. (1987). Acquisition of knowledge and the decentralisation of g in adult intellectual development. In C. Schooler & K. W. Schaie (Eds.), *Cognitive functioning and social structure over the life course* (pp. 16-40). Norwod, NJ: Ablex.

Hultman, K., & Gellermann, B. (2002). *Balancing individual and organisational values: Walking the tightrope to success*. San Francisco: Jossey-Bass/ Pfeiffer.

Inbar, D. E. (1991). A metaphorical insight into educational planning. *Journal of Educational Administration, 29*(3), 23-37.

Isaacs, W. N. (1993). Taking flight: Dialogue, collective thinking, and organisational learning. *Organisational Dynamics, 2*, 24-39.

Isenberg, D. J. (1984). How senior managers think. *Harvard Business Review, 62*, 81-90.

Isenberg, D. J. (1986). Thinking and managing: A verbal protocol analysis of managerial problem-solving. *Academy of Management Journal, 4*, 775-788.

Jackson, A. W. (1977). *Co-operative school evaluation in Queensland primary schools*. Australian Council for Educational Administration (Fourth National Conference): Brisbane.

Jackson, A. W., & Henderson, N. R. G. (1976). Co-operative evaluation. *QUEST, 18*, 1-3.

Johnson, P., & Duberley, J. (2000). *Understanding management research: An introduction to epistemology*. London: Sage.

Johnson-Laird, P. N. (1983), *Mental models*. Cambridge: Cambridge University Press.

Kelly, G. A. (1955). *The psychology of personal constructs* (Vol. 1: reprint. 1991). New York: Norton.

Kerlinger, F. N., (1964). *Foundations of behaviour research*. New York: Holt, Rinehart & Winston.

Kevill, F., Shaw, M., & Goodacare, E. (1982). In-service diploma course evaluation using repertory grids. *British Educational Research Journal, 8*, 5-56.

Kim, D. H. (1993). The link between individual and organisational learning. *Sloan Management Review, 2*, 37-50.

Klein, P., & Saunders, B. (1993). *Ten steps to a learning organisation*. Arlington, VA: Great Ocean.

Kuhn, T. (1970). *The structure of scientific revolutions*. Chicago: University of Chicago Press.

Lakoff, G., & Johnson, M. (1980). *Metaphors we live by*. Chicago: University of Chicago Press.

Lambert, L., Walker, D., Zimmerman, D. P., Cooper, J. E., Lambert, M. D., Gardner, M. E., & Slack, P. J. (1995). *The constructivist leader*. New York: Teachers College Press.

Lang, D. (1999). A new theory of leadership: 'realwert' versus apparent good. *Educational Management and Administration, 27*, 167-181.

Langan-Fox, J., Wirth, A., Code, S., Langfield-Smith, K., & Wirth, A. (2001). Analyzing shared and team mental models. *International Journal of Industrial Ergonomics, 28*, 311-328.

Latour, B. (1992). One more turn after the social turn. In E. McMullin (Ed.), *The social dimensions of science* (pp. 272-294). Notre Dame: University of Notre Dame Press.

Leithwood, K., & Steinbach, R. (1993). The relationship between variations in patterns of school leadership and group problem-solving processes. In P. Hallinger, K. Leithwood, & J. Murphy (Eds.), *Cognitive perspectives on educational leadership*. (pp.103-129). New York: Teachers College Press.

Leithwood, K. A., Begley, P., & Cousins, B. (1990). The nature, causes, and consequences of principals' practices: An agenda for future research. *Journal of Educational Administration, 28*(4), 5-31.

Lesgold, A. (1984). Acquiring expertise. In J. R. Anderson & S. M. Kosslyn (Eds.), *Tutorials in learning and memory* (pp.31-60). San Francisco: Freeman.

Levine, D. U., & Lezotte, L. W. (1990). *Unusually effective schools: A review and analysis of research and practice*. Madison, WI: National Center for Effective Schools Research and Development.

Limerick, D., Cunnington, B., & Crowther, F. (1998). *Managing the new organisation: Collaboration and sustainability in the postcorporate world*. Sydney: Business and Professional Publishing.

Lincoln, Y. S. & Guba, E. G. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage.

Lincoln, Y. S., & Guba, E. G. (2000). Paradigmatic controversies, contradictions, and emerging confluences. In N. K. Denzin, & Y. S. Lincoln (Eds.), *Handbook of qualitative research*. Thousand Oaks, NJ: Sage.

Lipham, J. M., & Hoeh, J. A. (1974). *The principalship: Foundations and functions*. New York: Harper and Row.

Loader, D. (1997). *The inner principal*. London: Falmer Press

Lord, R. G., & Emrich, C. G., (2001). Thinking outside the box by looking inside the box: Extending the cognitive revolution in leadership research. *Leadership Quarterly, 11*, 551-579.

Lord, R. G., & Foti, R. J. (1986). Schema theories, information processing and organizational behaviour. In H. P. Sims, D. A. Gioia & Associates (Eds.), *The thinking organisation*. San Francisco: Jossey-Bass.

Lyons, J. J. (1985). *The role of the primary principal: A personal interpretation*. Unpublished thesis, Darling Downs Institute of Advanced Education, Toowoomba.

MacGilchrist, B. & Mortimore, P. (1997). The impact of school development plans in primary schools. *School Effectiveness and School Improvement, 8*, 198-218.

Mackenzie, D. E. (1983). Research for school improvement: An appraisal of some recent trends. *Educational Researcher, 12*, 233-254

Mackoff, B., & Wenet, G. (2001). *The inner work of leaders*. New York: Amacom.

Manasse, A. L. (1982). *The effective principal: A research summary*. Virginia: NASSP.

Mant, A. (1997). *Intelligent leadership*. St. Leonards: Allen & Unwin.

McCarthy, L. P., & Schwandt, T. A. (2000). Seductive illusions: Von Glaserfeld and Gergen on epistemology and education. In D. C. Phillips (Ed.), *Constructivism in education: Opinions and second opinions on controversial issues* (pp. 41-85). Chicago: University of Chicago Press.

McGaw, B., Piper, K., Banks, D., & Evans, B. (1992). *Making schools more effective*. Report of the Australian Effective Schools Project. Victoria: ACER.

McNamee, C. (1995). Building the city of god. *Momentum, August-September*, 4-6.

McRea, N., & Ehrich, L. (1999). Changing leaders' educational hats. *Educational Management and Administration, 27*, 431-440.

Miklos, E. (1983). Alternative images of the administrator. *The Canadian Administrator, 22 (7)*.

Miller, S., & Fredricks, M. (1988). Uses of metaphor: A qualitative case study. *International Journal of Qualitative Studies in Education, 1*, 263-272.

Mintzberg, H. (1973). *The nature of managerial work*. New York: Harper & Row.

Mintzberg, H., Raisinghani, D., & Theoret, A. (1976). The structure of unstructured decision processes. *Administrative Science Quarterly, 21*, 246-275.

Morgan, G. (1980). Paradigms, metaphors, and puzzle-solving in organization theory. *Administrative Science Quarterly, 25*, 605-622.

Morgan, G. (1986). *Images of organization*. Newbury Park, CA: Sage Publications.

Nachmias, D., & Nachmias, C. (1992). *Research methods in the social sciences*. New York: St. Martin.

Neimeyer, R. A., & Raskin, J. D. (2001). Varieties of constructivism in psychotherapy. In K. S. Dobson (Ed.), *Handbook of cognitive-behavioural therapies* (pp. 393-430). New York: Guilford.

Neumann, W. L. (2000). *Social research methods: Qualitative and quantitative approaches* (4th ed.). Boston: Allyn & Bacon.

Newell, C. A. (1978). *Human behaviour in educational administration*. New Jersey: Prentice-Hall.

O'Connor, J, & Seymour, J. (1993). *Introducing neuro-linguistic programming: Psychological skills for understanding and influencing people*. London: Harper Collins.

Ogawa, R. T., & Bossert, S. T. (1995). Leadership as an organisational quality. *Educational Administration Quarterly, 31*, 224-243.

Ohde, K. L., & Murphy, J. (1993). The development of expertise: Implications for school administrators. In P. Hallinger, K. Leithwood, & J. Murphy (Eds.), *Cognitive perspectives on educational leadership*. (pp. 75-87). New York: Teachers College Press.

Ortony, A. (Ed.). (1979). *Metaphor and thought*. Cambridge: Cambridge University Press.

Parsons, T., & Shils, E. A. (1951). *Toward a general theory of action*. Cambridge, MA: Harvard University Press.

Patton, M. Q. (1990). *Qualitative evaluation and research methods* (2nd ed.). Newbury Park, CA: Sage.

Peters, R. S., (Ed.). (1976). *The role of the head*. London: Routledge and Kegan Paul.

Phillips, D. C. (Ed.) *Constructivism in education: Opinions and second opinions on controversial issues*. Chicago: University of Chicago Press.

Pitner, N.J. (1988). The study of administrator effects and effectiveness. In N.J. Boyan (Ed.), *Handbook of research in educational administration* (pp. 99-122). New York: Longman.

Pollard, J. (1989). Why we do what we do: A reflection on Catholic education and Catholic schools. *Living Light, 1*, 103-111.

Pollard, J. (1995). The meaning of Catholic education. *Momentum, August/ September*, 10-12.

Pope, M., & Keen, T. (1981). *Personal construct psychology in education*. London: Academic.

Prestine, N. A. (1993). Apprenticeship in problem-solving: Extending the cognitive apprenticeship model. In Hallinger, Leithwood & Murphy (Eds.), *Cognitive perspectives on educational leadership* (pp. 192-212). New York: Teachers College Press.

Prestine, N. A., & Le Grand, B. F. (1991). Cognitive learning theory and the preparation of educational administrators: Implications for practice and policy. *Educational Administration Quarterly, 27*, 61-89.

Purkey, S., & Smith, M. (1983). Effective schools: A review. *Elementary School Journal, 83*, 427-452.

Queensland Catholic Education Commission. (1983). *The Queensland catholic school curriculum policy*. Brisbane: QCEC.

Queensland Catholic Education Commission. (1986). *Queensland catholic schools renewal: A draft policy for discussion and comment*. Brisbane: QCEC.

Queensland Catholic Education Commission. (1990). *Approved constitution for school boards in catholic education in Queensland.* Brisbane: QCEC.

Queensland Catholic Education Office. (1979). *Project catholic school.* Brisbane: QCEO.

Raskin, J. D. (2002). Constructivism in psychology: Personal construct psychology, radical constructivism, and social constructionism. In J. D. Raskin & S. K. Bridges (Eds.), *Studies in meaning: Exploring constructivist psychology* (pp. 1-25). New York: Pace University Press.

Raun, T., & Leithwood, K. (1993). Pragmatism, participation, and duty: Value themes in superintendents' problem-solving. In P. Hallinger, K. Leithwood, & J. Murphy (Eds.), *Cognitive perspectives on educational leadership*. (pp. 55-70). New York: Teachers College Press.

Reitzug, U. C. (1994). A case study of empowering principal behaviour. *American Educational Research Journal, 31*, 283-307.

Reynolds, D. (1992). School effectiveness and school improvement: An updated review of the British literature. In D. Reynolds & P. Cuttance (Eds.), *School effectiveness: Research, policy and practice* (pp. 1-24). London: Cassell.

Reynolds, D. (1996). Introduction and overview. (Special Issue). *School Effectiveness and School Improvement, 7*, 111-113.

Reynolds, D., Hopkins, D., & Stoll, L. (1993). Linking school effectiveness knowledge and school improvement practice: Towards a synergy. *School Effectiveness and School Improvement, 4*, 37-58.

Reynolds, D., Sammons, P., Stoll, L., Barber, M., & Hillman, J. (1996). School effectiveness and school improvement in the United Kingdom. *School Effectiveness and School Improvement, 7*, 133-158.

Roe, W. H., & Drake, T. L. (1974). *The principalship*. New York: Macmillan.

Rousseau, D. M., (2001). Schema, promise and mutuality: The building blocks of the psychological contract. *Journal of Occupational and Organizational Psychology, 74*, 511-541.

Rogoff, B. (1990). *Apprenticeship in thinking: Cognitive development in social context*. New York: Oxford University Press.

Sarantakos, S. (1993). *Social research*. Melbourne: Macmillan.

Sarantakos, S. (2005). *Social research* (3rd ed.). Basingstoke, Hampshire: Palgrave Macmillan.

Scheerens, J., & Bosker, R.. (1997) *The foundations of educational effectiveness*. Oxford: Pergamon

Scheerens, J., & Creemers, B. P. M. (1989). Conceptualizing school effectiveness. *International Journal of Educational Research, 13*, 691-706.

Schon, D. A. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.

Schon, D. A. (1987). *Educating the reflective practitioner*. San Francisco: Jossey-Bass.

Schwandt, T. A. (1998). Constructivist, interpretivist approaches to human inquiry. In N. K. Denzin & Y. S. Lincoln (Eds.), *The landscape of qualitative research: Theories and issues* (pp. 221-259). Thousand Oaks, NJ: Sage.

Schwandt, T. A. (2000). Constructivist, interpretivist approaches to human inquiry. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 118-137). Thousand Oaks, NJ: Sage.

Scott, S. (2002). *Fierce conversations*. London: Piatkus Publishers.

Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization*. Sydney: Random House.

Senge, P., Kleiner, A., Roberts, C., Ross, R., Roth, G., & Smith, B. (1999). *The dance of change: The challenges of sustaining momentum in learning organisations*. London: Nicholas Brealey Publishing.

Senge, P. M., Kleiner, A., Roberts, C., Ross, R. B., & Smith, B. J. (1994). *The fifth discipline fieldbook: Strategies and tools for building a learning organisation*. London: Nicholas Brealey Publishing.

Sergiovanni, T. J. (1988). Mystics, neats, and scruffies: Informing professional practice in educational administration. *Journal of Educational Administration, 27*(2), 7-21

Sergiovanni, T. J. (1991). *The principalship: A reflective practice perspective* (2nd ed.). Boston: Allyn & Bacon.

Sergiovanni, T. J. (1992). Reflections on administrative theory and practice in schools. *Educational Administration Quarterly, 28*, 304-313.

Sergiovanni, T. J. (2000). *The lifeworld of leadership: Creating culture, community, and personal meaning in our schools*. San Francisco; Jossey-Bass.

Sergiovanni, T. J., Burlingame, M., Coombs, F. D., & Thurston, P. W. (1980). *Educational governance and administration*. Englewood Cliffs, NJ: Prentice-Hall.

Sergiovanni, T.J., Burlingame, M., Coombs, F.D., & Thurston, P.W. (1987). *Educational governance and administration* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.

Sexton, T. L. (1997). Constructivist thinking within the history of ideas: The challenge of a new paradigm. In T. L. Sexton & B. L. Griffin (Eds.), *Constructivist thinking in counseling practice, research, and training* (pp. 3-18). New York: Teachers College Press.

Shoemaker, J., & Fraser, H. W. (1981). What principals can do: Some implications from studies of effective schooling. *Phi Delta Kappan, 63*(30) 45-53

Short, P. M., Greer, T. J., & Melvin, W. M. (1994). Creating empowered schools: Lessons in change. *Journal of Educational Administration, 32*(4), 38-52.

Showers, C., & Cantor, N. (1985). Social cognition: A look at motivated strategies. *Annual Review of Psychology, 36*, 275-305.

Shulman, L. S. (1986). Those who understand: A conception of teacher knowledge. *American Educator, 10*, 9-15.

Sidorko, R., Cannane, M., Bignell, W. Briant, C., & Tarlinton, R. (1998). *School leadership review: Report and recommendations to the Catholic education board*. Lismore, N.S.W.: Catholic Education Office.

Sims, H. P., Gioia, D. A. (Eds.). (1986). *The thinking organisation*. San Francisco: Jossey-Bass.

Solas, J. (1992). Investigating teacher and student thinking about the process of teaching and learning using autobiography and repertory grid. *Review of Educational Research, 62*, 205-225.

Soltis, J. F. (1990). A reconceptualisation of educational foundations. *Teachers College Record, 91*, 311-321.

Southworth, G. (1995*). Looking into primary headship: A research based interpretation*. London: Falmer Press.

Spry, G. (2000). Exploring the purpose of catholic education through school renewal. In D. McLaughlin (Ed.), *The catholic school: Paradoxes and challenges* (pp. 121-146). Strathfield, N.S.W.: St. Paul's Publications.

Spry, G., & Sultmann, B. (1994). *Journeying in renewal: A resource for self-renewing catholic schools*. Brisbane: Catholic Education Archdiocese of Brisbane.

Starratt, R. J. (1994). *Building an ethical school: A practical response to the moral crisis in schools*. London: Falmer Press.

Stephan, E. G., & Pace, R. W. (2002). *Powerful leadership*. Englewood Cliffs, NJ: Prentice Hall.

Stewart, R. (1989). Studies of managerial jobs and behaviour: The ways forward. <u>Journal of Management Studies, *26*</u>, 1-10.

Stoll L., & Fink, D. (1992). Effecting school change: The Halton approach. *School Effectiveness and School Improvement, 3*, 19-41.

Stoll, L., & Fink, D. (1994). School effectiveness and school improvement: Voices from the field. *School Effectiveness and School Improvement, 5*, 149-177.

Stoll, L., & Fink, D. (1996). *Changing our schools: Linking school effectiveness and school improvement*. Buckingham: Open University Press.

Stringfield, S. & Herman, R. (1996). Assessment of the state of school effectiveness research in the United States of America. *School Effectiveness and School Improvement, 7*, 159-180.

Sullivan, T. (1993). *System metamorphosis: An examination of the application of chaos theory to an organisation undergoing policy implementation*. Unpublished doctoral dissertation, University of New England, Armidale.

Sultmann, W., & McLaughlin, D. (2000). *The spirit of leadership: Its authentic expression in catholic educational settings*. Johannesburg: Catholic Institute of Education.

Taylor, B. O. (2002). The effective schools process: Alive and well. *Phi Delta Kappan, 83*, 375-378.

Teddlie, C., & Reynolds, D. (Eds.). (2000). *The international handbook of school effectiveness research*. New York: Falmer Press.

Terry, R. W. (1993). *Authentic leadership: Courage in action.* San Francisco: Jossey Bass.

Tinsey, W. (1998). *Teachers, clergy and Catholic schools: A report of a study of relationships between teachers and priests and their perceptions of the mission of catholic schools.* Unpublished doctoral dissertation, Australian Catholic University, Sydney.

Tolman, E. C. (1932). *Purposive behaviour in animals and men.* New York: Century.

Tomasiello, L. (1993). *Catholic school leadership in a time of crisis.* Unpublished doctoral dissertation. Fordham University, New York.

Townsend, T. (1996). School Effectiveness and improvement initiatives and the restructuring of education in Australia. *School Effectiveness and School Improvement, 7*, 114-132.

Townsend, T. (1997). What makes schools effective?: A comparison between school communities in Australia and the USA. *School Effectiveness and School Improvement, 8*, 311-326

Townsend, T. (2001). The background to this set of papers on the impact of two decades of school effectiveness research. *School Effectiveness and School Improvement, 12*, 3-5

Treston, K. (1997). Ethos and identity: Foundational concerns for Catholic schools. In R. Keane, & D. Riley (Eds.), *Quality Catholic schools: Challenges for leadership as catholic education approaches the third millennium.* Brisbane: Catholic Education Office.

Tripp, D. (1993). *Critical incidents in teaching: Developing professional judgement.* London: Routledge.

Tsourvakas, G. (1997). Multi-visual qualitative methods: observing social groups in mass media. *The Qualitative Report 3*(3), 1-17.

Vandenberghe, R. (1995). Creative management of a school: A matter of vision and daily interventions. *Journal of Educational Administration, 32*, 31-51.

Wagner, R. K. (1990). Products and processes of practical reasoning. *International Journal of Research in Education, 14*, 437-454.

References:

Wagner, R. K. (1993). Practical problem-solving. In P. Hallinger, K. Leithwood, & J. Murphy (Eds.), *Cognitive perspectives on educational leadership*. (pp. 88-102). New York: Teachers College Press.

Walsh, M. (1993). At the top of the class. *Tablet, 31*, 994-995.

Warner, S. (1996). *Curriculum delivery: An experience of partnership-in-community*. Unpublished masters dissertation, Australian Catholic University, Brisbane.

Wasserstein-Warnet, M. M., & Klein, Y. (2000). Principals' cognitive strategies for changes of perspective in school innovation. *School Leadership & Management, 20*, 435-457.

Weick, K. E., & Bougon, M. G. (1986). Organisation as cognitive maps. In H. P. Sims, D. A. Gioia, & Associates (Eds.), *The thinking organisation*. (pp. 122- 144). San Francisco: Jossey-Bass.

Williams, H. (1996). *The essence of managing groups and teams*. London: Prentice-Hall.

Wippern, D.W. (1990). *Knowledge representation: How elementary school principals think about their work*. Unpublished doctoral dissertation, Stanford University.

Wittrock, M. (1986). Students thought processes. In M. Wittrock (Ed.), *Handbook on research on teaching* (3rd ed.), (pp. 297-314). New York: Macmillan.

Wittrock, M. (1987). Teaching and student thinking. *Journal of Teacher Education, 38*, 30-33.

Wolcott, H. (1973). *The man in the principal's office*. New York: Holt, Rinehart & Winston

Wofford, J. C., Goodwin, V. L., & Whittington, J. L. (1998) A field study of a cognitive approach to understanding transformational and transactional leadership. *Leadership Quarterly, 9*,(1).

Yekovich, F. R. (1993). A theoretical view of the development of expertise in credit administration. In Hallinger, Leithwood & Murphy (Eds.), *Cognitive perspectives on educational leadership* (pp. 146-166). New York: Teachers College Press.

Yin, R. K. (1989). *Case study research: Design and methods*. Newbury Park, CA: Sage.

Yin, R. K. (1994). *Case study research: Design and methods* (2nd ed.). Newbury Park, CA: Sage.

Yukl, G, (1994). *Leadership in organisations*. Englewood Cliffs, NJ: Prentice Hall.

UNIVERSITY OF SOUTHERN QUEENSLAND

The Principal's Microcosm: An Exploration of the Interplay Between the Leader's Meaning System and School Self-Renewing Processes

- Volume II -

A dissertation submitted by
John Lyons

Dip Teach *(TTC)*
Grad Dip Ed Admin *(DDIAE)*
Grad Dip Ed (Rel Ed) *(ACU)*
Grad Dip Ed (Exceptional Chn) *(USQ)*
M Ed *(JCU)*

For the award of
Doctor of Philosophy

2005

Volume II

Appendixes

Overview of Catholic School Renewal (with Clarification of the Relationship between the notions of a Self-Renewing School and Catholic School Renewal, as understood in this Study)	Appendix A
Brief Overview of the Role and Functions of Catholic School Boards	Appendix B
Pilot Research Activities (Relevant to the Development of the Research Design and the Data Gathering Techniques Utilised in this Study)	Appendix C
A Brief overview of Repertory Analysis with Illustrative Examples from Pilot Research Activities	Appendix D

	Case 1 Elizabeth	Case 2 Jim	Case 3 Frank
Log of Formal Case-Site Visits	Appendix E	Appendix K	Appendix Q
More Detailed Exposition of Conceptualisations Concerning the Principalship and School Self-Renewing Processes & Supporting Interview Excerpts	Appendix F	Appendix L	Appendix R
Overview of School Self-Renewing Processes	Appendix G	Appendix M	Appendix S
Analysis of School Self-Renewing Goal-Areas in Terms of the Notion of "Demand Environment"	Appendix H	Appendix N	Appendix T
Exploring the Impact of the Research for the Participant Principals	Appendix I	Appendix O	Appendix U
Projective Analysis: Participant's Understandings of Principalship & Self-Renewing Processes	Appendix J	Appendix P	Appendix V

Interview Protocols	Appendix W

Update #6: 16.7.05
Location: C:/…/Doctoral Thesis/Thesis Structure/ JULY 05 Files/ *Revised INITIAL PAGES Vol 2 (2.7.05)'*

Appendix A:
Overview of Catholic School Renewal
(With Clarification of the Relationship between the notions of a "Self-Renewing"
School and Catholic School Renewal, as understood in this Research)

The Catholic Education Office (CEO) administers primary schooling within the education system of the Diocese of Rockhampton. The office oversees twenty-eight primary schools in an extensive geographical area extending from coastal to outback centres. Schools are clustered into four geographical regions across the diocese. Regional Supervisors of Schools facilitate immediate contact between individual primary (and secondary schools) within a cluster and across the system.

Catholic School Renewal (CSR) was introduced into primary schools in the diocese in the early 1980s. It was intended to be an evaluation supported process of school development originally planned to be conducted every three years by an evaluation team, consisting of school personnel, parents, clergy, and an external validation panel. Its focus was consideration of the total curriculum being developed and implemented at the school to cater for the learning needs of students. The aim of the process was to determine the significant achievements of the school, the areas in need of further development, and the means by which areas of need might be addressed. Thus CSR was intended to operationalise a process of co-operative evaluation and represented an attempt to apply concepts of organisation development in order to achieve the aim of planned change with a goal of school self-renewal.

More generally, diocesan authorities have implemented similar programs for Catholic School Renewal across the state of Queensland. Each diocesan model has been broadly similar, founded upon an assumption that school evaluations and reports are important educational exercises aimed to assist the schools and central authorities to fulfil their responsibilities. Further, CSR processes have been viewed as an essential part of the machinery for assessing educational needs and the quality of Catholic education delivery, as well as analysing efforts to meet these requirements. Together with a need to fulfil local obligations and expectations, it has been an assumption that schools should be accountable to parents and the local authority, "itself accountable in the establishment, maintenance, and development of quality education" (Catholic Education Office, Rockhampton, 1995, p. 2).

The establishment and implementation of the Catholic School Renewal program had its precursor in the publication of *Project Catholic School* in 1979 (Queensland Catholic Education Office), which documented a state-wide survey and consultation process aimed at "identifying more effective ways to improve Catholic schooling at the local community level" (p. 82). The report recorded: "the Catholic school of the future will continually re-evaluate its own structures and processes, and also its relationships with parents, the community, and Catholic education at large" (p. 82). In presenting a view of the ideal Catholic school of the future strong emphasis was placed upon self-renewal, as a concept understood to imply a focus upon an imperative for schools to increase their adaptability to and flexibility in changing social contexts.

As noted in Chapter 2, contemporary developments in Catholic ecclesiology predated and paralleled the movement toward a community orientation in Catholic schooling, as expressed through the current model of CSR. Two principles within the broader Church context - which have important administrative and organisational connotations - were those of collegiality and subsidiarity. Collegiality, in terms of its application to educational endeavours, places emphasis upon the development of structures that value co-responsibility and participation by members of a group or community. Subsidiarity is based on the notion that "it is unjust ... to turn over to a greater society of higher rank, functions and services which can be performed by lesser bodies on a lower plane" (Queensland Catholic Education Office, 1979, p.146). The application of these principles, within organisations, would draw attention to concepts of teamwork, equality, and interdependence (collegiality) and to allowing decision-making at the most appropriate level (subsidiarity) (Sultmann & McLaughlin, 2000).

Catholic School Renewal was formalised in Queensland with the issuing of a policy statement in October, 1986 (Queensland Catholic Education Commission). The model was consistent with the philosophy articulated in *Project Catholic School* (Queensland Catholic Education Office, 1979) and *The Queensland Catholic Schools Curriculum Policy* (Queensland Catholic Education Commission, 1983). The general focus of the school renewal process, in its most recent iteration, has been the quality of the vision and goals of the school and the degree to which those goals were being achieved in the areas depicted in Figure A1.

Cultural Characteristics of a Catholic School
The Catholic school community will work towards the growth of . . .

COMMUNITY OF FAITH ♦ Foster a belief in God ♦ Model a Christian way of life within a Catholic tradition ♦ Acknowledge the link between God, people, and nature ♦ Be active in the local church and have a sense of the wider church and society	**CURRICULUM OUTCOMES** ♦ Foster the total formation of the child ♦ Integrate gospel values in all subject disciplines and teaching methods ♦ Provide a board curriculum which is meaningful to students and relevant to their community ♦ Foster a sense of social responsibility ♦ Respond to diocesan guidelines
RELIGIOUS EDUCATION & RELIGIOUS ATMOSPHERE ♦ Be prayerful ♦ Reflect Catholic values in symbols, rituals, and behaviour ♦ Base religious education programs on the diocesan guidelines ♦ Encourage clergy to play an active role in the spiritual and liturgical life of the school ♦ Show concern for others	**CURRICULUM OUTCOMES** ♦ Foster the total formation of the child ♦ Integrate gospel values in all subject disciplines and teaching methods ♦ Provide a board curriculum which is meaningful to students and relevant to their community ♦ Foster a sense of social responsibility ♦ Respond to diocesan guidelines
RELATIONSHIPS ♦ Foster positive human relationships ♦ Recognise the uniqueness of all community members ♦ Enable students, teachers, and parents to feel personal support and care ♦ Make visitors feel welcome	**LEADERSHIP** ♦ Reflects the individual's response to the baptismal call ♦ Reflects the mission of the school and Catholic education policies ♦ Give priority to people ♦ Create positive student and staff morale ♦ Support collaborative decision-making ♦ Recognise individual gifts ♦ Effectively utilise school board ♦ Work from a collaborative model of leadership team ♦ Use appropriate organisation and management processes and techniques

Figure A1. Dimensions of a catholic school considered during the process of catholic school renewal. (Catholic Education Office, Rockhampton, 1999, p. 4)

In 1995, the Catholic Schools Policy Committee, of the Diocesan Catholic Education Office, first issued a formal diocesan policy statement, for CSR, to all schools and school boards. This statement represented an update to the original Queensland wide policy statement of 1986 (Queensland Catholic Education Commission). The most recent version of this policy is presented as Figure A2.

The policy called for an ongoing process which addressed (a) reflection by the Catholic school community on the mission, nature, and purpose of the specific school, (b) the clarification of school needs and achievements into internal and external school renewal reports, (c) the outlining of a School Development Plan arising from the school renewal reports, and (d) the implementation of the School Development Plan.

The process of CSR, in the diocesan system, has continued over the past fifteen years, including having been extended to secondary schools during the 1990s. The process can best be described as having evolved over that period, rather than having undergone significant re-conceptualisation. The system issued a draft handbook for the process of CSR in January, 1995 (Catholic Education Office, Rockhampton) and a revised version in 1999 (Catholic Education Office, Rockhampton). The diocese has been somewhat unique, across Catholic education in the state of Queensland, in regard to its having maintained a continuous and persisting commitment to the process since its inception.

Briefly, the most recent *Handbook for Catholic School Renewal* (Catholic Education Office, Rockhampton, 1999) conceptualised (broadly) a 5-year cycle of school self-renewal consisting of "Reflection" (one year); "Examination and Clarification" (one year); "Action and Review" (three to four years) and then re-activation and re-commitment to initiating the self-renewing cycle over again.

During the Reflection/ Examination/ Clarification phases the policy statement called for the appointment of an internal review team, under the auspices of the school board, to evaluate the school's curriculum outcomes and practices. In addition, an external review team - appointed by the Director of Catholic Education in consultation with the school – was to be established to validate the evaluation processes.

Catholic School Renewal (CSR)

(Approved by the Diocesan Education Council on March 21st, 1997.)

POLICY AREA	QUALITY ASSURANCE OF CATHOLIC SCHOOLS
VALUES	Respect, Dignity, Justice, Truth, Accountability, Responsibility, Faith, Learning, Excellence.
REFLECTION *MATERIAL*	*The Catholic School*, 1977 Qld. Policy: *Self-Renewing Catholic Schools in Queensland* *The Effectiveness of Catholic Schools* - Marcellin Flynn *fms*, 1985 *The culture of Catholic Schools* - Marcellin Flynn *fms*, 1993 Quality Assurance documents
POLICY	As part of ensuring the quality of Catholic education, each Diocesan school will engage in a process of continuous School Renewal to ensure students have access to a quality education which is Catholic in nature and purpose. A School Development Plan to guide future growth and life is a significant feature of the Catholic School Renewal.
CONSEQUENCES	1. The Rockhampton Diocesan School Renewal program is developed as an ongoing continuous process while addressing: ** The reflection by the Catholic School Community on the mission, nature, and purpose of the specific Catholic School;* ** The clarification of school needs and achievements into a School Renewal Report;* ** The outlining of a School Development Plan from the School Renewal Report;* ** The implementation of the School Development Plan.* 2. The School Renewal program is owned by the school community – students, staff, parents, priest, parish, and the wider community. 3. The process of School Renewal is the joint responsibility of the Director of Catholic Education and the Principal of each Catholic School. 4. The School Board contributes to the School Renewal process and the development of policies detailed in the School Development Plan.

5. Through the School Renewal process, parents are assured their children have access to quality Catholic education.

6. It is the responsibility of the director of Catholic Education to ensure all staff understand the purpose and nature of the School Renewal Process.

7. The School Renewal program involves the appointment of an internal review team by the Principal to evaluate the school's curriculum outcomes and practices, and an external review team appointed by the Director to validate this evaluation.

8. The Supervisor of each region is responsible for co-ordinating the external review team.

9. A yearly overview of achievements is carried out according to the School Development Plan.

10. Staff are provided with information and training in relation to a School Development Plan.

11. Education is provided to school communities on what is meant by "quality assurance".

12. The School Renewal program is addressed during the induction process for school leaders.

Figure A2. The education system's most recent policy statement for catholic school renewal. (Catholic Education Office, Rockhampton, 1999, pp. ii-iii)

The Action phase (3 or 4 years) was intended to be focussed around a School Development Plan which was required to prioritise the recommendations given in the school renewal reports (internal and external review teams) and "work out a method whereby the school can carry out the recommendations in the next 3 or 4 years" (Catholic Education Office, Rockhampton, 1995, p. 25). Further, it was expected that regular reviews of the plan would occur that in order to ensure that the School Development Plan remained active. The principal was considered to have a pivotal role in ensuring the success of and in sustaining the self-renewing cycle.

With reference to this research, the three primary schools selected for this study were all located within the same region of the diocese. At the commencement of the data collection period each of the schools had completed at least two formal cycles of Catholic School Renewal.

Clarification of the Relationship Between
the Notions of a Self-Renewing School and Catholic School Renewal

The above discussion has provided a description and overview of the process of Catholic School Renewal (CSR). Within the context of that outline, it is reasonable to propose possible that notions of school "self renewal" underpin system-based understandings and expectations of diocesan schools with respect to Catholic School Renewal. That is, the system has consistently expected its Catholic primary schools to respond to imperatives to be self-renewing schools.

That the notion of self renewal is fundamental to the manner in which schools are expected to understand their purposes also represents an important contextual element for this research. However, an examination of the faithfulness of the realities of such self-renewing processes, to the formal model of CSR as articulated and understood by the educational authority, has been beyond the scope and outside the interest of this study.

The particular interest, in this research, has been the interplay between the principal's conceptualisations of the principalship and school self-renewing processes. The interest has not been upon the faithfulness of the dynamics of those self-renewing processes to *the* model of Catholic School Renewal, as currently articulated by the education system. Such notions of CSR remain in a state of evolution. Hence, varying understandings and interpretations of the process co-exist. Further, tensions can exist, or arise, among key players in the process. Such issues, however, have remained outside the interests of this study. It has been considered sufficient, in this research, to have established that a school being "self-renewing" is both a core and a pivotal concept that is expected to characterise the posture that a Catholic primary school in the Diocese of Rockhampton will adopt, as contextualised in the preceding overview of Catholic School Renewal.

A particular benefit associated with contextualising the diocesan model of a self-renewing Catholic primary school, within this current research, has been the provision of significant elements of a common language amongst participants which assisted the data collection process. These commonalties, in turn, also facilitated communication at and across the different sites in the study. From an empirical perspective, whether this language of a "self-renewing Catholic primary school" in the Diocese of Rockhampton, together with related underlying concepts, represented effective

or ineffective ways to comprehend and to label what happened within the dynamics of school self-renewal has not been pivotally relevant to this study. Irrespective of their empirical worthiness, terms and concepts - such as language which labels the phases of the renewal process – did serve to provide common ground in communicating with key participants in the research.

Appendix B:
Brief Overview of the Role and Functions
of Catholic School Boards in Queensland

Catholic school boards have been and are being established, in schools across the state, with the approval and support of the Bishops of Queensland. The board is a policy-making and management structure which seeks to work toward the achievement of the Church's educational mission. A school board is regarded as a Vatican II structure for effective decision-making. It is a policy-making team consisting of people who have an awareness of the Church's educational mission and who together build policies that are based on gospel values. The policies give direction to the school and seek to promote its distinctive identity. The Board is guided by a Constitution (Queensland Catholic Education Commission, 1990), approved by the Bishop, and also by the policies of the diocesan Catholic Education Office, through its director. A Board is begun only after a school community education program has been undertaken. Priority is given to the ongoing in-service of board members.

The Board's Functions

The aim of the Board is to assist the school to fulfil its Catholic educational responsibility within the terms of the general pastoral and educational goals of the diocese.

The first responsibility is to assist the school staff to apply the ideals stated in the school's Mission Statement. The Mission Statement is a statement of philosophy declaring what the local faith community wants its Catholic school to be and do.

The Board has specific decision making responsibilities in the areas of (a) policymaking and management, (b) provision and maintenance of buildings and plant, (c) budgeting, and (d) communication. The Board also has an advisory role in the areas of (e) curriculum, and (f) staffing.

Composition of the Board

A school board generally meets ten times per year, on a monthly basis. The membership of a board comprises ex-officio, elected, and co-opted members. Ex-officio members are the parish priest, principal, and (where applicable) a representative of any religious order providing staff to the school. Elected members include a member from the school's Parents & Friends Association, a member of the school's staff, and members elected by the people of the school's community entitled to elect members.

The board can also co-opt a limited number of individuals who then become full members. For example, if a person with accounting or financial skills has not already been elected then such a person may be co-opted to the board. The term of office for elected and co-opted members is normally two years, with the option of re-election for one further two-year term only.

The Board Education Program

In order to elect school board members, or to be eligible for election, any individual must have participated in a Board Education Program designed to give interested persons an understanding of the aims, role, and functions of school boards in the particular diocesan education system.

A board education program focuses on key aspects of a board's operation such as "Shared Ministry". The aspects considered generally include the Church's vision for education, the structure and functions of the board, and the school's Catholic educational vision expressed in its Mission Statement. In addition, topics concerning areas such as responsibilities, relationships, and membership are considered.

Typically, discernment and elections for new board members are normally conducted annually, at the March meeting, and an opportunity for participation in a board education program is offered to all interested persons prior to that discernment and election process.

Appendix C:

Pilot Research Activities
(Relevant to the Development of the Research Design
and the Data Gathering Techniques Utilised in this Study)

Pilot studies can assist the investigator to refine data collection plans with respect to both the procedures to be followed and the content of the data. They can also assist, in a formative way, to clarify lines of questioning and inform conceptual clarification of the research design. Thus pilot research activities can cover both substantive and methodological issues as well as assist to clarify the logistics of fieldwork (Sarantakos, 1993; Yin, 1994).

A range of pilot fieldwork activities were undertaken, in the latter part of 1995 and the first quarter 1996, prior to the commencement of the formal data collection period (September, 1996 – December, 1997). These included:

1. Formal interviewing of a local Catholic secondary school principal. This process included taping and transcripting in order to gain experience with these processes generally and also to trial approaches with interviewing for the study. (An example Transcript is included as part of this Appendix.)
2. A number of visits to another Catholic primary school, not intended to be part of the full study, were undertaken in order to conduct a formal interview with the principal (transcripted) and also to attend and to observe at a staff meeting.
3. Further, the researcher also visited that same school for a full three-day block of time. The purpose of this attendance was to observe generally, to conduct interviews with other staff members, and also to conduct a repertory analysis session with the principal which incorporated a follow-up discussion (not taped for logistical reasons).
4. As part that three-day period of attendance specific activities included: (a) interview with the principal, (b) being present at morning break ("Morning Tea") each day (see below), (c) interviews with other key staff: Assistant principal, School Curriculum Officer, and a classroom teacher, and (d) the principal was guided through a repertory analysis session and then a follow-up interview was conducted two days later to explore the grid which had been developed. (Further discussion regarding the above processes, together with samples of data products, are provided as part of Appendix D.)

Deliberately, trial interviews were of short duration (around thirty minutes) and were used to cover both procedural and substantive aspects related to the proposed research. For example, as well as exploring issues relating to the individual's meaning system for the principalship and the nature of school self-renewing processes undertaken at the site, procedural issues were also raised and comments and suggestions sought regarding matters concerning the logistics of the proposed research. Thus, over the period that pilot activities were conducted, both semi-structured and open-ended interviewing was trialled.

Some insights drawn from this range of pilot activities included:

1. The researcher gained greater confidence that the proposed methodology was feasible for addressing the goals of the proposed study.
2. The significance of looking for and following-up on Critical Incidents (Tripp, 1993) as a useful strategy in data collection and analysis, became clearer.
3. The reality was reinforced that schools are busy places.

A range of educational literature highlights that teaching is a balkanised and largely private activity (Hargreaves, 1994). There were at least several specific implications of this reality for the (then) proposed methodology to be used to direct this research.

First, it is very difficult and disruptive to gain access to staff during "teaching time" and to gain access to them outside those times requires some significant degree of generosity on their part, since their school lives are always hectic. Further, even in the presence of a willing and co-operative principal, it was courteous to arrange appointment times for interviewing and discussion and these had to be limited. For example, it was generous of the principal to give the investigator a block of forty-five minutes on any one day.

Second, the definition of "self-renewing" activity adopted for this study (as detailed in Chapters 1 and 2 and also referenced in Appendix A) required at least two people to collaborate before any activity would be of interest in this study. That is, the study precluded interest at the "in an individual classroom" level. Thus it became more clearly evident that the (usually) weekly staff meeting was by far the most likely forum for self-renewing processes to be observable. Whilst this realisation was not a total surprise to the investigator, this understanding was certainly reinforced. The investigator also came to a clearer realisation that the other important time,

during a school day, is morning break since this is usually the only time during the day when the majority of staff come together in one place at one time.

Third, the researcher's presumption that in order to become accepted at a research site the prime time would be morning break was confirmed as a result of experience gained during these pilot research activities. That is, morning break is the best time to be present in the school in order to become familiar to the staff of the school, and for one's presence to become accepted by them. The conclusion drawn was that during research school visits, for the study itself, the objectives of the research could best be served by being present at morning break, from time to time, and being willing and available to interact informally with staff members.

Fourth, the opportunity was taken, on the first morning of the three-day extended visit to the pilot school, to provide a deliberately brief (one page) overview of the research purposes and interests, as depicted in Figure C1. This information sheet, together with a brief oral outline to the gathered staff, proved to be an appropriate means for satisfying the curiosity of the majority of staff members regarding the reasons for and the purposes of the researcher's presence. (Subsequently, an adapted though essentially similar information sheet (as to that depicted in Figure C1) was also provided during the first visit at each of the (three) actual research sites. Each of the three principals was also furnished with copies of the same one page overview and requested to provide copies to the staff of the school in some appropriate manner.)

More generally, the familiarisation process was also facilitated by the fact that the researcher was already acquainted with and was known to many of the staff, since he was, at the time, also a principal of a Catholic primary school in the same region. This insider status, as a peer principal, also provided other matter of course opportunities to be present in each of the three research schools.

The final realisation, which emerged from the pilot activities, was a view that attendance at as many staff meetings as possible would be most valuable from a data collection perspective with respect to studying self-renewing processes. (As the formal data collection process subsequently proceeded (as discussed in chapter three) attendance at staff meetings proved to be less fruitful as a data collection opportunity than had been anticipated.)

Brief Overview of Research Interest & Focus
John Lyons (that is, *Why I'm Here*!)

The intended focus of this research study is to look at the intricacies/interplay between . . .

     the *principal's Microcosm** (mental model of the role)
  and   *School Self-Renewing processes.*

> *Please note*:   It is NOT an EVALUATIVE study
>   i.e. it is NOT interested in *judging* things as "good" or "bad" . . .

Rather, it is interested in trying to get some 'handle' on how . . .
    the 'mental model' the principal has of his/her role
       impacts upon
        the ways the principal - *supports*
            - *promotes*
            - *influences* etc
       school self-renewing processes.

--- ooOoo ---

The **methods** to be used in this study include
INTERVIEWS and OBSERVATION.

> The purpose of being at St. XXXX for a number of days . . .
> . . . is to conduct a brief **Pilot Study**
>   to assist in refining and defining how the full study
>   can best be conducted.

(The full study is expected to involve 3 schools over a period of a year and a half)

* More formally, a principal's **Microcosm** is that total dynamic picture or mental model
  which the principal carries around in his/her head – consciously and tacitly – which
  both directs and explains the principal's behaviour.

Figure C.1. Sample of the one-page summary provided to staff in the pilot research school, in order to outline the research purposes and processes.

(Note: Subsequent pages in this appendix represent sample Transcripts developed from interviewing during the pilot research phase. (The transcripts developed during the research phase, proper, also followed a similar format.))

Interview Transcript:

Date: **17.10.95**
File Code...JB#1   on Disk ...'Transcripts #2'
Person: **(Name)**
Location: **(Name) College**
Notes: **Interview with the principal of a Catholic secondary college**

1.   So in broad terms what I 'm interested in is your perspective, your thoughts about the effective Principalship, your thoughts about the things you see are important.
        Would you describe a good day as Principal. How and when have you had a good day?
*   Oh, it's to do with, I suppose a productive communication; relationships with staff, at every level. It's to do with a sense that students are ...that their goodness is to the fore and that they're gaining something, and that they're appreciating what's on offer. It's to do with being able to handle conflict with parents or teachers or students in a way that I suppose respects both and enables them to understand and hopefully to collaborate in some kind of common purpose.

2.   Does that, would that be the same description if you used the word 'empowered', when you feel empowered as a Principal, is that the same set of circumstances?
*   I think in a way, by virtue of the office in a sense, a Principal is empowered, and I think you were here talking about the realisation of that empowerment.
3.   It's when you feel empowered is when those other things have been done? Have been achieved?
*   No, no , no. I don't feel that ... I mean I like to be involved in that process, and I like to feel that I've contributed to it, if that's what empowerment means, yes, but I think in a lot of people's minds empowerment means a sense of competence. I guess you'd get that, but I don't, ... to me that's not in the forefront at all.
4.   What about disempowered, when do you feel disempowered as a Principal?
*   Well the most obvious type of situation probably is in relation to the C.E.O. That's to me personally, I guess when I feel that my role and responsibilities aren't respected. I suppose that would be the simplest way.

       Other situations are when, because of what happens, you get the sense that people just really haven't caught on, and that they're rejecting me personally or what's being offered to them, or what the School's on about.

5.   So that's into the area then of what frustrates you. They're the sorts of issues that frustrate you as a Principal. Frustrates you in the sense of that picture you carry in your head of what makes me feel a good Principal.

*   Frustration to me is more personal and more, in terms of the day to day experience. So, for example, the experience of having to tell students that they can't change a Year 10 Social into a formal and that I'm not going to... I'm going to actually take action to try and stop them having parties at eleven o'clock afterwards and stuff like that, and their reaction to that is a frustration, there's a frustration when parents attack you or don't listen or conflict occurs because in my mind they're too defensive or they have got no idea what School's on about. When staff kind of lash out and hurt each other. So those are things that frustrate me again. Not necessarily because I feel that I've failed, but because there are things happening which run against really what we're all trying to achieve, and we all know we're trying to achieve.

6.   Everything you've spoken about really refers to people. Is that, in your mind what it's all about?

*   Yes. Everything that you do either organisationally or administratively or planning I believe is to the people.

7.   What about going now a step further and say, what would be a couple of terms you might use to describe the Principalship today, as it is. You know characteristics, issues now that you'd compare with an earlier period or how you perceive it's heading or changes that are occurring in the role?

*   Well I think first of all it's very much a rule of leadership; by that I suppose I mean partly a facilitating role, but partly very much a role of a person whose got a clear idea of where the School should be heading and who can inspire people to respond to that and hopefully follow it to some extent. I think another very important role that I tackled this year was that of gate-keeper, because I think that so much rubbish hits schools. You have to try and help, particularly teachers, to concentrate on the important things and not to be too distracted by external demands which they might get upset about but which actually aren't very important ......

8.   You mean what?... advocacy groups in the society that think the Schools can do everything and should be doing this and should be doing that?

*   We don't. I don't think we as a school are affected very much by advocacy groups. I think the main gatekeeping role ... is for the moment ... is probably in relation to curriculum change. In fact it definitely is.

9.   Then to control the pressure there is what you are saying....

*   To control the pressure there and to filter out the stuff which isn't urgent and might not happen anyway and to try to help them to see that

curriculum change isn't on about throwing everything out the window but it's actually, a lot of the time it's refining what we do and making ourselves more accountable and more professional in what we do.

10.   So you've used an equation that I was going to put to you, "Principal equals Leader". Is that the B-all and end -all. Is that what it's all about?
*   Well I think there are different, I mean I am sure there are different roles as Principals, different ways of ...different Principals must have different maps and they must be able to do different things well. Well I'm sure there's a.. I'm sure there's Principals who are seen as good Principals and their staff might not see them specifically as leader in the sense that I mean it, but I do think that either by action or by default the Principal's role and status and 'modus operandi' and public image and interactions actually have a major conditioning role on how the school functions - particularly how the staff function, how they see what they're supposed to be doing .
11.   And you feel comfortable with that?
*   Well, I think you have to, well I mean I do , I ... but only because I suppose people have expressed that it seems to work in our, ... in my situation.

12..   John, how do you cope with the multiplicities and the complexities of the role ?
*   Well I like it. I mean I'm a kind of open-ended kind of person, so I don't get ... I don't have the need to have everything settled and finalised in the compartment. I find it very very stimulating, and in terms of the conceptual complexity, I do ... in terms of the personal complex image, personal interaction and stresses and pressures which I feel, I find that difficult, but I would see that as being a multiplicity in the sense of, yes, it's a ... I can't see a very clear pattern to it, I just see a lot of pressure points and a lot of tensions, and a lot of expectations . I find that really hard.

13.   Do you have any metaphor or model that you sort of carry around in your head that encapsulates what you are trying to do?
*   Yes ... I think probably if I could express it, it would be something along the lines of .. I suppose my main focus as Principal is on the staff more than on the students, although it's instrumental for the students and for the parents, and I think I see them, I see the model really is trying to do things which assist in helping staff reach their potential as people first and foremost, and therefore as teachers because I think one follows the other, and part of that is helping them to understand and accept readily the fact they're in a ... you can either put it in a secular or a religious sense ... they're either in a service profession or in a ministry role. I think they can focus on that without destroying themselves, you know if they can do that in a healthy way, so the balance is there, and it's not, they don't totally wipe themselves out by giving that's what I suppose is the kind of thing I'm looking at.

14.   Well, the Principal, it's agreed is constantly faced with ambiguity and competing tasks and goals, and calls on his or her time. Do you have any sort of principles in your own mind ('les'), that help you to decide what'll you do, today, next week, next month, next term, next year. What sorts of priorities do you sort of carry in your own mind that determine those decisions?

*   For a lot of the time, I was concerned that I was not proactive, but reactive, and I think that is true in lots of ways, but because I'm the kind of person that I am, my reactivity actually is proactive in the sense that, I suppose I keep a very broad scope, I see a lot of things happening, and I think about them, and discuss them with a lot of people, so even though to my mind I'm reacting to what I see as being the forces and the pressures and demands. I think a lot of other people would say that that's pretty reactive but that's ... proactive, because you actually are looking far enough ahead. I suppose people would say about me that I very quickly see the implications and consequences of things down the track. So I suppose, in the day to day, a lot of it is just immediate demands, dealing with the mail, filling in the forms, and I think that's very important and I do kind of ... I'm not a fanatic about it, but I think I manage to do that pretty effectively . A lot of it is to do with supporting, particularly the Admin Team in their work as much as they are looking for that, and me encouraging them to take certain things on, and then, a lot of it is in terms of thinking about and responding to, I mean stuff like ... when the CEO says Phone what do you think about this or that or the other... I do usually spend a fair bit of time doing that, in fact I try to make a habit of it, because, it helps me to think about what's happening, and I also think that it helps me to influence maybe what's needed or something that's happening. And so it's the same with staff, you know, when we talk about needs, it's not just a matter of saying something in the staff meeting that morning, it's more perhaps saying, well O.K., what are the things you need to do about inservice ... how are we going to be addressing this issue over a period of time. So, I suppose the difference between the short term and the long term, is really just one of degree more than anything else.

15.   You're saying you carry a picture in your head of (however clear or vague, and it's always both),of what is a good school for Mercy College, and that always focuses around people. That's the major criterion?

*   I don't think it necessarily focuses on the idea of a good school. I think it focuses on the idea of people, you know, being happy and healthy and giving, and contributing and receiving, so the idea of a school is just an organisation in which that happens perhaps.

16.   Would you be able to identify any formative influences on your model of a good Principal or an effective Principal, is it particular people that have had an impact that you saw, or particular experiences, or ...

*   I think I have been influenced by seeing other people working as Principals right back to my earliest school days. But that's a very artificial view, I think you don't even as a Deputy, you don't fully see what happens. I think it's a combination of seeing people in the job, talking to people in the job. I think the most important thing is the way in which my personality is expressed in the role, and it would also relate to not just other Principals, but other leaders. I mean you know, A.P.R.E.'s, or Catholic Education Office staff ... People like that who are effective, I believe with people or inspire them or whatever it is. I think they're influential. I think parents, too, in a way, I mean not so much in the formal role, but certainly ... how they respond to things, and I suppose you ... I mean in a sense I would think that you're constantly refining how you function and therefore ... that does in fact change the model through experience all the time.

17.   The Principal is only a middle manager anyway. How do you react to that?
*   Get pretty upset about that. In a secondary school when you look at the size of budget, the staffing, the amount of professionalism on staff, and so on, I would say that if the C.E.O. tomorrow decided to set up local boards of management, and just say to the High Schools go ... I would have no problem in that. I think in reality, if you look at what happens in secondary schools no matter whether they're state or private, whether they're Systemic or Independent, I think you'll see Principals everywhere that run their own show. It's just a question of to what extent the higher authority accepts or agrees with it or, you know, just turns a blind eye to it in many cases.

18.   That might be the answer to the next question, in one sense. If you now have control, and you can define the situation, as you want to see it happen, would that be a big element of it?
*   I think it comes back probably, and in one way, yes, but I think it also comes back to the whole idea of subsidiarity of it really, I mean from what I see, there's not an awful lot of decisions that really do need to be made ...outside. And the ones that do are really conditioned by political forces really. You know government and stuff like that, rather than anything to do with effectiveness. I mean there's obviously ways in which that can be challenged, and I wouldn't subscribe to it totally but I think, by and large, you know 80% of it is true.

19.   Well, if I can just turn this off ... *[explained Bolman and Deal's (1991, 1993) "Frames" and used a diagram ...* biased towards one or do you think you meld all of those together or ... You've mentioned the human side all the way through ...
*   I think that the, looking at this just very quickly, the political frame...I see it as being true but I don't make it a major part of my operation. I don't ... suppose that political frame in a sense, one way of looking at it is to say it's a bit like the market, it's a bit like using market forces, a bit like you

know, I've been in schools where the Principal seemed to quite deliberately encourage a spirit of competition between departments and between areas which produced some really great results but tended to ... balkanise things a bit you know, tended to be little empires.

20.   Went against the principle you've already stated of trying to develop your people to keep them happy, not in the loose sense of that term, but excited, committed ...

*   It could do.... it could do, because I mean there is an important way in which give people their head and encourage them to build an empire can get very good results, but not all people in organisations, I find, can accept that and a lot of them get trampled on, and maybe that's their problem, but I still see it as being a problem....

21.   But it's also against the values that you....it would appear to be that you're saying...

*   In an ideal situation, you would have such communication and such consensus of goals, that people would be able to live with those differences and that individual groups of people trying to satisfy their goals would see that as part of the whole, but I don't think that's what happens really. The symbolic thing I think is very important, and while I'm not a ... I'd like to think that I operate within that symbolic frame and that I've done a lot of things to try to encourage it, but it's more in a, I suppose my symbolism is expressed more in structures and physical objects, and it might be in terms of stories and myths and that. Human resource frame ....

22.   That seems to be the one you talk about the most?

*   It is, but I suppose it comes back to what difference there is between structure and resource. I'm not a human resource manager, I don't really...I'm very ....I just picked up ideas here and there, I don't have a clear ... (Interviewer: agenda? ... or manipulation), agenda or manipulation, or whatever it is, I mean a lot of people would say that work groups and all those kind of things is manipulation, it's just a way of getting people to belong or whatever. I think in a school there's a big problem with a lot of that stuff, because people's time and people's commitment of energies are towards the classroom, and once you start doing a lot of stuff that's outside the classroom, I think inevitably they'll start saying, "Hey, we haven't got enough time, we need to do less teaching and more talking." I don't think that's always the most effective. But I do believe that a lot of things that happen here, enable people to have a say and to feel that they're being consulted, but I wouldn't go too far down that track. Structural frame, I think that structures are very important. I think that organisation is very important, but they are only there to serve, and ....

23.   I think structure is an important element of Mercy College, and I mean that in a positive way...

*   And the other issue in terms of what you said about renewing schools is that yes, the test of the structure always is how do they meet the needs, and if we can't continue to review and to evaluate it and to modify them to meet needs, then we're sadly wrong, but my reaction to change is always to

make it incremental and to look at the structures we have got and say look, what are our needs why is what we're doing now not meeting those needs, how do we change it? I really regard, with a great deal of suspicion people who want to sweep everything aside and start again because I don't think that's how human beings really work productively, and I think it's often just a few people who have got a bee in their bonnet that tend to drive that kind of stuff.

24.   Would it be fair to say that you think about structures that will promote and facilitate change, or do the structures follow the change?

*   I think I'm more trying to encourage a state of mind, that facilitates change and openness and that the structures (come along with that..) have to be open to that.

Interview Transcript:

Date: **10/10/95**
File Code...PLT#1   on Disk ...'Transcripts #2'
Person: **(Name)**
Location: **(School Name)**
Notes: **Interview with the principal of the Catholic primary school used as a**
                     site for pilot research activities

1.   Well in broad terms what I'm interested in is discussing with you your
         perspective on the principalship but that doesn't require you to have any
         particular agenda ... Your thoughts about what an effective principal is in
         your own mind or your thoughts about the things you see are important as
         a principal. So perhaps if I start off by just asking you to say a couple of
         words about ... what's a good day for you as a principal, how do you
         describe a good day?
*   When you've achieved at least one third of the things you set yourself out
         to achieve.
2.   Right. What sorts of things?
*   Well, depending on whatever the agenda is of the day. And that can really
         be determined by things out of your control. Just the normal things that
         you list in your Diary ... for the ... events of the day.
3.   Going a bit further now, what's a good day judged against your own
         personal standards of being a good principal, or an effective principal? Is
         it the same thing or is it different?
*   It's not different ... if you're going to get more personal ... no, that things
         have met the values that you have... whether it be the staff's behaviour, or
         the children's behaviour...
4.   Or what, interaction with parents? or ...
*   Interaction with parents. That those sorts of things meet where I think they
         ought to be.

5.   So what makes you feel empowered as a principal. When would you use
         the word to describe yourself as feeling empowered?
*   When people are working together the way I feel they ought to ... I would
         feel then that there's been some input ...
6.   And 'disempowered', when do you feel disempowered?
*   When there are situations out of my control or I feel are out of my control,
         that's making things go wrong ...
7.   Taking you away from your priorities
*   Yes, when things become disjointed and I can't feel as though I've got any
         means of getting them back.

8.   So what frustrates you most about the principalship?

*   Frustrates ...I guess the amount of time having to be seen to be doing things which I consider to be insignificant.

9.   Seen by who, why is there an expectation?

*   By parents, by perhaps teachers, not necessarily the kids I think that's not a fair comment for them but people who I believe ought to know better but we have to put on this puppet sort of image and do things which I just don't think are ...

10.   Can you give me examples of what you mean?

*   To be seen, to be seen at all the meetings that one has to attend and putting on a face there ... where one would feel as though the meeting was a complete waste of time. I think that's probably about two-thirds of the meetings that you attend.

11.   And you would spend your time more profitably, how? ...if you had control?

*   If I had control I'd be doing the more nitty gritty things I guess of the school ... whether it be working out programs that I consider to be important or maybe other people might consider important ...instead of having to attend something which is airy-fairy or I believe is airy-fairy ... and I'd say I'll be right on two-thirds of those occasions, that they are airy-fairy. ... sometimes you get value when you didn't think you were going to get it but most times you back your own judgement.

12.   Can you give me a few descriptive words from your own perspective of how you'd describe the principalship today and that might be characteristics or issues in the present as compared with the past or how you perceive that the principalship is currently heading or whatever ...

*   Well I suppose the word 'collaborative' is the one that is bandied around as what it ought to be. I think another one that's bandied around ... a negative word would be that we react rather than be proactive. I think we do that an awful lot.

13.   And that goes against your ideal?

*   I think so, yes I think so, I think we all, ... I think that as a group we ought to be up-front, not .. I mean as a staff with parents we ought to be up-front rather than <u>having</u> to react to an SPS or a PDE or a something.

14.   Are there elements in your own mental picture or standards which you use to judge yourself by? ... Things are going well , things aren't, I've had success, I haven't had success. Are there a couple of, sort of yardsticks in your mind that you keep coming back to?

*   I think there's just general values. If I walk ...

15.   Values of what, Community?...

*   Just general standards of behaviour.

16.   Right...

*   For instance, manners or whatever. If I just walk through a classroom or playground, or whatever, and not that you ever add up or take away, but sometimes you just get a general feel like this one 's not right, and

there's too much of this one - this sort of thing happening , and on the other side of that, sometimes you get great feelings when you're going through, just the school environment picking up the vibes of, you know, courtesies or ....

17.   So , in your mind you focus a lot on people?

*   Yes, that's right.

18.   Students. You mentioned before Staff, and if Staff are getting on well, or working together well. Is that a big element of parents ?

*   I think parents are (huge?)   , ...I really think parents are put on the back foot by schools in the hidden agendas of schools and the jargon of peers.

19.   Do you have a metaphor at all in your own mind that you think of the Principalship like, or ...

*   Not really...

20.   Even in your worst moments or..

*   No, I wouldn't....

21.   Right!

*   Maybe...   But going back to that other values thing , there are values I try to live by, and I would like to think they are correct and I would hold them correct , that the school would also be trying to live by as well . And being a Catholic School, I think that's a big ask. But I think it's a fair one, so if the ideal's up there , which if as a person, you're trying to reach....

22.   So if that's being achieved, you feel like an effective Principal ?

*   Absolutely.

23.   How do you cope with the complexities of the Principalship, the multiplicities, the constant thousand things that are happening?

*   Go looking for a cement truck. Well, you just do the best you can. I've got no set patterns of behaviour that I try to determine, you just prioritise whatever you think is most important .

24.   Is there a basis on which you prioritise, perhaps not as an overt thing, but maybe from what I've just heard your say, one of the priorities you set would be people ?

*   Oh absolutely...

25.   You put people before other things?

*   Oh yeah...

26.   Structures... where do they come in. Roles, relationships, ...

*   Well, Roles and relationships I see as part of people. Structures, I don't. I think structures are a servant for us, and we just change them to fit together. I don't see necessarily any hierarchical ...

27.   Would there be one or two principles that guide the way you behave from day to day, for example what do you decide to do each day, each week, each year. How do you decide that ?

*   Oh well, you ... well, each day you set yourself certain targets, certain jobs that you want done, which generally get messed up by one, and others are added on to. You know if something gets confused amongst other things. In reference to goals ...well you've already set out your plan of attacks at the school, over a period of time....

28.   For a period of time... Do you have a period of time you think in ... week or term , or...

*   Well you have a year , and then .... Well, you have, all separately,   you have a week, you have your term, your have your semester, you have your year, you have a five year... All those sorts of things, then you just guage them in accordance, when that time comes up.

29.   And do you do that sort of planning in your head, or is it a more overt process for you ?

*   No , I ....

30.   Do you write things down , or..

*   Some of them, yes. The important ones yes, like the five year or the one year. Those sort things get written down and under the usual headings that we are always given to... and what ... what time and sequence, all that sort of stuff .

31.   You think headings like, what? ... the school renewal headings .... that sort of thing....

*   Yes, just place them under those subject headings, or that sort of gear. I pinched your idea on that one , I think it's a good one where you set a limit of time to do it, and if it's not done, well it's just too bad, you just write it up as is and then move on to the next one you've planned...But all the time, without trying to pigeonhole things where they have to be , I really think we've got that mentality , and I'd hate to have that one . I think all things are flexible .

32.   So, on the scale flexible/inflexible, where are you?

*   I would like to think I'd be 70% flexible, some things have to be. But not many .

33.   What about what reaction-comment would you have to an equation which says "Principal =Leader". Is it true, is it false, is it real, is it....

*   No , I don't agree with that.

34.   Unrealistic . Why is it false?

*   It's, oh, depending on your definitions of leaders and placings, but I would suggest that we're more servants than leaders....

35.   Servant rather than leader ?

*   That's it.

36.   OK. Looking back, would there be some formative influences that you think have had a big part to play in the way you see the Principalship, or the way you try to live the Principalship, whether a particular person who's influenced you or, particular experiences , or maybe even something you've read , or ....

* I think all those, plus, just your own growing up in life, just your own life experiences . Those things . Now the way I handle a problem would probably be different to what it was a number of years ago, and both of them could be quite right in their situation .

37. So how do you model the Principalship, what have you got to judge by what's appropriate for a Principal?

* I guess the amalgamation of ideas from, as you say people, books you've read. You try to pinch people's other good ideas perhaps, and make them yours .

38. If you dreamt for a moment, what would be the ideal world of the Principalship?. What would it look like, what would you be doing , what would have changed from now?

* Sorry, what's the...

39. If you dream for a moment and describe the ideal world. You've talked about some of the realities that you deal with from day to day . Having to put time in to meetings that perhaps are not valuable when you could use the time elsewhere . Those sorts of things. If you now had control, if you now the capacity to create the situation as you would like it to be , how would it be different, what would it look like . What would you be doing, different from now ?

* I'd probably be doing more managing .

40. Managing meaning?.....

* People... Not manipulating, but just administrating, I suppose. The school would basically be run by the parents of the children. They would be involved in the education of their children, and not people who are distant, such as whether they'd be politicians or so called educators .

41. And at the moment you don't have that level of control?

*   No not at all ...

42. It's beyond your... it's others who are pulling the strings, to how much?

* They're telling us exactly what ought to be taught and how and they're creating the values that I sort of not necessarily agree with . And I just do not believe that parents have a role in educating their children . I think that's where we try to bring parents into the school as much as we can .

43. Just to finish off, there are perhaps four ways to look at the school or think about the school as an organisation . One is the structural frame...
[explained Bolman and Deal's (1991, 1993) "Frames" and used a diagram ...
... Is there one that you would emphasise more than the others of those frames? I would've gotten the impression, rightly or wrongly, that you would see the human side first. That would come first.

* Yes, that's true, I'd see the human resource one more than the others.

44. And so you'd try to make the organisation suit the people, or have the people got the to fit the organisation?

*   No... The organization should suit the people.

45.   Do any of the others play a part ...

*   Yes, the symbolic one's up there, I guess.....I think it's bits and pieces of them all..

46.   And the symbolic one relates to the values that you were talking about often?

*   Yes

47;.   Trying to create and model those values ...

*   Yes, that's right

48.   You would have said that the structural side comes last and simply serves a purpose ..

*   That's right...

49.   Rather than being the end. And what about the politics in the situation. Is that just an unnecessary evil or is it something you are quite comfortable with and actively try to use, or is it just something you live with?

*   No, I think there's lots of positives there . I think the differences, I think the conflict is good at times. I really do, I think that's a driving force a lot of the times . It creates a...you know it can be a catalyst.

50.   So you'll actively use that at times, do you feel, or is it just the serendipity of what happens.

*   Yes... no I will use it... not manipulative. It's just conflict, so, but certainly the human one. But I hate pigeonholing things. I think that's a mistake that we make too often. We say that's it and forever more that's it.

51.   So, thinking in these terms is almost a structural thing in itself, which you'd object to..

*   Yes ...

52   ... What about achieving self renewal in the school, and don't necessarily think in terms of the Catholic system's definition, think in self renewal in that broader term of just the school trying to change itself from within itself rather than requiring the outside world to control that process. Can you achieve that?

*   Well yes. You think you are. But there are so many changes within a school. You know, imposed upon you, whether we just start to churn over, or even the school itself, the parents. Some parents have more significant role than others in the school, and they move on. That, within all those difficulties, you are trying to renew things to that ideal which you're holding up... So, it's ongoing, it has to be ongoing.

53.   And do you have any sense of a cycle, does the concept of school renewal as a cycle mean something, is it meaningful, is it worthwhile?

*   It's a bit like these structures things here, it's great to write it up on the understanding that it'll vary according to what...

54.   But it's not necessarily that cut and dried in real life.

*   But as you say you do your five year plan, and find out about the S.P.S's ...

55.   Well if I'm trying to develop some understanding of the mental model that
        a Principal behaves from, do you have any other comments on what will be
        the key things one's trying to find out, what are the things that indicate
        that?

*   I think you've got your own personal values come into play an awful lot, I
        really do, I think your personal values and those of the main players in the
        school.

56.   What about blindspots? Do you have any sense of awareness in your own
        mind constantly ....constantly is the wrong word ... Do you carry at times
        any sense of awareness that this is the way I see things, it's not the only
        the way to see things... or.. and ...

*   Yeah. And you'd be a fool to stay in the one place forever, for that
        reason... and you have to have, I believe other people around you, who,
        communicate those things to you, correctly....

57.   (Phone rings)...We'll stop anyway.

Appendix D:
A Brief Overview of Repertory Analysis
(With Illustrative Examples from Pilot Research Activities)

A repertory grid (Centre for Person-Computer Studies, 1990) is a two-way classification of data in which events are interlaced with abstractions in such a way as to express part of a person's system of cross-references between personal observations or experience of the world (**elements**) and personal **constructs** or classifications of that experience. (Note: The use of bolded and/or italicised text is adopted in order to enhance clarity in this appendix.)

Elements (= Entities)

Elements are the subject's personal observations of experience for the particular **context** of focus (in the example depicted below – *Images of the Principalship*). Thus, elements are the things which are used to define the area of the topic, and can be concrete or abstract entities. They should be of the same type and level of complexity and span the topic as fully as possible. Each element chosen must be well known and personally meaningful to the subject.

Constructs (= Attributes)

Constructs are personal classifications of experience (with respect to the defined context). Thus, constructs are the terms in which the elements are similar to or different from each other. Each construct therefore has two poles, each of which has a meaning with respect to its opposite. Any construct or dimension of thinking which is important to the subject is a valid construct. Thus, thoughts and feelings; objective and subjective descriptions; attitudes and rules-of thumb all constitute valid constructs. They can be factual, imaginary, emotional, or whatever is important to the person generating the grid.

In summary, a construct is a bipolar abstraction, a quality or characteristic attributed to the various elements which may comprise situations, events, or people (Solas, 1992). According to the original theory (Kelly, 1955) a construct is formed by identifying how at least two elements are alike in a way which differentiates them from a third element.

Generation and Analysis of the Repertory Grid

Having the subject sort out, in terms meaningful to self, how any two in a triad of elements are alike and how the third is different generates the constructs. These terms describe the respective ends of the construct. The subject then decides whether the elements are more like one or the other end of the construct dimensions. This procedure is repeated until the subject's repertory of constructs has been exhausted and assigned. The matrix of constructs and elements is then checked to ensure that all significant items are included and insignificant ones are excluded, and it is then analysed as a **repertory grid**.

In relation to this current research, repertory grids represented the way the subject (in this example, a school principal) construes those elements (relevant to the specified context) as personally meaningful and significant and can provide a focus for subsequent reflection and elaboration. Thus, repertory grids encoded information about the person's way of looking at the world. This information could then be analysed in a variety of ways to bring out possible underlying structures, or construct systems in the person's worldview (and its relationship to those of others).

Repertory Grid: **Display** (see Figure D1)

　　　　　The mapping of the elements onto the constructs produces the two-dimensional grid of relationships which can be represented as a numeric data structure, called a **Display**, as illustrated in Figure D1.

　　　　　For any given construct the numbers in the grid represent a vector of values *(vector = a quantity which possesses both magnitude and direction)* giving the assignment of each element in turn to one or other of the poles of the construct.

　　　　　For example in the **Display** depicted in Figure D1, the first construct (bi-polar) is labelled *"The School Itself - Third Person".* Of the 8 elements, the following are the actual assignments, by the subject, to one or other of the poles of the construct (on a 9-point scale):

　　　　　　"The School itself" .... "Third Person"

1. *Values*: 1 = aligned directly/ most closely with the pole "**The School Itself**"
2. *People*: 1 = (as above) aligned with "**The School Itself**"
3. *Partnership*: 1 = (as above) aligned with "**The School Itself**"
4. *Service*: 1 = (as above) aligned with "**The School Itself**"
5. *Leadership*: 3 = aligned at the 3rd point *toward* "**Third Person**"
6. *Forward Planning*: 3 = (as above) aligned at the 3rd point *toward* "**Third Person**"
7. *Community*: 1 = aligned directly/ most closely with the pole "**The School Itself**"
8. *Bureaucracy*: 9 = aligned directly/ most closely with the pole "**Third Person**"

　　　　　Similarly, the fourth construct was labelled "**To do with People**" - "**Smaller Group**". The assignments, of the eight elements, by the subject are:

1. *Values*: 5 = aligned midway between the poles
2. *People*: 1 = aligned (by definition!) directly/ most closely with the pole "**To do with People**"
3. *Partnership*: 9 = aligned directly/most closely with the pole "**Smaller Group**"
4. *Service*: 5 = aligned midway between the poles
5. *Leadership*: 7 = aligned at the 7th point *toward* "**Smaller Group**"
6. *Forward Planning*: 7 = aligned at the 7th point *toward* "**Smaller Group**"
7. *Community*: 1 = aligned directly/ most closely with the pole "**To do with People**"
8. *Bureaucracy*: NOT aligned. (Note: researcher knowledge and observation in conducting the process indicated that the subject believed this element was incompatible with the construct.)

Thus in the **Display** each construct becomes represented as a point in a multi-dimensional space whose dimension is the number of elements involved.
A possible relation between constructs which can be examined is the distance between them in this space. Two constructs which are zero distance apart are such that all elements are construed in the same way in relation to them and hence one might infer that they are being used in the same way. That is, in some sense they are equivalent constructs. For example, in Figure D1, all constructs are zero distance apart with respect to the element "**Community**".

Figure D1. Repertory grid: **Display** analysis.

PrinCom Analysis (see Figure D2)

For constructs which are not equivalent one may analyse the entire constellation in space to determine a set of axes such that the projection of each construct onto the first axis accounts for most of the distance between them, the projection on the second axis accounts for most of the remaining distance, and so on. This is the **PrinCom** analysis (see Figure D2).

The **PrinCom** (Principal Components) analysis depicts a person's spatial conceptual structure. It is a representation derived from a distance-based cluster analysis using principal component analysis techniques. The **PrinCom** algorithm spatially clusters the elements and constructs, in a repertory grid, and shows this in graphical and text form.

This form of analysis has been used widely in clinical studies with the repertory grid because it gives a visually meaningful map of some of the relations between elements and constructs (Centre for Person-Computer Studies, 1990). It provides a cluster analysis based on principal components that can be used to gauge the major dimensions along which a subject is making distinctions.

Figure D2. Repertory grid: **Prin Com** analysis.

Focus Analysis (see Figure D3)

Alternatively, a **Focus** analysis (see Figure D3) depicts a subject's hierarchical conceptual structure. It groups constructs together that are close together in space using a form of cluster analysis. The representation is based on a cluster algorithm which hierarchically clusters the elements and constructs in a repertory grid and shows this in graphical or text form.

Thus, the **Focus** algorithm is a distance-based hierarchical cluster analysis technique that sorts the constructs into a linear order such that constructs closest together in the space are also closest together in the order. Element and construct matching scores are computed by subtracting the rating values in each position of the two elements or constructs, summing them, then mapping the result in 0% - 100% similarity terms. Two matrices are thus formed, one for elements and one for constructs. Clusters are computed by selecting the highest numbers from these matrices, that is, the most similar in terms of ratings given. Then this process for the next cluster and the next, until all elements and constructs are incorporated. The "tree diagrams" (Figure D3) show these clusters and are imposed on the re-sorted original grid data.

For example, in Figure D3, considering the ***constructs*** first, these were sorted into a linear order such that constructs closest together in the space are also closest together in the order. Construct matching scores were computed (as described above) and then the result was mapped in a 0% - 100% similarity matrix. Clusters were computed by selecting the highest numbers from this resulting matrix and the tree diagram (for constructs) depicts these clusters. Thus constructs *"The School itself - Third Person"* and *"People Focus - Outside"* match at the 100% level. Similarly for constructs #2 and #7. That total cluster of (four) constructs in turn matches with construct #7 at the 85% level and so on.

A similar (separate) depiction is provided for the (eight) original **elements**. *"Values"* and *"Service"* are matching (100% level). These, in turn, match next closely with Element #7 and the match then decreases progressively with Elements #3, #5, #6 and finally #8.

Figure D3. Repertory grid: **Focus** analysis.

Appendix E:

Log of Formal Research Site Visits: Case 1: Elizabeth
During the Period of Data Collection*
(* i.e. *September, 1996 to December, 1997)*

Research Phase	*Date/ Time*	*Subject*	*Method*	*Focus Area(s)*	*Product?*
1Q	30.8.96 1.30pm	Elizabeth	Informal Interview	* Initial visit to give *"Summary Sheet"* [1] and arrange attendance etc	Field Notes
1Q	2.9.96 3.30pm	Elizabeth	Informal Interview	* Generate (informal) "first" lists for Repertory Analysis: - *Concepts of Principalship* & - *Concepts about School Self-Renewing Processes*	Field Notes
1Q	3.9.96 9.30am	Elizabeth	RPG *#1A* *#1B*	* Completed RPGs #1A: *Images of Principalship* #1B: *Images of School Self-Renewing Processes*	RPG Analyses (2x3)
1Q	3.9.96 1.30pm	Elizabeth	Interview *(EMM#1)*	* Interview focus: "Concepts of Principalship"	Transcript
1Q	4.9.96 9.00am	Elizabeth	Interview *(EMM#2)*	* Interview focus: "Concepts about School Self-Renewing Processes"	Transcript

| 2Q | 21.2.97

1.00pm | Elizabeth | Informal Interview | * Set up procedures etc for "new" School year
* Discuss current Self-Renewing priorities (for 1997 school year) | Field Notes |
| 2Q | 28.2.97

3.30am | Elizabeth | Interview
(EMM#3) | * Discussion re First Level Analysis of Interview "EMM#1" (provided prior to Interview)
* Discussion of RPG "Elizabeth#1A" (provided prior to Interview) | Transcript |

2Q	14.3.97 11.00am	Elizabeth	Interview *(EMM#4)*	* Discussion re First Level Analysis of Interview "EMM#2" (provided prior to Interview) * Discussion of RPG "Elizabeth#1B" (provided prior to Interview)	Transcript
2Q	20.3.97 10.00am	SCO	Interview *(EMM#5)*	* Followed Interview Protocol[2] ("Key Personnel")	Transcript
2Q	20.3.97 11.15am	Deputy Principal	Interview *(EMM#6)*	* Followed Interview Protocol ("Key Personnel")	Transcript
2Q	20.3.97 11.45am	APRE	Interview *(EMM#7)*	* Followed Interview Protocol[2] ("Key Personnel")	Transcript
2Q	8.4.97 3.30pm	Site	Observation	* Attend Staff Meeting	Field Notes

3Q	16.6.97 1.30pm	Elizabeth	Interview *(EMM#8)*	* Followed Interview Protocol[2]	Transcript

4Q	16.9.97 1.30pm	Elizabeth	Interview *(EMM#9)*	* Followed Interview Protocol[2]	Transcript

5Q	19.11.97 11.00am	Elizabeth	Interview *(EMM#10)*	* Followed Interview Protocol[2]	Transcript

Notes:
1. A brief "Summary Sheet" outlining the proposed purposes and processes of the research project. (See Appendix C for further details.)
2. Interview Protocols are detailed in Appendix W.

Appendix F:
More Detailed Exposition of Conceptualisations Concerning the Principalship and School Self-Renewing Processes & Supporting Interview Excerpts for Elizabeth's Case

This appendix presents a more detailed analysis of Elizabeth's conceptualisations in relation to the principalship and school self-renewing processes (Part I). It is intended to support and to amplify the case study report itself. Then, in Part II, supporting interview excerpts for Elizabeth's case are recorded. The format of presentation is explained below.

As detailed in Chapter 3, the development of a *case study database* which then facilitates the establishment of *chains of evidence* represents an important strategy for enhancing construct validity and reliability in case study methodology (as detailed in Chapter 3). In the interests of brevity and the overall flow and continuity of each case report supporting analysis has been provided in this, and other relevant appendixes, rather than in the text of Volume I. This additional analysis has been included, as an appendix, in order to enhance saturation in data analysis and a resultant rich fabric of meanings in interpretation.

Figure 6 depicted the case study database which facilitates the reader tracking chains of evidence in terms of three sources of evidence: case identity and time series (X-axis), source of evidence (Y-axis), and research technique (Z-axis). Some Excerpts have been quoted within Elizabeth's case report itself (Chapter 4). For instance, in the example **"Ex 1.#7"**, the coding indicates that the excerpt is related to Case #1 (Elizabeth) and that this is Excerpt 7 in the series. In such instances, Part II of this appendix provides an address code that references back to the case study database, as depicted in Figure 6.

An example of an address code is **"#1/ 1Q/ E-T/ I(#2:#12)"**. The coding in this example identifies the excerpt as being located in case study data relating to Elizabeth's school (i.e., to Case #1) obtained in the first quarter of data collection (i.e., September to December, 1996: see Table 16 in Chapter 3). Further, the data represents <u>espoused theory</u> (see Figure 4 in Chapter 2). Further again, the excerpt can be sourced to <u>Interview</u> data (taped) and is located in the transcript of the <u>second interview</u> (conducted with Elizabeth) and will be found at <u>location</u>

#12 in that interview Transcript. An example of an interview transcript has been provided as part of Appendix C.

At other points in the individual case reports, and in this Appendix, additional cross-references are provided to support interpretation. For example **"(See Ex 1(App).#2.)"**. The code **"App"** indicates that this particular excerpt is located in this Appendix in its full form, with an *address code* included which, again, permits the reader to track the *chain of evidence*.

Part I: More Detailed Exposition of Elizabeth's Conceptualisations in Relation to the Principalship and to School Self-Renewing Processes

During interviewing, Elizabeth identified what she observed to be the broad base of the principalship in the current context, and she also identified the multiple skills and abilities she considered were necessary to perform the role effectively. Further, she considered that the expanding complexities associated with the role had evolved in ways that now placed almost unreasonable expectations, regarding prerequisite skills and abilities, upon the individual principal. Additionally, however, she believed that a successful principal must also be able to superimpose a depth of personal spirituality upon those complexities.

Well very broadly based. I think the range of the job has spread enormously. I think sometimes that happened in a sneaky, subtle fashion, and we didn't realise it and therefore it has demands for skills and things that you often think superman would have trouble handling. And yet you can never get away from the notion that there's an expectation that you should be able to handle all of those things. So I think it's the very broad base of the job and the multifaceted skills and abilities necessary overlaid by all of those needs to be this person of philosophical depth. (I use) 'philosophical depth' to explain somebody imbued with their own depth of personal spirituality that they can overlay on all of the things they do, so, that to me means it's much more complex than one would have thought. (Ex 1.#1)

From her life experience, Elizabeth had distilled a degree of certitude in the personal qualities of self-reliance and self-discipline. Namely, a belief that with effort one could achieve one's goals and that the individual is responsible for one's own destiny and happiness. She also identified an awareness that her personal life stance could have a downside, in terms of her being perceived by others as being overly independent and perhaps even lacking empathy at times. Elizabeth indicated that she was comfortable about living with diversity in leadership situations. Elizabeth believed that her own schooling experiences led her to value a strong work

ethic, and to also prize the qualities of perseverance and a commitment to realising high levels of achievement (see Ex 1(App). #2, #3, #4).

Arising from her experiences as a primary school APRE, and also as secondary Assistant principal, Elizabeth indicated that she had developed a conviction that the principal does not need to "have all the answers". Further, she believed that to feign expertise in areas where one does not actually possess it, only serves to engender a whole new set of deleterious circumstances that can actually be counter-productive to the achievement of goals. Elizabeth concluded that it was far better, as principal, to defer to those who did possess both the interest and the expertise:

> *From* (the principal of the primary school*) I think I learned about fear. How not to cope with your fears ... whether it was confidence, or whatever, I just learned by watching him, how fear could chew you up. ... Fear of not being good enough, fear of not knowing, fear of not being in charge and then the boss, and I could see ... people didn't want you as principal to have all the answers. To pretend you did wasn't good, because people can see through that ...* (Ex 1.#5: (partial extract of Ex 1(App).#5))

Other experiences had also taught Elizabeth about the skills of applying intellectual rigour to situations without being personally threatening to others. That is, to utilise procedural strategies effectively even when one might not personally possess the relevant substantive knowledge. Further, she believed she had witnessed good modelling of the concept of teamwork when working with her last principal (see Ex 1(App).#6).

Elizabeth interpreted her personal understandings of leadership in terms of the story of Jesus. She found approval for a robust and assertive approach to leadership in the Jesus story. Further, she closely aligned leadership with the role of facilitator:

> *Well, I think that one of the interesting analogies is the notion of Jesus as Leader. Even though we may say, alright Jesus led a group of people, and led a movement, if you like, in the time he was around. But he didn't always do it from a position of greatest knowledge. To me, sometimes the things he did were through (via) red herrings. I don't think Jesus walked around serenely with all his answers in his head, giving them out. So I don't necessarily think a leader is somebody who has got all the answers and who spreads out largesse everywhere you go ... I don't think Jesus did that, I think he stirred up hornet's nests, I think he did challenge people. And sometimes in everyday events he gave them puzzles in response. So as model of leader, I think . . . that sometimes you have to decide whether you just solve this thing here and now, or whether you throw it back out ...* (Ex 1.#7) (See also Ex 1(App).#8.)

For Elizabeth, maintaining a sense of personal empowerment came from interacting with people and especially from supporting them to discern a direction for action. She found the sheer diversity inherent in the role of principal to be invigorating. However, the more that

Elizabeth considered situations were drawing her away from the people-context of her role the less empowered she felt. An example would relate to administrative tasks which, whilst Elizabeth accepted them to be necessary, she did not value such tasks highly in relation to her own people-centred goals. A second area of perceived disempowerment, identified early in the data collection period, related to an experienced frustration about not being as familiar with the primary curriculum as Elizabeth would have wished to be. (See Ex 1(App). #9, #10, #11.)

Elizabeth expressed a preference for working with staff members who were "straightforward" and capable of dealing with issues in an objective manner. Further, she preferred to work with people who were prepared to be thoughtful about their educational purposes and actions and were prepared to commit themselves to the school and its goals. She found it more difficult to work with teachers who wanted the job to "fit" them and who were unwilling to accept that ongoing change represents an inherent feature of education (see Ex 1(App).#12, #13).

When invited to think about the amalgam of the elements of the principalship which she attempted to handle on a daily, weekly, and annual basis and also to identify those aspects of the role which might come naturally and easily to her versus those elements that she might have found more difficult, Elizabeth considered that she related to people effectively and that she trusted herself to treat people well:

> *The bits that I struggle with are some of the technical things … sitting down and poring over the budget, and following dollars to the nth degree, that's a struggle. … I'd be somebody who'd be happy to get a report to say 'well we're in the black or in the red', but I know I need to follow it through, so that's a bit of a struggle. And probably the things that are the real challenge … that I would still feel … I should have my finger on every pulse in the school, I cannot … and my future challenge is to come up with a way … to re-organise … the jobs in the school so that I do know what thirty-three people are all doing.* (Ex 1.#14)

During interviewing, Elizabeth was also invited to think forward to the end of her time, as principal of her current school, and, presuming there was some imaginary individual who possessed perfect knowledge about what had transpired at the school regarding her own actions and intentions, to describe what she might hope that person could say at a farewell function. Her process-related responses focussed upon her being recognised as having displayed openness, having contributed to the development of community, and not having "backed away" from a challenge. Product or ends-related achievements would first centre on a continued striving for excellence and equity in educational delivery and her having, as principal, facilitated those goals. In addition, "ethos", understood as a welcoming and open school, would be an

important measure, for Elizabeth, in conjunction with an on-going and proactive commitment to improvement rather than "resting on laurels". Particular desired curricular initiatives would relate to the integration of technology into teaching and learning, and the actualising of a sense of rigour with respect to the broad range of the facets of curriculum implementation. (See also Ex 1(App).#15, #16, #17.)

As detailed in Chapter 3 (Table 15), at the outset of the research it had been surmised that the Deputy principal and APRE could be key informants to the goal of seeking an understanding of Elizabeth's meaning system. Further, since Elizabeth accorded the administration team an important status, with regard to both to decision-making processes in the school and also in providing her a sense of support, both Deputy and APRE were in a unique position to observe the ways Elizabeth behaved as Principal.

Administration team meetings (Principal, Deputy, and APRE) – held Monday and Thursday afternoons – focussed, first, upon events and issues for Tuesday's staff meeting. Then, the second meeting of the week was focussed more on bigger picture "school direction" issues. The group had undertaken some specific team-building activities and all were comfortable that their individual styles complemented one another. Both the Deputy and the APRE perceived that Elizabeth adopted a stance of deliberately supporting and reinforcing the concept of "team" through the manner in which she interacted during meetings. (See Ex 1(App).#18, #19).

The Deputy and APRE provided their views regarding metaphors or images of practice they considered were relevant to Elizabeth:

Deputy*: I think Elizabeth is very much a team player ... within that team, we've identified for ourselves who needs to be the servant, and who needs to be the bouncer, and who needs to say what to who ... and so we approach people on different levels ... I mean I can go and have an unofficial talk to somebody ... . The school's always been on about collaboration and ... using gifts of other people, and I think ... she's picked up the philosophy of the school, I think she had that philosophy anyway, but I guess she's re-inforced it ... . She's very much an ideas person, and she'll come in and say 'this is a good idea, can it work, is it feasible?' And we'll talk about it and ... if we say 'no it's not' it'll die, (or) ... ' that's a good idea' then it's up and running ...* (Ex 1.#20)

APRE: *I'd probably see her as a visionary. I know a leader should be a visionary person, but, in my experience of a lot of principals, she would carry that role as a visionary. She does have the ideas, she brings them to us, she won't negate our ideas. If we have ideas, then she's quite able to encompass those and lead on. ... she would see ... that she has the ideas, and can organise the resources and the people to do it, and then (Deputy) and I would ... be the ones who make sure that things go through ...* (Ex 1.#21)

Both personnel also commented upon the types of instances that might distinguish the issues that Elizabeth would encourage versus those that she might choose to repress. The Deputy considered that Elizabeth liked to emphasise the human element and, further, that she spotlighted what he labelled as the "structural" – that is, constantly seeking to assess and review the effectiveness of decisions for rightness of fit for the school. This rightness of fit, in Elizabeth's mind, he judged to be directed by a broad and balanced set of goals for student development. The APRE took a similar view, noting that Elizabeth "rewards, applauds, and encourages" human and symbolic elements with a special focus on student attitudes and insistence upon and the enforcing of proper standards of student behaviour. (See Ex 1(App).#22, #23).

In relation to Elizabeth's handling of the complexities of the role of principal, the Deputy believed that she accorded people first priority and described her as operating an "open door policy". The APRE emphasised that Elizabeth worked, quite deliberately, first to develop and then to pursue a very clear overview of the broad mission of the school. Further, Elizabeth was judged to have effectively enunciated this overview - in the process achieving a synthesis of the views of all key payers - via the School Development Planning process. In addition, the equation "Principal = Leader" was put to both Deputy and APRE for their reaction in regard to Elizabeth. Both personnel highlighted what they judged to be an appropriate balance between Elizabeth being capable of acting as individualistic leader whilst also valuing a team effort within a complex school context. (See Ex 1(App).#24, #25, #26, #27).

Both personnel believed that Elizabeth displayed an effective capacity to work with all types of staff. The Deputy believed she preferred to work with the "straight shooters" who were willing to make their views known, whether positive or otherwise. Even where people disagreed with Elizabeth, the APRE perceived that Elizabeth would treat staff with respect and an open attitude. (See Ex 1(App).#28, #29).

Both APRE and Deputy provided viewpoints regarding Elizabeth's overall style of leadership and identified what they considered to be some of the strengths of her style, together with any perceived limitations. Both individuals emphasised Elizabeth's open style and manner. The Deputy again recognised her strengths in the "human side of leadership" where she made people feel valued and the APRE, agreeing, also saw Elizabeth as an active leader out and about in the school and always willing to "ask when she didn't know". The primary misgiving identified by both observers, with regard to Elizabeth's principalship, related to their personal concerns

regarding possible long-term negative consequences for Elizabeth's wellbeing because of the significant time and energy commitment she was making in her role. (See Ex 1(App).#30, #31).

Elizabeth was the first principal in the system to participate in a formative appraisal process, now regularly conducted during the second year of a principal's contract. The Supervisor of Schools conducts the formative appraisal process and the subsequent report is provided only to the incumbent principal. This formative process involved focussed interviews with the majority of staff members, across one day. The process also involved Elizabeth preparing a self-review statement.

Elizabeth made her self-review and the feedback document, prepared by the Supervisor of Schools, available to the researcher. This latter report thus represented a significant source of theory-in-use data (Figure 4 in Chapter 2), comprising the views of a broad range of staff with respect to perceptions regarding Elizabeth's principalship. This review highlighted an overwhelmingly positive assessment of Elizabeth's principalship noting that no major concerns emerged from the interviews (see Ex 1(App).#32 for detail).

The discussion now turns from Elizabeth's views concerning principalship, itself, to her notions regarding school self-renewing processes. For Elizabeth, self-renewing processes were founded upon an on-going awareness of and assessment of current performance coupled with a continuing search for improvement. She viewed school self-renewal as a cyclical process of assessment and adjustment. In her view this was often a planned process, but at other times events "demanding" attention arose unexpectedly:

> *Well, I suppose put simply it means what sort of navel gazing does a school actually participate in. It's the constant just looking at, awareness of ... all of the things you do in the school, in the broad areas of say curriculum, administration, religious instruction, ethos, or whatever, and revising, just looking at how they're going, opening them up, putting them in front of people saying 'how are we going here?' And being prepared to make course changes if they so desire. I see it as a bit like those concentric circles going around and then every now and again in the process of looking at it ... you make some changes, it's a bit like firing a little booster rocket that just comes and changes your orbit a bit. ... Sometimes you plan to do it and sometimes you are forced to do it, because something happens.* (Ex 1.#33)

Elizabeth distinguished between goals focussed on furthering the school as a community versus those focussed upon the school and as an educational organisation. In her mind, the first aspect was founded upon notions of service and good curriculum, whilst the second involved more personally-relevant aspects such as achieving self-satisfaction through her exercising leadership capacities. She accepted that it was a responsibility of the principal, working in

conjunction with others, to ensure the achievement of quality educational and community outcomes whilst also seeking to discern and to respond to external influences and imperatives. (See Ex 1(App).#34, #35).

At the outset of her principalship, Elizabeth stated that she had identified two key areas as comprising the big picture of school self-renewing processes: "school ethos" and "people". When the first interviews were undertaken (September of her first year at the school) considerable energy had already been invested into what she described as ethos-related factors. In addition, she indicated that she believed significant progress had been achieved in relation to what she called the "people" aspects. So, whilst she recognised that problems could always arise, Elizabeth considered that the point had been reached where she now felt able to direct her energies toward other school improvement goals.

Thus, Elizabeth indicated that she was now turning her attention to the quality of curriculum. She took a view that the school's history (part of a larger P-10 school until that year, as detailed in Appendix G) had engendered what she described as a derivative curriculum. She considered that the school now needed to address the challenge of reviewing its articulation of and delivery of curriculum as a separate educational unit (P-7) in its own right.

When invited to identify key players in school self-renewing processes, Elizabeth nominated individuals rather than groups. The Deputy principal was the only remaining member of the original administration team from the time prior to the campus division. Elizabeth described him as a "great supporter" considered to be a-political in his behaviours. Further, Elizabeth considered that his capacity to manage detail in administration actually complemented her own strengths. Significant instabilities, beyond Elizabeth's control, occurred early in the new school year (2Q) with respect to the roles of APRE and SCO and resulted in the administration team not being a stable unit for the major part of the period of data collection for this research. (See Ex 1(App).#37, #38 for background detail.)

Changes in power relationships, after the old school (P-10) became the "new" primary school (P-7), were regarded, by Elizabeth, to have been an important reality during her first year. Indeed, Elizabeth considered that whole transition and upheaval to have been a significant grief experience for many associated with the school. In such a situation, Elizabeth perceived that she needed to be especially sensitive to the consequences of those circumstances and that she also needed to support staff emotionally. However, she also considered that those sensitivities had actually represented a significant constraining factor to the pace at which change could be

undertaken. Another perceived inhibiting factor, as identified by Elizabeth, was the sheer size of her organisation. She viewed this issue as a constraint because her preferred approach to principalship involved her working closely with people rather than to take any deliberate actions to sideline individuals in the cause of furthering her own goals for change. In overview, such a personal assessment of reality, on Elizabeth's part, was self-perceived to require that the whole change process be approached with sensitivity and patience (see Ex 1(App).#39).

Elizabeth expected life in schools to be messy and chaotic. She proposed a circus metaphor when she imaged events in her school as similar to having three rings performing. She described school life as parallel to "there being something happening in the tent all of the time", like a circus which had several rings operating simultaneously. She didn't always know everything that was happening in each corner of the tent but she did know where and how to find out. So she believed that a certain level of chaos was to be expected and should not be permitted to generate too much personal dismay in leadership (see Ex1(App).#40, #41).

However this notion of messiness was not simply acknowledged, passively, as an inevitable and unavoidable feature of life in schools and thus something to be accepted philosophically. Elizabeth actually perceived that another important and positive dimension demanded a capacity to cope with a level of chaos in leadership. She believed that such capacity could serve the proactive purpose of not straight-jacketing the organisation into total certainty and rigidity but, rather, facilitated some level of foment and afforded sufficient fluidity to permit new ideas to be brought forward and "bubble to the surface" (see Ex 1(App).#41).

Late in data collection (5Q) Elizabeth summarised her attitude to the ambiguities associated with the role of principal:

> *(The course of events) certainly hasn't been neatly and nicely coordinated, and I suppose I don't really expect it to be, it would be nice, I dream about that, but it probably won't happen. Nothing's happened that I didn't expect would happen. I just think, quite honestly, it's about adapting, there's no real clear picture, there are some things you know you have to do ... but it's still about being flexible and adapting to the wheel when it squeaks wherever it squeaks, as well as pursuing the things you know that have to happen. I don't find, when things happen, like if I get an upset parent ... any point in putting off, delaying it, not dealing with it ... so I guess ... 'circus' isn't bad ... certainly ... there can be a three ring circus in any given time. (Ex 1.#42)*

Elizabeth also considered that whilst she sometimes found the diversity inherent within the role of principal generated caused some difficulties and irritations for her, she also indicated that she found such challenges to be invigorating and even empowering. This feature of Elizabeth's personal principles for acting in the principalship was another facet of her belief that

ambiguity is a reality of life in schools. She was committed to making a personal investment in people as integral to process. She stated that, for her, empowerment came from interacting with all types of people, listening to them, and assisting them to discern a direction for action. In fact, as considered earlier, these beliefs were fundamental to her personal understanding of the principalship. (See Ex 1(Text).#1 & also Ex 1(App).#43, #44.)

To go further, Elizabeth was even more enthusiastic about the diversity inherent to the principalship. The true excitement of administration for Elizabeth was located in a process of synthesis which emerged from her being open to what other people think and also her facilitating outcomes emerging from these group processes. She described herself as often having the nub of an idea but not having it fully worked out in her own mind. She found that processes of dialogue - even extending, sometimes, to polemics - actually assisted to mould her own ideas into a more useable form and, in turn, represented a central source of role vitality for her. She also believed that such processes also resulted in better, even if not technically "perfect", outcomes since such approaches permitted stakeholders a positive role in decision making to have a stake in the decision-making (see Ex 1(App).#44).

Thus, for Elizabeth, "ownership" arose from respecting and harnessing the diversity inherent within the organisation. As well, the very process of achieving owned outcomes linked closely to her personal criteria for achieving success in the role. As noted, the whole process of harnessing diversity led to outcomes which carried an "our school ownership" quality (see Ex 1(App).#45). A related facet focussed upon Elizabeth's personal commitment to respecting people's feelings. It is noteworthy that Elizabeth's commitment represented an underlying feature of her approach, particularly in the first 18 months or so of her principalship. That is, she accorded priority to her portraying a genuine "innate respect" for people, as a fundamental behavioural principle. A further and related facet of this resolve relates to a commitment to encouraging people's growth.

As yet another feature, when Elizabeth was discussing the nature and sources of self-renewing imperatives (2Q) she indicated she felt that current goal-areas had been synthesised and emerged, almost naturalistically, from the consensus of a whole range of factors which had come together. The point she appeared to have been emphasising was that it seemed both significant and laudable to her that those identified goal-areas were "natural" rather than "artificial" projects and that they represented a spontaneous synthesis of a range of priorities and needs. She explained this by stating that notwithstanding the reality that she enjoyed aspects of

being the leader of the community she did not believe it was her task to come in and to create an empire for herself for its own sake. (See also Ex 1(App).#46)

Those earlier principles guiding Elizabeth's stated approach to the principalship, identified above, emphasised a personal commitment, on Elizabeth's part, to respecting people and playing the role of servant seeking to encourage the development of others and even to share her leadership. Such a stance in no way implied that she viewed herself as or intended to play the role of "doormat", however. Nor did Elizabeth intend to comprehend the principalship as a chore. Rather she intended to treat it as a position that she enjoyed, and as a job that furnished her a significant level of personal satisfaction. Over the period of data collection Elizabeth articulated an increasing level of certitude that, for her, seeking the principalship had been an appropriate decision because her natural style was to seek to operate within an optimistic worldview - to seek to "see the glass as half full" (see Ex 1(App).#47).

Elizabeth also emphasised the importance of a practice she described as "self-talk". One purpose was to constantly self-reinforce a perspective that it was the sense of "our" school which she wished to continue to work toward achieving. This was both as a philosophical resolve and also a perceived procedural necessity in order to achieve her goal of getting people to work with her. "I suppose self-talk's a big thing for me, I like to talk to myself a lot, I'd be worried my brain doesn't clam up! (i.e. 'wear out')" (see Ex 1(App).#48). Sometimes self-talk also achieved the important goal of "talking herself out of ideas" because whilst Elizabeth had self-confidence in her ability to generate ideas she also believed it was prudent to have these evaluated via their being "measured" by others (see Ex 1(App).#48).

A personal emphasis upon maintaining "constant sensitivity" was yet another facet of Elizabeth's notion of engaging in on-going self-talk. She believed one key element of her role was to place continuing priority upon engaging in a constant process of environmental scanning both to identify and to discern the nature of areas of need for future school improvement. Further, that notion was also related to her rejection of a personal-empire-building role, noted earlier. Rather, she comprehended her task as constantly seeking to undertake this environmental scanning role: to "pick up on what other people are saying" (see Ex 1(App).#46).

A noteworthy feature of Elizabeth's (evolving) understanding of the principalship related to her commitment to value whilst also enjoying a team approach to functioning in the principalship:

I like to work in teams ... I wouldn't see myself as a great initiator of hot new ideas, original ideas, but if I'm around people with ideas, I know I can pick them up and then find them and run with them ... chuck out the bits I don't like ... I can see possibilities. I find that a healthy way to work, whether it's in my own school, with some teachers, my team, or even with a group of peers, to me that's a healthy way to work.... (Ex 1.#49)

Finally, Elizabeth also believed it was part of her style to "... go off on all sorts of different ideas, I get fascinated by different things here there and everywhere, I don't always pursue things right to the end, if I lose interest and get bored half way along, well that's it, I've cut my losses and move on, I cannot doggedly follow something I'm not interested in ...". (Ex 1.#50). Thus her valuing of a team approach served instrumental purposes as well. She perceived that holding a team-based perspective permitted others to complement her own style (see Ex 1(App).#44, #45).

Part II: Interview Excerpts for Elizabeth's Case

- Ex 1(Text).#1: (#1/ 1Q/ E-T/ I(#1:#12))

- Ex 1(App).#2:
  Well one of them (i.e., formative experiences*) I would have to say would be being female. Probably because … since I was a kid and can remember, and my family would say, I have been a competitive person. But I was always physically quite small. I was the wrong gender for the time to be a competitor, and so, I suppose one of the things that I learned through those experiences, in childhood, was that there was more than one way to skin a cat if you had to, if you wanted to be good at something or achieve something. And so … if you were stuck with the gender you were, and you weren't a physically imposing person or something, then you … developed other skills. And I suppose after a while, I don't know, somewhere along the line, self-reliance … . I learned that … .* (#1/ 1Q/ E-T/ I(#1:#35))

- Ex 1(App).#3
  I also feel that my school years in the Catholic schools as they were in the fifties, taught self-discipline. You know, if you could survive the rigours, you learned a lot of self-discipline. I truly believe that. And a lot of those things, probably because I was reasonably intelligent, I learned self-discipline, I learned that you could get what you wanted, if you worked for them yourself. … I believe that self-reliance is an independence and self-discipline that you can control your own destiny to a large extent, if you put the effort in. I also believe, you know, even in relationships, now, as I'm older, that I don't expect anybody else to make me happy. I am responsible for making my life happy, nobody else is. Yes, there's probably a downside to all of that too, that means that I can be a bit too independent and people close to me would say that. Probably a bit too prickly, because I'm used to … taking care of me and my needs, and it might mean that I'm not soft enough in places or at times or sloppy enough at times, but yes well, we can't have it all. (#1/ 1Q/ E-T/ I(#1:#35))

- Ex 1(App).#4:
  Teachers, yes, look, a nun that taught me, in grade eleven and twelve … she had her letters for music, and speech, and she had a Science degree, and a Masters degree in Science, and a B.A., and she was about four foot nothing … and she was this little dynamo and she used to work her guts out for (us). She'd have assignments marked the next day, and for me she set a standard, and at no time, during all those years in a girl's school could anyone suggest that by working hard and going, and wanting to be something, would it be a waste, because you knew you'd be somebody's mother in two or three year's time. So the whole notion that there was a world out there if you worked hard enough and you set your goals … you could have personal satisfaction. … Just that satisfaction, happiness is an inside job, you're responsible for it and you can get it by these means. And I still believe that today, because … experience has borne that out … (#1/ 1Q/ E-T/ I(#1:#36, 37))

- Ex 1(Text & App).#5: (Fuller extract from Text Excerpt)
  From (names the principal of the primary school*) I think I learned about fear. How not to cope with your fears. He didn't have any more fears, or less fears, than anybody else had, but I think they got to him. ... whether it was confidence, or whatever, I just learned by watching him, how fear could chew you up. ... Fear of not being good enough, fear of not knowing, fear of not being in charge and then the boss, and I could see from that people didn't want you as principal to have all the answers. To pretend you did wasn't good, because people can see through that. ... I saw (him) succumb to that from time to time. Because when he wasn't afraid, he was good. But the fear would get him. If we ever branched into areas that we knew he didn't have the competence, it would have been so much better if he'd ever said, 'look I know you guys know more about this than me, I'll listen to what you've got to say'. (#1/ 1Q/ E-T/ I(#1:#38, 39, 40, 42))*

- Ex 1(App).#6:
  When I first met (names the principal at her previous school) *I thought he was more in that authoritarian mould, and I'd heard that he was. But I found him to be a very exacting master in that if you had a new idea, you had to prove it to him ... he ... was a person who could remain impersonal and challenge you ... never, ever, did you ever feel personally intimidated by it, you knew it was an intellectual challenge. Now, maybe I liked that, because I know I get bright ideas, but I really need someone to help me push them into shape ... so, he taught me to think things through, and to not be scared to run your ideas by other people that you might trust, and let them have a go at your idea ... you don't have to be entirely responsible for every aspect. So, he taught me a lot about* team *and about applying a bit of intellectual rigour to some of the things that you do, and how to lead people without ever personally getting into bun fights with them. And he also was someone I would consider to be a great intellect, and yet he never seemed to have a problem deferring to people who knew more, he was still capable of firing the same intellectual challenge at them ... no-one ever ever disrespected that aspect of him, and so they are things I learned. (#1/ 1Q/ E-T/ I(#1:#42, 43))*

- Ex 1(Text).#7: (#1/ 1Q/ E-T/ I(#1:#33))

- Ex 1(App).#8:
  Interviewer*: Your equation 'Principal equals Leader' ... principal equals facilitator? Not out front, walking, holding the flag?"* Elizabeth: *No, because I won't have all the answers. I'll never have them. But I might be able to stimulate some people ... (to) find ... for themselves. (#1/ 1Q/ E-T/ I(#1:#34))*

- Ex 1(App).#9:
  Well, I guess for me a good day really doesn't have a lot to do with getting through the paperwork so much, because that's always there. A good day would be being able to interact for and with people. If situations arise and you're able to listen and give people some options about things ... you're able to make changes that help somebody do their job better ... and because you have the authority, you can do it, or give them permission to go ahead and do it. Being available and having people come up and deal with things now, because they're happening, rather than to have to put a lot of little things on the back burner. ... I find the energy area to me is people. ... sure some of the situations are draining, but I really do find that interacting with people ... is life-giving. (#1/ 1Q/ E-T/ I(#1:#31, 32))

- Ex 1(App).#10:
I guess disempowerment is where I just have to do some things regardless of whether I think they're valuable or not … for example, chasing up things for the newsletter. When … the P&F want something in (the newsletter) and you say send it to me or else, but you know the deadline is next week and you know you've got to get on the phone and say, 'do you want it in or not?'. When you don't have that control over the things other people are meant to do on time … (#1/ 1Q/ E-T/ I(#1:#4))

- Ex 1(App).#11:
I think one of the things that frustrates me is sometimes just sheer lack (of) knowledge, not being master of all the things I would like to be. Interviewer: *Of curriculum?* Elizabeth: *Yes, of curriculum, particularly having just sort of moved from secondary to primary I'm finding (the) Year 2 NET, Year 6 (Testing), changes in English or the programming* (i.e., approaches/ formats for/ of teacher programming). *I'm just finding that I wish I had far more time to just immerse myself in where curriculum is going and so when I speak to people with expertise, like regional Curriculum Officers, and that, it brings home to me* (non-verbal reaction indicating situation overwhelming), *'Elizabeth, you've got a lot to learn', and I find that frustrating … I've got to the stage now, I've decided not to be embarrassed, I just ask. If I look dumb, well I look dumb. I just say I don't understand that, tell me what you're talking about because I used to go off and sort of ferret things out and waste hours. Waste hours of pride, I think, when it would have been easier to just say to someone (. . .).* (#1/ 1Q/ E-T/ I(#1:#7))

- Ex 1(App).#12:
I like people who call a spade a spade. I don't even mind if they call it a shovel. I prefer straight talking people, I'm not too concerned about agree and disagree, but I really much rather people think they can come and say 'look, Elizabeth that was not a very good idea', and that I don't get personal about it and they don't. Some of those people are here now, people with very high expectations of themselves, what they require from me is to back them up if they need me, and to be that … person who's managing and pushing where the curriculum goes. I'm not saying they go easily and willingly either, but that's fair enough, I don't expect them to. I want them to know why the hell they're doing something too. I want to see some ownership of the school … (#1/ 1Q/ E-T/ I(#1:#57))

- Ex 1(App).#13
Lazy! People who think the job should suit them, not (see) that the intrinsic nature of a teacher's role is to suit the group and adapt to the group and whatever. I think the one really teacher type I find the hardest is for those who think 'I'm here, this is me and the class has got to meet me here'. … I don't care if they're in the same grade for 21 years, but if every year they're sensitive to where the group is at, that's fabulous. (#1/ 1Q/ E-T/ I(#1:#58, 59))

- Ex 1(Text).#14: (#1/ 3Q/ E-T/ I(#8:#64))

- Ex 1(App).#15:
Well, I guess I'd like to hear them say that I didn't back away from a challenge. That I was prepared to pursue all avenues of thought and ideas when we were contemplating change. That I would have been prepared to listen to people even though I may not have agreed and gone ahead with them in the end. And that I

*always put the good of children and their education first, I would like to think ...
that they saw me as someone who really believed that building the community was
a big part. That what I did contributed to building community, not detracted from
it.* (#1/ 1Q/ E-T/ I(#1:#55))

- Ex 1(App).#16:
(In response to being asked to consider achievements as principal …) *I would like
to think that the kids would at least be able to avail themselves at the best standard
of education that the money this school has could provide, that it would be
dispersed in a most just and equitable fashion. And that in order to do that, that I
would chase up those administrative and structural things that would ensure that
the greatest amount of money ... is there to spend on the best resources for them.
And then in the sort of area of the ethos or whatever I'd like to think that people felt
this was a welcoming and open school, that people could come up to, and that
teachers ... felt very welcome to speak to parents ... and that I'd be there to back
people up. And I guess that people had a really positive feeling that good things,
that the things continue to happen, that we didn't kind of set something up in the
first or second year and then sit there and watch it the next three ... that we were a
proactive community.* (#1/ 1Q/ E-T/ I(#1:#56))

- Ex 1(App).#17:
(In response to being asked to consider curriculum-related achievements as
principal …) *I would like to think that we've got a much better handle on
technology than we have now and that we have (a) much more integrated way of
using it. I would like to think that over the next few years, what we can do is make
sure that the technology and computers are well integrated into our programs, not
taking them over, but that we're using them sensibly, wisely, and for the best ends.
I see that as a challenge and not as babysitters and stuff like that. And then, I guess
the other thing would be, I suppose it's a favourite word from my childhood, I
would just like to think that over the next couple of years, my influence might be to
get some sort of sense of rigour back into ...* (interruption*).* (#1/ 1Q/ E-T/ I(#1:#60))
(Note: The interview was interrupted and then the last few sentences were lost on
the recording. However notes were made immediately following the interview.
Elizabeth had indicated to the effect*: "... a sense of rigour in a whole range of
things e.g. how children behave, manners, standards in classwork etc."*)

- Ex 1(App).#18:
Deputy: *We have two meetings a week. We go through the physical aspects for a
start. We meet Monday afternoons ... (and) Thursday. Monday ... the focus is
Staff meeting. … The Thursday admin. time is more direction of the school, that's
the focus of that, bigger picture. That's where we tend to formulate curriculum
type ideas. Our SCO is in the same building ... if we need to grab her for a half
hour with curriculum-type ideas.* Interviewer: *And is it a team?* Deputy: *Yes, the
team does work well together. … They've been good and we raise concerns ... and
we discuss it pretty openly and frankly. So I mean the team works* really *strongly in
the school.* (#1/ 2Q/ TiU/ I(#6:#1, 2))

- Ex 1(App).#19:
APRE: *We have allocated tasks that we look after but a lot of all those tasks
intermingle, overlap and I think we're pretty good as a team, that whenever we're
doing a specific task, we overlap and, if someone has expertise in one area, we join
together and make it better. We have done a few of those leadership things* (i.e.,

Leadership Styles analysis inventories*) and the team complements ...* Interviewer: *Elizabeth could behave differently. Why does she actually reinforce the concept of team, is that deliberate behaviour on her part?* APRE: *I think it's a deliberate conscious thing, but I also think it's because where she was at* (her previous position) *College ... it's my perception that it was an effective team ... when she was there.* (#1/ 2Q/ TiU/ I(#7:#1, 3))

- Ex 1(Text).#20: (#1/ 2Q/ TiU/ I(#6:#18, 19, 20))

- Ex 1(Text).#21: (#1/ 2Q/ TiU/ I(#7:#8))

- Ex 1(App).#22:
  Deputy: *I think that she really likes to complement the human aspect, I think also the structural, I think she pushes those very much. She still looks at the things that didn't work, why they don't work, what <u>does</u> suit* (our school)*, what doesn't suit, and she'll knock those on the head. ... Very strong community, sort of offering what we can as far as academic goes, but a really balanced type of school. We value the cultural things and social aspects, and ... leadership* (i.e., student leadership*) I guess is what we've given a big push in the last twelve months.* (#1/ 2Q/ TiU/ I(#6:#30, 31))

- Ex 1(App).#23:
  (APRE): Interviewer: *You've said it's the cultural thing, it's the symbols, it's the rituals, it's also a focus on students and people, you've said they're encouraged, and so if she sees that happening, am I right in assuming she'll recognise that, she'll applaud that, she'll perhaps in a newsletter say, you know, it was great when we had this and so on?* APRE: *Oh, yes ... even when I was on maternity leave last year, I had the newsletters come to me. The thing that struck me immediately was, there was always 'Thank You's' whether it was to, every person was explicitly thanked, whether it was a parent, a student, or teachers at all times, they were thanked. At all times people were asked for advice, always asked for help and the same things happen now I'm back here at school, constant thank you's, little notes in pigeon holes, speaking publicly on assemblies, student's behaviour is rewarded, as well as their academic achievement, as well as their, you know, social skills, their christianity towards others, those are the things she strongly rewards, applauds, encourages. Things that she would not be keen on, of course, are the antithesis of those, you know, the unchristian behaviour towards others, that's very strong for her ...* Interviewer*: Is there something she'd stamp on?* APRE: *Bullying, bullying. Oh yes, that's a very strong thing with her. ... If you want specific examples ... if it's an issue about child safety, for example, you know, parent behaviour, with car pick ups, let down, buses, that's very important, because it relates to the children's safety. So safety is a big issue, that would be one thing she would particularly have a go at ... and she's very good at it too.* (#1/ 2Q/ TiU/ I(#7:#13, 14, 15))

- Ex 1(App).#24:
  Deputy: *She sees people as being important, she's always got an open door policy. ... and she writes the newsletters constantly and says at P&F meetings her door is always open. But ... if it's a P&F meeting it's got to be P&F business, it's not school business. School business is done in the office, so there's a very firm line drawn there. She's starting to learn those sort of things that school issues don't get raised at a P&F forum, don't get raised at Board forum, it's a different purpose. I*

guess (also) allocation of jobs. I mean I come in and there's often lots of things on my desk that Elizabeth has seen and thought well that's within my role. And I look after that. (#1/ 2Q/ TiU/ I(#6:#21, 22))

- Ex 1(App).#25:
  APRE: *I think the first thing she really looked at was what the mission of the school was ... to see what was actually happening, whether it concurred with what we said, and then ... she really looked at our own (School) Renewal statement. And this year, with our School Development Plans ... that's where it all came from, it wasn't from her ideas, or what teachers had said, it was from the School Renewal, what the current teachers then prioritised ... and then we set down what we could realistically do ...* (#1/ 2Q/ TiU/ I(#7:#10))

- Ex 1(App).#26:
  Deputy: *I'd probably agree with about 60% of that,* (i.e., the equation "Principal = Leader") *because yes, I think in a school this size, there's got to be an ordinal leader, I think there's got to be a leadership team. There's just so much happening constantly, that not everybody knows everything ... whereas if you've got a group of three or four people and each has got their own bit about what's going on when you come together, that is the leadership team. I mean officially she's obviously the leader, and people certainly see her as the leader, but I hope at the same time they realise it's a team. I know most people do.* Interviewer: *Am I accurate in assuming that what you're saying is she's capable of being the leader when she has to be, but her deliberate style is to make that part of a group effort?* Deputy: *Absolutely.* (#1/ 2Q/ TiU/ I(#6:#26, 27))

- Ex 1(App).#27:
  APRE*: Yes, that's right.* (i.e., the equation "Principal = Leader") *That's not her sole role. No, and I don't think she sees herself as that, and I don't see her as the leader, I see that as a function of ... .* Interviewer: *And yet I've also heard it said ... that when she has to be, she's prepared to be the leader, ("Oh, yes."), has the courage (or) whatever it might require?* APRE: *Oh yes.* (#1/ 2Q/ TiU/ I(#7:#11, 12))

- Ex 1(App).#28:
  Deputy: *It's the straight shooters, the ones who come and say 'this is good, I agree with it', or 'no I don't agree with that, and it could have been done this way' or 'why do you want us to do that?' ... not people who beat around the bush, people who say what they think, and ... Elizabeth has got a fairly thick skin, and she can take those comments, and she appreciates people coming in and being honest and saying those sorts of things.* Interviewer*: Is the person who's not like that ... going to feel on the outer?* Deputy: *I think there is a style of person who feels threatened by her authority, because they'll know that she will make decisions and I can think of a couple of people who, when Elizabeth goes to speak to them, they think they're in trouble, just because the principal is approaching them, but she still values those people there's always a positive aspect that she draws on for that person, so it's a very positive sort of relationship.* (#1/ 2Q/ TiU/ I(#6:#28, 29))

- Ex 1(App).#29:
  APRE: Interviewer: *... (F)or example is it the 'yes' people, the ones who'll do exactly what they're told ... or is it the ones who say, 'hold on that's rubbish ... we should be doing this'?* APRE: *I've just been really impressed because she works*

well with all of those. I mean the 'yes' people ... I don't think she has a stronger affinity with them ... the way I've seen her operate is she'd much prefer people to question, ask questions, fix things up, people who can expand width-ways and up-ways to help with anything that we're trying to do. I think they'd be the kind of people that she works best with, because she's open to ideas, and she sees them as beneficial, she's very extroverted, so she does try and very much, find something that she can relate to with each person. (#1/ 2Q/ TiU/ I(#7:#12))

- Ex 1.(App)#30:
  (Deputy): <u>Interviewer</u>: *Are there pluses(in this school's situation) that you're really developing community here because (of) the way she approaches it with team, the way she tries to value people. They are the right ways to get ownership in this school?* <u>Deputy</u>: *I think very much. Just her open style, her open manner. I mean she can be talking to (the Director) one minute, and the groundsman the next, and (she's) on their wavelength straight away ... there's such a human side to her leadership, that people just got on with her, they realise ... that they're valued ... if it's the cleaner, or if it's somebody else in the school, everybody's role is valued. And she thanks people for that role. So I guess that's ... a terrific strength.* <u>Interviewer</u>: *Are there minuses?* <u>Deputy</u>: *I think Elizabeth's got a personal minus where she puts too much time into the place, because she works six days a week. But I guess she wanted to do that last year to find out all the things that were happening, but she's still in that same pattern, and I've said to her a few times I think she needs to go home a bit earlier because she works too long. So I think it's a personal minus, I don't think it's a professional minus, or a school minus, a personal minus only. (#1/ 2Q/ TiU/ I(#6:#36, 37, 38))*

- Ex 1.2.a(App).#31:
  (APRE): <u>Interviewer</u>: *The pluses are that you've built consensus, that she works with people, that you can generate that whole support and that comes from thanking people and recognising achievements and so on, is that the strength of the style that she brings?* <u>APRE</u>: *Yes, very, and inviting as well. Very open (door) always ... she's out and about as well. Long hours, always ready to try something, always ready to ask when she doesn't know, as well, yes, it's really great.* <u>Interviewer</u>: *Are there minuses ...?* <u>APRE</u>: *I would say experience, experience is something that will come, but I mean, coming straight to a large school as a first time principal in terms of ... (pause) ... budgeting, but I mean she's working on that, budgeting was a major issue when she first came, although she was from (secondary) college, the system's different in a primary school. ... there are pluses and minuses in that, she ... has no guiding perception of how this campus should work because she's got the secondary experience, and that is a plus, in a way. I think, yes, I'd say the only problem there would be the budgeting, and that's really being worked on.* (#1/ 2Q/ TiU/ I(#7:#19, 20))

- Ex (App)#32: (with background commentary)
  A summative performance appraisal is a detailed and intensive process which is an obligatory element of the employment Contract of principals in the Diocese, conducted in the fourth year of a five-year Contract period. Around the time of data collection for this study, the diocese was encouraging principals to take up the option the option of participating in a formative process of review during the second year of incumbency in a first contract period. (This has subsequently become diocesan policy.)

Whereas a summative appraisal is led by the Supervisor of Schools for the region working in panel with two peer principals, approved by the Director and, ultimately, the process generates a report to the Director (which obviously impacts upon future employability issues) the formative appraisal process is conducted, individually, by the Supervisor of Schools, and the subsequent report is provided only to the incumbent principal. This formative process involved focussed interviews with the majority of staff members, across one day. The process also involved Elizabeth preparing a Self-Review statement.

A substantive summary of the feedback document provided to Elizabeth is recorded in the following extracts:

> *"For the vast majority of those interviewed you are seen as very approachable, extremely supportive, decisive, pastoral, sensitive, caring, consistent, down to earth, intelligent, focused, energetic, enthusiastic, tireless, Christian, professional, honest, compassionate, and forgiving.*
>
> *You bring a sense of humour, a vision of a Catholic School which you model, skills in counselling, strong credibility, a child focus, outstanding capacity to actively listen, strong commitment to the school and to the Mission Statement which you model and regularly visit at assembly. You have a presence which students respect and a discipline which is fair but firm.*
>
> *As a person, staff respect you, recognise you as a leader, accept and appreciate your consultative approach to decision making, your ability to build and be team, your role as Christian leader, appreciate the respect you give to people of all statuses, (that you) don't dwell on the past and don't put yourself on a pedestal.*
>
> *Other issues which staff identified were your ability to think on your feet, your communication skills, the strong way you support staff, your consistent promotion of the Mission Statement at assemblies and staff meetings, your unwillingness to use power in relationships, your concern for the self-esteem of staff, that staff know where they stand with you, your collaborative leadership style which has built an effective team, use (of your) own talents (e.g., choir, soccer), that you are very easy to work with and that you go out of your way to show kindness and compassion to staff, students, and parents."* (#1/ 4Q/ TiU/ DA/ Formative Appraisal Report: August '97)

The Supervisor found a high correlation between Elizabeth's own estimation of her principalship (expressed in her Self-Review statement), the estimation of staff (gained via the interview process) and his own observations gathered from regular visits to the school. The following areas were highlighted for commendation:

- Ability to work under pressure and to handle stress effectively and model a calm approach.

- Openness to learning by being involved in all aspects of school life. *"In particular, your involvement in the potentially explosive are of PDE and your sensitive handling of parents and committee persons, the wisdom you displayed in dealing with difficult situations and your ability to actively listen mark you as a effective leader of a Catholic School".*
- Effective counselling skills in dealing with difficult parental and staff situations involving a desire to achieve win/win outcomes and displaying respect of the dignity of each individual.
- Elizabeth's vision of the Catholic school was judged to be very appropriate. Particular mention was made of her concern for standards and her pursuit of academic excellence. Commendation was noted regarding the ways that Elizabeth shares her vision with the wider community through the school newsletter.
- Elizabeth's 'authenticity' as a leader was noted whereby she modelled her beliefs via her interactions with others.
- Elizabeth's ability to nurture and support staff morale was noted.

<div align="right">(#1/ 4Q/ TiU/ DA/ Formative Appraisal Report: August '97)</div>

The appraisal report noted that no major concerns had emerged during the interviews. Suggestions for future goal setting were made and the Supervisor found that these issues were generally consistent with matters Elizabeth, herself, had identified in her Self-Review. Many related to minor procedural issues. Others related to:

- The matter of delegating more (recognised to emanate from Elizabeth's desire to 'get involved' and thereby learn more about the running of the school and its culture) and the related perception that she needed to pastorally care for herself more (within the context of the many hours she spent at school).
- Issues emerging from Elizabeth's own recognition of and desire to act as a curriculum leader via visiting classrooms on a more regular basis. The Supervisor presented this as a time management issue via her need to 'claim' more responsibility for the events of her day (rather than reacting to the agenda of others) and her allocating specific blocks of time to purposes such as regular classroom visits.
- The suggested formalisation of her "Vision" via the displaying of a succinct written statement was recommended.

<div align="right">(#1/ 4Q/ TiU/ DA/ Formative Appraisal Report: August '97)</div>

- Ex 1(Text).#33: (#1/ 1Q/ E-T/I(#2:#1))

- Ex 1(App).#34: (Emphasis added)
  *Well, I suppose the personal goals … they're like ego goals and there are altruistic goals. There are the **altruistic goals** of doing the best you can do for the community that you work with … those ideals, values, the whole visionary thing of service, you know, or the altruism, that I'm doing this because … this community deserves to do it, and I'm here as facilitator at this point in time. And there are other sort of personal **ego goals**, if you like, that just say, you know, I like to do a good job, and I want to do it well.* (#1/ 1Q/ E-T/ I(#2:#2, 3, 4))

- Ex 1(App).#35:
  … (A)nd demands from outside forces, I suppose … a tension exists, but it's still the role of the principal to make sure that what your school offers in terms of the big picture of its curriculum (is appropriate). … There's a certain need to catch up

with, to keep up with what society or what government or whatever sets as expectations at schools. So you can't just ignore ... you have to take it on and explore it, see if you are going to react to that. There are a lot of outside forces ... all the interest groups in your own community to make sure you respond both in accordance with the goals of a Catholic school, and the needs, meeting the needs of the kids. (#1/ 1Q/ E-T/ I(#2:#4))

- Ex 1(App).#36:
  Interviewer: *Am I right in assuming you're talking about ethos and people? They're the two elements that you're focussing on at present. You've seen those to be the first needs, the first issues, and that's what you're working on. Will that change?* Elizabeth: *Certainly the ethos one ... I'm happier that it's* (Interviewer: *"ready for maintenance?")* yes, it's ready to go into that sort of level that I'm happy that the organisations in the school are working well, the P&F, the Board, and that the good feeling is still out there. So I'm happier for that to go off into maintenance ... because, we need to move off in the board direction, into policy-making and I think that will actually ... be part of the maintenance procedure, because we'll continue to interact with people and ask them their opinions about the thing, and I think that'll keep that rolling over. The staff and the personnel, I'm reasonably happy about that. I would always expect there'll always be some trickier people than others on a staff ... I don't resent that ... it's something I expect ... . To me the challenge there is to find the things that push some people's buttons, and, you know get them going. So I expect that'll be ongoing. We do have work to do in terms of the curriculum now to move on, there's actually probably a lot of work there, in that, the curriculum has been a grade ten (to) one down, and so it's operated with the impact of secondary school on the way things are done.* (#1/ 1Q/ E-T/ I(#2:#7))

- Ex 1(App).#37:
  (The Deputy principal) is, because he's been a constant here in the school. By his own admission, he'd probably say that he's one of the reasons people are dependent, because he's such a very organised person, and because he likes things to happen properly and well, he does it himself ... . So there's a dependency born out of that. He's a marvellous supporter ... and ... he's a person who's big on procedures, and so in many ways he provides what I think is the foil to my looking out up there (i.e., what Elizabeth considered to be her "big picture" style). *He's somebody who's able to pull things down to the ground. ... he can zero in on little pictures. So that's really terrific ... and his knowledge of the school and the staff and the kids is just a little goldmine ... and he's completely a-political ... .* Interviewer: *So you're describing a person who has a style firstly that you admire, secondly that you think will facilitate school self-renewing processes, rather than work against them?* Elizabeth: *Yes. He's very open-minded, he'll listen to ideas. He doesn't say 'no that's not the way we do it', he's excellent like that, very good.* (#1/ 1Q/ E-T/ I(#2:#11, 12))

- Ex 1(App).#38: (with background commentary)
  Within the first two weeks of Elizabeth taking up her principalship in the "new" school (i.e., the primary section (P-7) which had separated from the secondary section (Yr 8 and beyond)), the APRE announced her pregnancy and, due to ill-health, took immediate maternity leave for the rest of '96. In the same week, the SCO became ill with a pre-existing nervous condition and,

after hospitalisation, was off work for all of Semester One. Further complications also arose for the SCO during the next school year ('97). Thus, of necessity, both positions were filled for extended periods by other staff members in acting positions. Consequently, as Elizabeth noted in an interview in September '96 ((I:#2:(1Q)) no permanent sense of administration team existed that year:

> *And then … the complication has been this year, because we had acting people, in the major roles … there will be another real re-think of the relationships when they change. … People who've been in the acting positions, funnily enough, have taken their jobs and run, and I suppose, part of my concern is, that's been so good …* <u>Interviewer:</u> *But there's still not a sense of stability there yet?* <u>Elizabeth:</u> *Not yet. No, because I know that I've worked well with this person, there's a little bit of tension.* (#1/ 1Q/ E-T/ I(#2:#12, 13, 14, 15))

- Ex 1(App).#39:
  …(S)ome of them (i.e., inhibiting factors) *are, say the length of time some people have been here and that the change in the school has caused a change in their own place in the school. There are blocks there for some people. … their power has changed, their area of authority, an example would be say* (names a specialist teacher) *in music. You know a music room that was hers and her area of authority, if you like has been eaten away, to the extent … now she might even be actually facing … part-time at this school, and somewhere else. … there are several people in that sort of position who lost power with the change of schools, and so while most of those people have been very nice about the change, I feel a sense of, well I suppose sadness for some of those people, because there's just nothing they could do about it, and there's really not a lot I can do about it, except bear it in mind and I'm trying not to do the pitying thing like prop them up for the sake of not letting them down too hard, so there are some blocks there about positions people did have, in the school … the other block would be, the notion...* (Elizabeth refers to a recent speaker at a recent conference) *… if you want to run with a new idea, you just work with the people who are keen, and then you just catch more in and it sounded to me like a really good idea. I think one of the blocks, to renewal here can be the sheer size of the school. You've got a lot of people to convince. That can be extremely time consuming and much harder work.* (#1/ 1Q/ E-T/I(#2:#18, 19, 20))

- Ex 1(App).#40:
  I expect a school to be messy or chaotic … you can't plan from one day to another exactly what is going to go on in a school, so … if nasty things happen, or whatever, yes they upset me, but it doesn't bother me that things happen out of left field, I expect them to hurt. (#1/ 3Q/ E-T/ I(#8:#60))

- Ex 1(App).#41:
  Perhaps the circus is more the point, you know, we've probably got three rings, at least, operating at any given time. … there'd be something going on in the tent all the time, but in different corners of the tent would probably be the way … I can't always say that I know exactly <u>what's</u> *going on in each one of them all the time, but I do know what's going on, and I know where I can go to find out the details if I need to. I would suspect that a certain amount of chaos and I don't mean chaos disorganised, I mean chaos in terms of things happening, other people … coming*

forward with ideas, I would like to think that's happening. … so that's what I mean by chaos. The opportunity for things to bubble to the surface is there. (#1/ 3Q/ E-T/ I(#8:#63))

- Ex 1(Text).#42: (#1/ 5Q/ E-T/ I(#10:#30))

- Ex 1(App).#43:
  <u>Interviewer</u>*: So, you're almost talking about a continuum (in the principalship)* (see Ex 1(Text).#1 for background here) *that starts at broad ranging expectation to narrowness. Does that frustrate you or excite you?* <u>Elizabeth</u>: *Well, to be honest, I'd have to say it's very interesting and exciting, yes, more so than fearful or anything else, yes that … sheer range I find good because it's not boring and to me that's a really important criterion, in any job … I just couldn't hack boring (…).* (#1/ 1Q/ E-T/ I(#1:#13))

- Ex 1(App).#44:
  Yes, find out what other people think, and I usually have an idea in my head, but I've never got it all worked out, before I start to talk about it, I find to me, genuinely, (this is) the true excitement of administration … to me the really interesting part of it all is watching the ideas gel and merge and come up with something you know and at the end … I don't know whether there's a way of choosing, deciding that it's the one hundred percent correct answer, but I do feel this way what we get is an outcome that everybody's got something to do with and we are far more likely to get further with it, even it isn't as good as … (#1/ 2Q/ RA(#1B) & E-T/ I(#4:#9,10))

- Ex 1(App).#45:
  <u>Interviewer:</u> *So you're saying the outcome is reasonable at least if not perfect, ("Oh, yes"), but that type of outcome achieves for you the purpose of ownership, ("Much more"), 'our school' ownership ("Yes"), whereas you might come up with a better technical solution, ("Yes, oh yes, yes") if you don't achieve the ownership, then you don't value the outcome as much?* <u>Elizabeth:</u> *No, I mean I could, some much better administrator could come up with a beautiful lock set plan to get to point B, but I'm firmly convinced that all I'd be doing is showing off and … that's not I want, I don't want something that looks good on paper, to flash a whole lot of handbooks around if the people concerned aren't going to read it, I'd much rather we get half way there and we actually get there, I could have a beaut plan, and I mightn't get that off the first step, but it'll look good on the paper. So to me … I find that process energising, I do not find it a drag, although I'm making claim about the time (it takes) … and the irritations of it, I still think it is the most valuable way to go and I don't see it as time wasting. Although I can't always account for the many hours that it takes to do it, I consider that an investment, in the people (and) … the process …* (#1/ 2Q/ RA(#1B) & E-T/ I(#4:#11, 12))

- Ex 1(App).#46:
  <u>Interviewer:</u> *That would appear to be confirmed by our earlier conversation this term where you said that the projects that you've come up with* (i.e., for school development) *… were really, you felt, naturally a consensus of a whole range of factors (that) just fell in together, and they were natural projects they weren't artificial, they came together out of a whole range of needs, ("They did") and that seems to be important, in your mind ("Yes") that you gather, that sense. You seem to emphasise ("Yes") that you're always trying to pick up those vibes from a whole*

range of people. <u>Elizabeth:</u> *I think and I've thought about it, I suppose part of the assignments* (i.e., personal study) *... whether, the decisions I make... whether your goals are about ego, or they're about the job or the organisation ... I don't see my job as to come in and build myself an empire although I enjoy aspects of the, you know, being leader in a community, I like some of those aspects of it, I get some positive feedback from doing that sort of thing, but I don't see that I come in with my agenda, and do my thing, and walk away and leave a mark like it was my school.* (#1/ 2Q/ P / RA(#1B); (I(#4:#5))

- Ex 1(App).#47:
  ...(I)t yes, just confirms for me that I do like doing what I do, regardless of all of the drama and the hassles and all the rest of it for me in many ways, I ... like to look at the half full idea of the glass, I like to look at those as ... the opportunities, they're what I make of them. (#1/ 2Q/ E-T/ I(#4:#16))

- Ex 1.2.c(App).#48:
  I find that it isn't hard to think about ... 'our school' ... to me it's <u>our</u> school, and if I don't . . . keep saying that and meaning that, I'm never going to get other people to work with me. And so, I see it as part of my job to pick up on what other people are saying needs to happen around here too, and not just me, so, I think that's really important. ... I suppose self talk's a big thing for me, I like to talk to myself a lot, I'd be worried your (i.e., my) *brain doesn't clam up* (i.e., "wear out") *... and sometimes you have to talk yourself out of things, because I've got to admit I'm somebody who sometimes has an initial reaction that I've learned over time not to trust, not to act, I do trust my initial feelings, but I don't always act on them because, I know sometimes I could* (<u>Interviewer:</u> *"You need a measure of that, some measure of whether what you're thinking is sensible?"*) *yes ... and I also realise that ... I can be an emotional person, so I need to not always say what I think.* (#1/ 2Q/ E-T/ I(#4:#5))

- Ex 1(Text).#49: (#1/ 2Q/ P/ I(#4:#18, 19))

- Ex 1(Text).#50: (#1/ 2Q/ P/ I(#4:#16))

- Ex 1(Text).#51: (#1/ 1Q/ E-T/ I(#1:#17))

- Ex 1(Text).#52: (#1/ 3Q/ E-T/ I(#8:#23))

- Ex 1(Text).#53: (#1/ 1Q/ E-T/ I(#1:#18))

- Ex 1(App).#54: (An example of "Fishing")
  For the community I might do it say in a newsletter. I might write something a bit ... ("*Controversial?*") *yes, I might write something, and I think, I know there are some people who are going to have a go about this, and I might write on the bottom of it, 'tell me what you think'. Now I call that laying bait. In some ways what that does is, it's fishing, it's a bit like saying, well here's a bit of me, you can see this about me, I'm not hiding here ... and then ... some people will bite. So I call that fishing.* (#1/ 1Q/ E-T/ I(#1:#20)) (Statement continued in next Excerpt)

- Ex 1(App).#55: (Elizabeth's rationale for using the strategy "Fishing")
… (I)t (i.e., "Fishing"*) helps me to get (…), I suppose because I think I've sometimes worked in other ways, where I've tried to have all the answers at the beginning, and all I get back are platitudes. I get all these people agreeing with me, because what I've said sounds* <u>nice</u> *and* <u>logical</u>*. They're not going to disagree with me because (…) and then I realise afterwards that I've made a mistake in that I didn't really get (…) I mean I knew where the areas of agreement were, but didn't really want to know that.* <u>Interviewer:</u> *You didn't pick up the diversity?* <u>Elizabeth</u>*: No* (i.e., agreeing*) and so, it's sort of in response to 'why the heck am I asking people what I think they already believe?', because those pats on the back aren't worth it, that's not what you are looking for… so I'm a bit more interested* <u>now</u> *in throwing out a bit of bait, going fishing, just seeing what I catch.* (#1/ 1Q/ E-T/ I(#1:#20, 21))

- Ex 1(App).#56: (Elizabeth's rationale for using the strategy "Fishing"(contd.))
<u>Interviewer:</u> *Is there a risk that all this will get out of control or you …?* <u>Elizabeth:</u> *Not particularly, because I don't think I'm digging that deep. I really just don't think I've gone very far with it. I feel that I'm test scratching the surface around the place, but I don't believe that it has gone anywhere near that. This is a community that's got, well I suppose it would be a really nice place for six years, and just let it bubble along, but I think it's got a lot of potential to be far more challenged, in some respects. There are some very narrow views about the kind of school this should be, and they don't particularly fit with what I see a Catholic school should be. There would be (a) whole school of thought that thinks it should be this nice middle class place where you send your kids, because they mix with other nice middle class kids. These parents are professional people. Well, that's a bit of a worry, and I suppose I say fishing at the moment, because I'm trying to get a sense of how widespread that is, and if there are other people out there who don't think that, are they game to say it?* (#1/ 1Q/ E-T/ I(#1:#29))

- Ex 1(App).#57: (Elizabeth's rationale for using the strategy "Fishing"(contd.))
(Note: This statement is put in its full context by Ex 1(App).#59 (below)): Elizabeth makes this statement to explain her commitment to and acceptance that "diversity" is a reality in her school community.) *… (A)nd I guess I'm a bit keen to dig it out* (i.e., the diversity*) a little bit, and maybe, say OK, these opinions exist, because maybe then we can direct something towards that re-education of people so (…).* (#1/ 1Q/ E-T/ I(#1:#28))

- Ex 1(App).#58: (Guiding principles for Elizabeth's use of the strategy "Fishing")
<u>Interviewer:</u> *What are the principles that guide your fishing … is it anything goes, as long as I win it doesn't matter the means I use?* <u>Elizabeth</u>*: No, it's information gathering. I think it's a way for me to try and find out what this community (…).* <u>Interviewer:</u> *What stops it verging on manipulation, on using people? Is it your own values that determine that line, or (…)?* <u>Elizabeth:</u> *I would think* <u>that</u> *and the fact that I have tried in other areas, like say in P&F meetings or in parent meetings, or when people speak to me, to accept, to be seen to accept somebody else's point of view and not argue with them anymore. Not keep trying to put my point of view. For me to be learning to say 'OK, look I accept what you are saying, you know, that's different from what I think, but I accept what you are saying', so it is a case of now being very careful to recognise that the things other people say, though different from mine, they're genuine … and if that's different from the way I think, then I have to be more careful. It's made me behave differently, if you like, in*

meetings and talking to people. It's made me less perhaps strident. (#1/ 1Q/ E-T/ I(#1:#24)) (This Excerpt has continuity with the next.)

- Ex 1(App).#59: (Guiding principles for Elizabeth's use of the strategy "Fishing" (contd.))
  Interviewer: *So the value is openness?* Elizabeth*: I would hope so … I keep trying to tell myself that I don't mind if somebody comes back at me (…).* Interviewer: *Acceptance, to accepting diversity?* Elizabeth: *Yes, I think because this is a big school, I had to recognise pretty quickly there would be a lot of diversity. By going through and developing the school profile, I could see that, and I can see that in doing and getting in replies from the Mission Statement (development process) the diversity's there. We've got groups of people here who want to kick out everybody who's not a practising Catholic. I've got people who don't want to extend one form of social justice or generosity to any kid who's not 100% perfect, or his family can't pay 100% of the bill. So I recognise that we're dealing with a very, even though on (the) surface it looks a nice middle class community, there's a lot of diversity.* (#1/ 1Q/ E-T/ I(#1:#25, 26, 27))

- Ex 1(App).#60:
  Probably … my own lack of confidence in say, my knowledge *of the topic, or not having the whole thing clear before I start, about where I want to end up, I know where it is I want to be at the end, not having either the knowledge, enough knowledge or background to be confident that these are the exact processes I'm going to use to get there, and yet I know you can't always have that, but … some areas, say curriculum, or something, I would feel lack of knowledge (is) a block.* (#1/ 1Q/ E-T/ I(#2:#21))

- Ex 1(App).#61:
  And probably the things that are the real challenge (are) still that I would still feel torn sometimes depending what I'm reading or who I'm listening to between thinking I should know, I should have my finger on every pulse in the school, I cannot and haven't yet come up and my future challenge is to come up with a way to say organise, I don't know whether re-organise is I want to do, the jobs in the school so that I do know what 33 people are all doing … (#1/ 3Q/ E-T/ I(#8:#64)

- Ex 1(App).#62:
  I need to be able to know where in the picture the pieces are and the people are. I'd feel a whole lot better if I knew that. Probably because if we were seven people, you know, one on each year level, I'd probably know that, a whole lot better, because I'd be telling people and I'd know it. But the sheer size of it, I just don't feel I can use the excuse of, 'oh, it's pretty big', yes, but I know what twenty people are doing. I can't see that that's good enough. (#1/ 5Q/ E-T/ I(#10:#27)

- Ex 1(App).#63:
  Interviewer*: From our earlier conversations, if my memory is accurate, you were frustrated and feeling a lack of self confidence, because you didn't have this big picture, I would have detected from our earlier interviews, that by now, you thought you would have all this sorted out, it was an important goal. ("Yes"), you haven't got it all sorted out yet, ("No") how big a problem is that, how big a frustration?* Elizabeth*: It is but I guess in some respects, I may have been naive in the first place to think that it was only going to be this size. I think that was one of the*

things I thought, oh yes, this is this shaped thing, all I have to do is slot the bits in … (but) every time I open up the lid, there's another one under it, and so, I guess I don't want to fall into the trap of 'oh look, let's just draw up that bit and forget the other bits', and think we've done it well, so I guess, we are still in the chaos or the messy part, and it's turned out to be bigger than I expected. Interviewer: *The chaos hasn't overwhelmed you?* Elizabeth: *No, no, it's got to be worked through. We do have support for it, and it's not like it's you know, going to be a major issue or anything, it's just very time consuming to get through it all, and the time consuming part is probably making sure that we do consult with the staff.* (#1/ 5Q/ E-T/ I(#10:#9, 10))

- Ex 1(Text).#64: (#1/ 5Q/ E-T/ I(#10:#8))

- Ex 1(App).#65:
  Interviewer: *If anything, it's a change in your style that would characterise this term, ("A little bit yes"), and is that very much pivoted on your formative appraisal, is that the turning point?* Elizabeth: *I think it helped to, it didn't tell me anything I didn't think I sort of knew, but it did give me the (clearer vision), clearer expectations of confidence that, that … you know, people are happy that (…) (unfinished).* (#1/ 4Q/ E-T/ I(#9:#23))

- Ex 1(App).#66:
  Interviewer: *… (Y)our appraisal has almost defined a point for you for a change in that direction. How will your style be different?* Elizabeth: *I hope now that our communication lines will get cleaner as we move along. That I have to spend less time perhaps explaining where I'm coming from … ("Less time 'selling', is that what you're saying?"), yes, yes. I would hope that now, we can speed up that whole process ("So your process will be more robust or efficient?"). Yes, yes, probably in straighter lines than I might have gone before, yes, and that's a fairly deliberate and conscious decision to do that. … I think the time is right to do it, there's a lot of good things happening, don't want to lose momentum and I think people are ready … we're not a school who faces a lot of problems in terms of massive turnover and it's probably time to sort of give people some challenge and broaden if you like the comfort zone a bit. All those things and I reckon it's time to move.* (#1/ 4Q/ E-T/ I(#9:#13, 14))

- Ex 1(Text).#67: (#1/ 4Q/ E-T/ I(#9:#10, 11, 12))

- Ex 1(App).#68:
  Interviewer: *I'm hearing satisfaction that you've had some clear space in this term to get on with some of those projects, ("Yes"), because you haven't had to invest energy in the other factors so much ("Yes, yes").* Elizabeth: *Yes I suppose that's fair to say, that you know, the initial investment was in all of those things, so that if you like, the walls are well and truly built up around the side and we can clear the space in the middle and say ok, things are solid, now let's get busy here, build what we really wanted to build.* Interviewer: *When you look back … one and a half years, the path you've taken, the right path?* Elizabeth: *Oh yes, I mean I don't know whether that's ego saying that, or whatever, but I would say 'yes', simply from the point of view that I feel comfortable with it. Somebody else may have done it quite differently, and maybe my normal style is to sort of creep around something for a while before I choose the line of attack … and possibly that's what I've done, I've walked all around the issue and decided 'ok, put in the foundations' if you like*

and then decide 'well here's where I'll start', rather than sort of throw my hook up and start climbing and hope to God … but … that's what I have done. I can see looking back what I have done, and I don't know that I would have changed it either. (#1/ 4Q/ E-T/ I(#9:#30, 31))

- Ex 1(App).#69:
  <u>Interviewer:</u> *What are the criteria then that will (provide) balance? On the one hand you could have total diversity … one of your themes has been that you've felt there was too much diversity in this schoo . The other is the wagon's in line, the regimentation, ("Yes"), now you've said the key measure there is the focus on the children. What are the intervening criteria that will help you decide how far you go along that continuum? I've not heard you saying you mean regimentation for its own sake.* <u>Elizabeth</u>*: No. I don't care what colour the wagons are painted. And I don't care what size they are, what hangs off the side, what they've got in them.* <u>Interviewer:</u> *But what's got to be in line?* <u>Elizabeth</u>*: It has to be the major goals of what we're on about. It has to be, OK, starting with the major goals, it's got to be for the good of the kids …* (#1/ 5Q/ E-T/ I(emm:#10:#20, 21))

- Ex 1(Text).#70: (#1/ 4Q/ E-T/ I(#9:#30))

- Ex 1(App).#71:
  It's not happening brilliantly or to my satisfaction at this point in time, in terms of still not knowing enough about every teacher and what they're doing, although I do know something about every teacher and what they're doing, but it's not enough. … Already at Admin. We are starting to look at the notion of breaking that up next year, in terms of that's got to be the thing that we really need to concentrate on now, is we need to know is there quality teaching-learning going on in our school, and how we're going to figure that out. Now mapping the curriculum, they're all ways of knowing that. But we have to do it together, and the thinking through of the processes of that will be a big challenge for next year. We (i.e., Administration Team – Elizabeth, Deputy & APRE) *started to think about the idea whether … (the Deputy) would be responsible for the grades sixes and sevens … (the APRE) would deals with four and five and I will take the ones, twos and threes, just so that we could have more input into what we're trying to develop … a degree of cooperation between people.* (#1/ 5Q/ E-T/ I(#10:#21, 22))

- Ex 1(App).#72:
  <u>Interviewer:</u> *In your whole approach, I hear a great deal of optimism not pessimism. Optimism that nothing is perfect and never will be, but that you've got sufficient, positive stuff here to work with?* <u>Elizabeth:</u> *Yes, (the) raw material is all here. Always has been. I mean it's really, it's just my way of baking the cake, as opposed to the person before me, and the one who will come after me.* (#1/ 1Q/ E-T/ I(#2:#38))

- Ex 1(App).#73:
  <u>Interviewer:</u> *Is there one* (i.e., "frame") *you operate out of, more than any of the others?* <u>Elizabeth:</u> *Oh it would be the human resource frame, I mean it's a bit of a lay down misere for me really. … It would be. I would operate … that's where I feel at home.* (#1/ 1Q/ E-T/ I(#1:#52, 53))

- Ex 1(App).#74:
  Elizabeth agreed with the following interviewer's summary of her apparent stance:
  (Interviewer:) *You talked about people, the way you talked to me doesn't sound like a political theme in the sense of manipulation, but more an openness to people, and valuing people rather than manipulating them to achieve other ends. People are your ends in themselves. Is that a fair summary?* (#1/ 1Q/ E-T/ I(#1:#51))

- Ex 1(App).#75:
  I like the symbolic frame, I feel, I like rituals, some of the changes that I've actually made this year are probably in that area, things like, what we now have Masses for, and celebrate as whole school that maybe we didn't before, the fact that children in grade one, you know, somebody, got picked for an academic award, and somebody got picked for a Christian living award, and things like that, that I instituted the scrapping of because they gave to me the wrong messages entirely, as opposed to our Mission Statement. I thought they were in opposition to what we were on about, things like that. The fact that we're sort of, I suppose putting some effort and money into the front, (i.e., the new office reception area) *and bringing over the pictures, and putting the story of the school up so it can be seen, in our front office, and chasing up those sorts of histories. I like that sort of thing, I think, but again I suppose that's people related too.* (#1/ 1Q/ E-T/ I(#1:#51))

- Ex 1(App).#76:
  Note: Elizabeth was responding to an invitation to identify educational writers who may have influenced her style and approach to the principalship: *I liked Hedley Beare stuff, for quite some time. … He's on about management styles, you know, he is on about leadership, but he's on about management styles in school. Perhaps less visionary than, (unfinished) but in many aspects, I suppose I liked to read his stuff, because he doesn't go on about the visionary cycle, although he does go on about ethos in school, but he seems to have a way of marrying the technique and I've often felt that, that's the area where I needed to have more work. I really find that he's a natural thing … to like to read about vision and those sorts of ideas. … it's not my natural thing to just love tasks … I am not a systems person, if you know what I mean … so I find I can jump the line, and bear with him, and understand what he says, realising that's the area I do need to put some effort in on, and to read through, and so, when I found somebody that I thought, oh yes, I can live with this. I liked his stuff, but I suppose I just read so widely, I'm prepared to read anything really.* (#1/ 1Q/ E-T/ I(#1:#44, 45))

- Ex 1(App).#77:
  … (O)ne of the things that I recognise that I'm not good at, and in I know other people are, and they sort of like it, I'm not big on squeezing money out of all sorts of sources, you know, to get resources and that sort of thing. I'm not very good at, and it probably reflects an innate interest or lack of interest or whatever, I'm not big on chasing dollars or sponsorship and things like that, that would probably benefit my school if I did, but I'm not very comfortable in that sort of a role. (#1/ 1Q/ E-T/ I(#1:#51))

- Ex 1(App).#78:
  … (T)o me structures are a necessary evil, and yet one side of my head tells me (of) course you've got to have them. I'm just not big on numbers and columns (…). (#1/ 1Q/ E-T/ I(#1:#54))

- Ex 1(App).#79
  <u>Interviewer:</u> *Your equation 'Principal equals Leader' … Principal equals Facilitator. Not out front, walking, holding the flag?* <u>Elizabeth:</u> *No, because I won't have all the answers. I'll never have them. But I might be able to stimulate some people … (to) find … for themselves.* (#1/ 1Q/ E-T/ I(#1:#34))

- Ex 1(Text).#80: (#1/ 1Q/ E-T/ I(#2:#46))

- Ex 1(Text).#81: (#1/ 3Q/ E-T/ (I(#8:#25))

- Ex 1(Text).#82: (#1/ 5Q/ E-T/ (I(#10:#19, 20)) (Emphasis added)

- Ex 1(App).#83: (Emphasis added)
  *We discovered in going through the booklists that … people use all sorts of different texts for spelling on year levels, and one of the things that came out of the English program, one of the little things was to try and **map**. I had this view last year, this **big map** where I wanted to be able to show what everybody uses in terms of their Units, spelling, grammar, that whole sort of thing, try and map it so that we can see. The Librarian tells me today when I met with her that three different classes have been doing 'Space' this term, and she said, it puts a big drain on the resources. That's the kind of thing I'd like to avoid.* <u>Interviewer:</u> *How far has the mapping gotten, I know it's been an interest right through, it's been a theme of yours?* <u>Elizabeth:</u> *It has. We've probably got now the spelling sorted out, we're working on the grammar at the moment. … All the reading overviews - people haven't agreed that (yet) … so in pupil free days next year* (i.e. '98), *they have to put up finally where everything is, so that we know.* (#1/ 5Q/ E-T/ I(#10:#5, 6)) (Emphasis added)

- Ex 1(App).#84: (Emphasis added)
  The researcher proposed, to Elizabeth, that she had, from the outset of interviewing for this study, expressed a level of impatience and a sense of personal inadequacy (<u>Interviewer</u>) *…(B)ecause you didn't have this **mapping** done, and you felt it was important that you have this map, it gave <u>you</u> some sense of confidence … (*and went on to ask if this issue was <u>still</u> important in her thinking (5Q)) …: (<u>Elizabeth</u>) *It is in my mind and I suppose one of the things that's come through is maybe other people don't see it, and I see it, I see <u>that</u> because one of the difficulties that people here always seemed to have done their own thing … . People write down even through the Booklists, and I've got to admit to not having noticed some of these things last year, I admit that. We've got three different kinds of handwriting books … . That opened up another Pandora's box … so we go to people and say well, 'you know, what's happening?'. So then we get the books out from the bookshop and we get people to have a look at and say, and finally I say, 'well I don't mind what you choose folks, but I want you all to choose the same thing', so there's all those little things that I've missed, that are part of that map, so that the picture keeps getting bigger.* (#1/ 5Q/ E-T/ I(#10:#7)) (Emphasis added)

- Ex 1(Text).#85: (#1/ 5Q/ E-T/ I(#10:#8)) (Emphasis added)

- Ex 1(App).#86:

  Elizabeth explained the budgeting process and the budgeting response which had been adopted in response to some anticipated awkward enrolment numbers for the following year and, also, the goal of putting more focus upon the "Common Good" when budget allocations were being spent: *So I contacted CEO and said 'well can you do a deal, can we pay the extra salary, whatever it falls short for this (additional) person?'. I then went to the staff and said 'well, these are the possibilities, we can either have three classes of thirty-four, or we can peel seven and a half thousand dollars off the levies that go to teachers, the school will match it ... and there's half a teacher's salary, and we're all in better shape' ... . They said 'yes' ... that's a good idea. It meant a cut to people's budgets. For most people, it wasn't a bother.*

  We also put far more controls on the way people could spend those (resource budgets). In the past, money was always set out as Developmental or Maintenance, but what people would do was they just wouldn't order any reading books, they'd just take more of that money and put it in photocopying. And I put the case this year, that that wasn't to be the case, that if money is put aside in the budget and it's meant to be for reading texts, that's what it's meant to be for ... so we went through and percentaged it out and presented it to people. And that went on over a few weeks really, to explain that process. It was accepted by the vast majority of people. It didn't go down well in Grade one, but that's a different issue ... but it's a tighter system this year than it was previously, and we had to sell that for a bit of a while. Interviewer: *Who is 'we'?* Elizabeth: *This was an Administration Team approach, and it included some input from (the) SCO ... .* (#1/ 5Q/ E-T/ I(#10:#15, 16, 17))

- Ex 1(App).#87:

  Elizabeth responded to an invitation to explain her goal of "transferring ownership", for the sake of the "Common Good", via the budgeting approach which she had adopted: *... (P)eople (used to) ... have their bit of R.E. money and their bit of whatever, and they had to decide what they wanted it spent on. And we felt that, I suppose I felt and then, Admin. felt that ... the good of the community was not being served by that. For example, we bought a beautiful nativity set ... now no one class can afford to buy that, but if everybody spent their share of R.E. money ... we all can afford to have that, so that was just sort of one example. And to me it made a lot of sense, in a lot of areas ... so people have got ... 45% of their budget that they have total control over, in terms of photocopying and their art supplies and teacher requisites, and 55% ... where they make recommendations ... either the SCO, the APRE in some cases, or myself and Administration, in other cases, decide what the priority of needs is and everybody has got to contribute to the common good. People accepted that, they could see that it made sense.* (#1/ 5Q/ E-T/ I(#10:#18))

Appendix G:
Overview of School Self-Renewing Processes
Case 1: Elizabeth
During the Period of Data Collection*
(* *i.e., September, 1996 to December, 1997)*
(Note: An explanation of data coding used in this appendix is provided in Appendix F.)

#1 - *Task Area:* Division of School Campus

Description:

From January 1996 the former School (P-10) became separate primary (P-7) and secondary (8-12) schools - with separate principals - sharing the campus site:

Well, I suppose one that I thought was a big one at the beginning of the year, because of the split in the school ... I didn't feel there were any dramatic needs to sort of attack academic standards, or curriculum. ... It seemed to me that the big goal, first of all, was to try and guide the sense of community that was needed to develop from a school having split, that there might be painful bits there for some people. I thought that would be the big task at the beginning of the year. It has been a task, it hasn't turned out to be as dramatic or traumatic as I thought it would. It fairly quickly eased I think for lots of people. I think it eased faster than I expected that it might and so, that hasn't been too terrible, but I'm still conscious of that, and I still find that's the sort of big area that (I) keep talking about and talking to, because it's still out there ... I think it's something that needs to be constantly nurtured, because it's often going bad, way before you ever figure out it is ... (#1/ 1Q/ E-T/ I(#2:#5))

Time Frame:
Development Phase: (Prior to data-collection phase); 1Q;
Maintenance Phase: 2Q; 3Q; (4Q; 5Q)   *Dormant Phase: Not Relevant:*

--- oOo ---

#2 - *Task Area:* Mission Statement Re-development

Description:

As a consequence of the division of the school campus, in January '96, it was appropriate to develop a new Mission Statement for the now separate (primary) School – Pre-school to Year 7:

Because the school was splitting, issues came from out of that and some of those had to be dealt with immediately, so one of the big ones was, in fact, the Mission Statement which was shared before, so, that has been one of the big projects of the year ... (#1/ 1Q/ E-T/ I(#2:#5))

Consistent with her Fishing metaphor (Chapter 4), Elizabeth considered it appropriate to broaden the task to gain a sense of the profile of *her* new school community. Whilst not ingenuous in the area of community politics, she was a little surprised at the currents of diversity which materialised in the process. She saw these issues as a proper task area for the school Board:

Then, out of the Mission Statement, which we broadened in some respects ... the reference (i.e., purpose*) of our questioning was also to try and get a picture of what sort of community this actually is, and that's where some of the issues came forward in probably greater numbers than I expected. About ... attitudes, what some elements of the community's attitudes are to people who can't pay fees, and kids with special needs. So some notions of unequal justice came out in that. I don't necessarily think they're big things that I haven't actually taken on and talked about since then, I think they're awarenesses for when the Board goes on now to deal with fee policies and things like that. ... I think that ... is an issue though, that the school will have to ... deal with.* (#1/ 1Q/ E-T/ I(#2:#5))

        Time Frame:
Development Phase: (Prior to data-collection phase); 1Q
Maintenance Phase: *Dormant Phase:* 2Q. 3Q, 4Q, 5Q

--- oOo ---

#3 - ***Task Area:*** School English Program

Description:

A Diocesan requirement stipulated that all schools (covering Years 1 to 10) would submit a school English Program to diocesan authorities early in '96 (prior to the data collection period). This program was to be developed in accordance with specific diocesan accreditation criteria. (The researcher was a member of the regional accreditation panel.)

The original P-10 School (i.e., before the separation) had been regarded as the pilot school, within the diocese, with respect to the development of school English Programs from five to six years prior to the formal accreditation process being put into place. However, the new primary school (as well as the new secondary school) was requested to re-submit aspects of its program following the formal accreditation process (as were most schools).

Why, then, was Elizabeth still identifying English Program development as a self-renewing process area, when the "event" had preceded data collection? The explanation appears to lie in Elizabeth's judgement that curriculum had been very derivative in the primary section of the old (original) School. She had assessed that the secondary component of the old school had overshadowed development of primary curriculum. Further Elizabeth was taking a view that whilst aspects of curriculum development (old school) might have been applauded, within the broader community, as being quite innovative she had in fact found - as a matter of surprise and disappointment - little evidence of those developments having impacted upon primary curriculum in the school.

English Program development, as the most recent instance of whole-school curriculum development, therefore represented an exemplar of the above issues in Elizabeth's mind (September '96 (1Q)). She believed that there was still much work to be done to ensure consistency and continuity with respect to the teaching of English across her (new) school. She was articulating the issues encapsulated by her Mapping metaphor (Chapter 4) which encapsulated a range of personal priorities which extended well beyond the official diocesan accreditation requirements:

We do have work to do in terms of the curriculum now to move on, there's actually probably a lot of work there, in that, the curriculum has been a Grade Ten-One down, and so it's operated with the impact of Secondary School on the way things are done. <u>Interviewer</u>: *It's almost been derivative?* <u>Elizabeth:</u> *Yes, and I see some strengths in that, but the things that I would have thought were the strengths of secondary school, haven't actually passed down in terms of, for example, criteria based assessment. I actually expected that would have filtered down further, and it hasn't. Not quite far enough, although it is happening in some areas. ... I think perhaps it's the case of a bit like communism, you know, an ideal good in theory, unless the practitioners are really absolutely convinced and prepared to see it through (...).* <u>Interviewer:</u> *Or unless it's monitored?* <u>Elizabeth:</u> *Well it's probably in the monitoring phase that these things actually crash, because you can get enough people interested at the start. It's (probably) ... like the English Overviews and the Unit Planning, you know, without somebody continuing to stir the pot and maintain a, 'keep it in front of people's eyes' (approach), they go back to the same old sort of ways, so ... that's probably where it fell down, but it just didn't filter through enough, and so there's a lot of things to be addressed there probably in, say, the English Program. Although the Program's looking great, there's a whole lot of the detailed stuff like which Reading series and things that are used at levels, ... well that's something we're actually going to do, very soon in curriculum, ... just plot what kinds of things people do at each year level, and it may be that we do, you know, 'Rabbits' three times, in seven years, or nobody ever does 'Australian Literature'. ... So, yes, I think there are a lot of curriculum issues with that compounded (by) ... the fact that there's never enough days to (...).* (#1/ 1Q/ E-T/ I(#2:#7, 8, 9, 10))

English curriculum development was one of three formal projects identified in the '97 School Development Plan. The stated goals were:

*   that teachers will be familiar with the English Syllabus documents and with the School English Program;
*   that there will be increased collaboration among English teachers;
*   that the Principal will be familiar with teaching/ learning processes in English;
*   that a policy for the purchase of English texts will be implemented;
*   that there will be increased opportunity for staff professional development in English.
              (#1/ 1Q/ E-T/ DA(School Development Plan '97: Project #1))

There was also, however, another intervening and complicating factor with respect to the English Program. As a matter of normal practice across the diocese, direct responsibility for the development of and then the on-going support of a school's English Program was delegated to the SCO. However, in the first quarter of Elizabeth's first year as principal ('96) the SCO had become ill with a pre-existing nervous condition and, after hospitalisation, was absent for all of Semester One. Other similar health complications, for the SCO, also arose in '97. Thus another staff member, in an acting capacity, filled the position of SCO for extended periods.

Elizabeth took a more intensive hands-on approach in relation to the English project, as a result of the above difficulties involving the SCO. In addition, there were personality difficulties. (With respect to the personality issues, the researcher would conclude - from the quantum of observation across the data collection period, insider knowledge and also especially based upon the outcomes of Elizabeth's Formative Appraisal - that those difficulties should be quarantined to the SCO. The researcher would conclude that Elizabeth's description of a "fragile personality" (#1/ 3Q/ E-T/ I(#8:#32)) probably correctly denoted reality during the period of data collection.) Apart from those issues, however, the researcher would also conclude that Elizabeth's hands-on approach was very consistent with her desire for mapping (Chapter 4).

In September '97 (4Q), Elizabeth provided a summary of development to that point. (By this time the working relationship with the SCO had now become and was continuing to be increasingly more stable (see #1/ 4Q/ E-T/ I(#9:#34)).):

Well, I guess English has gone so far that we are at the point now, where we've decided that our program probably needs to be re-written again, now that we're more familiar with it. We're looking at it from the point of view of how user friendly is it, so we've surveyed the staff ... . And they're saying to us 'yes, it's messy' ... and then from listening to other people, we're realising that there are some bits that we need to just simply pull out and put together like, for example, spelling lists, grammar lists, all that sort of thing. So that has led us off into even more discussion with staff about what constitutes a good spelling list. So, we're in the process of working with staff about

'how do we want to go about this, in some kind of ... sequential way or do you just want to let people do their own thing each year again?' <u>Interviewer:</u> *So has that project expanded, has it changed direction a little, or (...)?* <u>Elizabeth:</u> *It has. Well I think in some ways we achieved some of the first things. I've got to admit we didn't pick out a lot of things to do, quite deliberately, at the beginning of the year* (i.e., School Development Plan '97: Project #1(see above)), *so those things have probably been achieved and by looking at it, and not going away from it, more and more things are occurring to us ... .* <u>Interviewer:</u> *And how are you doing this? How is this happening?* <u>Elizabeth</u>*: Usually a lot of the detailed discussion occurs between SCO, myself and perhaps (the Regional Curriculum Consultant) where we think things are going, where's the next bit ... should look at ... we go from there and we go to staff and say you know, 'what do you think about this?'.* (#1/ 4Q/ E-T/ I(#9:#1, 2, 3, 4, 5, 6, 7))

Time Frame:
Development Phase: (Prior to data-collection phase); 1Q, 2Q; 3Q; 4Q; 5Q
Maintenance Phase: *Dormant Phase:*   *Not Relevant:*

--- oOo ---

#4 - *Task Area:* School Maths Program

Description:

Within the context of description concerning the school English Program (above), diocesan schools were also required to submit a school Maths Program by Easter '98 - in accordance with specific diocesan accreditation criteria. The major developmental period coincided with a more stable personal health situation for the SCO, and more stable professional relationship between Elizabeth and the SCO (see #1/ 4Q/ E-T/ I(#9:#34)). Hence, Elizabeth was both confident about and impressed with the developmental work being led by the SCO. Elizabeth was happy to adopt a more preferred role which involved consultation and support (as opposed to the rather heavier hands-on involvement she had felt the need to adopt):

<u>Interviewer:</u> *And I understand that the maths is being led by your SCO, and a couple of key staff members have taken that project on?* <u>Elizabeth:</u> *A couple of interesteds, have really led the way with that.* <u>Interviewer:</u> *Where do you fit into that?* <u>Elizabeth:</u> *At Admin. meetings, they talk to me about it, we all talk about it, any survey sheets whatever they show me, goes on agendas with staff meetings, then we got together and organised how we'll run the pupil free day* (i.e., staff in-service day) *the SCO and I sort of talked about that. And so it's probably in that bigger picture of being the patron, if you like, rather than the person doing it.* (#1/ 3Q/ E-T/ I(#8:#21, 22))

In September '97 (4Q) Elizabeth judged that Maths Program development was still going well:

It's up and going very well. I'm not driving that, we have a school committee which is driving that. The SCO, the Grade 1 teacher and the Deputy, who meet and then they come and meet with me and we decide, say 'that's a good idea'. They've done a lot of work and then feed it back to the staff. So we've surveyed parents, we've surveyed kids, and we've done a lot of the assumptions and all of that sort of thing on the pupil free day, so it's moving along very well, and I'm not the master in that, I only am in that yes, eventually … they come to me and tell me 'ok, this is what we think we'll do', or 'this is what we'll do next'. But I'm not running that one at all, but it's working well. (#1/ 4Q/ E-T/ I(#9:#20))

Time Frame:
Development Phase: 3Q, 4Q, 5Q (and beyond the data collection period)
Maintenance Phase: *Dormant Phase:* 1Q, 2Q   *Not Relevant:*

--- oOo ---

#5 - *Task Area:* Technology Education Project

Description:

Improvement of computer/ technology education programming and resources was the second of three major projects identified in the '97 School Development Plan. Briefly, the project aimed to develop a school keyboarding program, to develop a school technology resources program, and a school computer use policy (see #1/ 2Q/ E-T/ DA(School Development Plan '97: Project #2). The strategy was to establish a committee consisting of the APRE, a particularly interested staff member, and also any other interested staff. The task area had first arisen in '96 when Elizabeth considered she played a more direct role than in '97 because (by then) she had greater confidence that the staff member - who had been sent to some inservice activities by the school - was "getting somewhere". Elizabeth now played a support and encouragement role:

The technology one … was important for me, and we did a lot of ground work and a lot of work last year (i.e., '96) *when a member of staff sort of started to come through a bit … and he started to show interest and he needed developing, he needed encouraging … so we sent him off to some inservice, and I gave him a bit of rope to see … how far he'd run with it and what he'd do with it. Because I didn't know how he'd go, didn't know him. And he did well, and he'd start to come and talk with me and he had some ideas that I was happy to sort of encourage. This year then, we decided there was groundwork there, and (the APRE) … she's interested in computers as well, and so we got a Computer Committee off the ground. Last year it felt like me doing the work and that the staff member I cultivated was good, but I felt he was waiting to hear what I had to say, and I didn't think we'd get too far, because I'm not interested this year … (they) meet once every three weeks at 8.00 a.m., and things have gone along ("And you're in that?"), yes, but I don't even turn up some times … my job was to write up a sheet, or … to report to P&F, or come back and tell 'yes we've got $8,000 to buy four more computers'. That's all I do on that thing. … The interested staff member is doing a good job and the way I support that, is I go and take his class once a*

fortnight for an hour and a half, and he goes and twiddles with people's computers, and helps them with anything that is sort of happening, and I feel a great weight off me on that one. All I do is go to the P&F, and ask for money, he tells me where we're at with the overview of how far down the school we've got computers, what kind we've got. I like it, that's good, I feel glad I backed out of that one. (#1/ 3Q/ E-T/ I(#8:28))

In September '97 (4Q) Elizabeth summarised the then current state of progress:

It sort of hit a bit of a puddle there for a bit. We got all our computers, we got all our keyboards ... and it's all in place. Again at the staff meeting this afternoon, we're just looking at 'OK, where to from here', because we've been working on the program and now people have collected, so it just needs to be collated now ... <u>Interviewer:</u> *And who's the master?* <u>Elizabeth:</u> *The APRE.* (#1/ 4Q/ E-T/ I(#9:#17, 18, 19))*

Time Frame:
Development Phase: (Prior to data-collection phase); 1Q, 2Q, 3Q, 4Q, 5Q
Maintenance Phase: *Dormant Phase:* *Not Relevant:*

--- oOo ---

#6 - Task Area: School Discipline Policy & Procedures

Description:

The development of a school discipline policy was the third of three major projects identified in the '97 School Development Plan. Briefly, the project aimed to develop teacher belief statements, a draft policy statement, and also to conduct a negotiation process with the school community which would then lead to the streamlining of in-school discipline procedures (see #1/ 2Q/ E-T/ DA(School Development Plan '97: Project #2).

When reviewed with Elizabeth in June '97 (3Q) she indicated that the scope of the project had been expanded, primarily because she had changed direction from a relatively narrow focus upon discipline-related issues to a focus on the broader context of pastoral care:

The discipline one's probably the one I've gotten stuck with the most. I'd suspect, because I'm working through the board, and the staff. And the staff are fine, doing their sort of bit, but the discipline one kind of grew, and that was my fault. I could see that we were being narrow by doing discipline, so the thing mushroomed, and I talked everybody into pastoral care as the big picture ... otherwise we'd be writing up all in policy, and this-policy, and that-policy, and I thought it belonged under this umbrella, so the thing grew out of hand. The board has been working on that

*all year along with the staff inputs, but because the document's going to end up about ten pages,
instead of two, it's a long process, but it's coming out well.* (#1/ 3Q/ E-T/ I(#8:#38))

Elizabeth had come to a view that the original more narrow focus represented a negative
response to what should be a proactive stance: *". . . there's no point addressing when kids are
naughty if we aren't prepared to look at why they're being naughty . . ."* (#1/ 3Q/ E-T/
I(#8:#39, 40)). Thus, in Elizabeth's mind, the task turned into an expansive redefinition of the
whole culture of the school: a re-consideration of "what we believe" (see #1/ 3Q/ E-T/
I(#8:#39, 40)).

In September '97 (4Q) the project was going well:

*Oh the discipline policy's gone well. It's to the stage where this afternoon we finalise school rules.
That's incorporated (in)to pastoral care, beliefs about kids. We've got the code of behaviour up on
the big board in the Assembly area now, which has the six statements that all our rules come out of
in the school, and they're all positive you know, 'we respect the rights of others to whatever'. ... the
only thing left, the only living, if you like changing part of that is then in the first week of the year,
teachers sit down with their kids in their classroom and take those and the code of behaviour and
say 'what does it mean for us in our classroom?', and each classroom would have their own
individually developed set that's gone out to parents. It* (i.e., the developed policy statement*) has
come back with good sort of feedback.* <u>Interviewer:</u> *And who've been the masters in this one?*
<u>Elizabeth:</u> *Well, the school board in many ways. Probably me in that I chose to do it but the school
board have done most of the work on that one, and the staff have done it and then we've passed it
out to parents for comment, and it's gone quite well.* (#1/ 4Q/ E-T/ I(#9:#15, 16))

Time Frame:
Development Phase: 2Q, 3Q, 4Q
Maintenance Phase: 5Q   *Dormant Phase:* 1Q   *Not Relevant:*

--- oOo ---

#7 - **_Task Area:_** School "Story"

Description:

Elizabeth's broad goal, in this area, was to work on articulating what she labelled the
school "story" and thus enhance what she described as the "ethos of the school". Aspects such
as developing House Banners and having the school rules displayed in the Assembly area (see #6
above) were focussed upon. In addition, this goal related to a desire to improve the display of
school/ community information via the provision of an all-weather display area adjacent to the
office entry. Elizabeth also linked this goal with a landscaping project (see #9 below) intended

to enhance the overall school entrance which she described as looking "crummy"! (see #1/ 3Q/ E-T/ I(#8:#3)).

      Time Frame:
Development Phase: 1Q, 2Q, 3Q
Maintenance Phase: 4Q; 5Q   *Dormant Phase:*   *Not Relevant:*

<div align="center">

--- oOo ---

</div>

> **#8** - ***Task Area:***   Development & Re-development of the School
>   Administration Team

Description:

This goal area has been examined in a number of locations in Elizabeth's case study (Chapter 4). First, there were instabilities evident within the administration team. Second, Elizabeth's natural preference for working in teams has been noted in the case report (e.g., see Table 20 in Chapter 4). Third, important elements of Elizabeth's motivation with respect to her administration team are also considered in the case report (e.g., see Ex 1(Text).#20, 21).

The administration team consisted of Elizabeth, the Deputy principal and the APRE. Whilst in other circumstances the team might also have comprised the SCO this was not the case at Elizabeth's School as the SCO was suffering on-going personal nervous health problems requiring hospitalisation and other extended periods of leave (referenced in #3: School English Program above).

In overview, Elizabeth explained (September '96 (1Q)) that within the first two weeks of her taking up the principalship ('96) the APRE had announced her pregnancy and (due to ill-health) taken immediate maternity leave for the full year. The position was filled from within the staff for that period. Elizabeth had found she worked well with this acting person and thus expressed some apprehension about then having to "begin again" with the incumbent APRE returning for '97.

However, around June '97 (3Q) Elizabeth was feeling quite comfortable that a real sense of teamwork was indeed being established (finally comprising the relevant "permanent" role personnel). Amongst other approaches adopted by Elizabeth, on two separate occasions

deliberate strategies were implemented seeking to realise a sense of teamwork - via two days where the team withdrew from the school to focus on process and product goals. During interviewing conducted with the Deputy (#1/ 2Q/ TiU/ I(#6:#2)) and the APRE (#1/ 2Q/ TiU/ I(#7:#2)) both personnel were positive in supporting Elizabeth's (separately uttered) assessment that each individual positively complemented the others in style and the three were working effectively as a team.

In November (5Q) Elizabeth was working on a re-organised structure for the administration team aimed at facilitating a greater focus on supporting the teaching-learning process. (Specific aspects of this revised focus, on Elizabeth's part, are examined in Elizabeth's case report.)

Time Frame:
Development Phase: 2Q, 3Q, 4Q, 5Q
Maintenance Phase: 1Q   *Dormant Phase:*   *Not Relevant:*

--- oOo ---

#9 - *Task Area:*   Environmental Development (Landscaping Project)

Description:

That a school landscaping project would appear in a charting of school self-renewing processes is unusual. The nature of the goal itself - to improve the appearance of the school entrance following the construction of a new administration block - is informative because it illustrates some important facets of the way that Elizabeth approached the principalship. Partly, this project related to #7: School "Story" (above) and the goal was important because Elizabeth felt the school entrance looked "crummy" (see #1/ 3Q/ E-T/ I(#8:#3)).

Elizabeth had been reluctant to accept responsibility for the landscaping project but felt forced to do so when an interested parent, who had been acting as project co-ordinator, transferred out of town. Elizabeth wanted to see the project finished *sooner* than the normal processes of consultation with parents and the seeking of volunteers would, in her judgement, have achieved:

> *We had a large Landscape Project ready to go … and we had done some planning last year, and we were going to be doing it in the first term* ('97), *and the man who had taken it on … had done a*

project last year, and he was this sort of bloke who did the ringing up and he lined-up people. All I did was sign the orders and pay the bills basically, which suited me in that respect. But he got transferred ... at Christmas and so either my project comes unstuck, and nobody else really stepped forward to do it. I wanted it done. OK it's now done, it's taken a term longer, as of last Saturday (i.e., June '97 (3Q)). If it was going to happen, then I had to do it, so I hadn't planned on all of that, and it's amazing how much time it takes, getting quotes and organising the endloader, and the rocks, and god knows what, but anyway (...). <u>Interviewer</u>*: Why was it important?* <u>Elizabeth</u>*: I think it's important because it's part of that 'story' business from last year. It's the entrance to the school, it looked crummy. ... we couldn't have gone with the dead grass and the guinea grass too much longer.* (#1/ 3Q/ E-T/ I(#8:#2, 3, 4))

Time Frame:

Development Phase: (Prior to data-collection phase); 1Q, 2Q, 3Q
Maintenance Phase: *Dormant Phase:*   *Not Relevant:* 4Q, 5Q

--- oOo ---

#10 - *Task Area:* Pre-school Issues

Description:

Difficulties concerning the functioning of the pre-school arose, unexpectedly, when Elizabeth became aware of a level of community concern about the style of the pre-school program being offered at the school. Further, conflict arose between the teacher and her assistant (during '96) eventually triggering the assistant to tender her resignation. Elizabeth judged that there was an urgent need to enhance the image of the pre-school, both within the community and with staff. To achieve this she sought a more proactive understanding of the pre-school program and a closer relationship with the pre-school teacher. Specific community promotional activities were also undertaken:

We have, I think, a really good pre-school teacher, and I've come to admire her style more and more as time goes on. But her style is probably ... a little left of centre. And she would operate what's called this free flow program. Now because those words are used, we would have a school of thought out there who think that means the kids run amuck all day, ("From the parents, you mean?"), yes, and that there's no planning, and there's no guidance, and the rest of it. ... and we certainly had a situation with the Teacher and the Aide from last year where things certainly didn't go well, and yet they were both good people. It was more an age/ expectation thing than that either of them were doing anything unpleasant. We got a new Aide this year who is a more mature lady and a very experienced woman, and that's been a great boon to the teacher. It also gave me the opportunity to set some expectations with the teacher when that happened at the end of the year last year to say I wanted to back her but in order to do that I needed to know that there was an overall program and that she did have anecdotal records that she could say about the kids, and I needed to know that. So we set that.

Then as the year progressed, I had two, you know, good sort of parents come along and suggest, one fairly recently, … she was enrolling her child at another Pre-school and trotted out this story again. So I thought we couldn't really sit with that perception being out there. So we put time, effort, money, my going over there, my knowing and reading all her documents, so that I've been able to say to parents, you know (Pre-school teacher) says 'that (…).' So that's become bigger than I'd actually anticipated it would, but I didn't think it could be left, so we'd done things like put a big photo display up in the local shopping centre. We've started to put information in the newsletter about our Pre-school and about how well our Pre-school's goals sit with the new guidelines that are coming out. So we've just done a bit of proactive work if you like. We've put invitations out to people to come and visit the Pre-school . . . that our door is open, and that people are welcome to come, all that sort of thing. (#1/ 3Q/ E-T/ I(#8:#5, 6, 7))

Time Frame:

Development Phase: 1Q, 2Q, 3Q
Maintenance Phase: 4Q; 5Q *Dormant Phase:*   *Not Relevant:*

--- oOo ---

#11 - *Task Area:* Opportunities for Adult Faith Formation

Description:

Emerging from discussion at a formal parish-schools meeting (comprising parish priests, principals and APREs from the four schools in the two geographical parish regions which the schools served) Elizabeth volunteered to co-ordinate arrangements to sponsor a number of speakers in the area of adult faith formation. The issue, first raised by Elizabeth, had emerged from some of her "Fishing" activities (see Chapter 4).

Within a Fishing context, Elizabeth had concluded that a small number of feedback comments had identified a perceived dearth of opportunities for school parents, in particular, to engage in further self-education opportunities in the area of faith education. The comments were motivated by an expressed desire, on the part of those respondents, to broaden their own personal background and thus, in turn, to assist them to support their own children in faith education activities being experienced as part of school religious education programs. Elizabeth promoted the program to parents through the four schools and to the broader parish community (researcher observation and insider knowledge & also see #1/ 3Q/ E-T/ I(#8:#9).

Time Frame:

Development Phase: 1Q, 2Q, 3Q
Maintenance Phase: *Dormant Phase:* 4Q, 5Q   *Not Relevant:*

--- oOo ---

#12 - *Task Area:* Assessment Practices in Religious Education

Description:

This goal area was being advanced by the APRE. It focussed upon more effectively integrating formal assessment practices relating to core doctrinal elements in classroom religious education programs. The strategy involved working with staff to develop appropriate assessment devices to further the goal area (see #1/ 3Q/ E-T/ I(#8:#9)).

Time Frame:
Development Phase: 2Q; 3Q; 4Q; 5Q
Maintenance Phase: *Dormant Phase:*   *Not Relevant:* 1Q

--- oOo ---

#13 - *Task Area:* PDE Program (Personal Development Education)

Description:

The development of School PDE Programs (Personal Development Education) was a diocesan mandated imperative. This developmental process was extremely controversial in parts of the Diocese during '96, and especially so in the Mackay District. More by coincidence than by conscious design, Frank's school (see Case #3: e.g., Appendix S: #1) was first to begin the PDE Program development task within the local district. Thus, a significant proportion of (Catholic) community agitation became focussed around Frank's School's PDE Program, despite the fact that many of those persons objecting were not actually directly connected to that school. Those difficulties were further fuelled by specific and pre-existing political realities existing in that parish at that time.

Part of the required implementation process (Diocesan PDE policy) involved *all* schools establishing a PDE Implementation Committee in accordance with system-mandated stipulations regarding membership. An incessant flow of Letters to the Editor, which appeared in the local

daily newspaper, occurred across the entire '96 school year. Further there were many difficult meetings of parents in particular schools and also district-wide meetings. The Director of Education and Diocesan Supervisor of Religious Education (together and separately) were involved, especially, in the meetings which emerged from the tumult focussed around Frank's school as the (coincidental) "test" case.

Elizabeth was appointed to her School in January '96, after the PDE process had begun in schools across the diocese. However, as noted above (see #8 above: Administration Team) the APRE - who could have provided continuity - took leave, unexpectedly, for the full school year within only a few weeks of Elizabeth's arrival and the school year commencing. Elizabeth found herself in a difficult position as she explained in September '96 (1Q):

> *I walked into something that I didn't know about and didn't really have any background about ... and ... it was happening. There was a committee there ready and waiting for me to step into. I didn't know any of them. I didn't know where they stood, or anything about that and yet this had to happen. I had very little background in it myself. Another demand was the time constraint ... that it had to be up and running at a certain time.* (#1/ 1Q/ E-T/ I(#2:#44))

Elizabeth chose to invest considerable personal energy into the PDE process, which extended across the period of data collection. She found the issue difficult and personally draining. One family, in particular, created on-going difficulties both within committee meetings and also at parent consultation meetings. Thus a reasonable level of controversy accompanied the task area (though on a more in-school basis than the more public manner experienced at Frank's School, as noted above). Despite these difficulties, Elizabeth made a strong and conscious commitment to good "process" (as examined in her case report).

Time Frame:
Development Phase: (Prior to data-collection phase); 1Q, 2Q, 3Q, 4Q, 5Q
Maintenance Phase: *Dormant Phase:*   *Not Relevant:*

--- oOo ---

#14 - *Task Area:*   Review of Enrolment Policy and Procedures

Description:

This goal area ('97) was closely related to and emerged as a corollary to the "Mission Statement re-development" process (see #2 above). The intention was to re-negotiate the

school Enrolment Policy, via school Board meetings, and then to develop and to implement associated administrative procedures. In June '97 (3Q) Elizabeth noted that the policy had been re-drafted and the process of reviewing administrative procedures was still in process (see #1/ 3Q/ E-T/ I(#8:#15)).

Time Frame:
Development Phase: 2Q, 3Q, 4Q, 5Q
Maintenance Phase:　　　*Dormant Phase:*　　*Not Relevant:* 1Q

--- oOo ---

#15 - *Task Area:* "Parent Room" and Care & Concern Activities

Description:

Under the auspices of the P&F Association a "Parent Room" had been established, as an informal drop-in centre for parents, prior to Elizabeth's arrival. Elizabeth had established a personal goal of supporting and affirming these activities, primarily via the school newsletter. In addition, since personnel turnover had occurred at the end of '96 she had resolved (in '97) to facilitate the P&F Association's efforts to locate a suitable volunteer co-ordinator and then to provide moral and practical support to that person. Whilst processes didn't always advance without glitches, Elizabeth assessed the goal area positively in June '97 (3Q):

> *I meet with that lady* (i.e., the co-ordinator*) and at the beginning, I met with her and told her how valuable ... I thought it <u>was</u> to the school, and they, because of that, they have maintained things like if there's a new baby born in the school, they make baby bundles and give them. They have a Casserole Club which, if a baby is born or somebody's sick they deliver casseroles to people's homes. I thought that was an excellent Community service, and I didn't want to see that disappear. ... I didn't institute that, it was here before I came, but I thought it was pretty spectacular ... that lady organised a co-ordinator from each class. That parent's name is up on the door in the room, when a new family comes, we contact the class mother, who makes the contact with the family, and invites them along to parent craft mornings and that sort of thing.* <u>Interviewer:</u> *Does that go awry sometimes?* <u>Elizabeth:</u> *Last year it would be fair to say ... one or two were (the 'wrong' type for the goal), it didn't work so well. (However) by and large I don't hear any dramas with it yet.* (#1/ 3Q/ E-T/ I(#8:16, 17, 18))

Time Frame:
Development Phase: 2Q
Maintenance Phase: (Prior to data-collection phase); 1Q, 3Q; 4Q; 5Q
Dormant Phase:　　　　　　　　*Not Relevant:*

--- oOo ---

#16 - **_Task Area:_** Developing Good Campus Relationships

Description:

As noted in #1 (above), from January 1996 the former School (P-10) became separate primary (P-7) and secondary (8-12) schools, with separate principals whilst sharing the campus site. The stated goal of the "Developing Good Campus Relationships" project was to hold combined administration team meetings of the two (now) separate schools and to hold some combined social occasions. Meetings were generally held on a fortnightly basis (see #1/ 2Q/ E-T/ DA(School Development Plan '97) & #1/ 3Q/ E-T/ I(#8:20)).

In reality, one instrumental aspect which gained significance related to what Elizabeth labelled (in June '97 (3Q)) as the "Campus Grounds Committee" and this focussed around the reality that both schools, of necessity, shared many physical facilities including playground space.

Competing priorities seeking to utilise limited resources meant that some level of tension existed, from time to time, during the period of data collection. (Subsequent building projects have and will continue to re-define areas and facilities more clearly than was the case during the period of data collection.) In June '97 (3Q) Elizabeth still felt a need to be actively involved in negotiations regarding detail: "I just feel that if we don't do the right thing from the beginning, be a bit proactive about it, I don't want to run up against snags about whose kids play where, and when ... I'd much rather we worked out timetables and lunch-breaks ..." (#1/ 3Q/ E-T/ I(#8:#26))

Time Frame:
Development Phase: (Prior to data-collection phase)
Maintenance Phase: 1Q, 2Q; 3Q; 4Q; 5Q   *Dormant Phase:*   *Not Relevant:*

--- oOo ---

#17 - **_Task Area:_** Teacher Handbook

Description:

Re-development of the school's Teacher Handbook was an unanticipated goal area which arose from an administration team planning day held in third term '97 (3Q) (see also #8 above):

We ... decided the next big thing was (that) the Prospectus and Handbook needed to change. ... There'll be a bit of a hurry up on (the) Handbook ... because we did decide to change it. We've pulled it apart at the last Admin. Day ... and ... we've got this whole big list of things that we think should be in there, and we've allocated them to other people. I've probably only got three of them to write ... (#1/ 3Q/ E-T/ I(#8:#47, 48, 49))

Time Frame:
Development Phase: 3Q, 4Q, 5Q
Maintenance Phase: *Dormant Phase:*   *Not Relevant:* 1Q, 2Q

--- oOo ---

#18 - *Task Area:* Learning Support Issues

Description:

That an issue had existed with respect to the organisation of Learning Support services was first identified, by Elizabeth, during a general review discussion regarding events over the past quarter during interviewing in September '97 (4Q). She telescoped a number of personal observations to judge a felt need to be more proactive about "being on top of" events and detail within the school. (These issues have been explored in relation to Elizabeth's drive for "Mapping" in the case report.)

When the Learning Support Teacher left the school (for personal health reasons) Elizabeth became aware that she, herself, had made what now were clearly unwarranted assumptions regarding the efficacy of the whole learning support area within the school. What Elizabeth personally found most disturbing and disappointing was that she *had* harboured misgivings prior to the problems becoming quite public but that she (looking from the vantage-point of hindsight) had "failed" to act upon them: "I'd assumed a level of expertise and practice that I hadn't had enough checks in place to see (if) that was genuine. It turned out not to be." and "... maybe one other thing that was wrong ... was that I made an assumption that it was working well because I hadn't heard anything (i.e., to the contrary), and so I didn't have the level of supervision ... on it that quite clearly it warranted." (#1/ 4Q/ E-T/ I(#9:#51,52))

As part of the process of replacing the Learning Support teacher Elizabeth took the initiative (utilising experience gained from her own prior professional background working in the learning support area) to work with the support of the Regional Equity Co-ordinator to educate and to consult with staff. The upshot was a new model for learning support delivery within the school and the articulation of a a significantly revised role description for the new appointee. In addition, Elizabeth instituted new practices of weekly contact to monitor and support the new teacher. Thus by September '97 (4Q) Elizabeth considered: "... (N)ow the department has my mark on it . . ." (#1/ 4Q/ E-T/ I(#9:#53))

Time Frame:
Development Phase: 3Q, 4Q
Maintenance Phase: 5Q   *Dormant Phase:* 1Q, 2Q   *Not Relevant:*

--- oOo ---

#19 - *Task Area:* Science Curriculum Development

Description:

Elizabeth first identified a science curriculum developmental task area in November '97 (5Q). She indicated that the original intention had arisen as a minor exercise via a few interested teachers trialling a new text series with a view to providing feedback to the full staff. However she had also harboured a personal view that science curriculum at the school could be characterised as a "hotch-potch" of approaches. Emerging from an initiative of the SCO, an (unplanned) decision was taken that in Term 4 '97 (5Q) efforts would be made to formalise and to hasten a review and development process in this area:

We chose to take that on this term and formalise that, and see what people thought, so fairly quickly, that has gone quite well and we've now got a fairly simple overview. It's all completed for the first term of next year, and it has (three text series) ... put together across a grid system, so that people can see what all the sources are, so there's a fairly simple, but it'll be effective for the start of next year. It needs more work. Interviewer: Could you talk about that science a bit ... where, how did it generate itself? Elizabeth: It came from the SCO, who came to me and said, 'now we probably need to tie up this science, see what people think', so it went to the staff meetings and said alright, everybody's been using it for whatever time, and we did a series of (summary) sheets and surveys to find out what people felt. (#1/ 5Q/ E-T/ I(#10:#2 3, 4, 5))

Time Frame:

Development Phase: 5Q
Maintenance Phase: *Dormant Phase:* 2Q, 3Q, 4Q   *Not Relevant:* 1Q

--- oOo ---

#20 - *Task Area:* Mapping Task of basic Booklist Texts

Description:

Described in simplistic terms, Elizabeth indicated (November '97 (5Q)) that the normal annual task of reviewing and preparing class Booklists (for the next school year) had uncovered a lack of consistency with respect to chosen texts across grades and across subject areas. Thus an exercise was undertaken to achieve greater levels of continuity through discussion and mapping processes via staff meetings (see #1/ 5Q/ E-T/ I(#10:#5)).

(However, this task area also formed part of a more complex web of goals and thus, as described above, only denotes one facet of Elizabeth's holistic drive for "big picture" charting of curriculum continuity at the School (as explored in Elizabeth's case study).)

Time Frame:
Development Phase: 5Q
Maintenance Phase: *Dormant Phase:* 2Q, 3Q, 4Q   *Not Relevant:* 1Q

--- oOo ---

#21 - *Task Area:* Budgeting Process

Description:

Again, described in simplistic terms, Elizabeth indicated (November '97 (5Q)) that the normal annual task of reviewing and preparing the school budget (for the following year) became complicated by some awkward enrolment numbers. As for all primary schools, the diocese operated a core staffing allocation formula based upon a "students per teacher'" ratio. Normal

application of the ratio - at Elizabeth's school for the '98 school year - would have presented the dilemma of requiring three large Year 7 classes. The dilemma was exacerbated by the usual uncertainty in relation to predicting likely actual enrolments in the new school year.

Following a process of discussion and negotiation - first within the administration team and then via staff meetings - a proposal to reduce normal grade level dollar allocations from student levies (usually allocated, for example, to subject area spending) was put forward. In return, sufficient funds (when combined with legitimate manipulation of the staffing formula) could be made available to form a fourth Year 7 class for '98.

A second goal area, with respect to budgeting processes, related to encouraging staff to consider altering the manner in which resource allocations (e.g., for different curriculum areas) were apportioned and expended. The goal related to encouraging staff to pool resource spending more than had been the case in the past.

The entire process was, of course, more complex than the above description suggests. Individual exceptions and vagaries were revealed as negotiations proceeded. In the end all staff agreed, most without reservation (e.g., see #1/ 5Q/ E-T/ I(#10:#15, 16, 17, 18)). (However, this task area formed part of a more complex set of motivations and thus, as described above, only denotes one facet of Elizabeth's holistic drive toward the notion of the "Common Good" (as explored in her case report).)

Time Frame:
Development Phase: 5Q
Maintenance Phase: *Dormant Phase:* 2Q, 3Q, 4Q   *Not Relevant:* 1Q

Appendix H:
Analysis of Self-Renewing Goal-Areas for Elizabeth's Case, in Terms of the Notion of "Demand Environment"

One aspect of the literature, considered in Chapter 2, noted that schools are social institutions and, as a consequence, have multiple purposes and are expected to achieve multiple outcomes. Thus in addition to goal attainment, other integral critical concerns of administrative practice include concern to maintain the organisation internally, concern to adapt the organisation to forces in its environment, and concern to maintain the cultural patterns of the organisation (Parsons & Shils, 1951; Sergiovanni, 1988).

As an element of the research design, these distinctions were enunciated as the construct "Demand Environment". A schematic was developed and used as part of the guiding structure for data collection across four of the quarters of data collection (2Q to 5Q). This schematic is depicted as Figure H1.

During the conduct of the research, then, this exemplification of the construct "demand environment" was utilised both as an interviewing tool and as a structure for analysing the self-renewing goal areas, identified during data collection. As one important strategy of data analysis, the process sought to perceive self-renewing focus areas and developmental phases against this notion of demand environment. This appendix presents the specific detail of this analysis for Elizabeth's case. Table H1 presents an heuristic analysis of each of the school self-renewing initiatives, undertaken at Elizabeth's school, in terms of the notion of demand environment.

I. *Maintaining* the School (Org.) **Internally** … *Performance –* *Educational and Organisational* *'Efficiency'* ***For example …*** • the School 'operating smoothly' … • things happen when they should … • things ready when they need to be … *i.e. the day-to-day life of the School*	II. *Maintaining* the **Cultural Patterns** of the School (Org.) *People/ Relationships/ Ethos/ Tone* *For example …* • people & relationships … • the 'ethos' of the School … • aiming for positive tone …
III. **Adapting the School (Org.)** *to forces in the* **External Environment** … *Accountability Requirements &* *Rights of Stakeholders* *For example …* • Forces/ imperatives from 'outside' … • Issues/ problems arising … • Priorities/ pressures/ 'Wildcards' …	**IV.** **Goal Attainment** **('Self-Renewing' imperatives)** *Performance –* *Educational 'Effectivenss'* *For example …* • 'School Development' goals … • 'Taking the School (Org.) forward!'*

Figure H1. The schematic developed as an exemplification of the notion of "demand environment" and utilised both as an interviewing tool and as a data analysis framework

Table H1

Heuristic Analysis of School Self-Renewing Initiative, during the Period of Data Collection for

Elizabeth's Case, in terms of the notion of Demand Environment

   (Depicts "Self-Renewing" Focus Area, "Developmental Phase", and "Demand Environment")
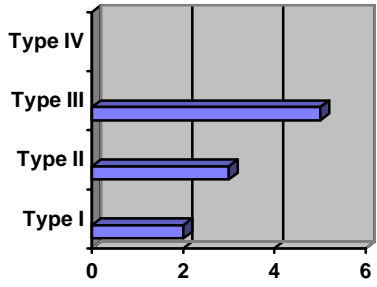
     Explanatory Notes:
Self-Renewing Focus Area- see Table 19 (Chapter 4)

Developmental Phase - refers to school-year Terms (Quarters) during the
                         period of data collection (as follows):
    1Q = 4th Term, 1996   2Q = 1st Term, 1997   3Q = 2nd Term, 1997
          4Q = 3rd Term, 1997   5Q = 4th Term, 1997

Demand Environment (Goal Types I - IV) - refers to spread of goal-type rankings
 established by allocating ten (10) rating points *across* the four goal-areas for the
 purposes of heuristic analysis and for the purposes of facilitating comparison and
 data analysis across the cases

Self-Renewing Goals Focus Area *&* **Development Phase/** *Time Frame* *(over the Data Collection period)*	**Demand Environment** *(Source of Goals)* **Type IV:** *Goal Attainment (S-R Imperatives)* **Type III:** *Adapting the School to Forces in the External Environment* **Type II***: Maintaining the Cultural Patterns of the School* **Type I:** *Maintaining the School Internally*
#1: ***Division of School Campus*** Development Phase: *(Prior); 1Q* Maintenance Phase: *2Q; 3Q; (4Q; 5Q)* Dormant Phase: - Not Relevant: -	

#2: *Mission Statement Re-development* Development Phase: *Prior; 1Q* Maintenance Phase: - Dormant Phase*: 2Q, 3Q, 4Q, 5Q* Not Relevant: -	
#3: *School English Program* Development Phase: *Prior; 1Q; 2Q; 3Q; 4Q; 5Q* Maintenance Phase: - Dormant Phase: - Not Relevant: -	
#4: *School Maths Program* Development Phase: *3Q; 4Q; 5Q; (Subsequently)* Maintenance Phase: - Dormant Phase: *1Q; 2Q* Not Relevant: -	
#5: *Technology Education Project* Development Phase*: Prior; 1Q; 2Q; 3Q; 4Q; 5Q* Maintenance Phase: - Dormant Phase: - Not Relevant: -	

#6: ***School Discipline Policy & Procedures*** Development Phase: *2Q; 3Q; 4Q* Maintenance Phase: *5Q* Dormant Phase: *1Q* Not Relevant: -	
#7: ***School "Story"*** Development Phase: *2Q; 3Q; 4Q* Maintenance Phase: *5Q* Dormant Phase: *1Q* Not Relevant: -	
#8: ***Development & Re-development of the School Administration Team*** Development Phase: *2Q; 3Q; 4Q; 5Q* Maintenance Phase: *1Q* Dormant Phase: - Not Relevant: -	
#9: ***Environmental Development*** (***Landscaping Project***) Development Phase: *Prior; 1Q; 2Q; 3Q* Maintenance Phase: - Dormant Phase: - Not Relevant: *4Q; 5Q*	

#10: *Pre-school Issues* Development Phase: *1Q; 2Q; 3Q* Maintenance Phase: *4Q; 5Q* Dormant Phase: - Not Relevant: -	
#11: *Opportunities for Adult Faith Formation* Development Phase: *1Q; 2Q; 3Q* Maintenance Phase: - Dormant Phase: *4Q; 5Q* Not Relevant: -	
#12: *Assessment Practices in Religious Education* Development Phase: *2Q; 3Q; 4Q; 5Q* Maintenance Phase: - Dormant Phase: - Not Relevant: *1Q*	
#13: *PDE Program* Development Phase: *(Prior); 1Q; 2Q; 3Q; 4Q; 5Q* Maintenance Phase: - Dormant Phase: - Not Relevant: -	

#14: *Review of Enrolment Policy & Procedures* Development Phase: *2Q; 3Q; 4Q; 5Q* Maintenance Phase: - Dormant Phase: - Not Relevant: *1Q*	Bar chart. Horizontal axis labeled 0, 2, 4, 6, 8. Categories: Type IV ≈ 7; Type III ≈ 3; Type II = 0; Type I = 0.
#15: *"Parent Room" and Care & Concern Activities* Development Phase: *2Q* Maintenance Phase: *(Prior); 1Q; 3Q; 4Q; 5Q* Dormant Phase: - Not Relevant: -	Bar chart. Horizontal axis labeled 0, 2, 4, 6, 8. Categories: Type IV ≈ 2; Type III = 0; Type II ≈ 7.5; Type I = 0.
#16: *"Developing Good Campus Relationships"* Development Phase: *(Prior)* Maintenance Phase: *1Q; 2Q; 3Q; 4Q; 5Q* Dormant Phase: - Not Relevant: -	Bar chart. Horizontal axis labeled 0, 2, 4, 6. Categories: Type IV = 0; Type III ≈ 5; Type II ≈ 2.5; Type I ≈ 2.5.
#17: *Teacher Handbook* Development Phase: *3Q; 4Q; 5Q* Maintenance Phase: - Dormant Phase: - Not Relevant: *1Q; 2Q*	Bar chart. Horizontal axis labeled 0, 2, 4, 6. Categories: Type IV ≈ 6; Type III = 0; Type II = 0; Type I ≈ 4.

#18: *Learning Support Issues* Development Phase: *3Q, 4Q* Maintenance Phase: *5Q* Dormant Phase: *1Q, 2Q* Not Relevant: -	
#19: *Science Curriculum Development* Development Phase: *5Q* Maintenance Phase: *2Q; 3Q; 4Q* Dormant Phase: - Not Relevant: *1Q*	
#20: *Mapping Task of basic Booklist Texts* Development Phase: *5Q* Maintenance Phase: - Dormant Phase: *2Q; 3Q; 4Q* Not Relevant: *1Q*	
#21: *Budgeting Process* Development Phase: *5Q* Maintenance Phase: - Dormant Phase: *2Q; 3Q; 4Q* Not Relevant: *1Q*	

Appendix I:
Exploring the Impact of the Research for the Participant Principal
Case 1: Elizabeth
During the Period of Data Collection*
(* *i.e., September, 1996 to December, 1997)*
(*Note:* An explanation of data coding used in this appendix is provided in Appendix F.)

Elizabeth made her first observations, regarding the impact of the research, when the researcher had invited her to respond (in 2Q) to the accuracy of the "first level analysis" which had been provided to her (from Interviews "#1" and "#2" (1Q)) and also the matrices derived from the repertory analysis process, focussed on "Images of Principalship" ("Elizabeth#1A").

Well I think it has … certainly … I like to indulge in self-talk. What I have been finding that it's done is kind of focussed my self-talk … it's given me something to zero in on a little bit if you like. I also think it's helped me to <u>define</u> (Elizabeth's emphasis) *some of the things I've done in leadership, you don't spend a lot of time thinking about yourself as a leader … .* <u>Interviewer:</u> *It enabled you to label some of the concepts?* <u>Elizabeth:</u> *Yes it has. You don't spend a lot of time thinking oh I do things like this, or I do things like that. When you started to give me a lot of those headings* (i.e., the repertory analysis grids which were provided back to Elizabeth) *I realised, yes I did have those ideas. I hadn't consciously put them in any shape or form or logical sequence like that and it made me think that … leadership is something probably lots of people have all the mechanics and potentials but you don't realise until you start to think or talk about it which bits you've got (that) are valid applications for the job you're trying to do. And in talking with you I suppose, if anything, it just confirms to me, I mean I always wanted to be a teacher, right from when I was a little kid, but it made me think I was meant to be one.* (#1/ 2Q/ E-T/ I(#4:#14)

In 3Q Elizabeth was again asked to comment upon any possible impact. She referred to her valuing an opportunity to articulate her thoughts. She also labelled the process as being positively challenging and indicated that she was finding the regular interactions useful in assisting her to cope with the isolation and loneliness of the principalship: "I see it as a support because it makes me think about what I am doing without me thinking … you're keeping a file on me or anything like that, if you know what I mean. … It's the kind of thing that I know counsellors use … they have to de-brief, and I'm not the sort of person who would sit down and write a diary or keep a log or whatever … " (#1/ 3Q/ E-T/ I(#8:#56, 57)).

Approximately three months later (4Q), Elizabeth again responded to the same form of request and expressed a conviction that the interviewing process was being useful to her:

Oh I think there's no doubt about that ... because I just think there are not too many times or places you get for really deep professional, that's like when we have, we've made ourselves have an Admin Day (i.e., a planning day where Elizabeth, Deputy and APRE took an opportunity to meet off-site) *once a term and ... we always have an excellent day. We have Admin meetings twice a week, it's not the same as the depth we're able to get to* (i.e., through the interviewing process) *about where I think we're going. You know, you just don't get the opportunity to look in on yourself, in a practical way.* (#1/ 4Q/ E-T/ I(#8:#38, 39))

Then, when asked to explain any ways in which the process might have changed her thinking, she responded: "Well I think it's made me think of the whole breadth of the task, rather than the bits that I might have just done quite naturally, because they were the bits I'd favoured" (#1/ 4Q/ E-T/ I(#8:#40)).

The same opportunity was also provided in the final Interview (5Q).

I felt with this ... a real sense of supporting guidance ... I have felt the availability of running things by you and I do appreciate that because you are non-judgmental about it. .... But I think it's got real value. (#1/ 5Q/ E-T/ I(#10:#33))

Appendix J:

Projective Analysis:
Participant's Understandings
of Principalship & Self-Renewing Processes
Case 1: Elizabeth

(Note: An explanation of data coding used in this appendix is provided in Appendix F.)

"Repertory Analysis" is a methodology which seeks to maintain the integrity of an educator's perspectives whilst revealing them. In this instance, a resulting "Repertory Grid" represents a two-way classification of Elizabeth's responses regarding the principalship in which events are interlaced with abstractions. The resulting matrices express part of her system of cross-references between personal observations or experience of the world of the principalship ("elements") and personal *"constructs"* or classifications of that experience. (Note: The use of bolded and/or italicised text is adopted in order to enhance clarity in this appendix – see Appendix D for further clarification.)

The elements Elizabeth identified to characterise her experiences of the "world of the principalship" are indicated in Table J1. In turn, using the repertory analysis technique (Centre for Person-Computer Studies, 1990) Elizabeth was requested to compare those elements through the generation of bipolar descriptors (*constructs*) which each represent a quality or characteristic which Elizabeth attributes to those elements - her experience of the principalship. The *constructs* (dimensions) generated by Elizabeth are also represented in Table J1.

The resulting "Display", "Focus", and "PrinCom" repertory analysis grids - which encode information about Elizabeth's way of looking at the principalship - are represented in Figures J1, J2, and J3 respectively. (See Appendix D for further explanation and illustrative examples based upon data generated from pilot research activities undertaken during the development phase for this study). Those outputs sought to depict varying visual representations of the relationships between elements and *constructs* as Elizabeth defined them. The elements represented Elizabeth's self-generated observations or experience of the principalship, whilst the *constructs* represented some of the self-chosen ways in which she classified that experience.

The primary interest in utilising repertory analysis techniques in this research, was to employ a technique which might assist the discovery of Elizabeth's personal constructs - attitudes, thoughts, and feelings - in her own terms and in a personally valid way (Solas, 1992). More specifically (apart from other purposes, considered in Chapter 3, relating to construct validity), the interest was primarily upon the use of repertory analysis as a conversational tool for investigating the basis of thinking about the role (Centre for Person-Computer Studies, 1990, p. 2) (Other discussion of the strengths and limitations of the approach has been undertaken in Chapter 3.)

When considering the PrinCom display (Figure K3) in conversation, Elizabeth indicated that she perceived "Curriculum Leader" as quite different to "Urger" and "Problem Solver": "*'Curriculum Leader' is something that you know you must do, it's an important thing to do and you have to sit down and work out a way of going about it.*" She saw "Urger" and "Problem Solver" as being a more amorphous notion: "*… you might do them according to the way you felt on the day, or your personality, or what the problem itself was. Whereas, this ('Curriculum Leader') that must be done, in a certain way.*" (#2/ 2Q/ RA(#1A) & E-T/ I(#3:#4, 5))

Then "Colleague", "Community Contact" and "Teacher": "*… they're almost like a mask, that you must wear for some part of the job. … as a "Community Contact" you just can't always hang out there and be yourself. You know that people have an expectation that you will maintain a dignity, if you like, or that … people will be able to recognise you in your role because of the way you present yourself or speak or behave … . And the same with "Colleague" … . I don't think it's a falseness, I think it's just a recognition that, at a certain level, you must present yourself a certain way …*" (#1/ 2Q/ RA(#1A) & E-T/ I(#3:#6, 7))

The researcher proposed a contrast that Elizabeth appeared to distinguish, significantly, between the "Storyteller" and "Initiator of Ideas" elements and the "Backstop" and "Manager" elements of her role. She considered, however, that "*I would have liked to have thought that I was a fairly rounded person. … that I didn't have great strength and great weaknesses, rather somebody who was kind of … just pretty good at a lot of things.*" A further

Table J1

"Elements" and "Constructs" generated by Elizabeth in response to Repertory Analysis focussed upon "Images of Principalship" (#1/ 1Q/ P/ RA(#1A))

Elements

1. Curriculum Leader
2. Community Contact
3. Colleague
4. Teacher
5. Urger
6. Problem-solver
7. Backstop
8. Initiator of ideas
9. Storyteller
10. Manager

Constructs

* *Empathetic*	...	*One-dimensional*
* *Concrete*	...	*Abstract*
* *People orientation*	...	*Task*
* *Ethos Area*	...	*Practical Applications*
* *Managing School Env.*	...	*Managing the Curriculum*
* *Public Roles*	...	*Personality*
* *Teacher Support*	...	*The Big Picture*
* *Purpose of the School*	...	*Tasks*
* *Positive Connotations*	...	*Negative Connotations*
* *Realities*	...	*"Fishing"*

Figure J1. "Focus" grid from repertory analysis for Elizabeth focussed upon "images of principalship". (#1/ 2Q/ P/ RA(#1A))

Figure J2. "Display" grid from repertory analysis for Elizabeth focussed upon "images of principalship". (#1/ 2Q/ P/ RA(#1A))

Figure J3. "PrinCom" grid from repertory analysis for Elizabeth focussed upon "images of principalship". (#1/ 2Q/ P/ RA(#1A))

clarification was explored when the interviewer proposed, to Elizabeth, that this notion appeared to highlight an important aspect of her whole understanding of the principalship: *Yes, that it* (i.e., the principalship) *requires a bit of this and a bit of that. So I don't have expertise in one thing, and I'm not somebody who would devote my life to being brilliant at one thing …"* (#1/ 2Q/ RA(#1A) & E-T/ I(#3:#8, 9))

Another notion considered with Elizabeth related to the suggestion that her repertory analysis matrices were implying that she held an integrated, holistic notion about the principalship. For example, the interviewer inquired whether she perceived any tension or conflict between wanting to and being able to "value" people and, in contrast, perceived bureaucratic demands to "produce" outcomes. She indicated she perceived no such conflict. In fact the researcher would conclude, as is examined in the case report itself (and see, for example, Table 21) that, for Elizabeth, the proper means to "product' (outcomes) was via good "people processes". One facilitated the other, rather than one being an obstacle to the other.

Turning now to the second area of interest, the elements Elizabeth identified to characterise her perceptions about school self-renewing processes are indicated in Table J2. In turn, using the repertory analysis technique (Centre for Person-Computer Studies, 1990) Elizabeth was requested to compare those elements through the generation of bipolar descriptors (*constructs*) which each represented a quality or characteristic which Elizabeth attributeed to those elements - her understandings about school self-renewing processes. The *constructs* (dimensions) generated by Elizabeth are also represented in Table J2.

The resulting "Display" "Focus" and "PrinCom" repertory analysis grids - which encode information about Elizabeth's way of looking at school self-renewing processes - are represented in Figures J4, J5, and J6 respectively. (See Appendix D for further explanation and illustrative examples based upon data generated from pilot research activities undertaken during the development phase for this study). Those outputs sought to depict varying visual representations of the relationships between "elements" and "*constructs"* as Elizabeth defined them. The elements represented Elizabeth's self-generated observations or experience of school self-renewing processes whilst the *constructs* represented some of the self-chosen ways in which she classified that experience.

When considering the "PrinCom" display (Figure J6) in conversation, the centrality of the notion of "Diversity", for Elizabeth, was explored:

> Interviewer: *'Diversity' is really out here on it's own, and it's opposite, 'Needs Awareness' and 'Clear Purpose of a Catholic School'. Is it simply that you see well, 'Diversity' is one of the realities in any school, and so you just recognise it's there and you respect it, is that what it's saying?* Elizabeth: *I think so. I don't see 'Diversity' as a threatening thing.* Interviewer: *You're seeing it as **Missionary**, you're seeing it is **Awareness** and **Unmeasurable**, and yet it's there, it doesn't threaten you, you don't say I wish 'diversity' wasn't there?* Elizabeth: *No, that's part of the excitement. I mean yes, it causes the headaches, and all those sort of things, but I think that diversity is real, it's there, it's everywhere ... there's no avoiding it.* (#1/ 2Q/ E-T/ RA(#1B) & I(#4: #12, 13, 14)) (Emphasis added)

A number of other aspects which emerged from conversation focussed upon the repertory analysis matrices have been considered in other sections of the case study itself. For example, *"job not to come and 'build myself an empire'* (e.g., Ex 1(App).#46); *"self-talk"* (e.g., Ex 1(App).#48); and *"finds 'Diversity' invigorating and empowering"* (e.g., Ex 1(App).#44, 45).

Table J2

"Elements" and "Constructs" generated by Elizabeth in response to Repertory Analysis focused upon "Images of school Self-Renewing Processes" (#1/ 2Q/ P/ RA(#1B))

<div style="border: 1px solid black;">

Elements

1. Cyclic
2. Continuous
3. Community Knowledge
4. Needs Awareness
5. Clear Purpose (of) Catholic School
6. Synthesising needs/ goals
7. Risk-taking
8. Self-talk
9. Acceptance
10. Diversity

</div>

<div style="border: 1px solid black;">

Constructs

* *Core Activities*	...	*Procedural*
* *On-going nature*	...	*Intermittent*
* *Purposeful*	...	*Missionary*
* *Community Activities*	...	*Private Activity*
* *On-going Activities*	...	*Needs-based Activities*
* *Conscious Awareness*	...	*Sub-conscious Activity*
* *On-going Elements*	...	*Episodic*
* *Fluid*	...	*The Constant*
* *Public*	...	*Personal*
* *Unmeasurable Elements*	...	*To be Discovered*

</div>

Figure J4. "Focus" grid from repertory analysis for Elizabeth focussed on "images of school self-renewing processes". (#1/ 2Q/ P/ RA(#1B))

Figure J5. "Display" grid from repertory analysis for Elizabeth focussed on "images of school Self-renewing processes". (#1/ 2Q/ P/ RA(#1B))

Figure J6. "PrinCom" grid from repertory analysis for Elizabeth focussed on "images of school self-renewing processes". (#1/ 2Q/ P/ RA(#1B))

(Note: Element "Clear Purpose CS" = "Clear Purpose of a Catholic School")

Appendix K:
Log of Formal Research Site Visits: Case 2: Jim
During the Period of Data Collection*
(* i.e. *September, 1996 to December, 1997)*

Research Phase	*Date/ Time*	*Subject*	*Method*	*Focus Area(s)*	*Product?*
1Q	6.9.96 11.00am	Jim	Informal Interview	* Initial visit to give *"Summary Sheet"* [1] and arrange attendances etc * Generate (informal) "first" lists for Repertory Analysis: - *Concepts of Principalship* & - *Concepts about School Self-Renewing Processes*	Field Notes
1Q	9.9.96 11.00am	Jim	RPG *#1A* *#1B*	* Completed RPGs #1A: *Images of Principalship* #1B: *Images of School Self-Renewing Processes*	RPG Analyses (2x3)
1Q	9.9.96 12.15pm	Jim	Interview *(SJ#1)*	* Interview focus: "Concepts of Principalship"	Transcript
1Q	13.9.96 9.00am	Jim	Interview *(SJ#2)*	* Interview focus: "Concepts about School Self-Renewing Processes"	Transcript

Research Phase	*Date/ Time*	*Subject*	*Method*	*Focus Area(s)*	*Product?*
2Q	21.2.97 11.00am	Jim	Informal Interview	* Set up procedures etc for "new" School year * Discuss current Self-Renewing priorities (for 1997 school year)	Field Notes
2Q	28.2.97 12.15pm	SCO	Interview *(SJ#4)*	* Followed Interview Protocol[2] ("Key Personnel")	Transcript
2Q	3.3.97 11.00am	Jim	Interview *(SJ#3)*	* Discussion re First Level Analysis of Interview "SJ#1" (provided prior to Interview) * Discussion of RPG "Jim#1A" (provided prior to Interview) (Interview had to be re-scheduled from 28.2.97)	Transcript
2Q	4.3.97 11.45am	APRE	Interview *(SJ#5)*	* Followed Interview Protocol[2] ("Key Personnel")	Transcript

2Q	14.3.97 1.30pm	Jim	Interview *(SJ#6)*	* Discussion re First Level Analysis of Interview "SJ#2" (provided prior to Interview) * Discussion of RPG "Jim#1B" (provided prior to Interview)	Transcript
2Q	8.4.97 3.30pm	Site	Observation	* Attend Staff Meeting	Field Notes

3Q	13.6.97 1.30pm	Jim	Interview *(SJ#7)*	* Followed Interview Protocol[2]	Transcript

4Q	17.9.97 11.30am	Jim	Interview *(SJ#8)*	* Followed Interview Protocol[2]	Transcript

5Q	17.11.97 11.00am	Jim	Interview *(SJ#9)*	* Followed Interview Protocol[2]	Transcript

Notes:
1. A brief "Summary Sheet" outlining the proposed purposes and processes of the research
    project. (See Appendix C for further details.)
2. Interview Protocols are detailed in Appendix W.

Appendix L:
More Detailed Exposition of Conceptualisations Concerning the Principalship and School Self-Renewing Processes & Supporting Interview Excerpts for Jim's Case

This appendix presents a more detailed analysis of Jim's conceptualisations in relation to the principalship and school self-renewing processes (Part I). It is intended to support and to amplify the case study report itself. Then, in Part II, supporting interview excerpts for Jim's case are recorded. The format of the presentation is explained below.

As detailed in Chapter 3, the development of a *case study database*, which then facilitates the establishment of *chains of evidence,* represents an important strategy for enhancing construct validity and reliability in case study methodology (as detailed in Chapter 3). In the interests of brevity and the overall flow and continuity of each case report supporting analysis has been provided in this and other relevant appendixes rather than in the text of Volume I. This additional analysis has been included, as an appendix, in order to enhance saturation in data analysis and a resultant rich fabric of meanings in interpretation.

Figure 6 depicted the case study database which facilitates the reader tracking chains of evidence in terms of three sources of evidence: case identity and time series (X-axis), source of evidence (Y-axis), and research technique (Z-axis). Some Excerpts have been quoted within Jim's case report itself (Chapter 4). For instance, in the example **"Ex 2.#14"**, the coding indicates that the excerpt is related to Case #2 (Jim) and that this is Excerpt 14 in the series. In such instances, Part II of this appendix provides an address code that references back to the case study database, as depicted in Figure 6.

An example of an address code is **"#2/ 1Q/ E-T/ I(#2:#12)"**. The coding in this example identifies the excerpt as being located in case study data relating to Jim's school (i.e., to Case #2) obtained in the first quarter of data collection (i.e., September to December, 1996: see Table 16 in Chapter 3). Further, the data represents <u>espoused theory</u> (see Figure 4 in Chapter 2). Further again, the excerpt can be sourced to <u>Interview</u> data (taped) and is located in the transcript of the <u>second interview</u> (conducted with Jim) and will be found at <u>location #12</u> in that

interview Transcript. An example of an interview transcript has been provided as part of
Appendix C.

At other points in the individual case reports, and in this Appendix, additional cross-
references are provided to support interpretation. For example **"(See Ex 2(App).#2.)"**. The
code **"App"** indicates that this particular excerpt is located in this Appendix in its full form, with
an *address code* included which, again, permits the reader to track the *chain of evidence*.

Part I: More Detailed Exposition of Jim's Conceptualisations
in Relation to the Principalship and to School Self-Renewing Processes

During interviewing Jim identified a belief that the demands of the principalship had
become significantly more complex in contemporary times, with expanding pressures upon
schools to constantly expand their range of services to students and to the school community.
Even though any imperative for change might be worthwhile in its own right, he regarded many
of those additional expectations to be only incidentally related to the core purposes of schooling
(see Ex 2(App).#1, #2).

Jim sensed an inexorable pressure to constantly filter a plethora of competing
expectations upon schools and regarded this as a particular responsibility for the role of principal:

*I think that it (i.e., the principalship) is going to be a challenge, it's sifting through that maze of
things that we are continually being asked to do, and finding what's best for us as principals, for the
children, the parents and the teachers in the school, trying to sort through all of that, I think that's
where the biggest challenge is for me as principal at least. (Ex 2.#3)*

Connected with Jim's perception that significant contemporary features of the
principalship focussed around the pressure for continual change, he also perceived that those
pressures often also incorporated unreasonable expectations, from outside sources, concerning
the pace at which change will occur in schools. In Jim's view, those pressures actually prevented
school reform initiatives being undertaken with the degree of mindfulness and at an appropriate
pace to permit thoughtful and thorough reform efforts (see Ex 2(App).#4).

When invited to identify formative influences upon his principalship, Jim emphasised that
he admired those who accorded primacy to people and their needs over any other issues or
priorities in leadership. In a similar vein, Jim indicated that he preferred reading professional

literature which echoed his commitment to a "'people-focus"' in the principalship, as he found such a perspective to be most personally meaningful (see Ex 2(App).#5, #6).

Jim appeared to quarantine the notion of "leadership" to being just one facet of appropriate role behaviour as principal. Other essential qualities included friend, companion, and challenger (see Ex 2(App).#7). His day-by-day, week-to-week direction was guided by the desirability of operating from a "To Do" list, although he considered that such an approach to management must always be subservient to a people-focus as his proper orientation to the role. Hence there were inherent tensions, between people and tasks, which remained problematic for Jim (see Ex 2(App).#8, #9, #10).

Similarly, Jim judged that any good day, for him as principal, would involve positive people-focussed interactions. In contrast, a sense of personal disempowerment emanated from his experiencing what he described to be the conflicting priorities inherent to his role. For example, when interruptions arose to steal hours, or when he experienced frustration through not being able to achieve closure on tasks. A sense of disempowerment could also be invoked when others fell short of the ideals of community he would hope to witness being lived out in the school:

Probably hearing the negativity that some teachers have towards the classroom or about children in the classroom, and feeling I have no power to influence that teacher's thoughts about a particular child, that really gets to me. (Ex 2.#14) (See also Ex 2(App).#10, #11, #12, #13.)

During interviewing, Jim was invited to think about the amalgam of the elements of the principalship which he attempted to handle on a daily, weekly, and annual basis and those aspects of the role which might come naturally and easily to him versus those elements that he might have found more difficult. He indicated that he found talking to people and being available to people as the most natural and personally satisfying role elements. He found advancing curriculum priorities more taxing, as well as balancing curriculum-related demands with what he described as the "administration side" of the role (see Ex 2(App).#15).

Jim was also invited to think forward to the end of his time at the school, and, presuming there was some imaginary individual who possessed perfect knowledge about what had transpired at the school regarding his actions and intentions, to describe what he might hope that person could say at a farewell function. Jim's responses centred on the personal qualities he would want to portray and, hopefully, have judged as worthy. Those qualities focussed on his "being there" for all of the people who comprised the school community. This then extended to

his having sustained and nurtured the sense of community that he regarded was a notable characteristic of his school, and which he said predated his arrival as principal. Desired educational outcomes revolved around his having endeavoured to maximise opportunities for each student. (See Ex 2(App).#16, #17, #18)

As detailed in Chapter 3 (Table 15), at the outset of the research it had been surmised that the APRE and SCO could be key informants to the goal of seeking an understanding of Jim's meaning system. Both personnel occupied unique positions of role proximity to Jim and hence had particular opportunities to observe the manner in which he behaved as principal.

Prior to 1997, administration team meetings had comprised the APRE and Jim. The APRE found these contacts important for communication and for maintaining focus and vision. However, whilst it was intended that future meetings would occur more regularly, they were actually quite infrequent. In the new school year (2Q onwards) the intention was to include the SCO in administration team meetings. But by early March (2Q) regular meetings had not actually commenced for that year. One of the causal difficulties related to the fact that the SCO was also the pre-school teacher and it was proving difficult to find mutually suitable times for the three individuals to meet together. However, the team had succeeded in meeting, away from the school-site, for a planning day in late February (2Q). That process had focussed upon the School Renewal Report (from 1995) and the trio had jointly identified priorities that would comprise the School Development Plan for the current school year. (See Ex 2(App).#19, #20, #21)

Both APRE and SCO attributed a strong people-orientation, on Jim's part, to his handling of the complexities of the role (see Ex 2(App).#22, #23). Also, the equation "Principal = Leader" was put to both for their reaction regarding the way that they perceived circumstances, in relation to Jim:

> <u>APRE:</u> *He's the leader of the school, he's the leader of the people, has a vision, he dreams a lot about what our school could be, and not just dreams, but lives that dream, and empowers other people with his dream, I believe. By example, by what he says, by what he does. (Ex 2.#24)*

> <u>SCO:</u> *I'd say exactly that* (i.e., "Principal = Leader"). *But a leader in that when he has to he'll put his foot down and say this is it. But, generally, he confers with other people, he doesn't just make the decisions all on his own. And he's shown that he's the leader in curriculum. But he's very much seen as the leader. (Ex 2.#25)*

The APRE considered that Jim had a capacity to work effectively with all types of staff, whilst the SCO, agreeing, felt that he especially enjoyed working with enthusiastic teachers with fresh ideas (see Ex 2(App).#26, #27). Both personnel also provided commentary on Jim's

overall style of leadership and identified what they considered to be some of the strengths of his style, together with any perceived limitations. The APRE highlighted a strength emerging from Jim being a "human" leader. However, on occasion Jim was described as possibly dealing with people at a staff meeting "rather harshly". The APRE believed such incidents would generally have been stress-induced rather than representing any deliberate or premeditated behaviour on Jim's part. The SCO recognised a strong openness to people, in Jim's leadership style, together with his maintaining a strong focus on curriculum-related matters. She considered less than clear communication could be a weak element, on occasion, for Jim's style of leadership. (See Ex 2(App).#28, #29)

The researcher had been part of a three-person panel involved in conducting Jim's (four-yearly) summative performance appraisal on behalf of the system, in June 1996. This process had involved focussed interviews with staff and parents and key personnel from the School Board and P&F Association, as well as parish clergy. This process had also involved an extended session with Jim himself, where he outlined his goals and perceived achievements over the previous four years, in order to explain and expand upon a self review statement which he whad been requested to prepare as part of the review process.

A performance appraisal is a detailed and intensive process and is part of the employment contract for principals in the diocese. The Supervisor of Schools leads the process in conjunction with two peer principals. In Jim's case, this performance review process involved around fifty separate focussed interviews over two days. The subsequent written report thus represented a significant database recording the perceptions of a broad range of personnel associated with the school regarding Jim's leadership. Indeed, it represented an important snapshot of Jim's theory-in-use in the principalship.

The outcomes of Jim's review spotlighted a very positive assessment of his principalship. The pattern that emerged, across the range of interviews, emphasised that Jim was perceived to be a very efficient administrator who responded effectively to all requests and gave generously of himself in all aspects of this role. He was perceived to be extremely approachable and to operate with exemplary integrity and accessibility. He was perceived to be proactive and effective in enhancing curriculum in the school. He was commended for his strident and effective endeavours to establish a genuine sense of community in the school. A number of recommendations were also made to Jim, several of which subsequently appeared as self-renewing initiatives during the period of data collection. (A summary of the key commendations and recommendations is presented in Ex 2(App).#30.)

The discussion now turns from Jim's views concerning principalship, itself, to his notions regarding school self-renewing processes. Whilst such self-renewing processes certainly involved change and improvement, Jim also placed emphasis upon the shared nature of any school reform efforts, focussed upon keeping stakeholders involved as an important objective:

> *Continuous improvement, continuous change, I suppose that's what the bottom line is. It's about having some idea of where it is that we want to go, some sort of direction or vision or dream, whatever we call it. But it has to be a shared one, so we have to have people moving in a similar direction, whether that's parents or whether it's staff, whether it's school supervisor as well. So it's getting people motivated, enthused, and skilled up to move in those directions.* (Ex 2.#31) (See also Ex 2(App).#32.)

The goals of self-renewing processes, in Jim's mind, pivoted around two broad areas: curriculum and relationships. In his mind, the link between the two imperatives was reflexive in nature and was triggered by downward pressures involving system-driven demands, and by upward pressures arising from perceived community expectations. Across that range of pressures, Jim identified a continuum ranging from "the traditional curriculum basics to the extras", such as eisteddfod participation and a myriad of similar extra-curricular activities (see Ex 2(App).#33, #34).

When invited to identify key players in self-renewing processes, Jim nominated the APRE and SCO. In addition, he nominated the school Staff Meeting forum and the School Board as pivotal groupings. The SCO's involvement was primarily focussed upon particular initiatives (English and Maths) whilst he considered that a sense of positive teamwork was developing. However the researcher would conclude, as a non-judgmental observation, that a strong sense of a purposeful administration team was not apparent across the period of data collection. (See Ex 2(App).#35, and also Ex 2(App).#19, #20)

Consistent both with espoused-theory and theory-in-use commentary by others, the school Staff Meeting forum was, in Jim's mind, *the* pivotal forum for consultation and decision-making. Indeed, Jim regarded this forum as the central reference group for school management and decision-making. Issues arising in other forums, for example P&F or Board, were usually raised during staff meetings on an informational, or a consultative, or a decision-making basis (see Ex 2(App).#36). Jim described the School Board as a "sounding board" and also as a "friendly" context where he was able to gain a sense of personal support in his role (see Ex 2(App).#37 and also Appendix M: #12).

The essential external inhibiting factor to effective school self-renewing processes, in Jim′s mind, concerned both pressures for change and the actual degree of change expected. He regarded other elements, such as curriculum, community, and staffing issues as being generally positive factors:

> *It's the amount of change that teachers are expected to cope with, you know, English, PDE, Maths, all of those things are just being heaped on us, and we are not getting … any real closure on any of those. So that is one, where the teachers think well, here's another thing we have to do … the hackles go up and, in some minds at least, that's where it (i.e., commitment/ openness to change) stops. You can do any amount of talking and people just don't listen to it.* (Ex 2.#38) (See also Ex 2(App).#39.)

Jim identified personally inhibiting factors as focussed around his coping with ambiguity, expressed as a perceived inexorable plethora of demands competing for attention and resolution:

> *I think … one of the problems is … everyone's expectations coming to me, it's like … a funnel, and I'm at the bottom of that funnel. There's just too much going through at times. Trying to match parents' expectations with teachers', with CEO, with Parish Priest. That I think is one of the big problems, in trying to keep everyone focussed on what it is we're on about.* (Ex 2.#40: see Ex 2(App).#40 for full excerpt)

For Jim, his personal guiding principles for managing competing school self-renewing priorities involved giving priority to people, through listening and consultation. Another guiding principle involved implementing processes such as the team planning day, described earlier, directed at seeking to discern a longer-term strategic direction (see Ex 2(App).#41, #42).

Finally, in exploring the types of issues which Jim, as principal, might encourage or at least support, versus those he would discourage, he identified a particular willingness to support instances where an action or motive aligned itself with Christian values. He was unequivocal that people-focussed issues would always receive priority:

> *I think the easiest one would be the <u>stamping out</u>. If it doesn't align itself with what I see as Christian values, it's not on. You know, the nastiness that parents sometimes exhibit … either to a staff member, to a child, or to each other. They're the things, - the bitching and complaining, that sort of thing I really don't tolerate. The <u>encouraging</u>, I suppose I want people to feel free to give their ideas - staff, parents, children as well. So I encourage people to have their say, different forums for different people … .* (Ex 2.#43: emphasis added) (See also Ex 2(App).#44.)

Part II: Interview Excerpts for Jim's Case

- Ex 2(App).#1:
  I don't think it (i.e., the principalship) *is any more of a challenge now than it ever was, I just feel that there are more things that we are expected to do. Administration wise, classroom wise, in trying to deal with the values and home situations, while too many other things are impinging on school time, it's not just about education anymore.* (#2/ 1Q/ E-T/ I(#1:#5))

- Ex 2(App).#2:
  … (I)t certainly (requires) … a greater range of skills and more time is being put into, you know, the RSPCA says that we have to teach pet care now to kids. … there are too many things that we're being asked to do as a school, and somehow it's up to us principals to say yes we will, no we won't, or give it a little bit of time or a lot of time. (#2/ 1Q/ E-T/ I(#1:#6))

- Ex 2(Text).#3: (#2/ 1Q/ E-T/ I(#1:#7))

- Ex 2(App).#4:
  I think one of the biggest hurdles that I need to overcome, and schools probably need to overcome as well, is that the rate of change is such that we never get to the end of one thing. English being the prime example. We have got the school English Program*, hopefully it'll be accredited, but it then becomes a document, my fear is it becomes a document that sits on people's desks, and it doesn't influence the way that we teach, or the way that children learn. I would like time just to do that and do it well. I'd slow down the changes … for lots of reasons, I think we also need to identify what … for this school … is the core curriculum, what do we need to do for the best for these children. Identify those things and do those things well. The other add-ons are all just that, add-ons. To sum up I have two things, identify the needs, and then do them properly, and then probably as a result of that, maybe we just slow the other things down. (#2/ 1Q/ E-T/ I(#1:#26))
  (*Note: the development of a School English Program was a system-directed requirement of all diocesan primary and secondary schools, and was to be submitted for accreditation during the second half of '96).

- Ex 2(App).#5:
  (Referring to other principals Jim has worked with or been on staff with etc): *Some of the things I learned were to have time for people, if someone came, if a parent knocked on the door now, the fact they have taken time out of their day to come and see me with what they see to be a problem, is also a problem that I need to listen to and do something with.* (#2/ 1Q/ E-T/ I(#1:#23))

- Ex 2(App).#6:
  A particular author would be Sergiovanni, and (another) Hasenfeld (who wrote) <u>Human Service Organisations</u>. (<u>Interviewer</u>: What did you get from them?) Just that we are on about people, and that's the bottom line, it's a people industry, and we deal with each individual in that industry, you can't sort of lump them together, and say well this is for the good of everyone, you have to look at each person as an

individual, so you need to get to know them, and all sorts of things as well. (#2/ 1Q/ E-T/ I(#1:#22))

- Ex 2.(App).#7:
Leadership would be one of the dimensions of being principal, and only one of them: friend, companion, challenger, lots of other things, certainly to be a good principal I have to be a good leader as well. (#2/ 1Q/ E-T/ I(#1:#19))

- Ex 2(App).#8:
… (S)omehow you need to prioritise what is put in front of you. At certain times children are more of a priority than answering the mail, or … the parent who rocks up to your door, because there's a problem with the child in the classroom, becomes a priority, because they need to talk to you then and there, but at other times … things go from one end of the scale to the other, and so I don't know, maybe I need some set of principles to judge those things. (#2/ 1Q/ E-T/ I(#1:#9))

- Ex 2(App).#9:
Interviewer: S*o if you've got six things all demanding action now, how would you decide which one of those six to do*? Jim: *When it comes down to it, it's about children. That's the bottom line, so if it affects a child or the education of a child, that's number one priority. Teachers, parents, administration tasks, I suppose would (come after that) … in no particular order.* (#2/ 1Q/ E-T/ I(#1:#10))

- Ex 2(App).#10:
Probably the best time is when I have made a list of things to do … you know the old 'to do' list, and at the end of the day I can tick off two, three, one of those things and know that I've done well. To me that's a good day, I can do those things … they're practical things. A good day is also when I've had a conversation with a child, … the child's been down and out, you can have a talk to the child, the child knows where you're coming from, and you know where the child's coming from, and you've reached some sort of agreement, or reached some idea of where things are at. (#2/ 1Q/ E-T/ I(#1:#1))

- Ex 2(App).#11:
Hearing back from staff, sitting in the staffroom of an afternoon, and listening to them talk enthusiastically about a child in their class or a situation, or an activity they've done. (#2/ 1Q/ E-T/ I(#1:#2))

- Ex 2(App).#12:
Interviewer: *What are some of the things that take away those things you'd regard as good, as achieving something*? Jim: *As far as administration goes, it's all the interruptions, … ten will come in and … there's three hours gone, or a parent comes in with, which in my mind is a small problem, but in their mind is a big problem, and I have to give them time. I don't begrudge giving them the time, but it's when in my mind it's a simple problem that could have been fixed in two minutes, and it's taken half an hour.* (#2/ 1Q/ E-T/ I(#1:#3))

- Ex 2(App).#13:
Never having anything finished, or (experiencing) the feeling that things are finished. Where, because you've got so many things on, one just overlaps the other one, so there's no real closure on any one thing. (#2/ 1Q/ E-T/ I(#1:#4))

- Ex 2(Text).#14: (#2/ 1Q/ E-T/ I(#1:#3))

- Ex 2(App).#15:
The ones I have to really work with are the curriculum issues, in pushing them. Part of that is having to work with an SCO who is just Pre-school based and not readily available to the rest of the staff. So it's taking a bit from there, bringing it back to the staff all the time, it's tooing and froing. And then juggling curriculum with the administration side of it as well. The bits that come easily ... are the cultural side of things, getting that together, talking to people, being available to them I suppose. And some of the administration tasks, the technical things . . . are fairly simple, and yet time consuming. Yes, curriculum would be the biggest concern, the biggest struggle. (#2/ 3Q/ E-T/ I(#7:#52)

- Ex 2(App).#16:
I think someone who took the time to listen, someone who was able to relate to some of the experiences that they were trying to get across ... just someone who'd take the time with them, to listen, I really mean to listen, not just to hear. (#2/ 1Q/ E-T/ I(#1:#36))

- Ex 2(App).#17:
(In response to a request to talk about possible "achievements" that might be identified): *I think continuing the sense of community that this school is known for, that would be one. Somehow ... we've brought the community together. I don't want them just to focus on me, because I don't think that's what it's about. You know, it's that walking hand in hand, it's them doing it just the same as me. And then some practical things around the school ... bringing the school from where it was thirty years ago, in terms of buildings and resources, bringing it up to what it is today.* (#2/ 1Q/ E-T/ I(#1:#37))

- Ex 2(App).#18:
(In response to a request to talk about aspects of curriculum that might be identified): *I think to try and get the basics done right, and spending the time on that. I said at my interview for this (position) that I believe that every child has one go at education, and it's my responsibility to make sure that it is the best possible, whether I have to challenge a parent or a teacher or CEO* (i.e., the Catholic Education Office) *that's what I want to do, to be able to offer each child. It's a great idea somewhere out there, but there's practical things that we can do for those kids as well, to make sure it's the best.* (#2/ 1Q/ E-T/ I(#1:#38))

- Ex 2(App).#19:
<u>APRE:</u> *Previously, it's only been Jim and myself meeting, but this year* (i.e., '97) *it's going to be (the SCO) and I find if we don't meet regularly, which has happened sometimes, then I begin to lose focus of what we're doing here as a team, and we haven't met this year as an Admin Team* (Interview dated 4.3.97 (2Q)). <u>Interviewer:</u>   *You see the need for these meetings then on the basis of communication ("Oh, for sure.") and maintaining your vision about what you're trying to do as a team?* <u>APRE:</u> *Yes.* (#2/ 2Q/ TiU/ I(#5:#1, 4))

- Ex 2(App).#20:
<u>SCO:</u> *They usually go for about half an hour to an hour. . . . Supposed to be once a week. It hasn't started at all yet with (the Secretary) being away, and (the APRE)*

not having the same time off (i.e. "release time"*) as I've got. So we discuss curriculum issues, we discussed staffing last year, budgeting . . . mostly curriculum issues* (Interview dated 28.2.97 (2Q)). <u>Interviewer:</u> *. . . why do you have those meetings?* <u>SCO</u>*: Just for us to keep Jim informed of things that we've seen happening, and for him to give us feedback, especially when we were writing the English Program.* (#2/ 2Q/ TiU/ I(#5:#1,2,3))

- Ex 2(App).#21:
  <u>Note:</u> Principal, APRE and SCO met, away from the School, for planning day in February '97 (2Q):
  (APRE) <u>Interviewer:</u> *The day that you had, how did that work? I understand you looked at the School Renewal Report* ('95). *("Yes") Is that the process that you followed to work out your priorities for school development?* <u>APRE</u>*: For school development planning, yes it is.* <u>Interviewer:</u> *And what was Jim's part in that. Did Jim initiate this idea or did it just come from the ... three of you or (unfinished)?"* <u>APRE:</u> *... it was Jim's idea in response to the School Renewal, certainly there's been a push to have a School Development Plan in place. ... it was a consensus, I think. The three of us ... had a copy* (i.e. of the School Renewal Report) *... and it came from the responses ... (from) our Renewal and ... what we perceived as the needs for our school.* (#2/ 2Q/ TiU/ I(#4:#2,3,17))

- Ex 2(App).#22:
  (<u>APRE</u>) <u>Interviewer:</u> *How does Jim deal with the complexities and the multiplicities of the role? I would have an impression, from work I've done so far, that people would be given top priority?* <u>APRE</u>*: Yes, yes. Yes he's very much a human leader in that respect. ... I think there are times when deadlines have to be met, and so the task comes before the people ("but as a general practice?"), yes, sure.* (#2/ 2Q/ TiU/ I(#5:#7,8))

- Ex 2(App).#23:
  <u>SCO</u>: *I think a lot of it comes from feedback from parents and teachers, what we're whinging about the most, you know, he gives priority to.* <u>Interviewer:</u> *So that would be ... the human side coming through? So he'll ... put people before tasks?* <u>SCO</u>: *Yes. And he's always available to see people.* (#2/ 2Q/ TiU/ I(#4:#9,10))

- Ex 2(Text).#24: (#2/ 2Q/ TiU/ I(#5:#9, 10, 11))

- Ex 2(Text).#25: (#2/ 2Q/ TiU/ I(#4:#11, 12))

- Ex 2(App).#26:
  (<u>APRE</u>) <u>Interviewer:</u> *What types of staff would Jim best work with, what kinds of staff would suit his style? For example, is he best with the 'yes' people . . . or is he best with the assertive people who are thinkers for themselves ... or those who are easily led ... or the quiet people who never say 'boo'?* <u>APRE</u>*: I've seen him in action with each of those sorts of people, so it's really hard to just say well he would be best with this (...). But he certainly gives people the chance to be assertive, so I'll go with that, because then they've got ... things (thought) through for themselves; they've got their answer; they've got their needs or priorities behind what they're wanting and can easily communicate with them.* <u>Interviewer</u>*: So maybe he can work with all styles?* <u>APRE:</u> *Oh all styles, yes.* (#2/ 2Q/ TiU/ I(#5:#12))

- Ex 2(App).#27:
  <u>SCO</u>: *Well I would have said he gets on least well with traditional type people, you know, perhaps the 'old school'. Maybe that can be seen as the younger teachers with the new ideas, I think he gets on very well with those sort of people. He seems to be able to get on with everybody really.* (#2/ 2Q/ TiU/ I(#4:#13))

- Ex 2(App).#28:
  <u>APRE</u>: *Yes he's very much, as I keep coming back to that word 'human', he's very much a human person, and from within, not necessarily from ... out there. But he's leading from within a lot of the time.* <u>Interviewer</u>*: Does that style and that heavy focus on people actually have a down side?* (The Interviewer was putting possible negative possibilities, for the APRE's comment): *Does it mean that this whole people focus means that everything falls down around you because the organisation in the school never happens because his energy's not there ... ("No.") Does it come up in staff conflict, or whatever, that (his) style doesn't allow him to take a strong stand?* <u>APRE</u>*: There's been times at staff meetings where, I believe, that he's spoken to people rather harshly over something that they believed maybe was going to happen or they thought was going to happen, or got the idea from somewhere ... but, yes I think sometimes he does speak with people harshly.* <u>Interviewer</u>*: Does that come because of just stress or the normal hassles, or would it come because they're not fitting his mental picture of how things should happen?* <u>APRE</u>*: I would be inclined to think that it's stress, stress related.* (<u>Note</u>: The full Interview transcript shows that he intended here to emphasise stress-induced reactions rather than, for example, any deliberate attempt, by Jim, to undermine people as a strategy for its own sake.) (#2/ 2Q/ TiU/ I(#5:#18, 19, 20, 21))

- Ex 2(App).#29:
  <u>SCO</u>: *Families or parents feel that they can come and speak to him. Curriculum is looked at very strongly, I'd say.* <u>Interviewer</u>*: So is that balanced, is there a good balance, in the style, between the people side and the delivery side?* <u>SCO</u>: *Yes I would say so.* (Referring to any possible deficiencies in Jim's style of principalship): *Maybe communication sometimes. Because there are so many people to let know everything that's going on, that sometimes might fall down.* <u>Interviewer</u>: *Is he a doormat? For example, do parents walk over him, his style allows him to have parents walk over him?* <u>SCO</u>*: No he doesn't, he will stand up and tell them when he thinks they need (unfinished).* <u>Interviewer</u>: *Teachers don't walk over him, but at the same time they feel they can talk to him?* <u>SCO</u>*: Yes, they play tricks and all that sort of stuff.* <u>Interviewer</u>*: Is Jim's style the right one for (this School)?* <u>SCO</u>: *Oh yes I'd say so, because this school is such a community oriented school and a family type school, that you have to be able ... to get on with people I guess.* (#2/ 2Q/ TiU/ I(#4:#20, 21, 22, 23, 24, 25, 26))

- Ex 2(App).#30:
<u>Note</u>: As is typical in principal appraisal processes within the diocesan system, the "leadership forces" articulated by Sergiovanni (1988) were used, by the Supervisor, as the basis for structuring the written Report for the Appraisal Statement.

     TECHNICAL Aspects of the Role
     ***Commendations:** Jim is widely regarded as a very efficient administrator. He responds effectively to follow up and responds professionally to all requests. We*

believe this is an exemplary quality of Jim's leadership. He is universally perceived as an extremely diligent principal who gives very generously of himself in all aspects of his role. He is always in attendance at P&F meetings, Board meetings, working bees, Parish meetings, Fair committee meeting, and other demands which the position may require.

His communication with parents through the School Newsletter is effective and reliable and is valued by them, both for its message of hope and its informative approach to school community matters.

There is a strongly held view that Jim is an effective manager of change. He is open to new ideas, embraces change and, in fact, frequently leads such change. Examples cited were his active role in bringing about the re-imaging of the school through capital grants for new and improved buildings, computers, general appearance of the school and improved resources. In this change, however, he is sensitive to the demands on staff associated with such change and he treads the path between change and the pace and nature of that change quite effectively. He is active, not just in promoting these changes, but in implementing them.

As a discipline leader in the school, Jim is seen as fair, firm and consistent. In addressing the need for a review of the disciplinary approaches at the school Jim recognised the value of gathering data from a number of sources in order to develop an effective policy. This policy approach and its outcomes is valued by staff and parents. He approaches discipline in a very pastoral manner.

Both the P&F and Board leaders recognise the efforts of Jim in developing the identity of both the Board and the P&F and he supports and encourages them in their roles.

Recommendations:
1. *Jim develop a set of principles that are discussed with staff with regard to collaborative decision making principles and processes.*
2. *Jim consider his approach to delegation with a view to empowering others. In order to adopt a more shared approach to decision making there needs to be a clarification of the role of the APRE, the SCO, the Secretary, individuals and groups of staff members in contributing to corporate outcomes.*
3. *Jim re-examine his administrative leadership style to determine whether his expectations of himself are unrealistically high. He may need to rationalise some of his involvement in community activities, delegate more, consider his availability, learn to say 'no' and consider his priorities as part of a time management rationalisation in order to reduce the potentially damaging effects of stress.*
4. *Jim may need to be conscious of the part-time teachers in the school (as there are several now) and to ensure that he communicates effectively in terms of decisions arrived at or announcements made in their absence. Can this be a delegated role?*
5. *Jim continue to look at ways to develop the P&F's understanding of its role. He has moved its vision of itself from fundraising to social and fundraising. He could gradually move it towards an understanding of its role as a forum for educational discussion (and as a builder of educational and religious practice) to enable parents to be better acquainted with current educational issues and practices.*

6. *Jim needs to develop a role description and duty statement to clarify both his and the staff's understanding of his role.*

HUMAN Aspects of the Role

Commendations: *One quality which was universally seen by all respondents as an outstanding feature of Jim's administrative style is his approachability and associated with this his exemplary integrity and accessibility. Jim is seen by parents, staff, and priests as not just very approachable, but generous with his time whenever he is approached for either a formal of informal interview. On these occasions he is reassuring, confidential, reliable in follow-up, and professional in his handling of the issue.*

To this end, Jim allocates the morning before the commencement of the school day during which he circulates in the general assembly areas. He is very accessible during this period to students, staff and, in particular, parents.

Consistent with this, Jim is also seen as very available to all members of the school community at other times, whether by telephone or in person. He operates off an open door policy enabling all to have ready access to discuss personal and professional concerns.

Jim enjoys widespread support from his staff who appreciate his sensitivity to their needs, his availability, his curriculum understanding, his interest in the children, his humour, his positive approach to all issues and his conscientious approach to the discharge of his duties. Evidence of staff support was provided recently when all staff turned up at a parent meting which was addressing a difficult issue.

He welcomes, encourages and invites parents to be active participants in the school community in a range of areas, including volunteer classroom aides, tuckshop assistants, working bees, and associated committees.

Jim is generally seen to be a collaborative, consultative leader who values the input of parents and staff in decisions that are made.

His personal qualities and the integrity that he brings to the role are respected and appreciated by the vast majority of the school community.

Recommendations *The excellent qualities that Jim displays in the human management field have potential for human cost.*

We recommend that:
1. *An approach to stress management could be considered in order to support a consistency of approach to all situation.*
2. *He may (as he has identified in his Self-Review) need to develop a balance between saying 'no' and being available (which is seen as one of his great qualities).*
3. *Perhaps a more structured approach to time management may be part of the answer here in order to allocate some uninterrupted time to pursue administrative tasks.*
4. *Jim continue to encourage staff to 'dream dreams', to reflect on their performance in order for them to not just share his vision, but develop their own vision to share and grow as individuals and as a community.*

CURRICULUM Aspects of the Role

Commendations: Parents are empowered to be part of the learning process through a range of programmes.

Jim exhibits an understanding of current curriculum practices and developments and staff are confident in his curriculum understanding.

Jim displays a range of techniques to monitor children's developmental learning and formal and informal approaches to understanding student progress,

Staff are encouraged and supported in pursuing their professional development needs.   This is done both by personal encouragement and through budget allocation and administrative practices.

Consistent with his vision and that of the School Mission Statement Jim encourages the holistic development of children through cultural and sporting aspects of the curriculum and not just the academic area.

Recommendations: We recommend that:
1. *As Jim's self-review has indicated, he is aware of the need to develop an effective and ongoing Induction Program. While this is necessary for all new staff, it is particularly important that first year teachers experience and induction into both the school and the profession. Further to this there is a need to identify existing staff who have shared responsibility for inducting new staff into the school's policies, practices, and procedures.*
2. *Consistent with both the Mission Statement and Jim's own vision for the school, it would be valued by some if the Special Needs Program could be extended to recognise and develop the able learners as well as meeting the needs of those with learning difficulties.*
3. *Jim has recognised his need to develop his role as Curriculum leader of the school. To this end the further monitoring of learning outcomes for all students could be further developed through specific purpose class visits and collaborative program planning.*

CULTURAL/ SYMBOLIC Aspects of the Role

Commendations: Jim has developed a very sound, thoughtful vision for the school through what he has published as 'his dream'. This is well communicated to parents and staff and is reinforced regularly through his front page newsletter comments, his message at assemblies and, importantly, in all his dealings with parents, staff and students.

Jim has encouraged staff to similarly dream by reflecting upon their performance and upon what is possible. To this end he was involved in a 'Spirit Day' in which staff and students spent the day undertaking a review of their faith vision. This was commented upon positively by a range of people.

Jim's emphasis on building community as a family who are given the opportunity to grow in faith and where prayer and worship are central to their beliefs is valued by most members of the school community. This is recognised, particularly, by the priests of the parish, but also by parents.

There is widespread agreement that Jim actively lives out the values he espouses, both within the school and the wider community. He is a leader by example and has a high profile in the parish through his public ministry. His authenticity is witnessed in the extent to which his words are matched by his actions. His non-judgmental welcoming of the marginalised is recognised.

The introductory page of the newsletter is highly valued as inspirational, challenging, informative, and is widely read.

There is recognition of Jim's active role in promoting and supporting the prayer and sacramental life of the school.

Recommendations: We recognise in this school excellent practice from a committed, caring, faith filled leader. Our recommendation is that this practice and direction continue.
(#2/ Pre-data collection phase/ TiU/ DA/ Performance Review Report: June '96)

- Ex 2(Text).#31: (#2/ 1Q/ E-T/ I(#2:#1))

- Ex 2(App).#32:
  Interviewer: *Are there particular aspects of the school that fit this model of self-renewing, in your mind?* Jim: *Well, curriculum I think would have to be one of the major ones. That's what this school is on about, but also I suppose it's about relationships, that would be another one, you know, if we've got a problem, and it's been discussed at staff here already, that maybe we aren't treating some children fairly, you know, talking about a certain child in this way, and that's not being just, so it's a matter of bringing out to staff, refocussing what we're on about, and maybe changing our behaviours, improving our behaviours, to get them back on track.* (#2/ 1Q/ E-T/ I(#2:#2))

- Ex 2(App).#33:
  Interviewer: *What are some of the goals in your mind ... when you think about self-renewing processes. I think you've answered partly ... when you think of the goals, you've said two things ... curriculum (and) relationships: are they two of the key elements?* Jim: *Yes, I think, you know, if you look at the five areas that School Renewals* (Note: i.e., the system's own model for Catholic School Renewal) *... I think the symbolic and the cultural, the school looks after itself. ... I don't think there's anything that we do in practice about symbolic and cultural, that self-renews those things. The human would be the relationships one, and the curriculum, I think, would be the, really the two major ones we'd look at, and if I were to prioritise those, I think it would be difficult to separate them in theory, but I think (when) we do self-renewing, we look more at curriculum than we do at relationships.* (#2/ 1Q/ E-T/ I(#2:#4))

- Ex 2(App).#34:
  Interviewer: *What about demands from outside? Where do they come from, what types of demands relate to self-renewal? Curriculum change from the system, state legislation (...)?* Jim: *Yes the (Diocesan Supervisor of Curriculum) certainly directs where we're going to with that. Fifteen faxes a week. He gets his direction from further above ... so he's being pressured to do that, he's then putting the*

pressure on us to do it, we put the pressure back on the teachers. There's that one, I think parents these days also have a very big input into what the changes are, you know ... 'we pay good money for a good education, how about you, you know, you look at these?'. Maybe they don't say it in those words, that's the (...). Interviewer: *And are there particular facets to their focus?* Jim: *Yes, I think they look at it from two ends. One is the basics, so it's the maths, the reading, the writing. They want those absolutely, you know, spot on, to be the best. Then they look at futuristic things, the technology, and really, I don't think they understand what they want in that, but it's a catch phrase.* Interviewer: *And the extras? Is there a pressure there?* Jim: *There is and there isn't ... . One of, they like to see the extras, but I think if time was a concern, then they're happy to see the extras go, you know, the Eisteddfod, they're all great things for the kids to go in, and they want that broad spectrum, but they're just as happy, I think, if we only do a little bit and not a lot.* (#2/ 1Q/ E-T/ I(#2:#4))

- Ex 2(App).#35:
  Interviewer: *Well, if we turn now to who are some of the key players ... in reality this self-renewing process, individuals first, and then we'll consider groups. Well, I'll put to you what I think they would be. Your School Curriculum Officer (SCO), your APRE, your school staff, through the staff meeting system, or whatever? Would that be a fair summary of the key people?* Jim: *It is, for sure, the others are really outside influences. Our School Curriculum Officer has really not been part of the influence, so far, you know, she's done a wonderful job with English, but hasn't really influenced change as much, she's been ... a facilitator of a particular implementation. But I think that's changing, my APRE, and myself, have now met with (name: SCO), and we know where we are going, we spent a day looking at the curriculum directions, so we've got that in line, and we now need to set down just what her role and (name: APRE's) and mine in each one of those areas. So the school curriculum officer, not as much now, but will be certainly from this point on.* (#2/ 1Q/ E-T/ I(#2:#10))

- Ex 2(App).#36:
  Interviewer: *Your staff meeting is the fulcrum for self-renewing processes, a fair summary?* Jim: *Yes, I think so. Things that the parents say, if it's at a P&F meeting, or a Board meeting, come back to the staff .* (Interviewer: *"through you?"*) *Yes, a lot of these changes, well not only through me, through our Board Teacher Rep. as well, (name). So some of those things I'll come back and just use the staff as a sounding board, some come back for decisions, some just for discussion, and some just for information, I suppose. So the staff meeting is, as you say the fulcrum for (...).* (#2/ 1Q/ E-T/ I(#2:#11))

- Ex 2(App).#37:
  Interviewer: *How important is the Board ... in real terms in this self-renewing thing. If you emphasise curriculum and relationships, the Board is only indirectly involved, is that a fair summary, or is that (...)?* Jim: *No, I think it's a fair summary. The fact that I have three people on the Board out of seven who are, or who have a teaching background, that lends itself to a more wise discussion, at times. The Board really for me is a sounding board for them to generate ideas, and for me to bring ideas into them to discuss. I found this year though, this Board isn't as good as the previous Board, in having that as a sounding board. I don't know what the reason is.* (#2/ 1Q/ E-T/ I(#2:#12))

- Ex 2(Text).#38: (#2/ 1Q /E-T/ I(#2:#13))

- Ex 2(App).#39:
  Interviewer: *So you've said pace and expectation for change, is an inhibiting factor … you haven't said money is a huge problem, you haven't said that I've got the wrong staff, that's the huge problem. I've got the wrong community, that's the huge problem …?* Jim: *I don't think community really will be a problem, because the community is the school, so it's bringing those expectations in. That I don't think is a problem, I don't believe I have a problem with the staff, in general a couple of people are anti-change, either because of age, experience or lack of personal drive, perhaps. Money can be a problem, but in looking at the changes that we'll want to put in, I don't think, we need to budget, for those, they become priorities, we do that.* (#2/ 1Q/ E-T/ I(#2:#14))

- Ex 2(App &Text)).#40:
  Interviewer: *… (I)f we look at you yourself, those things you've mentioned, pace of change, expectations, they're external to yourself, are there internal factors, … is it overload that's an inhibiting factor, too many expectations in your own mind that it's hard to prioritise?* Jim: *I think, and these aren't in any order, one of the problems is, you know, everyone's expectations coming to me, it's like the, you know, the funnel, and if I'm at the bottom of that funnel, it's just too much going through at times. Trying to match parents' expectations with teachers', with CEO, with Parish Priest. That I think is one of the big problems, in trying to keep everyone focussed on what it is we're on about.* Interviewer: *So trying to match all of those with your 'dream'?* Jim: *Yes, yes. I suppose that's it, trying to, you know, we've got a really broad range of expectations out in the community, from X number of people, it's trying to bring them into one point, about the education of the children. That's one of the problems, and the other problem, because of that, I think is overload, there are just so many things that need to be done each day, and change is just one of them, attending to a sick child, talking to a teacher about this, you know, doing discipline in kids, it's all of those things, change is just one more.* Interviewer: *And emphasising people which you've said all along is one of your key things.* Jim: *It's a balance between getting those things done.* (#2/ 1Q/ E-T/ I(#2:#16, 17, 18))

- Ex 2(App).#41:
  Interviewer: *What are the best ways you've found to cope with all that* (i.e., referring to the competing demands and pressures etc as outlined in the previous Excerpt), *do you have any techniques, or is it just 'do the best you can each day, keep the dream in your head, keep the focus on people and see how it goes'?* Jim: *Yes, the focus has to be on people, that is the number one upfront priority. The second coping mechanism is talking to people. I find this* (i.e., interview process) *helpful, I find talking to (name: APRE), or (name: Secretary) or (name: SCO) or just coming into the staffroom and saying what, where it is we're going, and listening to people, probably listening more so than talking. And just trying to have some sort of long term plan for where it is we're going. Now, I've never done that before, but we spent a day with SCO and APRE, in planning that sort of long term curriculum change …* (Note: external interruption to Interview) *I think talking and listening to people, that Planning Day, I think all of the other things are really back to staff meetings and Board meetings, I find those two probably good coping mechanisms. The Board more so in that when I give my report, it's like, you know, these are the problems, you know, what can you, you know, what sort of input can*

you give into that as well. The staff help me cope, they never let the head get into the clouds too much, and they are a good support. (#2/ 1Q/ E-T/ I(#2:#19, 20))

- Ex 2(App).#42:
  Interviewer: *That day that you had planning ... what was the style of the day, how did you approach the day. Was it (a) blank blackboard?* Jim*: Yes, pretty well open, we knew, we established before we got there that what we wanted to do was take the School Renewal Report-Curriculum, look at that, find out and the staff had already said these are major points, these are minor points. So that we knew that we wanted to look at the major ones, and establish the development plan from there. What it was we wanted, who was going to do it, when were we going to do it, those sorts of things, so we had a good focus, but we were open as to what and how it was that we were going to do it.* (#2/ 1Q/ E-T/ I(#2:#21))

- Ex 2(Text).#43: (#2/ 1Q/ E-T/ I(#2:#22))

- Ex 2(App).#44:
  Interviewer: *Let me put it to you, that you would encourage anything that improves the relationships, the tone in your school, you would encourage anything that seeks to improve curriculum, and you encourage anything that seeks to improve physical facilities, environment. Would that be fair summary?* Jim*: Oh, yes, I don't think, I don't think there's too much else that you would encourage, I think the three actually summarise what it is that we change in schools.* (#2/ 1Q/ E-T/ I(#2:#23))

- Ex 2(App).#45:
  (1) I have a dream that as a shared faith-filled community with staff, students, parents and priests together in prayer and action we live the gospel of Jesus in a loving family atmosphere. We are joyful people who come to know, love, and serve God better by actively witnessing our faith and continuing to walk with our God for it is 'With Christ We Grow'.
  (2) I have a dream that the gospel values permeate every aspect of school life so that Christ's standards for living are evident in our everyday lives. Jesus Christ is our model and guide.
  (3) I have a dream that all members of our school community are given the opportunity to grow in faith and are actively encouraged to participate in the sacramental life of the church. Prayer and worship ware central to our Catholic beliefs and to the beliefs of our school. The relationship between school and parish must necessarily be a close one.
  (4) I have a dream that together we celebrate the achievements, joys and sorrows of all members of the school community. Each member is a precious individual with needs, wants, desires, expectations, and ambitions. The sense of community within the school and the fostering of relationships is integral to school life. Everyone has a valuable contribution to make.
  (5) I have a dream that we provide for children the best possible Catholic education in partnership with parents, care-givers, parish, and wider community. We cater for the needs of the individual and develop the whole person – spiritually, academically, physically, socially, culturally, and emotionally – so that each individual can attain their (sic) full potential.
  (6) I have a dream that children develop a love of learning and life. Learning is enjoyable, meaningful and rewarding for all concerned. What is learnt should lead to the yearning to learn more. Efforts must be recognised and celebrated.

Children are provided with the opportunities to develop self-discipline and responsibility for their actions.
(7) I have a dream that we encourage dreams to be dreamt. A vision and hope for the future must be encouraged within all members of the school community. (SJ/ 1Q/ E-T/ DA: "I have a Dream . . .")

- Ex 2(Text).#46: (#2/ 1Q/ E-T/ I (#1:#11))

- Ex 2(Text).#47: (#2/ 1Q/ E-T/ I(#1:#12))

- Ex 2(Text).#48: (#2/ 1Q/ E-T/ I(#1:#13))

- Ex 2(Text).#49: (#2/ 1Q/ E-T/ I(#1:#14))

- Ex 2(Text).#50: (#2/ 1Q/ E-T/ I(#1:#15))

- Ex 2(App).#51:
  It's like two roads coming together. I've had a community on one side and me on the other, and I think that either the road is being widened so that it becomes a four lane super highway, or that the two roads are coming together as one. Now they may cross over and go in the opposite direction, but I think that we've come a long way to put the two together. (#2/ 1Q/ E-T/ I(#1:#16))

- Ex 2(Text).#52: (#2/ 1Q/ E-T/ I(#1:#17))

- Ex 2(App).#53:
  SCO: *I think he's changed since he first came, because when he first came I remember him saying he was just one of us, but I think his role has changed as he's gotten more familiar with the school. That's really hard. He has to be a conductor to a certain extent, because that's his role, but he makes sure that everyone gets involved in it ... without being didactic or (unfinished).* (#2/ 2Q/ TiU/ I(#4:#8))

- Ex 2(App).#54:
  SCO: *I think he's very concerned that staff relationships are good.* Interviewer: *Would he accept sniping, ... bitterness among staff, one person running another down?* SCO: *No, I can think of an incident where he did have to step in a little bit, but quietly. But generally the staff here always got on pretty well, so there hasn't been. Maybe programming* (i.e., teachers' curriculum programming). *He is very concerned that people do it properly and do it well, and he will talk to people who (unfinished).* Interviewer: *Is that genuine feedback, or is it just ... 'thanks for handing it to me'?* SCO: *No, no, no, no. He'll sit down with people and discuss.* (#2/ 2Q/ TiU/ I(#4:#14, 15, 16, 17))

- Ex 2(Text).#55: (#2/ 5Q/ E-T/ I(#9:#18, 19, 20))

- Ex 2(App).#56:
  (APRE) Interviewer: *What metaphor or metaphors might underlie Jim's mental model? For example, does he see himself as the conductor, keeping the whole orchestra going, or just one of the players in the team? Or is he the policeman,*

making sure that everything happens here, there and everywhere? Or is he the servant trying to help the school to function? … (after a long pause) *… I think I've heard you almost say 'servant' to some extent?* <u>APRE</u>*: I was thinking that, yes servant. … He's also one of the players, as well as being the servant making sure that our needs are kept* (i.e., respected) *and met."* (#2/ 2Q/ TiU/ I(#5:#6))

Appendix M:
Overview of School Self-Renewing Processes
Case 2: Jim
During the Period of Data Collection*
(*_i.e., September, 1996 to December, 1997_)
(_Note: An explanation of data coding used in this appendix is provided in Appendix L._)

#1 - _Task Area:_ PDE Program (Personal Development Education)

Description:

The development of School PDE Programs (Personal Development Education) was a diocesan mandated imperative. This developmental process was extremely controversial in parts of the diocese during '96, and especially so in the Mackay District. More by coincidence than by conscious design, Frank's school (see Case #3: e.g., Appendix R: #1) was first to begin the PDE Program development task within the Mackay district. Thus, a significant proportion of (Catholic) community agitation became focussed around Frank's School's PDE Program, despite the fact that many of those persons objecting were not actually directly connected to that school. Those difficulties were further fuelled by specific and pre-existing political realities existing in that parish at that time.

Part of the required implementation process (Diocesan PDE policy) involved _all_ schools establishing a PDE Implementation Committee in accordance with system-mandated stipulations regarding membership. An incessant flow of Letters to the Editor, which appeared in the local daily newspaper, occurred across the entire '96 school year. Further there were many difficult meetings of parents in particular schools and also district-wide meetings. The Director of Education and Diocesan Supervisor of Religious Education (together and separately) were involved, especially, in the meetings which emerged from the tumult focussed around Frank's School as the (coincidental) "test" case.

At Jim's School, the '97 school year had been planned to be the implementation phase for the Years 1 to 3 content of the PDE program as the developmental work had been undertaken during '96. Also, the content was to be finalised for Years 4 to 7 in '97. However, whilst the whole area had been very controversial in the previous year ('96) as noted already, by '97 schools were generally now finding some easing of the tensions and the consultation process

was becoming less traumatic (though still not without inherent tensions) as each progressively higher grade level was addressed. Whilst a significant proportion of the turmoil associated with the whole program had dissipated by '97, the whole PDE topic-area was still sensitive (see #2/ 3Q/ E-T/ I(#7:#1)).

In June (3Q) Jim summarised the position at that point:

Grade 1, 2 and 3 is ready to implement. The frustrating thing with that is that it's been ready to implement for a term and we haven't done anything about it. Interviewer*: Is that on your shoulders, the implementation?* Jim*: No, that's (the APRE). I've given, I've delegated that to him. He's accepted it. I think his focus though is Years 4 to 7, getting the content with that, and we're almost at the end of that. But it frustrates me that we haven't, we've almost finished 4 to 7, but we haven't done* (i.e., implemented*) 1 to 3 yet.* (#2/ 3Q/ E-T/ I(#7:#15, 16))

Jim was also invited to discuss his feelings at that point (June - 3Q) to the apparent delays (above):

Interviewer: *And emotionally, your response there? Is that really disappointing or, well okay part of life, part of reality?* Jim*: Yes, part of knowing that we have to get 4 to 7 done as well, so I can live with it.* Interviewer: *You can see the competing goals there?* Jim: *And the priority is to get 4 to 7 done.* (#2/ 3Q/ E-T/ I(#7:#17, 18))

By September (4Q) Jim was fairly comfortable with the developmental process:

It's more a maintenance thing now. We've got it in 1 to 3. (The APRE) has now taken on all that. We are looking at 4 to 7, that will be negotiated with parents next term. (#2/ 4Q/ E-T/ I(#8a:#26))

Time Frame:
Development Phase: (Prior to data-collection phase); 1Q; 2Q; 3Q; 4Q; 5Q
Maintenance Phase: *Dormant Phase:*   *Not Relevant:*

--- oOo ---

#2 - *Task Area:* Maths Program Development

Description:

The task of refining the school Maths Program first arose when the staff (via a Staff Meeting) were preparing for a School Renewal process (Examination phase) in '95:

That started two years ago, when we started looking at different workbooks for the kids. It came out through our School Renewal last year ('95) *that we need to develop that a bit further. (The*

Diocesan Supervisor of Curriculum) has now directed we start a school based Maths Program (Note: *to* all *schools in the Diocese), so that's probably our next step.* (#2/ 1Q/ E-T/ I(#2:#8))

It started with … a couple of upper school teachers who were quietly dissatisfied with the 'QMP' Student Workbook. We brought it up at (a) staff meeting and realised that it was not just two teachers, there was a fair dissatisfaction with (it) across the school. Now that was just prior to the School Renewal ('95), it became a staff recommendation that we do something about it. That was endorsed then by the external team, and so became a recommendation that we as a staff and as a school need to address. So it's been driven by staff first. I think that's probably where the focus is coming from. It's probably not as big an issue now, as it was twelve, eighteen months ago. We've changed that, we've looked at different programs, so it's still an issue, but not a great issue, and maybe with the Maths program that's on the drawing boards, for next year, that will be addressed as well. (#2/ 1Q/ E-T/ I(#2:#31))

Then in mid-'96 the diocese indicated to all schools (following the completion of the English Program accreditation process) that Maths Program development would be the next focus area (see further detail below).

Jim next raised the topic, in passing, in September (4Q) when referring to the "Thinking Skills Program" project (see goal-area #9 in this appendix) where he indicated that it had been necessary for the SCO to divert her (intended) energies away from the Thinking project as the Maths Program development process was becoming more important. This increasing urgency was being driven by the diocesan accreditation timeline which was requiring (of all schools covering Years 1 to 10) that the completed Program would be submitted by the end Term 1 in '98. At that point some greater sense of urgency (across all schools) was beginning to arise in the minds of both SCO and principal as the Diocesan Supervisor of Curriculum continued to remind schools of their obligations through formal communication processes (e.g., Curriculum Bulletins) to schools (see #2/ 3Q/ E-T/ I(#7:#18)).

Jim was asked to update the researcher on progress in November (5Q):

(The SCO) was either close to tears or close to throwing the whole SCO thing in about three weeks ago (i.e., late October) *feeling that the timelines were too close for her. So we sat down and had a talk about that. We're going to continue along with the timeline. As time gets closer towards the end of the first term ('98), if it's still too tight for her then I'll phone (the Diocesan Supervisor of Curriculum) and we'll plead our case to have an extension, at least. I've spoken with (the Diocesan Supervisor of Curriculum) about that and he doesn't want to extend any timelines for anyone. She's also feeling it's too big a task for her to do by herself. She feels, well when we spoke on Friday, asking all the time what can I do, what can I do. There's nothing, she's quite happy to plod along herself.* (#2/ 5Q/ E-T/ I(#9:#22))

There were a number of conflicting difficulties in the situation for Jim at that point. One important issue (above) related to his confidence in and support for the SCO versus the timeline-

driven pressures from the diocese. Complicating this further, however, was another conflict between meeting outside pressures efficiently and meeting a self-defined goal of keeping staff informed and involved (i.e., developing "ownership").

> Interviewer*: Now I'm not hearing rejection of her attitude, I'm hearing that you're supporting her, that if she tells you there's a problem, you accept there's a problem.* Jim: *Yes.* Interviewer: *You're just the patron here, is that how you see your role?* Jim: *I think so, yes. She puts in an exorbitant amount of time into the Maths Program over an above SCO release time* (i.e., diocesan release time allocated for the SCO role*). I value what she's done, I know she's done a good job, and the things that she's presented to the staff so far have been great. It was interesting, when she took it ... to a Staff Meeting last Tuesday* (i.e., mid-November - 5Q) *she said 'and look I'm not going to consult with you any further, I'll go away and do all this, and bring it back to you, and ask what you think'. They were up in arms about it, they didn't want that at all, they wanted to be consulted the whole way through. Now I don't know whether that's good or bad, it may be good that they* (sic) *want this ownership all the way through, but bad also that it means that the process is being delayed, and then (the SCO) has to go back to them every step of the way to make sure that it's alright.* (#2/ 5Q/ E-T/ I(#9:#23))

Jim was still uncertain, in November (5Q), regarding the manner in which those mutually contradictory issues should be resolved:

> Interviewer: *So where do you stand on that one?* (i.e., the issues discussed in the Excerpt above) Jim: *I don't know.* (pause) *I feel for (the SCO) in that the timeline is getting very narrow, but I also understand that staff have the right and responsibility to know what's going on, it's going to be their program. They'll have it in their classroom. If we just write it, if (the SCO) and I were to write it and then just present it to them, a completed package, there's no ownership, it's just going to sit on the shelf and never be used.* Interviewer*: Now if you did that, you would achieve accreditation by the certain date.* Jim intervenes: *Yes, but it wouldn't be* (unfinished). Interviewer continues: *but you reject that because* (unfinished). Jim*: It wouldn't be a School Program, it would be a Program put together by (the SCO) and I without consensus, without consultation.* (#2/ 5Q/ E-T/ I(#9:#25, 26))

Time Frame:
Development Phase: (Prior to data-collection phase); 1Q; 4Q; 5Q
Maintenance Phase: *Dormant Phase:* 2Q; 3Q   *Not Relevant:*

--- oOo ---

#3 - *Task Area:* Health and Physical Education Program

Description:

Jim described this goal-area: " … (A)lso in the School Renewal ('95) it identified Health and P. E. (and Art and Craft) as two areas. Now those are extras. I want to get Maths out of the road before I even tackle the others. We can address Health and P. E. through (names Specialist Physical Education Teacher)." (#2/ 1Q/ E-T/ I(#2:#8)). However, the Specialist teacher subsequently took leave for the '97 school year and a temporary replacement was appointed for the year. (The development area did not proceed during the period of data collection.)

Time Frame:
Development Phase: *Maintenance Phase:*
Dormant Phase: 1Q; 2Q; 3Q; 4Q; 5Q   *Not Relevant:*

--- oOo ---

#4 - *Task/ Problem Area:* Art and Craft Program Development

Description:

Jim identified this development area during an early interview (however the goal-area was not proceeded during the period of data collection):

Also in the School Renewal ('95) it identified Art and Craft (and Health and P. E.) as two areas. Now those are extras. I want to get Maths out of the road before I even tackle the others. (#2/ 1Q/ E-T/ I(#2:#8))

Time Frame:
Development Phase: *Maintenance Phase:*
Dormant Phase: 1Q; 2Q; 3Q; 4Q; 5Q   *Not Relevant:*

--- oOo ---

#5 - *Task/ Problem Area:* Relationships (Pastoral Care Worker)

Description:

Jim outlined this developmental area early in the data collection phase. The project was in maintenance phase by that point:

> *One of the things that we identified was the need for a Pastoral Care Worker* (names person). *Because of the numbers of kids that we were getting now who had significant emotional problems like that. We saw her as being someone that the kids could relate to easily. She had the skills and the necessary background to be able to deal with it. So that goes a long way to ... resolve some of those conflicts. I think, as you say, it is an ongoing process. We see something, either that we're not doing well, or not doing at all and we try, have some attempt at fixing it.* (#2/ 1Q/ E-T/ I(#2:#9))

> *I think the key person in that was the APRE. Once* (name - former Parish Pastoral Worker who had provided some counselling time to the school to work with students) *left to go to Blackall, we found ourselves in a black hole. Children had these problems, they had no one to turn to, or no one really to talk to about it. Father* (Parish Priest) *said that he either couldn't or wouldn't fund us for the* (new) *Parish Worker to do that. We saw it as a need, saw it as a priority, we had to find a way around that. It was taken to a Board meeting very early on. We had one of our mums who works for Lifeline as a Counsellor talk to us about it, how it operates at Lifeline, and what the opportunities are for us as a school to do that. The board immediately endorsed the concept of appointing someone, it was then taken to the staff to see what they felt about it, again overwhelming, and we went from there and appointed someone.* (#2/ 1Q/ E-T/ I(#2:#34, 35))

Time Frame:
Development Phase: (Prior to data collection phase)
Maintenance Phase: 1Q; 2Q; 3Q; 4Q; 5Q
Dormant Phase: *Not Relevant:*

--- oOo ---

#6 - *Task Area:* Development of APRE's Role

Description:

Jim held a perception that the APRE was not being effective in his performance of the role. Jim's goal was to improve delegation to and acceptance of responsibility by the APRE; to have him accept more responsibility, and therefore become more effective (see #2/ 3Q/ E-T/ I(#7:#1)).

By June (3Q), Jim described the situation as having improved significantly. The primary impetus had been that, by accident, the APRE had seen a letter which Jim was in the process of drafting regarding his concerns with respect to the unsatisfactory performance of the APRE. By accident, the draft had fallen to the floor, in Jim's own office, and - as Jim was away from the school at the time - the secretary had incorrectly assumed assumed that the letter belonged to the APRE (since it referred to him) and had "returned" it! Jim attributed that incident as being the single major factor explaining the APRE now asserting new vigour in the role (certainly to Jim's satisfaction) (see #2/ 3Q/ E-T/ I(#7:#3, 4, 5)).

Again, in September (4Q), Jim was still very happy with the situation:

Has been great. We have worked a lot closer this year. It always seems to happen after a Leadership Conference. (Note: this is an annual diocesan two-day conference, held in Rockhampton, for principals and APREs from all primary schools.) *We both probably come back more enthused after that than any other time during the year ... and (the APRE) has taken on more and more as the year goes on.* (#2/ 4Q/ E-T/ I(#8a:#10, 11))

Time Frame:
Development Phase: 2Q (serendipity!)   *Maintenance Phase:* 3Q; 4Q; 5Q
Dormant Phase: 1Q   *Not Relevant:*

--- oOo ---

#7 - *Task Area:* Staff "Cohesion" Issues

Description:

The issue of tensions and divisions evident within the staff community was a particular concern for Jim because there were six (out of a tota of twelve) new classroom teaching staff in the school in '97. More particularly, his concerns were also a response to a number of issues which had existed the previous year where some strong cliques were perceived to have formed within the staff because of particular individual personality issues. Some other staff had felt excluded socially. By coincidence more than design, there was a large turnover in staff including one or two who were considered pivotal in the previous difficulties. Jim had resolved that, with the occurrence of a significant turnover in staff, a window of opportunity existed to invest energy into the establishing of a new tone, within the staff, in order t prevent similar issues arising again.

But by June, Jim was quite happy with the situation:

The cohesion is fine. There is no feeling of the new ones feeling left out. (#2/ 3Q/ E-T/ I(#7#1))

Time Frame:
Development Phase: 2Q   *Maintenance Phase:* 3Q, 4Q, 5Q
Dormant Phase: *Not Relevant:* 1Q

--- oOo --

#8 - Task Area: Induction of New Staff

Description:

This task area had arisen from a recommendation made to Jim during his Performance Appraisal process in June '96 (see Appendix L: Ex 2(App).#30 ("CURRICULUM" Aspects)).

The goal involved Jim establishing particular processes and arrangements to ensure that new staff felt they knew what the school was on about and knew such things as school procedures and routines:

We've done (this) in a variety of ways. (At) Staff Meetings we've said right oh, what are the things you need to know. (The APRE) and I have sat down and made a list of things that we think (people need to know … simple things like fire evacuation, what happens with Student-of-the-Week, it's those simple things that we assume people know, but they don't. (#2/ 3Q/ E-T/ I(#7:#7))

By June '97 (3Q), Jim was satisfied with the situation with respect to the general goal. There were perceived problems with one particular (first year) teacher rarely coming to the staffroom and generally isolating herself:

I've spoken to her about it, she doesn't see a problem with it, I've got a battle within myself saying you will come to morning tea, you will come over at lunchtime. (#2/ 3Q/ E-T/ I(#7:#5)

However, upon reflection, Jim had concluded that the locus of the problem revolved around personality issues rather than because any particular shortcoming of his intentions for induction. (Subsequent researcher observation, across the year, would confirm that the situation related

primarily to the particular personality of the teacher concerned as she appeared to be accepted by and did *not* appear to be isolated from other staff in general social settings. Early in '98 (outside the data collection period), that individual chose to leave the teaching profession.)

He was less happy about his achievement of specific induction objectives with the same beginning teacher (leaving aside the personality issues, above):

> *I'm not happy with the induction that I have given my first year this term, in fact it's been nil. I think we've met on two occasions. I just never got around to it. (She) said that she didn't see the need for it entirely. We just left it as an open arrangement. To me that's not satisfactory. I felt that I should be doing more, and just what it was I don't know.* (#2/ 4Q/ E-T/ I(#8a:#11)

Time Frame:
Development Phase: 2Q   *Maintenance Phase:* 3Q
Dormant Phase: 4Q; 5Q   *Not Relevant:* 1Q

--- oOo ---

> **#9 - Task Area:** "Thinking Skills" Program Development

(In reality, this project also became intertwined with
"Special Needs Program" Development (#10, below).)

Description:

This development area emerged from the School Renewal ('95). Jim's goal, during Terms 2 and 3 (3Q and 4Q) was to have a Thinking Skills program through the school. When the interviewer spoke to Jim, informally, in February (2Q), he indicated his initial strategy had been to begin by letting a particular key interested person proceed with ideas and then allow the interest filter out from there (see #2/ 2Q/ E-T/ O:Feb.):

> Interviewer: *Thinking Skills development: you were hoping to get something started Term 2 which would carry through?* Jim: *And in fact all we've done in Term 2 was just try to source out some different programs. (The Diocesan Supervisor of Curriculum) has helped us with that. (The SCO) is taking that on board to look at the programs, find some other programs. (Particular classroom teacher)* (and the key person he referred to, in February, when describing his original planned strategy) *is taking on Tournament of Minds with (another classroom teacher). So that section of it is going ahead. Probably going a lot slower than I'd hoped it would, but we're still moving with it.* (#2/ 3Q/ E-T/ I(#7:#9))

It came (out) of the School Renewal, into the School Development Plan (for '97). (SCO) put her hand up and said I'll look after it. (There) was a small step in between where at a staff meeting, when we were going though the Development Plan (mature age second-year teacher) put her hand up and said I'll look after it. She got a program from Rocky, brought to a staff meeting, we looked at it and (she) was off track in what she understood to be thinking skills. ... Off track from the staff's general view (she had equated with Tournament of Minds) *... and that's all it was, it was the Tournament of Minds program. So (SCO) then said after that staff meeting, I'll call around, I'll find out, I'll do things, get resources and so on. (SCO) and I have spoken a number of times about that. She said right, what do we do from here. (Regional Equity Co-ordinator) came in for a meeting with (Learning Support Teacher), actually about the Special Needs Program, and it was raised there again. (Regional Equity Co-ordinator) said ... I can talk to the staff about thinking skills, so we snapped her up. She did that Staff Meeting yesterday,* (i.e., September (4Q)) *so it's now (Learning Support Teacher), no I suppose the master is (SCO) still, she's looking after that.* (#2/ 4Q/ E-T/ I(#8a:#15, 16))

By September (4Q), the SCO, the Learning Support Teacher, and the Regional Equity Co-ordinator had all been directly involved in the project. The researcher sought further clarification regarding who, in Jim's mind, was actually driving this development process:

Interviewer: *Is (the SCO) still driving it? Are you influencing the way (the SCO) is going down the road with this thing, or are you just listening to (the SCO)?* Jim: *No, just listening at the moment. It's probably died in the latter half of this term* (4Q) *because (the SCO) has taken on Maths, so it's become* (i.e., Maths) *her focus. So I suppose in a sense when (the Learning Support Teacher) was speaking with, or when we were speaking with (the Regional Equity Co-ordinator) knowing that (the SCO) has been tied up with the Maths, we've given another input into it.* (#2/ 4Q/ E-T/ I(#8a:#17, 18))

The strategy, developed from the September Staff Meeting and led by the Regional Equity Co-ordinator, was described by Jim:

It is looking at the Six Thinking Hats (i.e., the commercial program (Edward De Bono)). *We're going to do one of those per week, as an introduction to thinking, We'll do one of those per week through the classes, with the teachers, with the parents through the Newsletter. ... and we'll develop that for seven or eight weeks. ... And then later in the term* (4Q) *(the Regional Equity Co-ordinator) is going to come back and we're going to look at the next stage of what it is that we can do with the information we've got for next year, looking at Bloom's Taxonomy on thinking as well."* (Note: Jim intended this reference to Bloom, to refer to a way of planning teaching programs as well as program implementation. The Regional Equity Co-ordinator had been doing work, across the district, in this area.) (#2/ 4Q/ E-T/ I(#8a:#19))

We'll evaluate that next Tuesday (late November - 5Q) *at a Staff Meeting, then we've got a process to follow term by term for the rest of next year. (Learning Support teacher) has pushed it with the teachers, I've pushed it on Assembly, and through the Newsletter with parents, and the children too I suppose.* (#2/ 5Q/ E-T/ I(#9:#28)

Jim also responded to questioning regarding the degree of congruence between the task of Thinking Skills development, as he might have envisaged it in his own mind at the outset, and the subsequent realities of the project to that point:

I thought that we would have a program say in the infant, middle and the upper (grades), three different things that we would do to develop thinking skills with children. That was my hope to have by the end of the year (i.e., 5Q). *It won't be achieved, I don't think we'll have it by the end of first term next year.* (#2/ 4Q/ E-T/ I(#8a:#20))

Jim was also invited to respond regarding his feelings about the whole process:

<u>Interviewer:</u> *But I believe I'm hearing that you're satisfied with the way the project is going. It's fitting your mental model?* <u>Jim</u>*: It's probably slower than I would have liked. I would have liked it by now* (i.e., completed). *But it's just the (nature) of the beast. And too many other things became a competition for our time … Maths was one, PDE was another, hijacked at times with Enterprise Bargaining and so on.* (<u>Note:</u> Protracted diocesan Enterprise Bargaining issues arose at several distinct points during the year requiring schools to devote unanticipated time to several full staff meetings and to balloting and other related matters.) (#2/ 4Q/ E-T/ I(#8a:#21))

As a factual commentary (by the researcher), by fourth term (5Q), partially as a result of the increasing involvement of the Learning Support Teacher (as the SCO had to give energy to other matters e.g., Maths) this project had become increasingly entwined, both in Jim's mind and in reality, with the Special Needs Program project. Whilst less than intended progress had been made with the latter project (see below) Jim was pleased with progress with the Thinking project:

The thinking skills … has really taken off this term. The staff has taken on the six thinking hats. That's gone really well, to the point where I didn't mention it on Assembly this morning (November) *and parents and a couple of the kids came up and said … what is the 'Hat' this week. To go into the classrooms and even see the two Student Teachers that we've got (at present) doing lessons and referring to those sorts of things has been a bonus. So the staff are right into that.* (#2/ 5Q/ E-T/ I(#9:#27))

Time Frame:
Development Phase: (3Q); 4Q; 5Q   *Maintenance Phase:*
Dormant Phase: 2Q   *Not Relevant:* 1Q

--- oOo ---

#10 - ***Task Area:*** "Special Needs Program" Development

(In reality, this project also became intertwined with
"Thinking Skills Program" Development (see above).)

Description:

The Special Needs Program development project was directed at broadening what the

concept meant in the school, to include learning extension provisions. This latter area of

programming had not received significant attention in the past (see also #2/ 3Q and 4Q/ E-T/

I(#7:#1 and #8a:#1)):

I believe that the special needs program has, under its present manifestation, served its purpose.
We have and will continue to cater for the children at the lower end of the scale. We're not doing
anything for the middle nor the upper. I think we just needed to broaden it, as well as offer
something different. It was becoming a little stale perhaps. (#2/ 4Q/ E-T/ I(#8a:22))

By June (3Q) things had not progressed as much as had been hoped:

We have started later than what I had hoped. I thought we would start that in Term 1 (2Q*). But in*
getting things operational this year (i.e., in the "special needs" area), *in getting (Learning Support*
Teacher) into the classroom (i.e., for learning support etc) *and the kids out of the classroom* (i.e.,
withdrawal provisions*), and teachers okay with it all, things didn't happen in Term 1 at all. So (the*
Learning Support Teacher) and I have spoken about numbers of ways that we can widen that. The
thinking skills will be part of that as well. (#2/ 3Q/ E-T/ I(#7:#14))

By September (4Q) whilst Jim reported that little formal progress had been made he had

become personally involved with specific extension groups, working on thinking skills

development type activities:

(The Learning Support Teacher) and I have spoken about it, and that's probably all we've done.
We've not come up with a plan, apart from, I now take ... two extension groups, one in Grade One,
one in Grade Five, so that's getting a little bit towards the thinking skills that (the Regional Equity
Co-ordinator) was talking about ... (#2/ 4Q/ E-T/ I(#8a:#23))

In November (5Q) Jim was still disappointed with progress:

Special Needs, I haven't been able to achieve the sorts of things that I wanted to, had set out to do
as a goal earlier in the year. In looking back at the School Development Plan, we had envisaged
that we would make all parents aware of the Special Needs program, that (the Learning Support
Teacher) would conduct some sessions for parents in how to cope with the problem of elf-esteem,

maths, language, all those sorts of things. None of that has been done, or if it has been done, it's been on a very small scale. (#2/ 5Q/ E-T/ I(#9:#27))

Jim was also invited, in November (5Q) to speculate about the reasons the project might not have progressed as far as he'd hoped:

I haven't pushed it. I had asked (the Learning Support teacher) to do something about it in second term (3Q), and that was one of the few things she was asked to do in the middle of the year, for the School Development Plan, that is. So (the Learning Support teacher) didn't take that up, nor did I ever follow it up, so I suppose it comes back to my shoulders. The second part is that (the Learning Support teacher) probably doesn't have a lot of initiative. She has to be directed in those things as well. So there's a combination of things. (#2/ 5Q/ E-T/ I(#9:#29))

Jim also responded to an invitation to look to the future with this project:

It was something that should have been done this year, and I'm disappointed that it wasn't done, because that's one of the things that we need to make people aware of that we have got this program in the school. (Note: Jim felt this sort of public relations exercise was also relevant for the "declining enrolments" issue (below).) *We will have to take it up from first term next year, if we're looking at making this school known to the wider community.   We'd also have to make it known within our community, about the things that we do. I don't think there are a lot of parents who are aware of the program that's undertaken. (#2/ 5Q/ E-T/ I(#9:#30))*

Time Frame:

Development Phase: (see Note below)   *Maintenance Phase:*
Dormant Phase: 2Q; 3Q; 4Q; 5Q   *Not Relevant:* 1Q
(Note: This Project was developed during the data collection phase, though only in minor ways compared with Jim's original aspirations.)

--- oOo ---

#11 - *Task Area:* Communication Issues with Part-time Teachers

Description:

This task area had arisen as a recommendation to Jim from his Performance Appraisal process in June '96 (see Appendix M: Ex 2(App).#30 ("TECHNICAL" Aspects)). A recommendation was made that attention be given to communication issues for part-time

teachers. In one case two teachers were sharing the one class as part-time "share" teachers. There were also other part-time teachers such as the Specialist teachers taking Physical Education, Music and Japanese. The Performance Appraisal process had highlighted that there were some perceived difficulties in ensuring part-timers "knew what was happening" (see also #2/ 3Q/ E-T/ I(#7:#1)):

Some of that has fallen back on, for instance with the Staff Meeting, I've asked whoever is on (i.e., whichever of the two share-teachers was present at that time) *for that week to report back to the (other) share teacher. I've not heard of any problems, so I'm assuming that's going alright. But with all the other part-timers who come in, Music, P. E., Japanese, we've got a structure set up that (the APRE) set up; knowing who's coming in for that particular day; what their phone numbers are, so if we make a decision, who are the people who are going to be involved with it, and who needs to be notified. So he's taken responsibility for that as well.* (#2/ 3Q/ E-T/ I(#7:#10))

> ### Time Frame:
> *Development Phase:* 2Q   *Maintenance Phase:* 3Q; 4Q; 5Q
> *Dormant Phase:* 1Q   *Not Relevant:*

--- oOo ---

#12 - *Task Area:* School Board Issues

This was an unanticipated issue which had arisen because there was a significant turnover in membership of the School Board for '97:

The new Board's structure ... the new Board members ... basically a whole new Board, apart from one parent this year. That created a fair bit of tension for me, because I wasn't going anywhere. The Board weren't there to support (me). I wasn't there to get some direction from them, ... the sounding board type thing. <u>Interviewer:</u> *That almost sounds like that's come form outside, in the sense, it's not a thing you anticipated, but it became obvious with the re-structure?* <u>Jim:</u> *And I get* (i.e., used to) *a lot out of Board meetings, I find it (the board) very supportive.* (#2/ 3Q/ E-T/ I(#7:#19, 20))

The normal tasks of inducting new Board members became larger and more time consuming than Jim had anticipated:

The first Board In-service night (at which new members are elected) *we had two people, so then we had to put it off to another time. That happened between Easter and second term, so it just dragged on. Then we had to catch up with meetings, so we've had four meetings in a space of six weeks, and*

that's just too much. Interviewer*: Yes, and the preparation for that has taken a lot of energy, but I take it you feel that that's been valuable. You've wanted to invest that time?* Jim: *I think I've done it better this year, than has happened in other years because of the change … in a number of people. That's given me the opportunity* (i.e., to do it 'better'!). (#2/ 3Q/ E-T/ I(#7:#25, 26))

When asked again, in September (4Q), Jim was happy that the Board "was working alright" and still believed the unanticipated additional effort put in had been both appropriate and worthwhile (see #2/ 4Q/ E-T/ I(#8a:#30)).

<div style="text-align:center">

Time Frame:

</div>

Development Phase: 2Q; 3Q   *Maintenance Phase:* 4Q; 5Q
Dormant Phase: *Not Relevant:* 1Q

<div style="text-align:center">

--- oOo ---

</div>

#13 - *Task Area:* Budget Process

Description:

The Budgeting process was a normal annual task. However, after attending a financial management conference, for primary principals, in Rockhampton (3Q) Jim had chosen to extend goals and change process. Consequently, it became a major developmental goal for fourth term (5Q):

It came out of the Curriculum/Finance day, the one that we all went to in Rocky. I decided that we needed a change in the way that we were framing the budget. The Program Budgeting was too big a step for me to undertake I felt, so I went to a midstep in between where the staff and the parents were invited to make all their submissions about what they wanted. (Note: "Program Budgeting" is a specific approach to budgeting outlined by the researcher, at that diocesan Conference. Jim had also discussed this approach, with the researcher, as a fellow principal, at various times prior to the data collection phase*.) Interestingly though, only … two parents sent anything back. The staff came up with their list of three and a half pages, we went through a process of high and low priorities. Eventually (we) came up with a one sheet high priority list. That then formed the basis of the budget. The best thing about that was that it involved all of the staff. The staff made decisions about what they saw as important in the school. They had to justify, they had to trade one thing off against another. A classic example of that was the $120 class allocation that they get each year. They were saying, some classes were saying, you know I want curtains in my class. Others would say, well hang on, that we need these resources across all the classrooms, how about you take those curtains out of your $120. So it was backwards and forwards between them. I could basically sit back and not do a lot about it, because they were deciding on the priorities. So in that it framed a budget pretty well, and I can then take that to another step next year, towards Program Budgeting.* (#2/ 5Q/ E-T/ I(#9:#1))

Jim was also invited to explain some of the principles which underlined his taking this different, and more time-consuming approach to developing the budget:

In the past the budget had been the staff submitting what they wanted. It was then left up to a finance sub-committee to decide basically, you know, the hand of God, who would get funded. That wasn't, in my mind, the right way of doing it. The staff had to have a greater say in framing that budget. So, it that respect it was about the relationship between money and teaching in the classroom. (Note: this is one of the primary underlying principles of the Program Budgeting approach: to tightly link resource allocation with educational priorities.) *So that's why it went to the staff doing it that way. The external influences came from a Finance Day though* (i.e., the conference referred to above)*. I felt there was a need for us to change. It wasn't so much thrust upon us as I saw it as being a good change as well.* (#2/ 5Q/ E-T/ I(#9:#2))

The researcher pursued the point that Jim had chosen, deliberately, to invest more time and energy into the budgeting process, and Jim was invited to further explain his motivation for going this way:

That the teachers are happy, they've had their say. They've been listened to and they've got some, one or all of the things that they asked for, and now they can see that out of the, you know hundred thousand dollars that there is … that this is for the benefit of the kids in the classroom, not just because of some figure that was pulled out of the sky. (#2/ 5Q/ E-T/ I(#9:#4))

Interviewer: *So you tried to change the focus from just 'what we need' to focussing on the teaching program?* Jim: *Yes.* Interviewer: *Where are you with that? Are you happy with where you've gotten to? (…)* Jim: *Yes, I think so. There's a greater step next year that we have to make in saying well, what are we doing for English in the school, and looking at all of the English costs that we've got. At the moment it's, for sure they're priorities, but they're not focussing on any one area, they're focussing on that broad range across the school. So as an interim step, that's good.* (#2/ 5Q/ E-T/ I(#9:#5))

> **Time Frame:**
> *Development Phase:* 5Q   *Maintenance Phase:*
> *Dormant Phase:* 2Q; 3Q; 4Q   *Not Relevant:* 1Q

--- oOo ---

#14 - *Task Area:* Booklists

Description:

The development of grade-level "Booklists" is an annual task, and would not normally considered worthy of inclusion in a list of school self-renewing processes. However, a number of unanticipated issues arose which made the task considerably more involved than Jim had expected it might be:

> *That* (i.e., the issue of 'Booklists'*) was brought up by the P&F (Association). Originally, we just put out a Booklist, told parents that they can get it through Carrolls* (i.e., the major local school requisites supplier*). We stock some items here, the usual thing. The P & F came up with the idea that, in fact they went and approached Carrolls, and they would give us between fifteen and twenty percent if we just gave them the Booklist, they'd fill the orders, bring it all up to school, and then it was sold to parents that way in grab bags. Little did I know at the time, in agreeing to it, that it would mean change in the way that we do the Booklists, so they'd have to be re-typed and reorganised.* <u>Interviewer:</u> *Booklist consistency or something?* <u>Jim:</u> *Yes, just for the way ... that Carrolls want... so its easier for them. And then getting consensus amongst teachers. Now that's complicated even further because some of the teachers don't know what classes they've got next year, so that may change yet again. And then we've got some problems with the textbooks that we've got as well. The upper classes aren't happy with the spelling book that we've got, so that changes things again. Tomorrow's Staff Meeting* (late November - 5Q) *will see an end to that.* (i.e., the Booklist development process) (#2/ 5Q/ E-T/ I(#9:#11, 12))

Jim was asked to articulate the personal principles which had guided the process of looking at the Booklist issue, given the conflicting demands, competing priorities, and time pressures inherent in the situation:

> *I would have loved to have handed it over to (the APRE) or to (the Secretary) to do but it was getting that complicated, I had teachers come to me with their changes and Carrolls were phoning up saying I can't have this book, I can't do that. (The Secretary) was busy with school fees, (the APRE) was busy with end of the year things, so it was just ... left to me. I suppose I could have put it on* (i.e., one of them*), but I didn't want to. There's an internal struggle that I've got between P & F making that decision and then me or someone in the school having to do it. I should have thought more about it, maybe I should have said to the P & F look, we haven't go time, it's too close to the end of the year. We'll do it next year. Then* (i.e., at that point*), in ignorance, I didn't realise what a big task it was. So that took a lot of time and energy.* (#2/ 5Q/ E-T/ I(#9:#13))

There were yet other factors relevant to the way Jim approached the whole situation. These related to his perception of the desirability of involving staff and the SCO in the process, as he believed there were broader implications for other self-renewing goals-areas as well. In

particular, these implications related to the English Program (developed in '95/ '96) and also to current development work on the Maths Program:

> Interviewer: *You mentioned Staff Meeting, where does that fit in?* Jim: *Yes, the staff were given the booklists for this (current) year, asked to look at it, see what changes they wanted, given that they would have the same class again next year. So that came back. We then, or (the SCO) took to the Staff Meeting last Tuesday* (mid-November - 5Q) *looking at textbooks. Spelling, Maths, were the two main ones that she looked at there. So she got an idea about the ones that the teachers wanted to change.* Interviewer: *So what did that involve . . . you've involved (the SCO) in the two key areas that she's involved with as SCO, English and Maths* (Jim: "Yes") *So you've handed her the role of textbook continuity there because it's her realm?* Jim: *Yes, so she has an idea, and we're doing a little bit more with spelling this year through, well (the SCO) is doing it, I suppose, making sure that we've got the correct spelling in place. So she was happy to take the spelling side on. Maths, I suppose fits into her role now at the moment with the Maths Program.* (#2/ 5Q/ E-T/ I(#9:#14, 15))

Jim was also invited to articulate his views regarding the reality that the process was constantly going backwards and forwards without achieving closure (with another staff meeting on the topic to be held the next day (mid-November -5Q):

> Interviewer: *You're going through a process because you believe you've got to get people involved, is that right? Otherwise why not just speed it up and decide? (Yet) that's not how you're doing it?* Jim: *No. I think, again, it's making sure that the teachers have got the best available resources to work with, that the teachers are happy with what they're doing. (The SCO) and I spoke on Friday* (mid-November - 5Q) *about it. Some of the teachers have seen, particularly in the upper grades, that the maths book they're using, the maths book for the kids that is, tends to be the text book, so they do all their teaching from that, without regard to any syllabus or documents or anything else. So that's going to be a struggle for us, that they don't see it as that, and that's going to impact upon the Maths Program we've got, (and) scope and sequence, all that sort of stuff.* (#2/ 5Q/ E-T/ I(#9:#16, 17))

Time Frame:
Development Phase: 5Q; (1Q: in '96 for '97 school year - not explored)
Maintenance Phase: Dormant Phase: 2Q; 3Q; 4Q   *Not Relevant:*

--- oOo ---

#15 - *Task Area:* Staffing Allocations for the '98 School Year

Description:

For the 1998 school year, there was to be no turnover in teaching staff as one teacher was due for transfer and declining enrolments meant that no replacement would be made. (This compared with an almost fifty percent turnover for the '97 school year) This situation generated some unanticipated issues when it came to the annual process of allocating teachers to grade levels for the next year:

Well, I always knew that we would lose one teacher. That was always in the pipeline. I didn't think that was going to be a big problem, except now, when I asked the teachers for their preferences of where they wanted to teach next year, there's obvious gaps, no one wants to teach in the sixes, no one wants a composite, no one wants this, no one wants that. So in talking to some teachers privately at least, I can make them aware or have made them aware that there are these problems, and they are willing to go to a composite, or teach in a higher grade than they would normally. That has been long and drawn out. It was exacerbated by (the share teaching situation). (One of the share teachers) taking on the Learning Support role has drawn it out a bit further. (Note: This teacher was approached by the System to move from a classroom teaching role at this school to a Learning Support role working at other schools. For a variety of reasons this all took quite some time to be finally decided and announced. Further, then there was also uncertainty about whether the CEO would agree that the other share teacher could move from a part-time contract to a full-time position, partly as she was the spouse of another principal in the city. Further yet, the (new) Learning Support Teacher - concerned about the possible negative impact of her own decision upon her teaching partner - had taken a personal stance that her acceptance of the learning support role was conditional upon her partner being granted an on-going role by the system.) *Haven't been able to announce to parents or to the rest of the staff what's happening with that, and then possible even with (the APRE), if he gets Blackall, then it's going to be an even longer process. It may mean that we have to sort of restructure the classes we've got anyway.* (Note: The APRE had applied for the principalship at a western school in the diocese and had been shortlisted for interview. The final appointment was not announced (he was unsuccessful) until ten days prior to the end of the school year.) (5Q).) (#2/ 5Q/ E-T/ I(#9:#6))

Jim was invited to articulate why he might not just have adopted a different approach and simply directed people, rather than his having chosen to consult as much as he'd done:

I think all the way through it's not so much trying to keep them happy, it's I suppose, trying to define the, walk that fine line between the best for the kids and also keeping the teachers happy. I've struggled with that the whole time, and I don't know whether just making the decision is going to be the right one. (Teacher named), for example, said that she doesn't want a composite, she may get a composite depending on what is best for the kids in that class. I still have to think about what's best for her, but she is still a teacher of children. Interviewer: *So there's some premise in the back of your mind that, if you're going to get good education for the children, you need to keep the staff committed and understanding why you're doing what you're doing, why they're doing it, so that's why you invest energy?* Jim: *I suppose it's still about this consultation. As much as I get down on it from time to time, I still, I think I need to go back to the staff and say these are the problems, this is what we are up against, this is what we've got, what can you do . . . to help the problem. The old saying that two heads are better than one.* Interviewer: *Ownership, is that one of (unfinished)?"* Jim: *"Oh yes, ownership yes, and I suppose in a sense if I can see or have them see why those decisions are made, they can accept them more readily, and possibly come on board with them as well. There's going to be teachers who aren't going to be happy with the class they've got, but . . . that's the nature of the beast.* Interviewer: *It also relates closely to that whole basic dream*

of yours, doesn't it ("Yes"), to work with people ("Yes"), that's one of the planks of (the way you see things)? <u>Jim:</u> *Yes, and that's, as I said before, the thing that I keep struggling with, it's a fine line. Ultimately, I'm going to have to make a decision. Someone's going to be put out by it, and that's just the lot they'll have to wear. (#2/ 5Q/ E-T/ I(#9:#7, 8, 9, 10))*

Time Frame:

Development Phase: 5Q   *Maintenance Phase:*

Dormant Phase: 2Q; 3Q; 4Q   *Not Relevant:* 1Q

--- oOo ---

#16 - *Task Area:* Declining Enrolments

Description:

        The School was having to address the issue that enrolments were slowly declining. Thus, for example, when a second-year teacher was due for transfer at the end of '97 (normal CEO practice) she was not going to be replaced. Rather than for any reasons of negative reputation issues (as the researcher would be confident that the school was well regarded in the community) the continuing growth of the regional city increasingly placed the school into an inner city category as population growth was occurring in areas not easily accessible to Jim's school:

> *We are in, the school is declining in enrolments, so I have to do something, it's imperative that I do something there to either maintain or build the enrolment numbers over the next few years. … I've spoken to the Board about it. (#2/ 4Q/ E-T/ I(#8a:#27, 28))*

        This issue was raised, again, with Jim, in November (5Q) reminding him that he'd identified, on previous occasions, the issue of declining enrolments and his considered need to market the school more vigorously:

> *We're going to take on a media campaign of some description. … Through the Board, P & F and myself. At the start of Term 3 next year (i.e., '98). The style of that hasn't yet been decided (though we have) a board meeting next week. (late November - 5Q)* <u>Interviewer:</u> *So you've taken the issue to Board and P & F, or they raised it with you?* <u>Jim:</u> *No, I've taken it to both of them. So not a lot more thought has gone into what we are going to do. We are aware that we need to advertise the school in the wider community. That may not increase any enrolments, but it will serve to make us known: that we do exist here, and then that with the capital program (i.e., on-going upgrading of facilities) to have an Entrance to the school, will sort of join those two together. (<u>Note:</u> As is the*

case with many older catholic primary schools, the school was originally "just part of the Church site" and thus, as times have changed and schools have become at least partially independent of Parish ("Church") the front entrance to the school (really non-existent in any formal sense) was now unsuited to presenting an image which principal, staff, community and system would now consider appropriate and necessary. The School had recently received capital funding approval to construct a new, more striking and suitable entrance for the school (to be constructed in '98).) (#2/ 5Q/ E-T/ I(#9:#31, 32, 33))

Time Frame:

Development Phase: 5Q   *Maintenance Phase:*
Dormant Phase: 1Q; 2Q; 3Q; 4Q   *Not Relevant:*

--- oOo ---

#17 - *Task/ Problem Area:* Principal's Involvement in the
Educational Program

Description:

The focus this term (4Q) *has been getting into classrooms, so I've timetabled myself into five classes. Grade Ones, Fours, Fives and Two are the classes that I'm going into and I'll change that for next term. That's been really healthy for me. I think part of the catalyst for that has been a problem this term as well, where a lot of, no I won't as a lot of parents, a few parents have made some really strong gestures towards teachers being unprofessional or not caring or not really teaching their kids ... I thought well I'll go in an find out rather than speak off the top of my head . . . without knowing what's going on. I'll get into classes, see what's going on, and take it from there.* <u>Interviewer:</u> *So the goal of those visits is just developing awareness and contact?* <u>Jim</u>: *Yes. Contact first of all, with the teachers and with the children, also to . . . have a presence with the kids in the classroom, so it's not me in the Office, it's me in the classroom as well. And I suppose to clarify in my own mind, after talking to teachers, I think I know what's going on, but the difference between the reality and the practice occasionally can be quite different.* (#2/ 4Q/ E-T/ I(#8a:#8, 9))

In addition, Jim was personally involved in the instructional program through his working with some extension groups in classrooms as part of the Special Needs Program development process (see #10, above).

Time Frame:

Development Phase: 4Q   *Maintenance Phase:* 5Q
Dormant Phase: 2Q; 3Q   *Not Relevant:* 1Q

--- oOo ---

| #18 - *Task Area:* Principal's Personal Developmental Priorities |
| and related Issues |

Description:

Jim was studying (M Ed.) and this was a factor he identified in June (3Q) as creating certain tensions for him:

The study this term has made me frustrated. There'd be no other word for it. It's taken a lot of energy, and a lot of time that I would normally put into thinking about things or doing things (i.e., school tasks) *on weekends. That's just gone by the board.* Interviewer: *So it reduces your energy, both psychologically and physically?* Jim: *Yes, yes, to go ahead, and do some of those things I would have wanted to do.* (#2/ 3Q/ E-T/ I (#7:#27, 28))

Jim's Performance Review process (in June '96) had been a positive event for him. One recommendation made to Jim - appropriately recognising his great personal commitment to the role and the school - was that he "say no" more often. He identified this issue as a personal goal for '97. In June (3Q), he was asked about progress in achieving a satisfactory balance, with his own time management, between being "available" and "saying no":

I struggle with that. I don't think I've done anything proactive with that, essentially. There's been a couple of days where I've said to (the Secretary) 'I'm not available all day today', the door was closed. That's when I get a lot of work done. I suppose that's saying no, and certainly not being available, but I'm available at other times. (#2/ 3Q/ E-T/ I (#7:#11, 14))

Jim was also asked about his emotional response to that whole goal area at that stage (June - 3Q):

Interviewer: *Are you frustrated, (or) are you perhaps realistic about it, and say well, that's life?*
Jim: *I'm frustrated from the point of view that I'm not getting any more done. I'm not effective in that, but realistic to know that that's sort of the way in which we need to operate is probably the wrong term, but it's the way in which I think I operate best.* Interviewer: *Your Performance Review commended your availability and the appreciation your community has for that. But you're torn between those issues, availability, all the ethos things of a Catholic school that you think are important, people, and torn between that constantly and the tasks that you believe are also important.* Jim: *And spending more time behind my desk than I probably should do, because . . . ("By whose standards?"), oh, by my own standards ... it's that guilt trip again isn't it.* (#2/ 3Q/ E-T/ I(#7:#12, 13))

In September (4Q) the researcher reviewed Jim's various goals with him. He was still particularly frustrated in this area:

The one (goal area) that I should probably tackle first, and it would be the one that I have done least about is that balance between saying no and being available. I really struggle with that and I don't know whether I will ever find a balance. … I see this job not in saying no but being available and if I'm available, if I'm always available then something has to suffer, either my paperwork, or getting into classrooms, or just my sanity. That's where the struggle is. (#2/ 4Q/ E-T/ I(#8a:#1))

Jim also responded about the source of the pressures he experienced in this area:

The pressure came from outside, obviously after the … appraisal, yes that's where it comes from. (The researcher then asked about perceived pressures from his Supervisor) *See I really never saw that as being a problem. I thought I had a fair balance. I can say no to the things that I didn't want to do, or couldn't do, but (the Supervisor) saw it more as a time management problem, and … there is never enough time to do things anyway, regardless of whether we say no, or whether we are available things will always crop up. So that's where the problem stems from.* (#2/ 4Q/ E-T/ I(#8a:#2, 3))

The researcher proposed an explanation regarding the nature of the conflict for Jim's reaction:

Interviewer: *So you have a conflict between heart and mind, and what you do goes with heart at least in terms of the values that you see are important, and the things that came out of your Performance Review as valued by other people, your availability, and your empathy and so on, they were all valued. But internally, that's where you want to be, externally you've got pressures (unfinished).* Jim: *Yes, I know that; I could probably agree with (the Supervisor) to an extent, that I should be saying no more often, but I find it difficult to say no. That's where the conflict is.* (#2/ 4Q/ E-T/ I(#8a:#4))

In September (4Q) the researcher inquired of Jim regarding the likelihood of the situation changing and the inner conflicts being resolved:

I don't think so. I don't know, it's (pause) … if I don't I'll be swamped, if I say … yes, come in sit down … chat for as long as you want, tell me the problems of the world, if I don't say to people look … tell me what the problem is, cut to the chase, let's get on with it, if I don't do that, I become swamped. The things that they said that were valuable in that Appraisal are the things that I hold as dear. …. to say no to people goes against those things that I hold as very important. (#2/ 4Q/ E-T/ I(#8a:#5))

This appeared to be an issue which was causing Jim considerable concern, so the strength of the tensions was explored further. His response partially indicated a possible solution by transposing the perceived source of the dilemma:

> <u>Interviewer:</u> *And how strongly does this prey upon your mind or is it just a shadow in the back of your mind?* <u>Jim:</u> *I really don't give it too much attention. Probably that's an ongoing factor I've done nothing about.* <u>Interviewer:</u> *And the next time it'll become an issue is when you sit down to write a (self) review* (which is part of the Performance Appraisal process) *or have a School Renewal, or something , and you look back?* <u>Jim:</u> *The next time (the Supervisor) comes to visit and looks at my Appraisal (recommendations) and says, well what have you done about this. But that's, I suppose that's only me saying no to (the Supervisor). That could be the balance.* (#2/ 4Q/ E-T/ I(#8a:#6, 7))

One facet of this tension was a decision Jim had taken to spend more time at home. However, this had, in turn, created its own tensions which he discussed in November (5Q):

> *I think a little more stressful this year, I don't know why. Maybe things are just getting on top of me. I've made a conscious decision half way through the year to spend a little bit more time at home. That means I'm not coming in on a weekend for half a day, or a day, or whatever, to get those things out of the road, so they pile up during the week. Other things then pile up, so the pile is always getting higher. I don't know whether it's that or whether it's other things.* <u>Interviewer*:*</u> *Results for your stress level?* <u>Jim*:*</u> *Oh, it went through the roof for about three weeks. … I don't think there is a happy balance between the two* (i.e., time on work versus time for personal life). *You can say … I'm only going to work five and a half days a week, but this week will be seven days, next week will be five days. I think that's just the nature of the beast. (My wife) understands that thankfully. It just doesn't ever get resolved.* (#2/ 5Q/ E-T/ I(#9:#36, 37, 38, 39))

Earlier (4Q), he had referred to another period of high stress:

> *I had a major crisis four or five weeks ago, where I was at the end of my tether. Parents had been complaining about certain staff members, had a run in with (a long serving staff member), and I got to the stage, that Friday afternoon, of phoning (the Director) and say, 'bugger it , stick your job I don't want it anymore', and that was more ("Loss of vision or emotional tiredness?") yes, I think it was more emotions, it wasn't the workload, it was just you know, everyone getting to you, it was just too many knives in the back, that's what it was.* <u>Interviewer:</u> *And that's resolved itself to the extent where you've got some new energy?* <u>Jim*:*</u> *I feel much better, I'm not going to slit my wrists!* (#2/ 4Q/ E-T/ I(#38, 39))

> ***Time Frame:***
> *Development Phase:* 4Q; 5Q   *Maintenance Phase:*
> *Dormant Phase:* 1Q; 2Q, 3Q   *Not Relevant:*

Appendix N:
Analysis of Self-Renewing Goal-Areas for Jim's Case,
in Terms of the Notion of "Demand Environment"

One aspect of the literature, considered in Chapter 2, noted that schools are social institutions and, as a consequence, have multiple purposes and are expected to achieve multiple outcomes. Thus in addition to goal attainment, other integral critical concerns of administrative practice include concern to maintain the organisation internally, concern to adapt the organisation to forces in its environment, and concern to maintain the cultural patterns of the organisation (Parsons & Shils, 1951; Sergiovanni, 1988).

As an element of the research design, these distinctions were enunciated as the construct "Demand Environment". A schematic was developed and used as part of the guiding structure for data collection across four of the quarters of data collection (2Q to 5Q). This schematic is depicted as Figure N1.

During the conduct of the research, then, this exemplification of the construct "demand environment" was utilised both as an interviewing tool and as a structure for analysing the self-renewing goal areas, identified during data collection. As one important strategy of data analysis, the process sought to perceive self-renewing focus areas and developmental phases against this notion of demand environment. This appendix presents the specific detail of this analysis for Jim's case. Table N1 presents an heuristic analysis of each of the school self-renewing initiatives, undertaken at Jim's school, in terms of the notion of demand environment.

I. _Maintaining_ the School (Org.) **_Internally_** … _Performance –_ _Educational and Organisational_ _'Efficiency'_ **_For example …_** • the School 'operating smoothly' … • things happen when they should … • things ready when they need to be … _i.e. the day-to-day life of the School_	II. _Maintaining_ the **_Cultural Patterns_** _of the School (Org.)_ _People/ Relationships/ Ethos/ Tone_ _For example …_ • people & relationships … • the 'ethos' of the School … • aiming for positive tone …
III. _Adapting the School (Org.)_ _to forces in the_ **_External Environment_** … _Accountability Requirements &_ _Rights of Stakeholders_ _For example …_ • Forces/ imperatives from 'outside' … • Issues/ problems arising … • Priorities/ pressures/ 'Wildcards' …	**IV.** _Goal Attainment_ **('Self-Renewing' imperatives)** _Performance –_ _Educational 'Effectivenss'_ _For example …_ • 'School Development' goals … • 'Taking the School (Org.) forward!'_

Figure N1. The schematic developed as an exemplification of the notion of "demand environment" and utilised both as an interviewing tool and as a data analysis framework

Table N1

Heuristic Analysis of School Self-Renewing Initiative, during the Period of Data Collection for Jim's

Case, in terms of the notion of Demand Environment

 (Depicts "Self-Renewing" Focus Area, "Developmental Phase", and "Demand Environment")
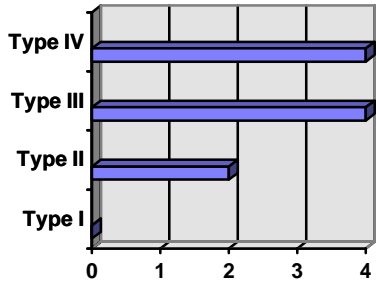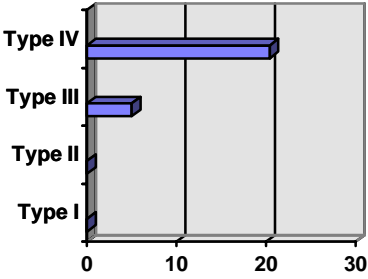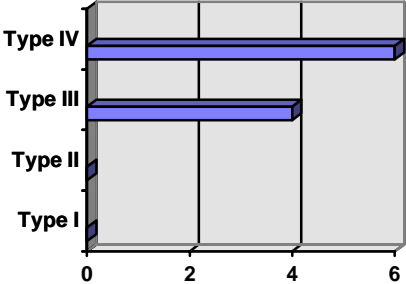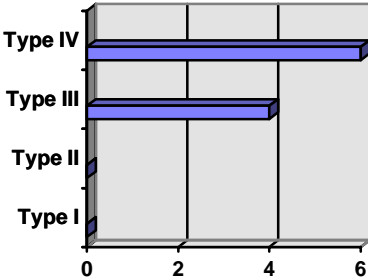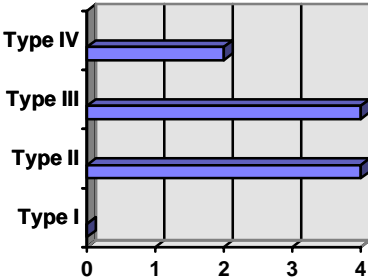
> <u>*Explanatory Notes:*</u>
> <u>Self-Renewing Focus Area</u>- see Table 23 (Chapter 4)
>
> <u>Developmental Phase</u> - refers to school-year Terms (Quarters) during the
>   period of data collection (as follows):
>   1Q = 4th Term, 1996   2Q = 1st Term, 1997   3Q = 2nd Term, 1997
>   4Q = 3rd Term, 1997   5Q = 4th Term, 1997
>
> <u>Demand Environment (Goal Types I - IV)</u> - refers to spread of goal-type rankings
>   established by allocating ten (10) rating points *across* the four goal-areas for the
>   purposes of heuristic analysis and for the purposes of facilitating comparison and
>   data analysis across the cases

Self-Renewing Goals Focus Area **&** **Development Phase/** *Time Frame* *(over the Data Collection period)*	**Demand Environment** *(Source of Goals)* **Type IV:** *Goal Attainment (S-R Imperatives)* **Type III:** *Adapting the School to Forces in the External Environment* **Type II***: Maintaining the Cultural Patterns of the School* **Type I:** *Maintaining the School Internally*
#1: *PDE Program* Development Phase: *1Q; 2Q; 3Q; 4Q; 5Q* Maintenance Phase: - Dormant Phase: - Not Relevant: -	

#2: *Maths Program* Development Phase: *1Q; 4Q; 5Q* Maintenance Phase: - Dormant Phase: *2Q; 3Q* Not Relevant: -	
#3: *Health & Physical Education Program* Development Phase: - Maintenance Phase: - Dormant Phase: *1Q; 2Q; 3Q; 4Q; 5Q* Not Relevant: -	
#4: *Art & Craft Program* Development Phase: - Maintenance Phase: - Dormant Phase: *1Q; 2Q; 3Q; 4Q; 5Q* Not Relevant: -	
#5: *Relationships (Pastoral Care Worker)* Development Phase: (*prior*) Maintenance Phase: *1Q; 2Q; 3Q; 4Q; 5Q* Dormant Phase: - Not Relevant: -	

#6: ***APRE's Role*** Development Phase: *2Q* Maintenance Phase: *3Q; 4Q; 5Q* Dormant Phase: *1Q* Not Relevant: -	
#7: ***Staff "Cohesion"*** Development Phase: *2Q* Maintenance Phase: *3Q; 4Q; 5Q* Dormant Phase: - Not Relevant: *1Q*	
#8: ***Induction of New Staff*** Development Phase: *2Q* Maintenance Phase: *3Q* Dormant Phase: *4Q; 5Q* Not Relevant: *1Q*	
#9: ***"Thinking Skills"*** ***Program*** Development Phase: *(3Q); 4Q; 5Q* Maintenance Phase: - Dormant Phase: *2Q* Not Relevant: *1Q*	

#10: *"Special Needs"* *Program* Development Phase: *(minor across 2Q-5Q)* Maintenance Phase: - Dormant Phase: *2Q; 3Q; 4Q; 5Q* Not Relevant: *1Q*	
#11: *Communication -* *Part-time Teachers* Development Phase: *2Q* Maintenance Phase: *3Q; 4Q; 5Q* Dormant Phase: *1Q* Not Relevant: -	
#12: *School Board* *Issues* Development Phase: *2Q; 3Q* Maintenance Phase: *4Q; 5Q* Dormant Phase: - Not Relevant: *1Q*	
#13: *Budget Process* Development Phase: *5Q* Maintenance Phase: - Dormant Phase: *2Q; 3Q; 4Q* Not Relevant: *1Q*	

#14: ***Booklists*** Development Phase: *5Q* Maintenance Phase: - Dormant Phase: *2Q; 3Q; 4Q* Not Relevant: *1Q*	
#15: ***Staffing Allocations for '98*** Development Phase: *5Q* Maintenance Phase: - Dormant Phase: *2Q; 3Q; 4Q* Not Relevant: *1Q*	
#16: ***Declining Enrolments*** Development Phase: *5Q* Maintenance Phase: - Dormant Phase: *1Q; 2Q; 3Q; 4Q* Not Relevant: -	
#17: ***Principal's Involvement in Educational Program*** Development Phase: *4Q* Maintenance Phase: *5Q* Dormant Phase: *2Q; 3Q* Not Relevant: *1Q*	

| #18:
Principal's "Personal"
Development Issues
Development Phase:
4Q; 5Q
Maintenance Phase: -
Dormant Phase:
1Q; 2Q; 3Q
Not Relevant: - | |
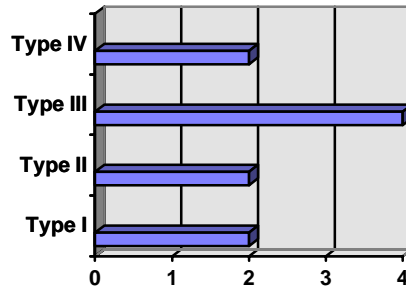
Appendix O:
Exploring the Impact of the Research for the Participant Principal
Case 2: Jim
During the Period of Data Collection*
(* *i.e., September, 1996 to December, 1997)*
(Note: An explanation of data coding used in this appendix is provided in Appendix L.)

Jim made his first comment, regarding the impact of the research, when the researcher had invited him to respond (in 2Q) to the accuracy of the "first level analysis" which had been provided to her (from Interviews "#1" and "#2" (1Q)) and also the matrices derived from the repertory analysis process, focussed on "Images of Principalship" ("Jim#1A").

> *It's actually interesting that … all of the things that you think and have someone like yourself* (i.e. the researcher) *ask you those questions to see it* (i.e. all pulled together in the form of the "first level analysis" which had been provided to Jim) *… very interesting.* (#2/ 2Q/ E-T/ I(#3:#3)

This point was pursued a little further, later in that same Interview (2Q), when Jim was asked to comment on his feelings after reading the Transcripts and "first-level analysis" summary.

> *I was quite happy in reading, in fact I should probably go back and read it each morning before I start. … it gave me a huge boost of confidence to have read it. It also, I suppose, points out a couple of shortcomings that I need to address as well, in looking at this Prin Com* (i.e., repertory analysis grid). *There are things there that I should probably re-assess as well. Are they so far apart, should they, is there something that I could be doing that brings them closer together?* (#2/ 2Q/ E-T/ I(#3:#20)

The interviewer also invited Jim to highlight any areas or ways in which he believed the research may have impacted upon his meaning system.

> *"It has. It's actually made me think about what it is I am doing and how I'm doing it. To get the feedback . . . to read the transcript* (i.e., Jim was provided with the transcript and "first-level analysis" summaries from Interviews "#1" and "#2" (1Q)) *of what it was that we spoke about earlier, to see it in writing has made a big difference. They are all random thoughts that you generate day in and day out, over any number of months and years. To see them on paper makes a world of difference, saying yes, that's exactly what I think or how I operate or what I feel.* <u>Interviewer:</u> *Or that's exactly what is important and I'm doing the right thing?* <u>Jim:</u> *Yes, yes. Yes, it clarifies all of those things for me. I don't really get time to sit down and say, 'well yes that's how*

I operate' or 'that's how I think'. It's like a pat on the back as well as a kick in the tail.". (#2/ 2Q/ E-T/ I(#3:#15,16)

Interviewer: *And your School Development Plan process that you've put into place this year … has the research had any … is there an influence? Has (our) talk about 'self-renewing' processes had some influence on your School Development Plan(ning) process, or is it simply that that's how it would have happened anyway?* Jim: *I think it does. It was going to happen, whether or not it was going to happen in the sort of detail that it has (unfinished).* Interviewer: *So is it fair to say that it's pulled the focus (together) for you in your mind?* Jim: *Oh it has, yes.* (#2/ 2Q/ E-T/ I(#3:#17,18,19)

Later in that same Quarter (2Q) Jim was again invited to comment upon any (if any) impact the research may be having for him.

It really has made me look at what it is I'm doing, and how it is that I'm doing it, to have seen now, you know this Prin Com (i.e., Repertory Analysis grid focussed on self-renewing processes: see Appendix 18*) says that this is how I look at things, that to me puts a different (pause).* Interviewer: *Let's you step outside yourself?* Jim: *Yes, yes it does. It lets me see, well, this is how I operate. This is where I'm coming from, and where I'm going to. That in itself has to be a benefit.* Interviewer: *And I'm not hearing, from the tone of your answers, that what you are learning from this is shocking you, or disappointing you in the sense, well you're suddenly deciding hey I'm on the wrong road here …?* Jim: *Yes, I agree with what's coming out. I've got no problems with the concepts and the way that I'm doing it* (i.e. the principalship). (#2/ 2Q/ E-T/ I(#6:#12,13,14))

In 3Q Jim was again asked to comment upon any possible impact. There had been a gap between second and third quarter interviews of approximately three months:

Interviewer: *There's been quite a gap between my last series of interviews and this. So perhaps the research has lost any immediacy for you …?* Jim: *It's in the back of the mind. The thing that's backed it up has been the study that I've been doing. The theories of leadership, I think that has made me look at how I operate, and with you having those questions as well it's sort of come to at least some understanding in my own mind of why and how I do things.* Interviewer: *So the research has if anything … made you more aware of what you're trying to do?* Jim: *Yes. It's also an impetus knowing that you're looking at what I'm doing, made me more aware of thinking about what I am doing, and why I'm doing it, and maybe a bit of a push for a timeline as well.* (#2/ 3Q/ E-T/ I(#7:#42,43))

Approximately three months later (4Q) Jim again responded to the same form of request:

I think I've said to you before that it makes me stop and think what it is that I'm doing, why I am doing it, where I am going. And that, for anyone, is important. Had I, or had you not this morning (i.e., during the interview*) shown me those things that I had said* (i.e., in previous Interviews) *I was going to achieve, I could have quite happily, no I could have quite easily finished the term thinking*

'oh well, I've wasted time'. At least now I know that some of the things that I set out to achieve I've actually done. It makes you stop and think about why you do some of these things. Is it (for) me, is it for the staff, is it for the kids, the parents, the school the parish, whatever. What is it for? So it does make you stop and think. (#2/ 4Q/ E-T/ I(#8a:#41))

The same opportunity was provided in the final Interview (5Q):

If it always makes me look at where I've been to, come from and where I'm going to, I think that is necessary for any of us. … without (this) research, I could look back and think oh well it's been a bugger of a term, I've done nothing. But to sit down and think, 'well I've done this, I've done that', that's always a bonus. There's that satisfaction and something has been achieved. (#2/ 5Q/ E-T/ I(#9:#41))

Appendix P:

Projective Analysis:
Participant's Understandings
of Principalship & Self-Renewing Processes
Case 2: Jim

(Note: An explanation of data coding used in this appendix is provided in Appendix L.)

"Repertory Analysis" is a methodology which seeks to maintain the integrity of an educator's perspectives whilst revealing them. In this instance, a resulting "Repertory Grid" represents a two-way classification of Jim's responses regarding the principalship in which events are interlaced with abstractions. The resulting matrices express part of his system of cross-references between personal observations or experience of the world of the principalship ("elements") and personal *"constructs"* or classifications of that experience. (Note: The use of bolded and/or italicised text is adopted in order to enhance clarity in this appendix – see Appendix D for further clarification.)

The elements Jim identified to characterise his experiences of the "world of the principalship" are indicated in Table P1. In turn, using the repertory analysis technique (Centre for Person-Computer Studies, 1990) Jim was requested to compare those elements through the generation of bipolar descriptors (*constructs*) which each represented a quality or characteristic which Jim attributed to those elements - his experience of the principalship. The *constructs* (dimensions) generated by Jim are also represented in Table P1.

The resulting "Display", "Focus", and "PrinCom" repertory analysis grids - which encode information about Jim's way of looking at the principalship - are represented in Figures P1, P2, and P3 respectively. (See Appendix D for further explanation and illustrative examples based upon data generated from pilot research activities undertaken during the development phase for this study). Those outputs sought to depict varying visual representations of the relationships between elements and *constructs* as Jim defined them. The elements represented Jim's self-generated observations or experience of the principalship, whilst the *constructs* represented some of the self-chosen ways in which he classified that experience.

The primary interest in utilising repertory analysis techniques in this study was to employ a technique which might assist the discovery of Jim's personal constructs - attitudes, thoughts, and feelings - in his own terms and in a personally valid way (Solas, 1992). More specifically (apart from other purposes, considered in Chapter 3, relating to construct validity), the interest was primarily upon the use of repertory analysis as a conversational tool for investigating the basis of thinking about the role (Centre for Person-Computer Studies, 1990, p. 2). (Other discussion of the strengths and limitations of the approach has been undertaken in Chapter 3. Further, note that in ensuing discussion emphasis has been added to assist clarity in distinguishing "Elements" from **_Constructs_**.)

Considering the "Display" grid (Figure P1) Jim's **_Reason for Being_**, in the principalship, was focussed around "Children", "Community", and "Educational Leadership/ Catholic Education". His **_Task/ Commitment_** was focussed around "Dream(ing)" and his "(commitment to the) Profession". In parallel, **_the What_** of the role was focussed around "Faith", "Values", "Dreams", "Catholic Education", and his "Profession" whilst **_the How_** happened via "Support" and "Communication". There was also a strong sense that **_the Reason_** for Jim's principalship focussed around "Faith" and "Values", and then, in the **_Personal_** dimension, he added "Children".

Table P1

"Elements" and "Constructs" generated by Jim in response to Repertory Analysis focused upon
"Images of Principalship" (#2/ 1Q/ P/ RA(#1A))

<u>Elements</u>

1. Values
2. Community
3. Catholic Education
4. Faith
5. Educational Leadership
6. Children
7. Support
8. Communication
9. Dreams
10. Profession

<u>Constructs</u>

* *Practical*	...	*Visionary*
* *Community*	...	*Personal*
* *Faith*	...	*Community*
* *Reason for Being*	...	*Task/ Commitment*
* *Faith*	...	*Reason for Role*
* *The What*	...	*The How*
* *Religious Dimension*	...	*Focus of Tasks*
* *The Job*	...	*The Reason*
* *Personal*	...	*Step Back*
* *My Task*	...	*The Clients*

Figure P1. "Focus" grid from repertory analysis for Jim focussed upon "images of principalship".
(#2/ 2Q/ P/ RA(#1A))

Figure P2. "Display" grid from repertory analysis for Jim focussed upon "images of principalship".
(#2/ 2Q/ P/ RA(#1A))

Figure R3. "PrinCom" grid from repertory analysis for Jim focussed upon "images of principalship". (#2/ 2Q/ P/ RA(#1A))

Opposed to the **Visionary** ("Dreams") he labelled the **Practical** aspects of the role as "Communication" "(focus on) Children", "Support", and "Educational Leadership" and "Community". This was reinforced by the "Focus" grid (Figure P2) where the researcher suggested that Jim viewed **Faith** and **The Reason** (for the role) as synonymous, as were the **Personal** and the **Visionary** dimensions. Similarly, the "PrinCom" grid (Figure P3) again reinforceed that his element "Dreams" was closely allied with the **Faith** dimension he attributed to the role and the **Personal** focus of the role for him.

One of the interesting aspects was the location of **Educational Leadership** in relation to those important personal dimensions, identified above. This was discussed with Jim in March (2Q):

> Interviewer*: There's quite a difference between, for example, your 'Dreams', which are (sic) all tied up with **Personal, Religious, Faith, Visionary, the What** ... versus **the Tasks**, which is **the How** and the **Practical** and **Community**, you seem to put those together. You also have a big difference, it appears, between your **Reason** (for being) .... which relates to 'community' and 'clients' and 'children' and 'Profession', the **My Task** ... you see those as separate. And 'Educational Leadership' is a long way away from your 'Dreams' and faith dimension and your **Vision**.?* Jim: *I think that the difference would be, **the Dream** type things are the ideal, the idealistic and the **Educational Leadership** and **the How** and those sort of things are more the reality ...* (#2/ 2Q/ P/ RA(#1A) & I(#3#4)) (In this and other Excerpts emphasis has been added to assist clarity in distinguishing "Elements" from **Constructs**)

> Interviewer: *Similarly then your **Focus on Tasks** is opposite the **Dreams** ... what is it in your mind, is it that ... the **Dreams**, these are the ideals you carry in your head, the ideal world. If you lived in Utopia, this is how you'd be as a principal?* Jim: *And in reality the other one* (i.e., Task focus) *is where I'm at, or where the school is at.* (#2/ 2Q/ P/ RA(#1A) & I(#3:#5))

> Interviewer: *You see your **Reason for Being** as relating to 'children' and 'community' and 'clients' ... in the Interview* (I:#1 (1Q)) *you see yourself very much in a service role, therefore available to people, even the parables inform your (unfinished).* Jim: *The school exists because of children, it's for children.* (#2/ 2Q/ P/ RA(#1A) & I(#3#6))

Jim agreed with the researcher's proposal that the repertory analysis was suggesting more consistency (than contradiction) with the previous discussions during Interviews. (I:#3:#7). He did, however, have a concern relating to his perception, evident in the "PrinCom" matrix (Figure P3), that he seemed to separate *the Dreams* and *the Practical* in his responses. (Jim) *"Maybe the reality should be that **the Dream** and **the Practical**, **the How**, you know the educational type things should actually be closer together, maybe seeing them like that isn't a great indicator of where they are at."* When the researcher suggested that this may just be indicative of a "well-rounded set of views" Jim responded: *"Or it could be that I think*

the Dream is always changing and goal posts are always moving. Maybe that's … still good, maybe it's just … pushed a little too far at the moment, or maybe I see it as being pushed too far at the moment." (#2/ 2Q/ P/ RA(#1A) & I(#3:#7, 8, 9))

Turning now to the second area of interest, the elements Jim identified to characterise his perceptions about school self-renewing processes are indicated in Table P2. In turn, using the repertory analysis technique (Centre for Person-Computer Studies, 1990) Jim was requested to compare those elements through the generation of bipolar descriptors (*constructs*) which each represented a quality or characteristic which Jim attributed to those elements - his understandings about school self-renewing processes. The *constructs* (dimensions) generated by Jim are also represented in Table P2.

The resulting "Display", "Focus", and "PrinCom" Repertory Analysis grids - which encode information about Jim's way of looking at school "self-renewing" processes - are represented in Figures P4, P5, and P6 respectively. (See Appendix D for further explanation and illustrative examples based upon data generated from pilot research activities undertaken during the development phase for this study). Those outputs sought to depict varying visual representations of the relationships between "elements" and "*constructs"* as Jim defined them. The elements represent Jim's self-generated observations or experience of school self-renewing processes whilst the *constructs* represented some of the self-chosen ways in which he classified that experience.

Table P2

"Elements" and "Constructs" generated by Jim in response to Repertory Analysis focused upon
"Images of school Self-Renewing Processes" (#2/ 2Q/ P/ RA(#1B))

<u>Elements</u>

1. Forward Looking
2. Dreaming
3. Leadership
4. Teamwork
5. Challenge
6. Communication
7. Growth
8. Clarifying
9. Planning
10. A Journey

<u>*Constructs*</u>

* *The What*	...	*The How*
* *The Tasks*	...	*Methodology*
* *Vision*	...	*Practical*
* *The Means*	...	*The Task at Hand*
* *The Process*	...	*The Outcome*
* *Processes*	...	*The Technique*
* *The Experiences Gained*	...	*How to Get There*
* *The Means*	...	*The End*
* *Higher Purpose*	...	*Starting Point*
* *End Product*	...	*My Role*

Figure P4. "Focus" grid from repertory analysis for Jim focussed on "images of school self-renewing processes". (#2/ 2Q/ P/ RA(#1B))

Figure P5. "Display" grid from repertory analysis for Jim focussed on "images of school self-renewing processes". (#2/ 2Q/ P/ RA(#1B))

Figure P6. "PrinCom" grid from repertory analysis for Jim focussed on "images of school self-renewing processes". (#2/ 2Q/ P/ RA(#1B))

Considering the "Display" grid (Figure P4) for Jim, ***The What*** of "Self-Renewing" processes involved being "Forward Looking", "Challenge", and "Growth" whilst ***The How*** involved "Clarifying", "Communication", and "Teamwork". Further, The "Focus" grid (Figure P5) indicated a clear division between the topmost elements ("Challenge", "Dreaming", "Growth", and "A Journey") and those below.

Interestingly, the "Display" grid (Figure P4) suggested that - opposed to ***The Process*** of being "Self-Renewing" - ***the Outcome***(s), as one might expect, certainly including "Growth" and "Journey". However Jim had allocated "Challenge" and "Dreaming" the same values in his ***Process - Outcome*** construct. This suggested that Jim appeared to also conceptualise those things - the "Dreaming" process which was pivotal to his functioning and "Challenge" - as accomplishments in their own right. That is, as things of worth, per se, in addition to any instrumental value they may have also held for him. Again, in his ***End Product - My Role*** construct, "Challenge" was something more than just technique, it was also an end-goal in the manner that Jim believed he should exercise his principalship.

Some of those aspects were explored in conversation (2Q). (Discussion focussed around the "PrinCom" grid (Figure P6).):

Interviewer: *Well the first thing I noticed is we've got a group here 'Clarifying', 'Communication', 'Leadership'. They appear to be the WHAT of your role, from the whole range of Interviews I've done with you, and from this. … The HOW of your role then seems to be in the top quadrant, 'Planning' and 'Teamwork', are the two things you see to be **The Means**, the **Methodology**, **the Process**, the **Starting Point**, the **Processes**?* Jim: *(I) think they're fair comment.* (#2/ 2Q/ P/ RA(#1B) & I(#6:#3))

Interviewer: *Yes, the bottom left hand quadrant appears to be the 'Higher Purpose' sort of stuff. You talked about 'Dreaming' and 'Challenge', and this is the technique you see to achieve the goals, it's a higher purpose, it's the means, this visionary stuff that you're trying to put into practice. Publishing your dream and so on, is your means of getting to those . . .?* Jim: *Well I think it's the thing that … you're striving for.* Interviewer: *So it's the ideal is it? ("Yes") Striving for the ideal. And then you've got a mixed sort of group ... 'A Journey', 'Forward Looking', 'Growth' . . . you've labelled those variously there. So what I see … is that OK, your Dream is the ideal, you achieve what you're trying to do through 'Planning' and 'Teamwork', and what you're trying to achieve is to 'Clarify', 'Communicate' and, therefore in your sense, to provide 'Leadership' by doing those things.* Jim: *And I think that 'Dreaming' can, is achieved through this 'Journey' through that, looking through the 'Growth'.* (#2/ 2Q/ P/ RA(#1B) & I(#6:#4, 5))

Interviewer: *Is there anything there that shocked you or (unfinished)?* Jim: *Certainly, that's how I would see the self-renewing process. To me it's something out there, the ideal. How do (we) get to it? It's obviously 'A Journey' along the way. How do I get there is through 'Leadership', it's through 'Communication', through all the 'Teamworking' thing.* Interviewer: *How strong is the sense of 'Journey' in your mind? Is the ultimate measure of satisfaction for you professional, (or)*

personal, both together of separately? Is it from achieving what you want to do or is it more the journey you go through? <u>Jim</u>*: I think it's more the 'Journey', because I don't think you ever get there, you keep moving those goal posts all the time. You probably get some milestones that you achieve along the way, but they, to me aren't (sic) the major satisfaction. The major satisfaction is just getting everyone along the same way.* (#2/ 2Q/ P/ RA(#1B) & I(#6:#6,7))

<u>Interviewer</u>: *And yet in the interviews that we've done and the transcripts ... (and) analysis there* (<u>Note</u>: that is, the transcripts of previous Interviews, which were provided to Jim and also the compiled "first analysis" provided to Jim for him to confirm or otherwise (Interview #6: #1, (2Q)), *when we looked at constraints and demands and so on, you have felt a pressure, and you do feel a pressure to achieve the outcomes?* <u>Jim:</u> *Well that's expected of us.* <u>Interviewer</u>: *So you're saying there are two goals, one is a good 'Journey', a good journey means all the things you've said, valuing people, giving priority to people, all those processes and ... your visionary stuff. But you also feel that's not enough in itself, there have to be outcomes?* <u>Jim</u>*: I think there's two ... different agencies, for want of a better word, that want these things. The CEO wants the outcomes, and to an extent, I think the school community wants the outcomes. But the staff need, I feel, to be a part of all of that ... . They have to be on that 'Journey' before they get the **The Outcomes**, they have to feel a part of the 'Team', part of the 'Challenge', part of the 'Dream', that's where I put a lot of energy in.* (#2/ 2Q/ P/ RA(#1B) & I(#6:#8, 9))

<u>Interviewer</u>: *It's unacceptable to you to achieve the outcome if the process has destroyed relationships, has wrecked all that sort of thing, if the outcome is achieved in spite of that, that is not a satisfactory result?* <u>Jim</u>*: No, it's not. I think if I destroyed relationships, that's at the heart of my belief about school, about Catholic schools, relationships.* <u>Interviewer</u>*: And you've got to have very clear thoughts about processes that you have to follow, even if they're time consuming. even if they're frustrating to you, and so on.* <u>Jim</u>*: I think ... a lot of it comes down to ownership as well. If people don't feel a part, a genuine part of the process, they're not going to own the outcomes that are there. They're more likely just to reject it.* (#2/ 2Q/ P/ RA(#1B) & I(#6:#10,11))

Appendix Q:
Log of Formal Research Site Visits: Case 3: Frank
During the Period of Data Collection*
(* i.e. *September, 1996 to December, 1997*)

Research Phase	Date/ Time	Subject	Method	Focus Area(s)	Product?
1Q	9.9.96 9.30am	Frank	Informal Interview	* Initial visit to give *"Summary Sheet"* [1] and arrange attendances etc * Generate (informal) "first" lists for Repertory Analysis . . . - *Concepts of Principalship* & - *Concepts about School Self-Renewing Processes*	Field Notes
1Q	10.9.96 9.00am	Frank	RPG *#1A* *#1B*	* Completed RPGs #1A: *Images of Principalship* #1B: *Images of School Self-Renewing Processes*	RPG Analyses (2x3)
1Q	11.9.96 10.00am	Frank	Interview *(SFX#1)*	* Interview focus: "Concepts of Principalship"	Transcript
1Q	12.9.96 9.00am	Frank	Interview *(SFX#2)*	* Interview focus: "Concepts about School Self-Renewing Processes"	Transcript

Research Phase	Date/ Time	Subject	Method	Focus Area(s)	Product?
2Q	21.2.97 9.45am	Frank	Informal Interview	* Set up procedures etc for "new" School year * Discuss current Self-Renewing priorities (for 1997 school year)	Field Notes
2Q	25.2.97 3.15pm	Site	Observation	* Attend Staff Meeting	Field Notes
2Q	28.2.97 9.30am	Frank	Interview *(SFX#3)*	* Discussion re First Level Analysis of Interview "SFX#1" (provided prior to Interview) * Discussion of RPG "Frank#1A" (provided prior to Interview)	Transcript
2Q	28.2.97 2.00pm	APRE	Interview *(SFX#4)*	* Followed Interview Protocol[2] ("Key Personnel")	Transcript

2Q	10.3.97 10.00am	SCO	Interview *(SFX#5)*	* Followed Interview Protocol[2] ("Key Personnel")	Transcript
2Q	14.3.97 9.45am	Frank	Interview *(SFX#6)*	* Discussion re First Level Analysis of Interview "SFX#2" (provided prior to Interview) * Discussion of RPG "Frank#1B" (provided prior to Interview)	Transcript

3Q	20.6.97 1.30pm	Frank	Interview *(SFX#7)*	* Followed Interview Protocol[2]	Transcript

4Q	16.9.97 11.30am	Frank	Interview *(SFX#8)*	* Followed Interview Protocol[2]	Transcript

5Q	18.11.97 11.15am	Frank	Interview *(SFX#9)*	* Followed Interview Protocol[2]	Transcript

Notes:
1. A brief "Summary Sheet" outlining the proposed purposes and processes of the research project. (See Appendix C for further details.)
2. Interview Protocols are detailed in Appendix W.

Appendix R:
More Detailed Exposition of Conceptualisations Concerning the Principalship and School Self-Renewing Processes & Supporting Interview Excerpts for Frank's Case

This appendix presents a more detailed analysis of Frank's conceptualisations in relation to the principalship and school self-renewing processes (Part I). It is intended to support and to amplify the case study report itself. Then, in Part II, supporting interview excerpts for Jim's case are recorded. The format of the presentation is explained below.

As detailed in Chapter 3, the development of a *case study database*, which then facilitates the establishment of *chains of evidence,* represents an important strategy for enhancing construct validity and reliability in case study methodology (as detailed in Chapter 3). In the interests of brevity and the overall flow and continuity of each case report supporting analysis has been provided in this and other relevant appendixes rather than in the text of Volume I. This additional analysis has been included, as an appendix, in order to enhance saturation in data analysis and a resultant rich fabric of meanings in interpretation.

Figure 6 depicted the case study database which facilitates the reader tracking chains of evidence in terms of three sources of evidence: case identity and time series (X-axis), source of evidence (Y-axis), and research technique (Z-axis). Some Excerpts have been quoted within Jim's case report itself (Chapter 4). For instance, in the example **"Ex 3.#13"**, the coding indicates that the excerpt is related to Case #3 (Frank) and that this is Excerpt 13 in the series. In such instances, Part II of this appendix provides an address code that references back to the case study database, as depicted in Figure 6.

An example of an address code is **"#3/ 1Q/ E-T/ I(#2:#12)"**. The coding in this example identifies the excerpt as being located in case study data relating to Frank's school (i.e., to Case #3) obtained in the first quarter of data collection (i.e., September to December, 1996: see Table 16 in Chapter 3). Further, the data represents espoused theory (see Figure 4 in Chapter 2). Further again, the excerpt can be sourced to Interview data (taped) and is located in the transcript of the second interview (conducted with Frank) and will be found at location #12 in

that interview Transcript. An example of an interview transcript has been provided as part of Appendix C.

At other points in the individual case reports, and in this Appendix, additional cross-references are provided to support interpretation. For example **"(See Ex 3(App).#1.)"**. The code **"App"** indicates that this particular excerpt is located in this Appendix in its full form, with an *address code* included which, again, permits the reader to track the *chain of evidence*.

Part I: More Detailed Exposition of Frank's Conceptualisations in Relation to the Principalship and to School Self-Renewing Processes

During interviewing, Frank described key aspects of the contemporary principalship as revolving around the importance of the place of the Catholic school within what he considered to be the broader perspective of the "Church". His perceptions of the leadership style appropriate to and to be expected of principal involved key notions such as collaboration and team building:

> *There is now this emphasis on collaboration, and team building and whatever, and… for me, that's been a big change, and I can remember my first appointment (as principal) where I just went in there and I didn't even consider that other people might have ideas about how … . Yes, that's been a big change … I don't know whether that happens to everybody, you just realise that there are other people rowing the boat as well.* (Ex 3.#2) (See also Ex 3(App).#1.)

When Frank was invited to identify some of the formative influences upon his development as a principal he emphasised admiring those who, whilst capable of managing effectively, always maintained a predominant focus upon valuing and respecting people. Similarly, he found educational writers who articulated what he described as a "life" focus more pertinent to his own experiences in contrast to those who focussed more upon "organisational" principles (see Ex 3(App).#3, #4, #5).

Frank considered that the principal was *a* leader in the school but never *the* leader. He felt empowered in the role when "… I can think back and think that whatever's happened during the day, it's had a solution, and that it's contributed something to the people involved." (Ex 3.#7). He suggested that there was little that engendered feeling of personal disempowerment in his leadership role. Rather, he took the view that whatever happened was part of the territory of principalship and should be accepted as such. He identified personal empowerment as emanating from his being personally "fair dinkum" in word and action. (See Ex 3(App).#6, #8.)

Further, the idea of being authentic (fair dinkum) encapsulated Frank's sense of personal integrity and was entangled with his way of maintaining a sense of personal empowerment in the role: "... you know you have to be fair dinkum ... not only the rhetoric, but also the resolve to do something then, in the end you can live with yourself" (Ex 3.#9). Frank cited the example of difficult situations in the principalship, such as having to deal with irate parents. Whilst he indicated that he often find such situations stressful, ultimately he felt more personal tension if he failed to face the issue front-on for fear of negative reaction. In the end, the feeling that a situation may have been unpleasant was a lesser evil, in his judgment, than his not having been fair dinkum in the circumstance (see Ex 3(App).#10).

Frank found most satisfaction in working with staff members who remained open to the possibilities for change and growth. He considered it more difficult to work with people who were not prepared to accept change. Further, if a staff member's enthusiasm for the particular role had dissipated, then he considered that there was little that he, as principal, could do. In actuality, however, he considered that his school's staff was overwhelmingly comprised of people with the "right" qualities (see Ex 3(App).#11, #12).

When invited to think about the amalgam of the elements of the principalship which he attempted to handle on a daily, weekly, and annual basis and to identify those aspects of the role which came naturally, versus those that he found more difficult, Frank responded:

> *The things that certainly cause the most heartache ... are when you would like to see things go a certain way, and somehow you have to sell it or coerce or whatever you have to do. ... I find that difficult at times .... that whole change process of .... getting people to ... look at things differently.* (Ex 3.#13)

Frank was also invited to think forward to the end of his time at the school, and, presuming there was some imaginary individual who possessed perfect knowledge about what had transpired at the school regarding his actions and intentions, to describe what he might hope that person could say at a farewell function. His responses centred on people and also on what the school might do for individuals – "community", "belonging", and "care". Frank regarded achievements in areas such as curriculum, buildings, and grounds as all relevant and important but they were not, in his mind, the first-ranked imperatives nor the best way to evaluate, in the final analysis, the products of the educational process:

> *There are some enduring values ... if anybody associated with the school can get in their own mind ... if they clarify somehow the lifestyles of what they reject, what they accept, and they know why*

they're doing that ... (they) will have a successful life. You know, to me the academic side of it is good as well (i.e. should be good) *... but I would hate to think that we ended up with everybody doing medicine, or law or something and ... have no bedside manner, couldn't relate to people, couldn't speak to people. You know I just think that would be the real measure of success.* (Ex 3.#16) (See also Ex 3(App).#14, #15.)

As detailed in Chapter 3 (Table 15), at the outset of the research it had been surmised that the APRE and SCO could be key informants to the goal of seeking an understanding of Frank's meaning system. Both personnel occupied positions of role proximity to Frank and hence had particular opportunities to observe the manner in which he behaved as principal.

Administration team meetings (Frank, APRE, and SCO), held before school on a Monday morning, focussed upon consideration of events and issues for the coming week, topics for the next day's Staff Meeting, and also other relevant matters that might have been raised. The APRE believed that Frank valued the opportunity to gain the other individuals' input into issues. The SCO observed that while Frank set the agenda for team meetings he was always open to issues and ideas introduced by either herself or the APRE. (See Ex 3(App). #20, #21, #22.)

The APRE and SCO provided their views regarding metaphors or images of practice relevant to Frank:

APRE: *Well I reckon he's 'with' us, ... he would be more a 'player' as well because I think you'd notice that more about him as getting in and doing things ... .* (When asked for an example:*) Well he's always out in the playground, he's always doing his playground duty, he's around when there's sporting things, kids need to be taken places, he's up seeing what's happening at the Tuckshop, he's fixing up the toilets ... that sort of thing. So I feel he's a player.* (Ex 3.#23)

SCO: *He springs to my mind as a player first, but definitely as a conductor as well. He's definitely in a leadership role ... and (a) model in that respect, but he makes a pretty big effort at staff meetings and things to listen to all opinions and I don't see him imposing things on people all that often. But having said that, on some issues he's very* (unfinished). (Interviewer*: "He's got a bottom line on some issues?") exactly, and there's just no moving him and you know it doesn't matter what happens.* (Ex 3.#24)

In his dealing with the complexities of the role of principal, both personnel considered that Frank valued the welfare of people over the realisation of tasks. People would be given priority and, if necessary, the tasks would be pushed to another time. (See Ex 3(App). #25, #26.) Also, the equation "Principal = Leader" was put to both APRE and SCO for their reaction in relation to Frank:

APRE: *He's the leader, but he's leading by example I think. (Interviewer: "Leading as one of the players?") I think so. I do.* (Ex 3.#27)

SCO: *Yes, I think so. He ...has a presence as a leader, and I think that's important, so you have respect for Frank because of the way he models himself, and I believe that he, while he's a player ... he does draw staff together, and he does draw the community together and listen to different views ...* (Ex 3.#28)

Both personnel believed that Frank displayed a capacity to work with all types of staff. The APRE was asked, in generic terms, about Frank's likely reaction to staff-types who might not be open to change (as self-identified by Frank, himself, as noted earlier). She responded that if he experienced any such difficulty she did not believe this ever became evident to the staff members themselves (see Ex 3(App).#29, #30). The APRE described Frank as a person willing and able to meet people "where they are at" and as being willing to listen whilst also possessing personal strength of will. The SCO also regarded that Frank, whilst certainly being a person of strong personal views, was also one of the most tolerant people she knew. She described that he would stand his ground on issues but in an assertive rather than an aggressive manner (see Ex 3(App).#31, #32).

Both personnel also provided commentary regarding Frank's broad style of leadership and identified what they considered some of the strengths of his style together with any perceived limitations.

APRE: *I think he's ... a man who has a very strong faith and strong values, and I do feel that he would stand up and be counted as far as that's concerned* (i.e., faith issues and their ramifications*). So I think that's a big plus ... and I know ... that he wouldn't ... let that go without a fight.* Interviewer: *"Are there minuses in (his) style, in the sense that no-one has ever got it all ...?"* APRE*: He's a person that gets sort of involved and I guess ... sometimes you don't know where he is, or things like that happen.* (Ex 3.#33)

SCO: *Frank seems to have an ability that I aspire to ... that I'd admire and I know a lot of people on staff would admire, in his calm approach to ... any kind of issues, you know, irate parents, ... screaming little kids who are going bananas in the corner and teachers who are in tears somewhere else, and he's calm, sort of almost a non-emotional approach but ... it's very effective and I'd say that's one of his great strengths because he seems to be able to do that, and even when he's under a lot of pressure from various sources ... he seems to be able to manage that ... I'd say his weakness would be perhaps his preconceived ideas that this is the only way to do x, y or z, and that does come through in certain issues, and if he makes up his mind about that, it wouldn't matter if everybody on staff disagreed, that doesn't change.* Interviewer: *"I would have an impression that those issues would be the smaller procedural things rather than the big PDE type things?"* SCO*: You're absolutely right. That's very true and they are procedural type things that there's very little room for more than one (way), and we've come up against that at staff meetings.* (Ex 3.#34)

The discussion now turns from Frank's views concerning principalship, itself, to his notions regarding school self-renewing processes. For Frank, clarity regarding purposes and goals represented the personal launching point for self-renewing events. Indeed, the notions of

personal renewal and organisational renewal were closely intertwined in his mindset. The value of inclusiveness was both a key purpose and an outcome of self-renewing processes. Both personal-renewal and also school self-renewal actually became possible, within Frank's thinking, when all players understood *their* part and their purpose:

> *Well ... we've got to be clear what, or why we're doing it, and what we're heading towards. Renewing for what or towards what. And I think that involves everybody in the whole process. ... If, at the end of the day ... people come to a realisation, no matter what part they play in the organisation, ... what their contribution and role is ... then ... I think that's when renewal and self-renewal becomes possible. And there's outside influences to consider as well, but I think it's that personal understanding that 'this is my place, this is my contribution, this is the part I play'.* (Ex 3.#35)

Frank's notion that whole-of-organisation renewal and change was actually founded upon each individual being engaged in personal renewal was very process-focussed. Frank considered that for the school "to be" equated quite naturally with the organisation also "doing" (i.e., achieving self-improvement goals). Outside influences were problematic, but, in the ideal, must always be filtered by school-based priorities. Whilst to suggest that the end product was merely incidental would not represent an accurate description of Frank's view of school self-renewal, he did lean, strongly, to the view that if each individual in the organisation was involved in a personal self-renewing cycle then, additively, this "created" a self-renewing organisation. Whilst his notions evolved over the data collection period (as considered in Chapter 4), in the early stages of the research Frank certainly accorded means-based considerations priority over ends-based imperatives (see Ex 3(App).#36, #37).

A problematic issue for Frank's understanding of self-renewing processes related to his locating an appropriate point of balance between internal and external priorities. External or system-based demands for change must, in his view, be filtered by priorities identified within the school. He believed that a firm stance needed to be adopted in that regard, though he also acknowledged that the potential ambiguities could be complex (see Ex 3(App).#38).

The manner in which those individual cycles of self-renewal become harnessed toward serving organisational goals revolved around the metaphorical constructs of Quality, Community, and Opportunity which Frank personally believed both captured and encompassed a sense of shared vision for the school. Each individual needed to understand his or her part and the leader held a responsibility to demonstrate, through his own behaviour, that each person was valued. Frank, as leader, believed that whilst his role accorded him a higher public profile and additional

responsibilities, he emphasised that he was still also merely *one* of the participants in school reform processes. (See Ex 3(App).#39, #40.)

Frank identified his administration team, the staff meeting forum and also the school board (see Table 15 in Chapter 3) as key groupings of personnel which contributed to school self-renewing processes. In particular, he viewed the administration team as an important sounding board for testing his own thinking since he considered that discussions provided balance for his own views since he was conscious that he was not always fully aware of the possible implications of decisions he might take as principal. Further, he appreciated the sense of security and confidentiality which that intimate forum provided (see Ex 3(App).#41, #42).

The overall emphasis of Frank's understanding of school self-renewing processes also spotlighted the staff meeting forum as a pivotal element. Whilst the initial filtering of ideas and initiatives might occur through administration team meetings, Frank perceived that a major purpose for the existence of the administration team was to put ideas and initiatives into a form for presentation, implementation, and decision via a staff meeting (see, for example, Ex 3.2.b(App).#42, #47). Frank also genuinely valued the role of the school board and believed it was important for the board to have a good understanding of and be informed about the life of the school (see Ex 3(App).#43).

As identified briefly earlier, Frank perceived that the essential inhibiting factors to effective school self-renewing processes revolved around those personnel who were not open to the possibilities of change. More particularly, he believed that inhibiting factors could arise from the attitudes of individuals or groups indirectly associated with the school. Such inflexibility could militate against achieving that integrative concept of "Church" which was fundamental to Frank's perception of the proper context of the principalship (e.g., see Ex 3(App).#1; see also Ex 3(App).#44). Broadly, Frank did not perceive the existence of significant factors, within his organisation itself, to be working against the achievement of school development goals. Whilst the world was not perfect, the basic ingredients for success were present to support the achievement of Frank's goals and the goals of the school (see Ex 3(App).#45).

Frank also described the sources of personally inhibiting factors in his principalship. Apart from the more usual constraints of time and energy, he highlighted an anxiety that he not display the sorts of qualities that he would dislike witnessing in the attitudes and actions of others. For example, his not being "open" or his lacking in personal enthusiasm:

And, so I have to keep coming back to myself. And I realise I'm a product of a particular system, a particular up-bringing, a particular schooling system, and so on. And that may be so entrenched in me that I just think well that's the way that everybody does it, and it's the only way, so. ... There's that ... which could be and probably is a blockage to certain opportunities which could happen. (Ex 3.#46)

Exploration of the principles guiding school self-renewing process, within Frank's meaning system, suggested that he believed it was important for him to maintain balance and also perspective, within his own ideas and priorities, by utilising his administration team as a first forum for evaluating ideas and proposals (APRE and SCO). Further, as noted, he found the administration team to be an effective forum for this purpose, as well as finding team processes personally satisfying. In fact, as an overarching behavioural style, Frank generally sought to establish "filtering" processes to validate his own thinking regarding issues and imperatives. Then, within the context of school board discussions, he also emphasised the importance of using the school's Mission Statement as an important point of reference and touchstone for assessing the quality of decisions:

So, I guess we have to use the Mission Statement, as our touchstone ... there was a new (school) uniform Jumper, for the kids. One of the board's Feedback Forms that came in (and) said well ... it's way too (expensive). ... We'd been through a process and it had been accepted ... this person said 'that's way too expensive'. We then had to go back to the Mission Statement and say well ... 'was what we did consistent with what we want to do?' ... as (the means) for setting priorities. And (deciding) what we will push and what we won't ... has to be consistent with the Mission Statement. What did it say? Did we consult widely enough, and so on? (Ex 3.#48) (See also Ex 3(App).#47, #49.)

Finally, yet another touchstone for Frank's understandings of effective school self-renewal was focussed on the importance of process (means-based factors) in his thinking. Anything that did not offer the opportunity to follow good process, especially the goal of building community, would be a concern for him:

OK, I can give you an example. Last year with the school Fair, the lady involved who came forward as coordinator. Now she wanted to run the show on her own. And the more she went with that, and there was no doubt in my mind she was a good coordinator, good organiser. At the P&F meetings and so on, people were saying 'well, wait a minute, when was that decided?, what, we didn't OK that', and all this, and I just started to realise that this was sort of going against what ... I was trying to promote, and ... I hope that what other people were trying to promote. When a community operates together, then ... there is this sense of shared decision making. Now, the choice was, and this lady made it very clear to me, that if she had to operate in that situation, she wouldn't operate at all, and I said 'well, so be it'. But then she came around and ... the compromise, I suppose, was that she would have a committee, and that they would always report back to the P&F. But we couldn't have somebody operating outside the guidelines that we wanted, even though she was doing a great job. Even though, in some ways, it was a good way to go, because things happened,

but it was creating all sorts of conflict and ... it was dividing ... (Ex 3.#51) (See also Ex 3(App).#50.)

Part II: Interview Excerpts for Frank's Case

- (Ex) 3(App).#1:
  I really didn't see it in the beginning as part of the church. My role ... me being ... and the school's being part of the church as such. I'm coming to a better understanding of that now, that we're really part of the church, and that puts things in a slightly different perspective. (#3/ 1Q/ E-T/ I(#1:#7))

- Ex 3(Text).#2: (#3/ 1Q/ E-T/ I(#1:#7))

- Ex 3(App).#3:
  Well there have certainly been people who ... I've admired, and I've agreed with the way they do things. ... the common thread through all the styles which I have admired . . .. the fact that they've done the little things of the job well ... they've really had a focus on people, and they've never been too busy ... to see somebody, or ... if they know people are worried about something they will go to them, . . . if people are sick ... and that's been something ... that I've really taken from some people. (#3/1Q/ E-T/I(#1:#21, 22))

- Ex 3(App).#4:
  I've worked with some very good administrators too, but they haven't had those people skills ... and I've felt ... not only that something was missing ... but there was a lack of (community). I mean notes got out on time, and everything was well organised, there was no problem there. One particular principal I'm thinking of, after two years wouldn't have known the names of half the kids in the school ... and all those sorts of things ... . I think that ... whilst the administration side is important ... if we also say 'in this community we value respect and we value people and involve them' ... you can't say that without doing it ... (#3/ 1Q/ E-T/ I(#1:#22))

- Ex 3(App).#5:
  Irish priest, Dennis Murphy, I haven't read too much, ... he just seems to say what I could never say, but I think 'yes I agree with that'. A lot of things ... people like Covey ... whilst I agree with some of them ... they're more gimmickry ... the principles that Covey outlines ... yes I agree with them ... there was agreement, but it didn't touch me in the way that this Dennis Murphy did. (#3/ 1Q/ E-T/ I(#1:#23))

- Ex 3(App).#6:
  I see the principal as certainly one of the leaders in the school. I wouldn't see the principal as being the only leader in the school. (#3/ 1Q/ E-T/ I(#1:#19))

- Ex 3(Text).#7: (#3/ 1Q/ E-T/ I(#1:#1))

- Ex 3.2.a(App).#8:
  I take the view that whatever happens, this is part of the territory, and if stress comes from the feeling of disempowerment or whatever, that's part of the territory, and we have to live with that. (#3/ 1Q/ E-T/ I(#1:#3))

- Ex 3(Text).#9: (#3/ 1Q/ E-T/ I(#1:#4))

- Ex 3(App).#10:
  I think, I've got to look for ways … of getting around … decreasing the stress, and a good example is one of the things that is stressful, to me, sometimes, is if I have to deal with irate parents, or whatever, that can be stressful, particularly if it's an unpleasant thing. It's more stressful though, to me, if I don't do that or, if I don't say the things that I should've said, because I felt that it's going to land me in a bit of hot water, or whatever. So, at the end of the day, I can say well 'that was really unpleasant and that person will probably never speak to me again', or whatever, but at least they've got the message, but not only that person, everybody gets the message that, OK, well, we're fair dinkum about whatever. (#3/ 1Q/ E-T/ I(#1:#3))

- Ex 3(App).#11:
  Well the person I would find it most difficult to work with … would be the person who is not prepared to change, and I don't mean just do what I want them to do, but not be prepared to have a go at something, who think that they've got all the answers and this is it. … they're the people who I would target immediately as me having to do something about. Now if they don't (change), if nothing happens, then I would find it very difficult to accept that situation. … But everybody else … (he could work with*). … Well I always think if the enthusiasm is gone, and can't be fired up again, there is very little left.* (#3/ 1Q/ E-T/ I(#1:#32, 33))

- Ex 3(App).#12:
  <u>Interviewer:</u> *Have you got enough people in this school with the right qualities to achieve the goals you're on about and the processes that you want to implement?*
  <u>Frank:</u> *Staffwise?* (*"Yes"*) *absolutely.* (#3/ 1Q/ E-T/ I(#1:#34))

- Ex 3(Text).#13: (#3/ 3Q/ E-T/ I(#7:#42, 43, 44))

- Ex 3(App).#14:
  I suppose the thing that would give me most satisfaction is that if we had ex-students coming back and saying 'look … there was something about the school which really helped me and which I maybe (am) only now coming to the realisation of what it was, but there was something here which I'm really thankful for'. (#3/ 1Q/ E-T/ I(#1:#35))

- Ex 3(App).#15:
  I would hope that they would say the same thing about me as they said about the teachers, and that is 'oh yes we were treated fairly, that we were given opportunities to do things' … (#3/ 1Q/ E-T/ I(#1:#37))

- Ex 3(Text).#16: (#3/ 1Q/ E-T/ I(#1:#38))

- Ex 3(App).#17: (Bolded Text relates to aspects from repertory analysis – see Appendix C for background detail.)
  <u>Interviewer:</u> *'Quality' … you've used the term **Goal** three times … in the 'Quality' area. That seems to be one of your **Goals**, as expressed in terms of 'Quality' whereas you've put 'Teaching', 'Curriculum', 'Resources' in terms of the …*

Technical (aspect)/ Physical *aspects of the role. The People focus and the 'Relationships(/community)' and the 'Support' - they're your **Operational (aspect)/ Means**, they're the way you operate. That's what this is suggesting. You operate through a focus on 'People' and 'Support', 'Pastoral (care)' … . And you haven't put any of those elements directly in this whole area of process **Goals, Overall (goals)** and so on.* Frank*: Yes … the disadvantage I think when you see it like this, it almost looks as though there is some distinction, and in my mind there is no distinction between any of those elements. Because … 'Teaching' and 'Curriculum' of course relate to each other, but 'Opportunity' and 'Challenge' are there as well, and 'Pastoral Care', 'Support' (and) 'People'…* (#3/ 2Q/ P/ RA(#1A); I(#3:#8))

- Ex 3(App).#18:
  Interviewer: *This is suggesting that you separate, in your mind in reality, 'Teaching' from 'People' in the sense that your goal is always the human first, as a thing of value in itself … and that doesn't happen through 'Teaching', it's almost (in) some ways separate to 'Teaching'. (…)* Frank: *I don't divorce those two, or (see) that there is no connection between those two, and maybe your are right by saying my primary focus is on the person, because I believe that there is so much more to that. … But I certainly don't see them as distinct, and I don't divide my time, or anything like that … . … respect for the person, and caring for the person, and seeing the relationship, the link between somebody who is valued. I know what I'm like, if I feel that I'm valued … how much better I perform, how much better I feel about myself, so I think that's important.* (#3/ 2Q/ P/ RA(#1A); I(#3:#9))

- Ex 3(App)#19:
  Interviewer: *I would have the impression that … 'Teaching' and the 'Teaching' side of things has got to work from what I'm hearing … (as) valuing people first. If people are valued then they're ready to learn, then they're ready to teach …?* Frank: *And I think then that people are more likely to see themselves as part of the operation here and not just somebody who turns up at eight and leaves at three, and so they're prepared, I hope, to give a little bit more of themselves, while they are here.* (#3/ 2Q/ P/ RA(#1A); I(#3:#10))

- Ex 3(App).#20:
  APRE: *… (W)e usually meet on Monday morning and the first thing we do is go through the drum for the week, which is what's actually happening at the school during the week, and we discuss that and decide … if anything has to be done further by (SCO) or I, and then … if there's not too much on that week, we take other things that might be brought up at … the Tuesday meeting* (i.e., Staff Meeting) *or if it's something that we had talked about before and then we('d) got(ten) it into a stage where we really need to go over it and say is this what we want … .* (Interviewer then asked about the reasoning behind his holding weekly meetings?) *Well, I think Frank feels that he'd like to have our input as well … and we have our input, and we also have our say … if we've seen something that we were a bit worried about, or something like that, so we bring it up there too.* (#3/ 2Q/ TiU/ I(#4:#1))

- Ex 3(App).#21:
  SCO: *(The) purpose … is to predominantly go over what we're going to go over at the staff meeting the next day, and we probably weed out the things that are not relevant to take to the staff meeting, so that some decisions don't need to be made*

on a whole staff basis. It's to share the workload of the administration tasks, so … it might be tasks that one of us is more able to do, and to discuss any problems or issues that require a second or third opinion pertaining to all there is to the school … one thing, just as an example is that there was a library book taken out of the Library last year (i.e., removed from circulation as the content was considered unsuitable*) and that's the sort of thing we might discuss at an Admin. meeting, it's not really a curriculum issue as such but it's discussed.* (#3/ 2Q/ TiU/ I(#5:#1))

- Ex 3(App).#22:
  Interviewer: *Is Frank the leader of that group or is he a member, is it the sense that the three of you are working together?* SCO: *Oh no, I think that Frank's the leader of the group, he sets the Agenda, and we would discuss things from that Agenda, but we each take some things along ourselves as well.* (#3/ 2Q/ TiU/ I(#5:#2))

- Ex 3(Text).#23: (#3/ 2Q/ TiU/ I(#4:#4, 5))

- Ex 3(Text).#24: (#3/ 2Q/ TiU/ I(#5:#6))

- Ex 3(App).#25:
  (APRE) *Well I see him more as a person for people, much more like that, I think, he'll get the others* (i.e. tasks) *done, but he'll fit that in somewhere else, I would see him being for people first.* (#3/ 2Q/ TiU/ I(#4:#6))

- Ex 3(App).#26:
  SCO: *I think the people issues would be more important, your human resource frame* (Bolman & Deal, 1991, 1993; discussed with the SCO as part of this Interview) *would probably come to the fore there, if it came to the crunch, I think, yes.* (#3/ 2Q/ TiU/ I(#5:#7))

- Ex 3(Text).#27: (#3/ 2Q/ TiU/ I(#4:#7, 8))

- Ex 3(Text).#28: (#3/ 2Q/ TiU/ I(#5:#9))

- Ex 3(App).#29:
  APRE: *I find him able to work with all types of people. I've seen him … being kind … in places where you could lose your block and do that sort of thing, but I think he can cope with (pause) because he has a very calm nature.* Interviewer: *In interviewing Frank, … his answer to that question … was (that) probably the hardest persons he would find to work with are those (who) aren't willing to change, aren't willing to face the prospect of change?* APRE: *Well he doesn't … show that outwardly, I don't think that people who are that way know that. Pretty sure they don't.* (#3/ 2Q/ TiU/ I(#4:#9, 10))

- Ex 3(App).#30:
  The interviewer suggested various types of staff "styles" that might best "fit"/ least "fit" Frank's style and suggested examples for reaction. For example, best with the "yes" people who'll do exactly what the boss says; best with those who'll stand up for their own views; those who are easily led; or those who think for themselves? SCO: *I guess I fit one of those models … I'm one that's sort of the antagonist I*

know that, and I never feel intimidated to be like that, and yet people who say 'yes', he seems to respect them as well … (#3/ 2Q/ TiU/ I(#45:#10))

- Ex 3(App).#31:
  APRE: *…(W)ell just say someone said 'well we are not allowing parents to come into the staffroom anymore'. Well he would listen and say 'look I think we gain more by allowing them in than not allowing them in, so I think you need to be sensitive to this sort of thing'. He didn't say 'no we're not going to do it' or the other way, he did sort of say 'oh yes well' (…)* (When asked for possible examples where Frank might feel strongly enough to reject something): *I feel that if something came up, and he felt that way, he's a strong person that way, I'm sure he would … .* Interviewer*: His style is to work with everyone where they're at, so it's very rare that he ever has to stamp up and down anyway, because he can work quietly and avoid the problems?* APRE: *Well I find him that way.* (#3/ 2Q/ TiU/ I(#4:#11, 12, 13, 14))

- Ex 3(App).#32:
  (SCO) Interviewer: *What kind of things would he encourage and support and applaud and see as good things versus those he just quietly discourage(s), … not get too worked up … versus 'that is not at (this school), that goes against what we're on about'?* SCO: *Well I've never heard Frank say that about anything, he's just not a strong person in terms of, I mean he has strong views, but he never comes across as a strong person.* Interviewer: *So he displays a role of tolerance to a whole range (…)* SCO*: He does, he's one of the most tolerant people I know, it's almost frustrating at times … but he would stand his ground on things as well but never in an imposing or strong way …* (#3/ 2Q/ TiU/ I(#5:#13, 14))

- Ex 3(Text).#33: .(#3/ 2Q/ TiU/ I(#4:#20, 21, 22))

- Ex 3(Text).#34: (#3/ 2Q/ TiU/ I(#5:#19, 20))

- Ex 3(Text).#35: (#3/ 1Q/ E-T/ I(#2:#1))

- Ex 3(App).#36:
  Interviewer: *So working towards that something* (see Ex 3(Text).#35)) *is the goal in itself.* (Frank: *"yes"*) *The end product is not incidental, that puts it too lightly, but it's the process. … if every individual in the organisation is into this self-renewing cycle, those efforts will all add together, to achieve the school becoming a self-renewing organisation"* Frank: *That's right … I know this sounds a bit holy, but I think about the Kingdom of God. We are not working towards … the Kingdom of God, but by the process of working together, we create … the Kingdom of God.* (#3/ 1Q/ E-T/ I(#2:#2))

- Ex 3(App).#37:
  Frank agreed with the following Interviewer summary: *You emphasise very much … starting at the personal level, that every person has this commitment, and you spoke about this* (i.e., previous Interview: I(#1)(1Q)) *when you spoke about the elements that are important to you, your own personal growth and renewal … as all part of this. So, it seems to me that everything you think about self-renewing processes emanates from that bottom personal level as an individual.* (#3/ 1Q/ E-T/ I(#2:#9))

- Ex 3(App).#38:
Well, . . . those outside, or system demands have to be filtered . . . through what we believe is important in this school . . . . if we reacted to every demand then I think we'd be doing ourselves a disservice. So we have to be firm about that and confident that what we are doing is what we want to be doing, and what we believe in, and if system demands . . . sometimes don't fit in with that, then I suppose that . . . it's compromise (. . .). <u>Interviewer:</u> *Because at times the system expectations for very good reasons will be greater than the time available to do them in, or greater than the pace which you feel . . . your organisation . . . could handle these things.* <u>Frank:</u> *That's right. But . . . that's something . . . we have live with . . . it's up to us, . . . if we believe in that strongly enough, . . . then what do we give up to ease that. . . . that's the decisions we have to make.* (#3/ 1Q/ E-T/ I(#2:#9, 10))

- Ex 3(App).#39:
<u>Interviewer:</u> *… (I)f you want each person to be in this cycle of self-renewal, how do you then focus or direct those energies in some useful direction, rather than having them all flying around like atoms in a glass jar?* <u>Frank:</u> *Well, that's when we get back to the …* (pause: <u>Interviewer:</u> Thr*ee terms: Quality, Community & Opportunity?").* <u>Frank:</u> *Yes, and this is the understanding of why … (that is) important, why is quality, why is community why is opportunity important.* <u>Interviewer</u>: *So there has to be conversation about the shared goals?* <u>Frank:</u> *Exactly, yes. And it's not just that I think they're important. If I thought people were doing it for me ... I don't think that's good enough. People have got to have a better understanding of why. They just happen to be three words that I use, and they're not the only words, but I think the underlying reasons of why a Christian community should be self-renewing, you know, can be categorised ...* <u>Interviewer:</u> *Under those three terms?.* <u>Frank</u>: *Yes.* (#3/ 1Q/ E-T/ I(#2:#3, 4))

- Ex 3(App).#40:
<u>Interviewer:</u> *And what specifically is your part in this ... just (that) you're one of those? You are there sometimes to stand out front, sometimes just to be part of the group?* <u>Frank:</u> *Yes ... that's right, I'm a part of it, and my role is no more or less important, than anybody else's. And it might be more public, in a sense, or it might have a higher profile, but it is no more important or less important than the classroom teacher, than the cleaner, than the (…) and the way we get that message across. See if the cleaners, if we didn't include them in any staff functions, for example, and the staff photo then we would be saying to them well your role isn't (important). So it's all about getting that message across, and if the cleaners have a role they've got to understand ... their part in the whole scheme of things as well.* (#3/ 1Q/ E-T/ I(#2:#5))

- Ex 3(App).#41:
<u>Interviewer:</u> *… (B)ecause of the realities of life, it's not always possible to communicate perfectly with every person about every situation, so there's probably … a pyramid there of some kind. Who are some of the people at the top of that pyramid that you're communicating with constantly about this vision you're going on with or heading towards or whatever?* <u>Frank</u>: *Well, I think the Admin., we'll call it the Admin. Team.* (<u>Interviewer:</u> *yes, APRE, and SCO*) *Well we have a meeting every Monday morning, and whilst part of that is … organising things and what are we going to do … we also try and include, if something comes up or if one of us have been away to a whatever, … we talk about it, and I think that's important*

too, so that we understand (what) where we're on about, … where each of us is coming from … (#3/ 1Q/ E-T/ I(#2:#6))

- Ex 3(App).#42:
  Interviewer: *… (Y)our Admin. Team is an important think tank for you? … like a sounding board?* Frank: *Yes. I find that … both (APRE and SCO) I mean, my fear would be that I'm making decisions, or that I, without seeing … the actual … effect or … what those decisions really mean in the classroom. I just find that (APRE) and (SCO) are very good at saying, 'well wait a minute, if we do that, then … this is what's going, or we can't do that because …' . So it's a sounding board and … I just find it very good to hear other people's opinions. … and also there's a sense of security that you have in a small group, that you don't … necessarily have in large group, I mean you probably can't say as much in a large group. (#3/ 1Q/ E-T/ I(#2:#16, 17))*

- Ex 3(App).#43:
  I think it's tremendously important for the Board to work to come to some understanding of the mission of the school, what it means, how that relates to … practical every day happenings in the school. (#3/ 1Q/ E-T/ I(#2:#6))

- Ex 3(App).#44:
  Interviewer: *I hear you say that you don't allow system expectations to become blocks, they have to be filtered. You have to look at those in terms of what you're on about. You certainly don't throw them out, but you have to try to balance it up against the whole picture. Are there internal blocks to … what you're trying to achieve.* Frank: *Well … I think the biggest stumbling blocks, … would be people who are not open, or … may be outside the school, such as … dealing, working with groups like the Parish, or working with groups in the Parish, … who are heading down a different track … completely. And I find that very difficult, and that's a stumbling block, I mean if we are going to operate as a Church, as a part of Church, as a real community, well we can't say, … this is the school community, and that's the Parish community. But at the moment, I think that's what I see happening. (#3/ 1Q/ E-T/ I(#2:#18))*

- Ex 3(App).#45:
  Interviewer: *You're not talking about any blocks within your school, you see them as outside, is that a fair summary? … you've got lots of good people here who fit in to this possibility, who make it possible. … the world's not perfect, but you feel you've got enough ingredients here,* (Frank*: "Yes"*) to *achieve the ideals that you're after?* Frank: *Yes, I mean … some happen more easily than others, but I think there's the possibilities and potential (…). (#3/ 1Q/ E-T/ I(#2:#19))*

- Ex 3(Text).#46: (#3/ 1Q/ E-T/ I(#2:#20))

- Ex 3(App).#47:
  (A)s opportunities, or as I get word or as initiatives evolve, … I always try, at least to bring them to that first meeting, here (i.e., to the Administration Team*), and I might disagree with them, or I might say well that's not for this school, or whatever. But rather than make that decision, I'd always try and bring it to the, at least the first meeting, and then I may say, look, … I think this is not for this school, or I don't think this is something that we should be involved in, or the other way*

around (…). Interviewer: *So, if those two people say, yes we agree, fine, and if they say oh no hold on, you're missing something here, then you'll (…).* Frank: *Yes, and then it can go further. So … that could be things like, … say, I'm not a creative arty type person, so it might be in my nature, every time I see something, to do with, art work maybe* (Interviewer: *"push it aside?"*) *yes, …and not give it the priority that it should be given.* (#3/ 1Q/ E-T/ I(#2:#21, 22))

- Ex 3(Text).#48: (#3/ 1Q/ E-T/ I(#2:#23, 24))

- Ex 3(App).#49:
  Interviewer*: How do you self survive? … . Have you got any ways to ensure self-survival, because the demands and your commitment to the role, mean that you'll constantly give? That's your style and it's also dictated to you by your whole philosophy.* Frank: *"Well, I think … if I didn't think it was worthwhile, if I didn't think … the message of going through process like that, if I didn't think that it had wider implications, … for everything that happens, then it probably wouldn't be worthwhile.* Interviewer: *So it's your clear belief in the value of what you are trying to do. That ultimately (…).* Frank: *Yes, in the end that's the only thing that I can see will give me, will make it sustainable for me, and I don't think anything else will.* (#3/ 1Q/ E-T/ I(#2:#30, 31))

- Ex 3(App).#50:
  Interviewer: *I would have thought, from what I've heard you say … anything that doesn't offer you the opportunity to follow the right process in your mind, that process of building community, you'll be very negative about. Because it's this process that builds community, is that a fair summary, or (…)?* Frank*: Yes, I think so, and that's, well, I suppose that's one of the touchstones as well, that we … judge or filter everything through. You know, how does it fit in with what we're doing.* (#3/ 1Q/ E-T/ I(#2:#25))

- Ex 3(Text).#51: (#3/ 1Q/ E-T/ I(#2:#26, 27))

- Ex 3(App).#52:
  Interviewer: *The demand on you, as I hear it, is very much the demand from the philosophy you have about what you think is a good community, a good catholic school. That's the first and foremost demand, before anything else comes in, it has to be filtered through that. Are there other key demands … that appears to me to be the one that always will come first in your mind?* Frank: *Yes, well certainly, I feel … in any situation, we have to be consistent and even though at times, it might be awkward, you have to be, if that's the goal, and that's what we're working towards … .* (#3/ 1Q/ E-T/ I(#2:#28))

- Ex 3(App).#53:
  Interviewer: *The constraints, … you felt that maybe there are groups, as part of the church, that aren't heading down the same path, or it's hard to find the same path, and so on, that's a constraint. That they tend to be outside your organisation in your mind … not within.* Frank: *Well, there are constraints within, like, if there is change, … like, the PDE program, I often, I think we could have gone about that a few ways. But you can't have change, without … education beforehand, or you can, but … if you believe that … the only way to change comes with education, comes with consultation, comes with … including as wide a spectrum as possible,*

*then in some ways, that can be a constraint, time-wise, energy wise, and
emotionally wise … .   I mean the more you adopt that stance, then the more you
allow people to contribute, sometimes the more they bloody well contribute. …and
sometimes you think, well, is it worth it, … let's just do it, but … you've got to be
consistent. (#3/ 1Q/ E-T/ I(#2:#29))*

- Ex 3(App).#54:
Interviewer: *… (w)hat are some of the key opportunities you see in this school for
you to achieve the sorts of aims you're on about? People, your belief you've got
good people here, seems to be one. Your belief in the process that you're trying to
operate, your confidence in the process, seems to be another opportunity. Would
there be other things that I haven't recognised?* Frank: *Yes, well I find it difficult
to think in, I mean, it has become for me, now, I think, just a way of doing things.
You know, I don't see it almost as though well this is the way everybody operates,
and I don't … I think the one that you said about the community … is a big one, for
me, and, I suppose, it comes down to what I said before, that if we are authentic
and if we are (…).* Interviewer: *We create our own opportunities?* Frank: *Yes.*
(#3/ 1Q/ E-T/ I(#2:#32))*

- Ex 3(Text).#55 (#3/ 1Q/ E-T/ I(#1:#10., 15))

- Ex 3(App).#56:
(Quality) *"I was thinking that … we aim high, that we try to provide quality in
everything that we do … it doesn't always end up that way but … that's a goal …
and if we aim for high quality …* (#3/1Q/E-T/I(#1:#10))

- Ex 3(App).#57:
(Community) *I'm convinced that whenever groups get together, whatever binds
them together, the strength in community and support in community that can be
found, is worthwhile. It has all those little connotations of … participation, of
involvement, of everybody, and all those things … because of that understanding of
ourselves as being (a) christian community …* (#3/ 1Q/ E-T/ I(#1:#11, 12))

- Ex 3(App).#58:
(Opportunity) *I was thinking mainly of what we provide, what the school provides
for students, and we <u>could</u> provide the basics … but I thought we'd have to go a bit
further than that as most schools do. We don't force anything, but we do offer
opportunities for kids to become involved in whatever … but it goes wider than
that, it goes to the staff. The staff must be provided with opportunities to develop
their own qualities or strengths, and so on. … and it also goes to … the general
community. Where are the opportunities that we provide for people to develop
their faith, to develop their … understanding of school, and so on?"* (#3/ 1Q/ E-
T/I(#1:#12))

- Ex 3(App).#59:
*(B)y providing opportunities … we're really challenging people to do things, and I
say to the Board it's up to you to challenge me, if you see me make a decision and
you think 'well wait a minute that sort of doesn't fit in with our Mission Statement'.
You've got to challenge me, but you can't challenge me without also supporting me
… that's a very important part, so don't challenge me if you're not going to support
me … and it's … with staff … if staff are having difficulties … we've got to provide*

opportunities. We can't say to staff ... 'this is what you need to do', without also supporting them as well ... and the staff with kids. We have to challenge them. ... it might be a challenge about their behaviour, it might be a challenge about their work, it might be a challenge about their involvement in whatever. We can do that, but we've also got to provide support for them. (#3/ 1Q/ E-T/ I(#1:#13))

- Ex 3(App).#60:
Well, I think the staff would know the three words, and in my assignments I would write under those three headings. It probably wouldn't be (wider). ... since that time ... I've never thought ... there should be a fourth one ... perhaps somebody else was thinking, 'well what about?', but I've always been able to operate with those three things. (#3/ 1Q/ E-T/ I(#1:#14, 15))

- Ex 3(App).#61:
<u>Frank</u>: *Yes, well 'Quality' now, (I) just think more appropriately, oh this is becoming a big word, 'authenticity', and mainly that's got to do with my study. This concept of 'authenticity' (<u>Interviewer</u>: "Meaning being fair dinkum, is that equivalent to your concept of being fair dinkum?") that's right. ... like I'd have grave misgivings about a situation where ... from my point of view, what I was saying I didn't really believe ... I knew it was not true ... and in the same way I have real difficulty operating in situations where that happens. ... I think it's got for me ... a more christian aspect to it. 'Quality' is sort of ... a clinical result-driven thing ...* (#3/ 2Q/ E-T/ I(#3:#1, 2, 3))

- Ex 3(App).#62:
<u>Interviewer</u>*: ... (H)ow is your study saying that? ... what's coming through the study?* <u>Frank:</u> *Well looking at Leadership mainly, and what effective leadership is. Trying to avoid complicating ... I mean there's a lot ... of aspects involved ... there's a lot of theories and whatever around. But in the end ... what I have to work out for myself is what I think is important ... in the long run, and in the long run I just think people see authenticity, and I see 'authenticity' as something which will, it's here today but it will still be here ...* (#3/ 2Q/ E-T/ I(#3:#4))

- Ex 3(App).#63:
... I use 'Quality', because people sort of seem to understand it. (#3/ 4Q/ E-T/ I(#8:#52))

- Ex 3(App).#64:
... (O)ne of the things, that I would ... probably try and always keep aware of is that I (do not) ... exhibit some of the things that I would hate to see in other people, ... who are not open, or who ... sort of lose their enthusiasm and whatever. And, so I have to keep coming back to myself. ... and I realise I'm a product of ... a particular system, a particular upbringing, a particular schooling system, and so on. And that may be so entrenched in me that I just think 'well that's the way that everybody does it, and it's the only way', so I mean there's that, from that point of view, there's that which could be and probably is a blockage to certain opportunities which could happen. (#3/ 1Q/ E-T/ I(#2:#20))
 (Note: This is also a partial extract of Ex 3(Text).#46.)

- Ex 3(App).#65:
  <u>Interviewer</u>: *The 'Christian Brother' thing ... what does that mean? What's the 'Christian Brother' concept in your mind, what's a 'Christian Brother' school ...is it a bureaucratic school? . . . you say you perhaps perceive that you . . . perhaps are a product of your environment?* <u>Frank:</u> *Well it's just a way of viewing things. ... I'd be the first to say that it's a very male ... thing, I'm conscious of that, but I know that's how I view things, I mean I try not to or I try to get a balance ... it's a very <u>loyal</u> thing, and I have difficulty with people who do not show loyalty to the school or to the Community. I think all Christian Brothers feel that there was loyalty to the school and to the team. That's not necessarily a good thing, but ... that's just part of me. I'm aware of it. It's almost ... an assuredness or a confidence that* (pause: <u>Interviewer</u>: "Y*our world view is the right one?"*), *yes, that you know what is best ...* (<u>Interviewer</u>: *"And therefore the world perhaps should not question!"*) <u>Frank</u>*: Yes, and therefore, when a situation arises, where people questioned or people start saying, 'well wait a minute, that's not right' ... and then it comes back to loyalty, this person isn't being loyal to the school.* <u>Interviewer</u>: *And so you find you have to step outside that, consciously step outside that?* <u>Frank:</u> *Yes.* (#3/ 3Q/ E-T/ I(#7:#46, 47))

- Ex 3(App).#66:
  <u>Interviewer</u>: *I made some notes after our last visit and I'd like to put them to you to see whether I'm accurate or not. When I asked you about the 'Christian Brother' concept, you were trying to talk about ready acceptance, non-questioning of decisions. You spoke ... about Brother ...* (<u>Note</u>: a much respected and now elderly Christian Brother and former principal now working part-time as a counsellor at a local Catholic high school. Also a squash partner to Frank!) *citing the first time, at a P&F Meeting, or whatever, that a woman said 'I don't agree Brother', and you said how that paradigm shifting experience for Brother ... was just totally challenging.* <u>Frank</u>: *Yes.* <u>Interviewer</u>: *What it seems to be getting at ... is that you're pinpointing the transition from representative democracy where 'we will decide for you', to participatory democracy where people will be involved in what goes on. But in this interview today, I've almost heard a shift again ... your thinking has shifted from participatory democracy to a recognition of lay and professional roles.* <u>Frank</u>: *Yes, yes, yes that's right, that's right ... that's becoming very clear that there is a distinction and in a sense . . . I'm finding the more that ... I operate like that, the more it brings a certain sense of certainty and confidence to the situation, and it gets back to this professionalism too, crikey, I think we've undermined the teaching profession through this 'what do <u>you</u> think we should be doing' ... and the inference there is ... 'what do you think <u>we</u> think we should be doing. We're not really sure, and we need you to' ... (unfinished).* (#3/ 4Q/ E-T/ I(#8:#53))

- Ex 3(App).#67:
  <u>Frank</u>: *Well, the research ... most of the thought in my mind goes on after ... you leave. I mean I just talk to myself and say now what's ... (unfinished).* <u>Interviewer</u>: *Can you suggest how, or some example ... (of how) it (has) brought issues to the front of your mind?* <u>Frank</u>: *Well, I think ... I go back to what sort of influences have made me operate the way I (do). I certainly think the Christian Brothers have done that ... . And I thought now how, how did the Christian Brothers operate their school, what did they operate on. And yes, well I wasn't real impressed ... . I think there's a lot of good things, but there were some other things which weren't real, weren't the way I wanted to go ...* (#3/ 4Q/ E-T/ I(#8:#46, 47, 48))

- Ex 3(Text).#68: (#3/ 4Q/ E-T/ I(#8:#19, 30))

- Ex 3(App).#69:
  Frank was visibly enthusiastic about the budgeting approach he was adopting
  because he believed he was realising a stronger link between finance and
  curriculum - teaching and learning. *"Yes, and I think it opens up opportunities for
  people."* Frank was also invited to talk about the sources of his confidence in the
  approach he was taking in that task area. He expresses satisfaction in terms of what
  he considered to be enhanced teacher professionalism*: "... (W)ell I ... just have
  seen teachers who have some really good ideas. I just think that they should be
  given an opportunity, and I've also seen that it's teachers taking a bit more ... of a
  think about <u>why</u>, ... what's happening in their room ..."* ..(#3/ 4Q/ E-T/ I(#8:#40,
  29))

- Ex 3(App).#70:
  The notion of enhancing teacher professionalism arose, again, within the
  context of discussion about Frank's Program Budgeting approach, in November '97
  (5Q). Frank was asked whether the experience he'd gained from working in that
  task area would have any impact on the approach he'd take the next year. Whilst
  recognising that he might be *" ... (B)uilding a rod for my back"* he was positive
  about and committed to continuing an approach which both encouraged and
  facilitated the 'professionalism' of teachers: *"... (T)eachers will say to me 'listen
  Frank, this is <u>my</u> classroom ... and ... I know (what) is happening and it really
  needs to happen and we really need this* (i.e., resource*) ... you can't say no to this
  sort of thing'.* (#3/ 5Q/ E-T/ I(#9:#6))

- Ex 3(App).#71:
  Early in the data collection period (September '96: 1Q) the researcher had sought
  understanding of the principles which guided Frank's day-by-day actions as principal. At
  that point the researcher surmised that Frank's day-by-day, week-to-week direction was
  guided by a broad and flexible in-built mental-map, and secondly via the personal
  implications of the three concepts: *Quality*, *Community* and *Opportunity*. His mental-
  map was surmised to focus around the notion of there being right "processes" to be
  realised rather than "good practice" being perceived to focus upon any imperative for a
  particular product or outcome. This tentative interpretation was put before Frank in
  March '97 (2Q) as part of the process of member checking, for validity, and he approved
  the interpretation as being accurate. (I(#3:#1)(2Q)):
  *... (T)here's a picture in my mind, but I wouldn't like to come in to any school ... to
  think that my picture was the only picture, or my picture was the best ... . So I do
  have a picture in my mind ... but I have a picture more of the processes ... and
  there's this hope that from the processes this picture will emerge ... . I've got to
  (be) clear in my mind ... what my role (is) and who I should be working with, (and)
  the way I should be working, because I believe from that emerges the sorts of things
  you would want from a christian community.* (#3/ 1Q/ E-T/ I(#1:#8))

- Ex 3(App).#72:
  The researcher perceived that Frank accorded primacy to "process" (means-based
  factors), based on a belief that if the process is "right", then an appropriate and reasonable
  "product" would follow. However, not only did Frank have confidence in the process,

this, in itself, also became a self-reinforcing source of empowerment and satisfaction for him in his role. (Again Frank approved this interpretation: I:(#3:#1).)

Frank's explication of this notion was couched in terms of his school's implementation of the diocesan Personal Development Education Program (PDE) which had been extremely controversial in parts of the diocese during '96, and especially so in the local district. Part of the required implementation process (Diocesan PDE policy) involved *all* Schools establishing a PDE Implementation Committee with diocesan mandated requirements as to membership composition, including having parent and community members. An incessant flow of "Letters to the Editor", appearing in the local newspaper, occurred across the entire year. Further there were many difficult meetings of parents in particular Schools and district-wide meetings with the Director of Education and Diocesan Supervisor of Religious Education for the diocese (together and separately) across the year.

> *The whole way that we went about it was couched … under those three headings* (i.e., Quality, Community and Opportunity*). And I hope and I said to parents that . … in the end, really, if we didn't want this, we wouldn't have to have it. So we'd have to give it a well thought out and well researched (go), we'd have to have that process, and it caused a lot of anxiety, but I must admit … I felt very little stress over the whole of it. People* (i.e., for example, other educators) *would come or ring me and say … 'how do you cope?' because I was convinced that the process that we were on was the right one, that it was giving the message clearly to the community in general for future operations, that if there is conflict involved, and certain things we're not … going to dodge … that this is a part of how a community operates. Thirdly, also, I think as far as the staff and committee were concerned, people saw that even though there was a lot of name calling and bitchiness, and so on … there was a good opportunity for the staff to demonstrate the sorts of qualities which we're trying to engender, trying to promote and continue, in the community, and … staff members on the Committee … sometimes people would have a go at them. They responded in a Christian … way, and I thought … I could write in a newsletter for the next hundred years … this is exactly what people need to see and hear and so on. So you know, that's what I was getting out of that whole process, not the bitchiness and all of that, that was happening, but I thought this was such a good opportunity for people to see …* (#3/ 1Q/ E-T/ I(#1:#17))

- Ex 3(App).#73:
      In June '97 (3Q) Frank responded to questions about progress, to date, in the development of the school Maths Program: *Maths has been sort of the catalyst to look at something which will cover all our KLAs, so that we don't have to keep doing the same thing over and over again.* (#3/ 3Q/ E-T/ I(#7:#12))

- Ex 3(App).#74:
    One aspect of Frank's personal model for comprehending good curriculum development was a new "taking of control" of the development process. Frank had felt that the development of the school English Program had been too much driven by external influences.
      Interviewer*: So you've tried to ground this whole thing in your own school context, ("Yes"), and am I right in understanding … that you feel strongly about that because you felt that the English was driven by outside forces, and not necessarily for positive results for your school?* Frank*: Yes, I just thought there was a …*

(unfinished). Interviewer*: Mixed messages?* Frank: *Yes, and it left a funny idea of curriculum change, of what curriculum change was, in the minds of a lot of people. … The funny idea was that it's simply a matter of writing something or photocopying something from somewhere else, putting it together, and it's done.* Interviewer: *Wasn't meaningful?* Frank: *Yes, whereas … I think that it can be, curriculum change should be, well, it's the difference between a teacher and a teacher aide, I reckon, you know, if you, if teachers say that you know, I just want to be with kids, I just want to work with kids, and that's all I want to do, I don't want to do anything else, then that's a teacher aide. And it's this curriculum change that makes the big, is the difference between a teacher aide and a teacher, say. Teachers have to be involved in curriculum change, but again that decision, they can either be involved by just following a set of set criteria, or just … (unfinished).* (#3/ 4Q/ E-T/ I(#8:#16, 17, 18, 19))

- Ex 3(App).#75:

    In November '97 (5Q) Frank revealed another dimension to an understanding of the nature of the evolution in his thinking about good school development processes. This centred upon a much clearer notion, in his own mind, about the proper stance to be taken with regard to lay and professional roles during school/ curriculum development activities which, in turn, impacted upon the professionalism of teachers. Thus the excerpt begins as an articulation of the "Teacher Professionalism" metaphor and concludes in the language of Frank's "Shared Wisdom" metaphor (see Frank's case report in Chapter 4):
    Interviewer: *Why the change in your thinking this year, can you trace where that change has come from, because the last time I interviewed you* (i.e., 4Q), *you were very enthusiastic about the new way you were looking at this whole thing about promoting the professionalism of the teachers … .* Frank*: Well the change of attitude I think has come … I was writing the Maths Program … 'Community Expectations', and I wrote this, parents didn't write this, I wrote this, so it says:* (reading from the document): ... "The community expectation towards the teaching and learning of maths is quite simple. Parents expect that we teach content (i.e., concepts , knowledge, skills and processes) which reflects the qualities of range and balance, integration and sequence, and which is consistent with the syllabus". *Right, so when the person sends a child to school, they expect that there is some standard, and they expect that this school meet(s) that standard, and in curriculum that standard is the syllabus … so they expect … there won't be any sort of mickey mouse thing that they're being taught, they will be taught what is being taught in every other school.* Interviewer*: So that parents defer to … professionalism, to the staff?* Frank: *Well this is how I put it:* "Parents expect the teaching methods used complement the learning styles of the students". *So … there's no question in your mind, when you go to a doctor, that you're getting (a) competent doctor, there's no question, until of course … you have some evidence to base it, but when parents send their kids to school, they expect that the teacher knows what they're doing, right. We're not, in my mind … going to parents and saying 'what do you think we should be doing?' There's no question of that … Parents of this school have also shown through their spending priorities, not because we've asked them, but through their spending priorities in the P. & F., that they expect the children have access to good resources including technology which is probably why they spent so much money on it. … so the last one:* "Complementing these expectations of parents is a professional respect given to the staff in the development of curriculum programs for the school. Parents of students in this school would see their main role in the curriculum development process as one of supporting the implementation of the programs through

financial and/or voluntary assistance." *So … that's the involvement of parents, by supporting the program through financial or voluntary assistance.* (#3/ 5Q/ E-T/ DA: I(#9:#8,9))

- Ex 3(App).#76:

    Referring to the development of the Maths Program, Frank offered an explanation which represented a seamless integration of his "Teacher Professionalism" and "Shared Wisdom" metaphors (see Frank's case report in Chapter 4):

    Interviewer: *You spoke in September* (4Q) *about, taking a very different tack to the production of the maths program from previously, that the school would be much more assertive in exercising it's own rights* Frank: *We're not … I hope it doesn't sound as though we're becoming more arrogant or aloof, or anything like that. I mean, I think we are just following or just doing what we should be doing … and what we are capable of doing. And every time we go out and we ask people, …for their opinion and so on about something, which we know we should be doing, is undermining that professional side. … no other profession … but Catholic schools I suppose, … since (name) has been Director particularly, have always been big on consultation … . And I'm trying to reconcile how does that fit in, … where is the parent involvement in the curriculum? Is it at Board level, where they ratify a curriculum policy, is that community involvement? … because it's certainly not, I'm just absolutely convinced that … community involvement is not at the development stage, at the program writing stage, … it's not, and I think … it's information and education. So you are involved because you('ll) know … what to expect … what your child is going to be doing, (so) you can monitor that, you can assist … what's happening … but that's not consultation. … if I go to be consulted about something, or if I am involved in consultation, then I would expect that I have … an input, but (this is) the first time I have ever come across people who consult other people who know less (than) themselves … about a topic. … See I've always had this problem with consultation, and it suddenly dawned on me it's not consultation, it's information and education that we should be doing …* (#3/ 5Q/ E-T/ I(#9:#12, 14))

- Ex 3(App).#77:

    Frank provided further illuminated regarding his thinking processes when he referred, with evident satisfaction, to the occasion of his presenting the school's Program Budget to the Board. This excerpt also spotlights the reality that several key elements of his microcosm were closely interconnected. In this excerpt his "Christian Brother" metaphor, his "Shared Wisdom" metaphor, his mission to enhance the professionalism of teachers ("Teacher Professionalism" metaphor'); and his newly acquired understanding of "'Good' School & Curriculum Development Practices" converge (see Frank's case report in Chapter 4). In addition, Frank suggested that his insights had evolved in significant ways:

    Interviewer: *We were talking about the 'Christian Brother' metaphor and what you're saying at the moment is that there is a tension between the metaphor where you don't consult and the tension between over consultation, and … how did you see the Budget fitting into that situation? That you don't show parents the budget in order to ask them 'is this OK?'?* Frank: *Yes,… I went (to) the Board last night* (i.e., mid-November, '97:5Q), *and in my mind, there's no question that the budget would not be approved. I mean … that's not the process. I suppose a few years ago I would have gone and presented it and said 'what do you think, and do you*

think that we need to do this, or do you think we (unfinished)'? (#3/ 5Q/ E-T/ I(#9:#1))

- Ex 3(Text).#78: (#3/ 2Q/ E-T/ I(#6:#2))

- Ex 3(App).#79 (Emphasis added):
  <u>Interviewer</u>: *Is it a conflict between support and supervision you're trying to figure out. How much are you **supervising** them, and how much are you **supporting** them, and how much of each should you be doing?* <u>Frank</u>: (agreeing and articulating uncertainty): *And given the opportunity ... will the results in the end be better, because ... that model that was being used at Beerwah, I have certain reservations that … it set boundaries which people could operate in, but I think for some people, it would have limited ... if he* (i.e., the "Beerwah" principal and the key conference speaker in this instance) *would have said 'oh well, that's all they have to do, as long as they do that I'm right'.* <u>Interviewer:</u> *And that conflicts with your mental model that I've heard from previous interviews, that you see this process of self-renewal focuses first and foremost on each individual person. If each individual is in that phase, then you can harness those energies together, and you feel ... that sort of supervisory model might actually limit the potential of people?* <u>Frank</u>: *Yes, and develops ... the mentality that as long as I'm doing what gets me through is fine ... but there's a fine line somewhere … (unfinished).* (#3/ 2Q/ E-T/ I:(#6:#2, 3, 4, 5, 6))

- Ex 3(App).#80:
  <u>Interviewer:</u> *What is the relationship between professional satisfaction, and personal? We're almost saying here that you're driven by a personal satisfaction. The professional is important, but lesser so, because what drives you are people values, if you like, rather that educational values. It's the people values first, then you want to achieve goals, and you want a good school, but your good school comes from valuing people and so on. ... you said once* (I:#2 (1Q); see Ex 3(App.)#49) *... that if you didn't believe in what you were doing, then you wouldn't have the energy levels to survive, that you have to believe in what you're trying to do, and that's got to be tied up with your whole perspective on the meaning of life, and in terms of 'Spirituality' and so on. ... is that what you're trying to express when you talk about the 'Beerwah' thing, that's what (is) just not there for you?* <u>Frank</u>: *"Yes . . . I was surprised at the what is the seeming lack of* (<u>Interviewer</u>: *"very clinical!"*), *yes ... and I just thought that* (the Speaker) *... he obviously spends a lot of time at school, and that's become his life but it probably divides his time up* (<u>Interviewer</u>: *"in categories?"*), *yes like ... this is school time, and this is family time and this is whatever.* <u>Interviewer:</u> *Whereas you see it (as) more integrated?* <u>Frank</u>: *Well, yes, it's life ....* (#3/ 2Q/ E-T; P/ I:(#6:#16, 17, 18))

- Ex 3(App).#81:
      Later in the period of data collection (September '97:4Q) Frank had made a significant personal link between budgeting approaches ("Program Budgeting" (e.g., Caldwell & Spinks, 1988, 1992) and what he considered to be "good" curriculum development strategies. Interwoven with this connection was the problematic issue, for him, of carrying out appropriate curriculum supervision practices. The researcher elicited a response by first asking Frank about the origins of this new insight into his making such a connection between budgeting and curriculum development:

Frank: *Through my study, through my last residential. I guess that just confirmed a few things for me ... like I'd been tossing them up ...* Interviewer: *... the last residential, what was it focussed on?* Frank: *It was ... legal and financial management of schools, and the financial management we'd basically looked at the rationale of budgeting ... and different types, and budgeting as management of resources and budgeting as really part of the curriculum supervision of the school.* Interviewer: *So the approach you took at that residential was consistent with the Caldwell and Spinks* (1988, 1992) *type of approach?* Frank: *Yes, yes ... there's a lot of correlation ...* (Note: Frank had been reading Caldwell & Spinks (1988) at the suggestion of the researcher who was also peer principal at that time, since the researcher had addressed principals, at a diocesan conference, about such approaches and Frank had approached him - after his study residential and outside the research focus - about the topic area, indicating a desire to learn more.) (#3/ 4Q/ E-T/ I(#8:#24, 25, 26))

- Ex 3(App).#82:
    Referring to his program budgeting approach and within a context of evident satisfaction with the task area, Frank articulated a justification(at that point in time for his evolving understandings) for his preferred model of practice for curriculum supervision (November '97: 5Q). He was, again, emphasising the links between a conceptualisation of budgeting processes which promote good curriculum development and his "Teacher Professionalism" metaphor. In turn this set of beliefs assisted him to define appropriate curriculum supervision practices:
    Interviewer: *Why are you happy with that now* (i.e., the budgeting task area) *... because you feel you've empowered the professionals, and the professionals are telling you ... what's needed?* Frank: *Well, I hope that ... the teachers see this, and it might take a few years, but I hope that the teachers see this as putting them in charge of their classrooms. I mean I'm not going to return to the model where every Friday I go around to every class and test ... . I'm not going to return to that, apart from anything else* (he also talks about energy demands) *.... (I'd think) what's the use of all this? So ... I still think it's supervising the curriculum* (i.e., via the program budgeting processes he's describing) *and still think the follow-up in things like this is people putting money towards particular things and people have to be able to justify, have to be able to evaluate it, and all of the evaluation is in terms of participation and results and ... improvement in skills ...* (#3/ 5Q/ E-T/ I(#9:#4))

- Ex 3(App).#83 (Emphasis added):
    For Frank, clarity of understanding was stimulated through contrasting his own evolving beliefs against theoretical imperatives for effective and desired principal practices which were being proposed to him by the Diocesan Supervisor of Schools during school visits. This excerpt comes from an interview in September '97 (4Q). The excerpt also provides some sense of the interrelationships between Frank's "Christian Brother" metaphor, his "'Good' School & Curriculum Development Practices" model of practice and his on-going interrogation of his own understanding of the "Curriculum Supervision" model of practice (see Frank's case report in Chapter 4):
    Interviewer: *I wanted to explore with you ... this metaphor of Christian Brothers that we've come back to several times. You just used it again there.* (see Ex 3(App).#65). *I'm trying to get a clear understanding of what this metaphor is, because ... if I've heard correctly over several interviews that you wonder whether you're too much like the Christian Brothers. Is this shift in your thinking with the*

*budgeting, with the **maths**, and so on, is that almost (that) you can bounce that against that other model. You can see that this is different to the way the Christian Brothers operated, and that's where you get some sense of empowerment as well?* <u>Frank:</u> *Well I certainly know that it's different. But my main reason or motivation comes from, yes the fact that … if I was in the classroom still, and I've been in classrooms where I've had absolutely no opportunities whatsoever, and I've been in other classrooms where I've had a lot of opportunities and I know which one I'd prefer. And this is a way of curriculum development and to a certain extent curriculum supervision, which in my mind is way above going through programs, because that's just reinforcing the <u>minimum</u> and even though (the Supervisor of Schools) in his last visit … one of the things he said to me was, and I was sort of demoralised by this, … that he said 'Frank, you should be visiting classrooms in the middle session'. That's two hours on three days a week, and I felt … like I thought, am I barking up the wrong tree here, or is (the Supervisor), because if I'm barking up the wrong tree, then none of this makes sense, you know, none of this.* (#3/ 4Q/ E-T/ I(#8:#49, 50, 51, 52))

- Ex 3(App).#84:

First reference to what the researcher now labels Frank's "3rd-Year Syndrome" metaphor occurred when he was invited to review the previous half-year in June '97 (3Q) in terms of descriptors he might choose to use (see Frank's case report in Chapter 4).
<u>(Frank:)</u> *Well I find … the third year in every place I've been to … I always … think that's the time when you should have in place most of things that you wanted to have, you know, that you set out to do, when you first started. I think if you haven't got them going in the third year that you're there, then you probably don't want them going or they're not important enough. So, I find it more difficult in the third year, not only because … there's … that pressure … expectation of having things in place. … you become more, I don't know … I like the first and second years in any place, because you can really get things done, and … the politics, the, you know, the networks and all that, you're not caught up in that, and I love that. But inevitably, you get caught up in the whole … and that's just the community I suppose, and I find that slows you down, … it really takes away, and maybe … it should, maybe there's nothing wrong with that, but I just find that it really slows you down.* <u>Interviewer:</u> *You feel a bit flatter in the third year?* <u>Frank:</u> *Yes. … well it's been hard.* <u>Interviewer:</u> *You're saying in your third year they* (i.e., the tasks and challenges of the role) *seem to take more time and energy ("That's right"), because you're no longer new,("Yes"), you're now part of the place, ("Yes"), you're now to blame for the place!* <u>Frank</u>*: That's right. And so, you know like it's harder to … (unfinished). … I just find that it's easier to build a momentum in the first two years. In the third year and after that, you have to work harder to get things going, and to achieve the same results, and … I prefer the first two years. I think that's good … I just like operating in that time, but I notice that in every other place I've been, it's been the same …* (#3/ 3Q/ E-T/ I(#7:#27, 28, 29, 32, 33))

- Ex 3(App).#85:

Frank responded to a similar invitation (see pervious Excerpt) to review the previous half-year in November '97 (5Q) in terms of descriptors he might choose to use.
<u>Frank</u>*: Yes, I'm always, at the end of three years in a school, as you know … is a pretty big time for me, and I think three years … is the time when you could almost say 'right, I've done everything that I set out to do', and if you couldn't get it done in three years, then, it … probably wasn't worth doing. So now … I think you stay*

in the same place, and you have these things, and they sap your enthusiasm or whatever for the job. (In the first years it) just builds on itself, because you've got new things to do and then at the end of three years, I mean there are still things ... obviously things to do, but I'd hate to think that ... I'd get to the stage where we just coast along. Interviewer: *It's almost a personal crisis at the end of three years. You've got to re-negotiate with yourself, ("Yes"), where you are heading, and what's important. ("Yes") How strong is that crisis in your mind?"* Frank*: Oh, you know the attraction of going, starting in a school is an attraction, you know going to another school, because I ... just ... love that initial going in and, it's a new situation, and that hurly burly and starting, you know, lots of things happening, and so on. I mean that situation, people would probably say you need your bloody head read, but that's exciting, that's attractive. But I can't do that anymore, because we've got children in high school.* Interviewer: *Family and all those sorts of reasons ... ("Yes"), so how will you resolve this matter?* Frank*: Well, I'll have to be very aware of it to ensure that there's always something* (i.e., to challenge me) *and I have to keep thinking about it. I suppose the big difference is in the first three years you don't even have to think about it, what's the next one* (i.e., task or challenge area). (#3/ 5Q/ E-T/ I(#9:#31, 32, 33))

- Ex 3(App).#86:
  Frank: *Here's an actual example ... when the Year 1 and 2 teachers are filling out the 'Student Profiles', and it's taking them time, a lot of time, and we're exploring ways of where that time could come from and ... the suggestion came about music time and P.E. time ... could they (use that time) ... and then someone came in and said 'no ... that's on the agenda for the enterprise bargaining committee, that release time is coming up' ... I just thought, and I said 'well wait a minute, if that works for this school ... we would do it' ... . So from that point of view, when we say 'system', ... I'm quite happy to operate here* (i.e., not allow those things to constrain actions). (#3/ 1Q/ E-T/ I(#1:#26))

- Ex 3(App).#87:
  I believe there is enough potential for ... growth and happiness and fulfilment in what we have now .... (#3/ 1Q/ E-T/ I(#1:#25))

- Ex 3(App).#88:
  ... (T)he human resource, it's the people focus ... (Interviewer: *"that's where you operate from!"*) *well I think so ...* (#3/ 1Q/ E-T/ I(#1:#27))

- Ex 3(App).#89:
  Frank agreed with the Interviewer's proposal that *"From what I've heard you say, the structural frame's important, you said you've seen people* (see Ex 3(App).#4), *for example, who run the little things well, so you feel that's important, but never to the extent of overtaking the human side, of what you're on about.* (#3/ 1Q/ E-T/ I(#1:#28))

- Ex 3(App).#90:
  I would see ... the symbolic element ... providing a bit of cohesion in amongst the staff ... we have assemblies, and we have awards, and we deliberately promote certain ... things, the values and things that ... we want to promote, but I think I operate that more out of not the symbolic ... but more that it builds community amongst the school, the school population. (#3/ 1Q/ E-T/ I(#1:#31))

- Ex 3(App).#91:
  <u>Interviewer:</u> *Do you use power at all, to win arguments or to work people against each other? I haven't heard that you see that as one of the techniques, others might, others might see the use of power as a legitimate technique to manage conflict and so on. I heard you say that you more have faith in a process, in an open, honest process, that's fair dinkum and that's consistent, that people get the message that this is how we do things, everyone will get their chance to have a say?* <u>Frank</u>*: Well I would hope so, that's the way I would favour. But I mean there is power ... I know that the power ... is put there by other people. I mean I don't operate at a staff meeting by coming ... from a position of power. If power is part of it then it's put there by other people ... I would be a person not motivated by power.* (#3/ 1Q/ E-T/ I(#1:#28))

- Ex 3(Text).#92: (#3/ 1Q/ E-T/ I(#2:#36))

- Ex 3(Text).#93: (#3/ 1Q/ E-T/ I(#2:#29))

- Ex 3(App).#94 (Emphasis added):
  <u>Interviewer:</u> *Now, the whole basis, then, of your approach here with **maths**, with **budgeting**, and so on ... it's 'Opportunity', that's the key thread isn't it? You see you're now ... providing 'opportunity for professionals', that's what's driving you?"* <u>Frank</u>*: Yes.* (#3/ 4Q/ E-T/ I(#8:#53))

- Ex 3(Text).#95: (#3/ 4Q/ E-T/ I(#8:#10, 11, 12, 13))

- Ex 3(Text).#96: (#3/ 4Q/ E-T/ I(#8:#27))

- Ex 3(Text).#97: (#3/ 4Q/ E-T/ I(#8:#28))

- Ex 3(Text).#98: (#3/ 5Q/ E-T/ I(#9:#7))

- Ex 3(Text).#99: (#3/ 4Q/ E-T/ I(#8:#14, 15, 16, 17, 18, 19))

Appendix S:
Overview of School Self-Renewing Processes
Case 3: Frank
During the Period of Data Collection*
(***** *i.e., September, 1996 to December, 1997*)
(<u>Note:</u> *An explanation of data coding used in this appendix is provided in Appendix R.*)

#1 - *Task Area:* PDE Program (Personal Development Education)

Description:

When the data collection period commenced in September '96 (1Q) The PDE self-renewing imperative was virtually complete as the majority of the developmental work had already been undertaken, at Frank's School, with respect to the Personal Development Education (PDE) Program.

The development of School PDE Programs (Personal Development Education) was a diocesan mandated imperative. This developmental process was extremely controversial in parts of the Diocese during '96, and especially so in the Mackay District. More by coincidence than by conscious design, Frank's school was first to begin the PDE Program development task within the Mackay district. Thus, a significant proportion of (Catholic) community agitation became focussed around Frank's School's PDE Program, despite the fact that many of those persons objecting were not actually directly connected to that school. Those difficulties were further fuelled by specific and pre-existing political realities existing in that parish at that time.

Part of the required implementation process (Diocesan PDE policy) involved *all* schools establishing a PDE Implementation Committee in accordance with system-mandated stipulations regarding membership. An incessant flow of Letters to the Editor, which appeared in the local daily newspaper, occurred across the entire '96 school year. Further there were many difficult meetings of parents in particular schools and also district-wide meetings. The Director of Education and Diocesan Supervisor of Religious Education (together and separately) were involved, especially, in the meetings which emerged from the tumult focussed around Frank's School as the (coincidental) "test" case.

> ### *Time Frame:*
> *Development Phase:* (Prior to data-collection phase); 1Q;
> *Maintenance Phase:* 2Q; 3Q; 4Q; 5Q   *Dormant Phase:*   *Not Relevant:*

--- oOo ---

#2 - Task Area: Maths Program Development

Description:

A Diocesan requirement stipulated that all schools (covering Years 1 to 10) would submit a Maths Program to diocesan authorities by Easter '98. This program was to be developed in accordance with specific diocesan accreditation criteria. This obligation followed a similar process with school English Programs (completed just prior to the data collection period but still relevant – in Frank's mind – to this goal area).

In September '97 (4Q) Frank cast his thoughts back to the experience of developing the School English Program and he outlined concerns he held about the manner in which that developmental process had occurred: "I had concerns about ... a lot of what happened with the English, (which) seemed to be coming from outside the school. ... (The SCO) would come back and say 'oh look this is what we've got to do now', and it used to drive me mad sitting here listening to it. I'd think crikey ... what is this?" (#3/ 4Q/ E-T/ I(#8:#8)).

By way of brief background, a fairly universal experience - across schools in the region and diocese - had been a constant flux of new, mixed, and even contradictory messages purporting to emanate from the system about the manner in which the diocesan accreditation guidelines should be implemented with respect to the development of school English Programs. In response to the confusion, the system undertook an evaluation of the English Program development process and, in response, began to implement structural and procedural changes when Maths Program development stipulations were published. (Note: the researcher was a member of the Regional Accreditation Panel for English and hence held insider knowledge into those events.)

Thus, whilst the system was acting to streamline expectations and processes, as a result of those prior experiences with curriculum program accreditation (including subsequent

adjustments to accreditation criteria and to process requirements for Maths), Frank's individual interpretation of that earlier process (English) had led him to be even more determined to take control of the Maths Program developmental process at his own school. One key strategy was to allocate different elements of the task:

> *So I didn't want that (see above background discussion) to happen so, rather than say to (the SCO). . . 'right you've got open slather,' I said to (the SCO), 'ok, well your task now is this ... one (i.e.,. aspect) here, and when you've done this one'. ... this is no reflection on (the SCO), but I just didn't want it to get to that stage where we're just doing something and you know, like and there's all these messages coming from god knows where, and half of them weren't correct anyway, so ... we split it up into a lot of different sites, rather than just one big site, and saying ... 'that's yours'. (#3/ 4Q/ E-T/ I(#8:#8))*

In September '97 (4Q), Frank had taken a view that the process of developing the Maths Program, via staff meetings, was proving to be inefficient and was certainly becoming too time-consuming:

> *When we were doing it as a whole staff, I said 'oh this is just crazy, you know, we're going to spend half an hour trying to work out ... what is meant by one criterion', so I said, 'well, how about we go away, by, 'we' I mean the leadership team and we'll write the program and bring it back to you'. (#3/ 4Q/ E-T/ I(#8:#3, 4))*

He took a view that the above approach would be justifiable activity since he judged his administration team to be capable of completing the task efficiently:

> *(We're not) a group who know nothing about the school and know nothing about the students coming in and writing a program, and so that's the way we're doing it now, so we've done basically the first two sections. <u>Interviewer:</u> And what's the reasoning behind doing it that way. Is it efficiency, is that what's in your mind? <u>Frank:</u> Yes ... it's efficiency ... I think it's recognising that we will come up with something which will ... reflect very much what the staff are happy with, or would be happy with anyway, and if we don't, then, I mean it goes back to the staff. <u>Interviewer:</u> So it's an open process in your mind? <u>Frank:</u> Yes ... from two points of view, of getting it done, but also relieving a bit of the burden. (#3/ 4Q/ E-T/ I(#8:# 5, 6, 7))*

Frank explained, in June '97 (3Q), that the Maths Program development task had become diverted into a much broader strategy where he viewed the development process as an opportunity to generate and trial possible new practices which could, in turn, make future program writing tasks more meaningful as each of the other Key Learning Areas (KLAs) was to be addressed (see Ex 3(App).#73 in Appendix R). This decision also emerged because of a view Frank had formed that the developmental process kept "re-inventing the wheel" as each program

had developed in turn (English formerly, now Maths and others yet to come). As a consequence
Frank explained:

*We've come up with a Proforma that would be completed on the class on every individual student,
but ... would be useful for (all) the KLA's. Now that's taken some time. I think we're on about our
sixth draft now, but on our Pupil Free Day (i.e. in the next Quarter: 4Q), we're spending a couple of
hours and everybody is filling in one for their class, so all the students will be listed and for each
student, and there's a criteria sheet that teachers work through, and there's two sections ... we've
got English and Maths out by themselves ... as two particular areas (which) will probably require
the most comment. We've got a section there for, what is it called now, 'Areas of Information', you
know, the information that's needed on each child and also then underneath, the 'Implications for
Planning'. So (for a particular) ... child, it could be physical ... it could be learning, it could be
whatever.* Interviewer: *And who's the 'we', there . . . is it the whole staff, (or) a sub-group that's
working on this?* Frank: *No. Well originally I got an idea after speaking to, I think it was (the
Diocesan Supervisor of Curriculum). He said ... 'we really need something that goes across the
board' and so I just put something down on an A3 sheet and took it to a staff meeting, or I might
have taken it to an Admin. meeting, and it just developed from there. But the thing about it is, it's
gone to the staff meeting and I said to teachers ... 'does this do what, you know, does this tell you
more and in a practical way about the kids in your class?' They felt it did and they said it would
probably ... . So, we're trialling that, then we might fill it out and teachers might say 'this is a load
of rubbish'.* (#3/ 3Q/ E-T/ I(#7:#11, 12, 13, 14, 15))

     Time Frame:
Development Phase: 1Q; 2Q; 3Q; 4Q; 5Q
Maintenance Phase: *Dormant Phase:*   *Not Relevant:*

--- oOo ---

#3 - ***Task Area:*** Learning Extension

Description:

Frank explained the purpose of the "Learning Extension" Project in June '97 (3Q):

*(W)hen we refer to learning support, ... to that sphere, we always ... think of children who need or
who are behind in their work ... . So we tried to revamp it so that that area certainly caters for
those students, but also caters or provides opportunities for all students in different ways. ... I
suppose, it's providing children, remember we had that 'Opportunity', 'Community' and
'Authenticity', those three things, well this is providing children with 'Opportunity' to pursue a
particular interest or area of expertise. ... But instead of just selecting a group of children and
saying 'off you go, you go and do some learning extension', ... every child in Year 5, 6, and 7, at
this stage, will have the opportunity to do a day of excellence or whatever you want to call it, where
they will have a choice and hopefully we've covered most of the children's areas of interest, or
expertise. They will have the choice and go for a day ... at this stage ... where they would work ...
with a science teacher and do a day on Science and so on. So that's being coupled with ... the*

planning stage ... . The planning stage was for teachers as a model for teachers, 'how do I include these children as well'; we're or always getting back to the fact that nobody else is responsible for extension in your classroom except yourself, so, ... one is for the teachers, the second one, ... whilst the organisation is done outside of the classroom, it's still for the children ... in the upper school at this stage. (SFX/ 3Q/ E-T/ I(sfx#7:#1, 2))

Originally, this task area, as recorded in the School Development Plan, had been intended to focus upon educating and assisting teachers to do better programming for students in the learning extension area. The additional facet, which Frank labelled "Days of Excellence" (above) had then emerged, as he explained in September '97 (4Q): "Well, yes, it's evolved, because we've given some thought ... like 'how can we best cater for kids?'". (SFX/ 3Q/ E-T/ I(sfx#7:#3, 4))

In September ((4Q)Frank also responded to an inquiry regarding progress to that point in time:

Well learning extension is ongoing. But I'm very fortunate that I've got (the Learning Support teacher) who seems to be on the same wavelength and it's good to work with someone who's on the same wavelength, and so ... we're in the middle of a part of that program now (i.e., the "Days of Excellence" referred to above) *just to see how it goes and what sort of response we're having.* (SFX/ 4Q/ E-T/ I(sfx#8:#2))

He provided another update in November '97 (5Q):

Learning Extension, I think we've made some good progress there. ... in terms of ... I think this year and perhaps last year ... (there's) this thing that's changed ... and it's happened without probably too much ... direction ... . As I walk around the school now ... there's a group of kids coming around ... with 'Thinking Hats'. We're in(to) Thinking Hats and I know classes are doing that and I know ... some classes have gone to a lot of trouble. Parents come up to classes and take groups in thinking skills ... and to me that's tremendous. You know, I think that's been a huge ... (unfinished). <u>Interviewer:</u> *Is that happening because you've trusted people and let them run with it. Is that the key ingredient?* <u>Frank:</u> *Well we did some input ... we didn't get anybody high powered up, but a couple of people took it up, and this is ... ("Sensitives?"), the sensitives. And you go with them. .. (He goes to on indicate he means that he has encouraged and supported them). And suddenly they do an Assembly ... (*<u>Interviewer:</u> *And 'infection' spreads?) I wouldn't mind getting an 'infection' in the school, and say well 'what do you need ... what sort thing?' (They respond) ... 'well ... I'd like to find out more about it'. So that's been good, I think (the Learning Support Teacher) has been wonderful with the 'Interest Days' (i.e., what he'd previously labelled 'Days of Excellence'), I think they've got potential and it's simply using what's around us, using the people. You know, a lot of the people are teachers in other schools, and people who are willing to come in and whatever. And the kids were tremendous, enjoyment in every one. In every group at least one of the kids said, 'I didn't realise that I was good at this, I knew I'd probably enjoy it, but I never realised I had this talent'.* (SFX/ 5Q/ E-T/ I(sfx#9:#15,16,17,18))

__Time Frame:__
Development Phase: 2Q; 3Q; 4Q; 5Q   *Maintenance Phase:*
Dormant Phase: *Not Relevant: 1Q*

--- oOo ---

#4 – __Task Area:__ Computer Education Project

Description:

The Computer Education Project involved two aspects. The first goal was to re-site the school's computer resources from individual classrooms to a room specifically set-up to be a computer centre. The second goal then required the development of programming materials, across all grade levels, in order to maximise the effectiveness of the new facility. The first goal had been achieved prior to the commencement of data collection.

The APRE provided some comment on this first strategy in February '97 (2Q):

There are still teachers who want them in their rooms, but I think there was the consensus really that (pause) (<u>Interviewer:</u> *After looking at the pluses and minuses?), yes, we did, yes. We talked about it. (*<u>Interviewer:</u> *Did he (i.e., Frank) lead that or?), yes, he did.* <u>Interviewer:</u> *And he led it with an 'open mind' or was it, 'we want them all in the room and then we better discuss it so we can make a decision'?* <u>APRE:</u> *Yes, I think Frank really felt that it was the right thing to do there.* <u>Interviewer:</u> *And so have there been a lot of hurt feelings there?* <u>APRE:</u> *No, I wouldn't say a lot, I mean every now and again someone will say 'oh gee it'd be handy if I had a computer in my room', and someone might say 'oh it's no use going down there because you've got thirty-one kids and' (unfinished) but in the long run, I think the majority of people decided to give it a go.* (#3/ 2Q/ E-T/ I(#4:#17, 18, 19))

The SCO also commented upon the same project in April '97 (2Q):

The computer program, setting up the word processing thing, the task sheets, is another one that I am involved in as well. … the computers project came out of a need that was very evident last year when the computers were gathering dust in various corners. (#3/ 2Q/ E-T/ I(#5:#15, 16))

In June '97 (3Q), Frank cast his mind back to explain his understanding of the project and he assessed progress to that point:

Interviewer: *The computer education is pretty much on target as you would have hoped?* Frank: *No. Well at this stage we're looking to have task sheets done ... the only place that we've got so far is to list ... with the various year levels how far each level could go, not necessarily will go, but they can go to that level, and they can go beyond it if they like. Some of the kids would be way beyond, but so that's all we've done so far.* (#3/ 3Q/ E-T/ I(#7:#7))

In September '97(4Q), Frank indicated:

Computer education ... we haven't done anything about ... I mean the kids are still using (them), because (the) Maths (Program development) has come in and ... seems to be taking a lot longer than (unfinished). ... It hasn't happened because we haven't had the time. Interviewer: *You've made a judgement that something else was more important at the moment?* Frank: *Yes.* (#3/ 4Q/ E-T/ I(#8:#2, 20, 21, 22))

Again, in November (5Q), Frank indicated that no further progress had been made on the project (see #3/ 5Q/ E-T/ I(#9:#15)).

Time Frame:
Development Phase: (Prior to Data Collection) 1Q; 2Q; (3Q) *Maintenance Phase:*
Dormant Phase: (3Q); 4Q; 5Q   *Not Relevant:*

--- oOo ---

#5 - *Task Area:* Budget Process

Description:

The Budget development imperative was first mentioned, by Frank, in conversation during September '97 (4Q). The task area was perhaps the most illuminative to this study's examination of the interplay between the principal's meaning system and school self-renewing processes. Whilst fundamental to the very fabric of self-renewing processes which occurred at Frank's School during the period of data collection (as explored in the case report itself in Chapter 4), the task-area can be described simply: Frank undertook to implement program budgeting processes broadly consistent with the principles outlined by Caldwell and Spinks (1988, 1992).

Broadly, Frank attributed the origins of his new insights, operationalised via his new approach to budgeting, to his current study (M Ed.). Additionally, the topic of budgeting had been addressed at a diocesan Principal's Conference (3Q) at which the researcher had addressed the gathering regarding "program budgeting" principles (Caldwell & Spinks, 1988). Further, Frank had taken up a suggestion made by the researcher (as a peer principal following discussions initiated by him, outside of the interests of this study) to read the work of Caldwell and Spinks (1988).

In September '97 (4Q), the researcher proposed a tentative understanding, to Frank, of the founding principles (as Frank appeared to conceptualise them) of the Budgeting imperative. This comment covers similar ground to preceding discussion, in this case study, regarding Frank's "Teacher Professionalism" metaphor (also see Table 33 in Chapter 4):

> Interviewer: *As I understand it, the Budget was always a task you would've had to do in '97, as you would in any other year, but you've changed your whole thinking about budgeting, because you're trying now to integrate the whole thing into curriculum development, into defining the reasons why you're spending money. So what was (initially) a 'Task', you're turning into a 'Project'. Why?*
> Frank: *Well, because I've just seen the connection between ... what's happening in the classroom ... and teachers are saying 'oh next year I might get a whiteboard for my room' and I said 'well ... you haven't put that down anywhere' and I said 'the teacher that puts in a program, puts in a submission and says 'right . . . this is what I'm going to do with Reading next year, and this is one of the things I found out about my class, I really want to try this, but it's going to cost $2 000'. In the absence of anything else, and when we're certain that that's a goer, then that will get funded ... it offers the teachers a hell of a lot more freedom ... if they want to do something, and it gives them, I hope, a bit of incentive to do something.* (#3/ 4Q/ E-T/ I(#8:#23))

Frank exuded obvious pride in the eventual outcome when he showed the researcher a copy of this finalised "Program Budget" (which he had taken to the Board the previous evening) during an interview in November '97 (5Q) (also see Ex 3(App).#77 in Appendix R):

> Interviewer*: There's certainly some pride in achievement in your mind, about that whole process. Can you talk about what it's done, why you think you've achieved something there ... what were the principles you were trying to achieve there?* Frank: *Well, previous to this, I just saw the budgeting process ... staff probably didn't even know what the budget was, and so there was no connection between really what was happening in the classroom or the teachers actually want(ing) to do anything special or whatever (unfinished) ... (S)o this was in my mind, providing teachers with the opportunity to start thinking 'well I had this idea in my mind for a while and it's just never come to fruition because no one's ever asked me ... I've never had a chance to go with it before'. So I said 'now is the chance for you to put those things down in the budget', and the most surprising people did ... people .... I didn't expect would take up the challenge, because it was challenging, people had to go and put down their goals and ... come and talk about what they wanted to do, and why they wanted to do it ... . But it also made that connection between how money was spent and ... tied it together, it wasn't just me making the decisions about what I thought should be happening around the school.* (#3/ 5Q/ E-T/ I(#9:#3))

__Time Frame:__
Development Phase: 4Q; 5Q   *Maintenance Phase:*
Dormant Phase: 2Q; 3Q   *Not Relevant:* 1Q

--- oOo ---

#6 – *__Task Area:__* "Project Expectations" Guidelines

__Description:__

This was a minor development area identified, by Frank, at the outset of the Data

Collection period (September '96:1Q):

Interviewer: *The presentation of projects and expectations through (the) school? Just briefly,*
how's that happening? Frank: *Well, I suppose, the initiative came because parents were saying to*
me, I'm having a terrible time with my child's project. Again I went to the Admin Team, and said,
well what can we do. We would do a session, this, or a couple of sessions on what we, how we will
do projects here in the school. (name) the SCO, said, I'll do something on this, somebody else has
said I'll do something on the Criteria sheets, or whatever. So, you know, it's a shared (…). (#3/
1Q/ E-T/ I(#2:#15))

__Time Frame:__
Development Phase: (Prior to data collection phase); 1Q
Maintenance Phase: 2Q; 3Q; 4Q; 5Q
Dormant Phase: *Not Relevant:*

--- oOo ---

#7 – *__Task Area:__* "Year 2 NET" Initiative

__Description:__

This development area was consistent with government mandated initiatives across the

state. As was the case in most schools, this task area had progressed to a maintenance phase

when data collection began in September '96 (1Q):

Interviewer: *Take the P to 3 thing ... (the)* **"Year 2 NET"** *Initiative ... is your SCO leading that, or (...)?* Frank: *Well, the process is that we met with the Admin Team, and our Learning Support Teacher. How are we going to handle, what are we going to do here, with regards to this. You know, are we going to employ somebody, what about Student Individual Profiles, or Class Profiles or what. Once we'd worked out our response and ... the way that we proposed to go, we'd take it to the wider staff. Now, (the Learning Support Teacher) ... did most of the work there, and when she needed other people to be at the meeting, so they had separate meetings, and I did work with the 4 to 7's, so we would just split, split up and, but that's the way (...).* (#3/ 1Q/ E-T/ I(#2:#14))

> ### *Time Frame:*
> *Development Phase:* (Prior to data collection phase); 1Q
> *Maintenance Phase:* 2Q; 3Q; 4Q; 5Q
> *Dormant Phase:*   *Not Relevant:*

--- oOo ---

#8 – *Task Area:* "Assessment Techniques and Strategies"

Description:

This developmental area was articulated in the School Development Plan for '98. The goal was to "increase the variety of assessment techniques available to be used by teachers" (#3/ 2Q/ E-T/ DA(School Development Plan - '98)). Frank referred to the strategy in June '97 (3Q): "Yes ... so 'Assessment' was only that we would ask a guest speaker each term and that's what happened." (#3/ 3Q/ E-T/ I(#7:#8, 9)) The goal was to invite one guest speaker to a staff meeting each quarter. In September '97 (3Q) Frank confirmed that this process had been continued (see #3/ 4Q/ E-T/ I(#8:#20)).

> ### *Time Frame:*
> *Development Phase:* 2Q; 3Q; 4Q; 5Q
> *Maintenance Phase:*
> *Dormant Phase:*   *Not Relevant:* 1Q

--- oOo ---

#9 - _**Task Area:**_ "Mini-Appraisal of Administration Team"

Description:

Frank indicated, in November '97 (5Q), that the "mini-appraisal" process had not been pre-planned:

> _Well one of the things which was unexpected ... and I can see some value in it, is leadership teamwork, (SCO), (APRE) and myself. We're having a mini appraisal. Now that was only a few weeks ago, we sat down here and said 'well how are we going?'_ <u>Interviewer:</u> _Just an internal one, just between yourselves?_ <u>Frank:</u> _Yes, but (the Supervisor of Schools) is doing it, (he) is interviewing each of the teachers. ... We need somebody to come in and speak to the teachers, and just look at us in terms of how effectively we have been as a leadership team, and the service we provide. Each of us has to fill out a sheet that we've devised and the teachers have got a list of questions ..._ (#3/ 5Q/ E-T/ I(#9:#27, 28, 29))

During informal discussion, as peer principals, Frank indicated (in March '98, outside the official data collection period), that the review had also been initiated in response to some concerns about personality issues which had come to his attention. Partly, at least, as a result of the review process the administration team was re-structured, for '98, to consist of Frank himself, the APRE, and an elected staff member (rather than the SCO).

Time Frame:
Development Phase: 5Q (& subsequent to Data Collection period)
Maintenance Phase:
Dormant Phase: _Not Relevant:_ 1Q; 2Q; 3Q; 4Q

--- oOo ---

#10 - _**Task Area:**_ "Management Overview of Current and
                                      Proposed Policies, Programs and Procedures"

Description:

This task area was first identified during an interview in November '97 (5Q). It centred on a document that Frank showed to the researcher (titled: _Management Overview of Current & Proposed Policies, Programs and Procedures_). This document represented a set of possible

future school improvement tasks listed under the headings "Teaching/ Learning", "Personnel", "School-Community Links", "School Ethos", and "Administration". Frank was invited to explain why this document had been generated.

> *Well, we had our School Development Plan and each year … we sit down and do whatever … you know we take our Maths Program and we do it in a timeframe, and who was going to do it, and what was going to happen and all that. … I just thought … where is the overall ("Big picture?"), yes, how do we know what we've got and … what we need and so putting it down like that …* (Interviewer*: It's given you an overview ("Yes"), some direction for where priorities lie*) Frank: *Yes, so that we can look and say … 'yes, … we really need to develop something (i.e., in a particular area) … .* (#3/ 5Q/ E-T/ I(#9:#19, 20))

Later, during the same interview (5Q), the researcher and Frank were discussing what has become labelled as Frank's "3rd-Year" Syndrome Metaphor (see Table 34 in Chapter 4). Frank had mentioned that a time period of three years as principal school as being a particularly significant milestone in his own thinking. The researcher referred back to that same *Management Overview of Current & Proposed Policies, Programs and Procedures* document:

> Interviewer: *Is it possible that this* (i.e., the above document) *… is the nub of where you'll go after this* (i.e., at the end of three years), *because you find then you get a big picture, for yourself, of just 'where do we go next?'* Frank: *Yes, that was part of the thinking behind that … we needed to … get a picture of what we've got, and it's been too long since the last (school) Renewal and all that. Things have changed and so … (a) lot … of things are no longer relevant, 'so let's just get a picture of what it would be good to have, and what we would need to have' and so on.* (#3/ 5Q/ E-T/ DA and I(#9:#34, 35))

Time Frame:
Development Phase: 5Q (& subsequent to Data Collection period)
Maintenance Phase:
Dormant Phase: *Not Relevant:* 1Q; 2Q; 3Q; 4Q

Appendix T:
Analysis of Self-Renewing Goal-Areas for Frank's Case, in Terms of the Notion of "Demand Environment"

One aspect of the literature, considered in Chapter 2, noted that schools are social institutions and, as a consequence, have multiple purposes and are expected to achieve multiple outcomes. Thus in addition to goal attainment, other integral critical concerns of administrative practice include concern to maintain the organisation internally, concern to adapt the organisation to forces in its environment, and concern to maintain the cultural patterns of the organisation (Parsons & Shils, 1951; Sergiovanni, 1988).

As an element of the research design, these distinctions were enunciated as the construct "Demand Environment". A schematic was developed and used as part of the guiding structure for data collection across four of the quarters of data collection (2Q to 5Q). This schematic is depicted as Figure T1.

During the conduct of the research, then, this exemplification of the construct "demand environment" was utilised both as an interviewing tool and as a structure for analysing the self-renewing goal areas, identified during data collection. As one important strategy of data analysis, the process sought to perceive self-renewing focus areas and developmental phases against this notion of demand environment. This appendix presents the specific detail of this analysis for Frank's case. Table T1 presents an heuristic analysis of each of the school self-renewing initiatives, undertaken at Frank's school, in terms of the notion of demand environment.

I. **_Maintaining_** the School (Org.) **_Internally_** …	**II.** **_Maintaining_** the **_Cultural Patterns_** of the School (Org.)
Performance – _Educational and Organisational_ _'Efficiency'_	_People/ Relationships/ Ethos/ Tone_
For example …	_For example …_
• the School 'operating smoothly' … • things happen when they should … • things ready when they need to be … _i.e. the day-to-day life of the School_	• people & relationships … • the 'ethos' of the School … • aiming for positive tone …
III. **_Adapting the School (Org.)_** to forces in the **_External Environment_** …	**IV.** **_Goal Attainment_** **_('Self-Renewing' imperatives)_**
Accountability Requirements & _Rights of Stakeholders_	_Performance –_ _Educational 'Effectivenss'_
For example …	_For example …_
• Forces/ imperatives from 'outside' … • Issues/ problems arising … • Priorities/ pressures/ 'Wildcards' …	• 'School Development' goals … • 'Taking the School (Org.) _forward_!'

Figure T1. The schematic developed as an exemplification of the notion of "demand environment" and utilised both as an interviewing tool and as a data analysis framework

Table T1

Heuristic Analysis of School Self-Renewing Initiative, during the Period of Data Collection for

Frank's Case, in terms of the notion of Demand Environment

    (Depicts "Self-Renewing" Focus Area, "Developmental Phase", and "Demand Environment")
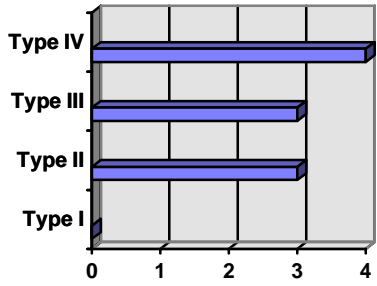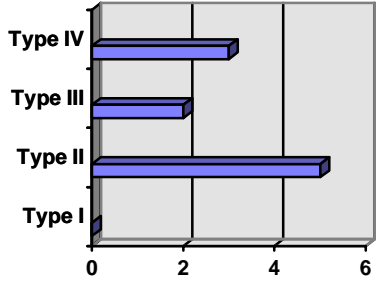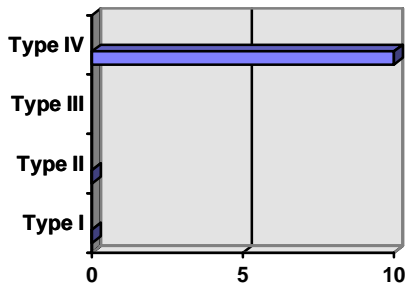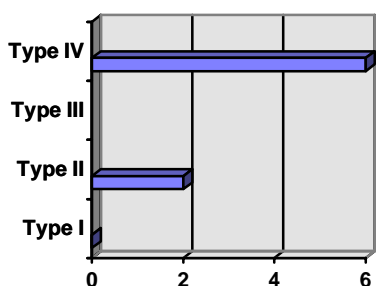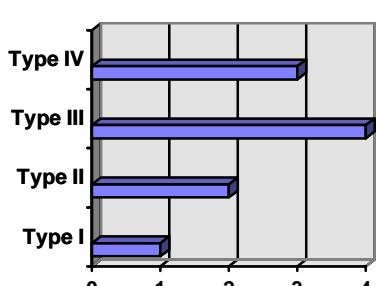
        Explanatory Notes:
        Self-Renewing Focus Area- see Table 27 (Chapter 4)

        Developmental Phase - refers to school-year Terms (Quarters) during the
                                  period of data collection (as follows):

1Q = 4th Term, 1996	2Q = 1st Term, 1997	3Q = 2nd Term, 1997
4Q = 3rd Term, 1997	5Q = 4th Term, 1997	

        Demand Environment (Goal Types I - IV) - refers to spread of goal-type rankings
        established by allocating ten (10) rating points *across* the four goal-areas for the
        purposes of heuristic analysis and for the purposes of facilitating comparison and
        data analysis across the cases

Self-Renewing Goals Focus Area **&** **Development Phase/** *Time Frame* *(over the Data Collection period)*	**Demand Environment** *(Source of Goals)* **Type IV:** *Goal Attainment (S-R Imperatives)* **Type III:** *Adapting the School to Forces in the External Environment* **Type II***: Maintaining the Cultural Patterns of the School* **Type I:** *Maintaining the School Internally*
#1: *PDE Program* Development Phase: *(Prior); 1Q* Maintenance Phase: *2Q; 3Q; 4Q; 5Q* Dormant Phase: - Not Relevant: -	

#2: *Maths Program* Development Phase: *1Q; 2Q; 3Q; 4Q; 5Q* Maintenance Phase: - Dormant Phase: - Not Relevant: -	
#3: *Learning Extension* Development Phase: *2Q; 3Q; 4Q; 5Q* Maintenance Phase: - Dormant Phase: - Not Relevant: *1Q*	
#4: *Computer Education Project* Development Phase: *(Prior); 1Q; 2Q; (3Q)* Maintenance Phase: - Dormant Phase: *(3Q); 4Q; 5Q* Not Relevant: -	
#5: *Budget Process* Development Phase: *4Q; 5Q* Maintenance Phase: - Dormant Phase: *2Q; 3Q* Not Relevant: *1Q*	

#6: *"Project Expectations"* *Guidelines* Development Phase: *(Prior); 1Q* Maintenance Phase: *2Q; 3Q; 4Q; 5Q* Dormant Phase: - Not Relevant: -	*(bar chart: Type IV ≈ 4, Type III ≈ 0.1, Type II ≈ 4, Type I ≈ 3; x-axis 0–4)*
#7: *"Year 2 NET"* *Inititative* Development Phase: *(Prior); 1Q* Maintenance Phase: *2Q; 3Q; 4Q; 5Q* Dormant Phase: - Not Relevant: -	*(bar chart: Type IV ≈ 2.5, Type III ≈ 6, Type II ≈ 0.1, Type I ≈ 1.5; x-axis 0–6)*
#8: *'Assessment* *Techniques &* *Strategies'* Development Phase: *2Q; 3Q; 4Q; 5Q* Maintenance Phase: - Dormant Phase: - Not Relevant: *1Q*	*(bar chart: Type IV ≈ 6, Type III ≈ 2, Type II ≈ 0.1, Type I ≈ 2; x-axis 0–6)*
#9: *"Mini-Appraisal of* *Administration Team"* Development Phase: *5Q; (Subseqeuntly)* Maintenance Phase: - Dormant Phase: - Not Relevant: *1Q; 2Q; 3Q; 4Q*	*(bar chart: Type IV ≈ 2, Type III ≈ 0.1, Type II ≈ 5.5, Type I ≈ 2.5; x-axis 0–6)*

#10:
"Management Overview of Current & Proposed Policies, Prgorams & Practices"

Development Phase:
5Q; (Subsequently)
Maintenance Phase: -
Dormant Phase: -
Not Relevant:
1Q; 2Q; 3Q; 4Q
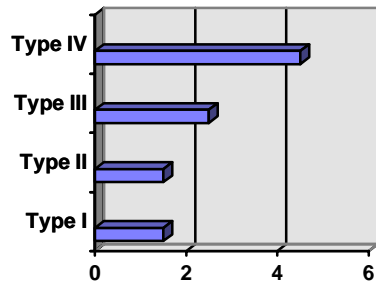
Appendix U:
Exploring the Impact of the Research for the Participant Principal
Case 3: Frank
During the Period of Data Collection*

(* i.e., September, 1996 to December, 1997)
(<u>Note:</u> An explanation of data coding used in this appendix is provided in Appendix R.)

Frank made his first comments, regarding the impact of the research, when the researcher had invited him to respond (in 2Q) to the accuracy of the "first level analysis" which had been provided to her (from Interviews "#1" and "#2" (1Q)) and also the matrices derived from the Repertory Analysis process, focussed on "Images of Principalship" ("Frank#1A"). In his response he referred to what later (in the case report) was labelled his "Christian Brother" metaphor. He was indicating that the process of interviewing had assisted him to bring those characteristics (explicated in the case study) to a greater level of personal consciousness for him. He also indicated that he had enjoyed the interviewing process.

Another outcome, identified by Frank, related to his self-assessed capacity to articulate his thoughts:

> *So I've enjoyed it and I think will enjoy it. The other, I shouldn't say this ... is that it's really brought home to me that I <u>cannot</u> (Frank's emphasis) articulate what I think, you know, I'm very limited. ... But I just, you know, like that's just one of the things that's really stood out for me. (#3/ 2Q/ E-T/ I(#6:#20, 21))*

In 3Q Frank was again asked to comment upon any possible impact. There had been a gap between second and third quarter interviews of approximately three months:

> *Well, the impact that it has had is that it caused me to think a bit about, maybe in between the visits and that period of time has been too long, you know to maintain the thought, but, yes, it has caused me to think about, you know, various things and particularly those things ... those "community" and "opportunity" (i.e., his metaphorical descriptors) like when you were (questioning me regarding the meaning of these concepts) I thought well, crikey, I can't even state what I (unfinished). <u>Interviewer:</u> So you're more consciously aware ("yes") of those concepts from the discussion? <u>Frank:</u> Yes, and the realisation that a lot more thought has to, I mean it's just coming home more and more that if even going into a staff meeting, if I don't sit down, even if it's for five or ten minutes and go through and write down the various things that, so that it's clear in my mind, and if I don't do that, then ... I think (there is) a worse result. (#3/ 3Q/ E-T/ I(#7:#38, 39))*

Approximately three months later (4Q) Frank again responded to the same form of request: "Well most of the thought in my mind goes on after you leave" (#3/ 4Q/ E-T/ I(#8:#46)).

The same opportunity was provided in the final Interview (5Q).

Oh I've enjoyed it. … it's made me think about the sorts of influences that you have in your style of operation, the sorts of influences that you have on decisions and whatever. I've just become more aware of that, and to a certain extent it's provoked a whole deal of thought in my mind. (#3/ 5Q/ E-T/ I(#9:#36))

Appendix V:
Projective Analysis:
Participant's Understandings
of Principalship & Self-Renewing Processes
Case 3: Frank
(Note: An explanation of data coding used in this appendix is provided in Appendix R.)

"Repertory Analysis" is a methodology which seeks to maintain the integrity of an educator's perspectives whilst revealing them. In this instance, a resulting "Repertory Grid" represents a two-way classification of Frank's responses regarding the principalship in which events are interlaced with abstractions. The resulting matrices express part of his system of cross-references between personal observations or experience of the world of the principalship ("elements") and personal *"constructs"* or classifications of that experience. (Note: The use of bolded and/or italicised text is adopted in order to enhance clarity in this appendix – see Appendix D for further clarification.)

The elements Frank identified to characterise his experiences of the "world of the principalship" are indicated in Table V1. In turn, using the repertory analysis technique (Centre for Person-Computer Studies, 1990) Frank was requested to compare those elements through the generation of bipolar descriptors (*constructs*) which each represent a quality or characteristic which Frank attributes to those elements - his experience of the principalship. The *constructs* (dimensions) generated by Frank are also represented in Table V1.

The resulting "Display", "Focus", and "PrinCom" repertory analysis grids - which encode information about Frank's way of looking at the principalship - are represented in Figures V1, V2, and V3 respectively. (See Appendix D for further explanation and illustrative examples based upon data generated from pilot research activities undertaken during the development phase for this study). Those outputs sought to depict varying visual representations of the relationships between elements and *constructs* as Frank defined them. The elements represented Frank's self-generated observations or experience of the principalship, whilst the *constructs* represented some of the self-chosen ways in which he classified that experience.

The primary interest in utilising repertory analysis techniques in this study was to employ a technique which might assist the discovery of Frank's personal constructs - attitudes, thoughts, and feelings - in his own terms and in a personally valid way (Solas, 1992). More specifically (apart from other purposes, considered in Chapter 3, relating to construct validity), the interest was primarily upon the use of repertory analysis as a conversational tool for investigating the basis of thinking about the role (Centre for Person-Computer Studies, 1990, p. 2). (Other discussion of the strengths and limitations of the approach has been undertaken in Chapter 3. Further, note that in ensuing discussion emphasis has been added to assist clarity in distinguishing "Elements" from **Constructs**.)

Considering the "Display" grid (Figure V1) Frank appeared to equate "Opportunity" with "People" and "Quality' which, in turn, he considered was achieved through having a **People focus**. Further, the **Means** for achieving goals was focussed upon the individual - through "Relationships/ community" and "Pastoral Care". This individual focus genereated the achievement of **Goal** outcomes: "Curriculum", "Opportunity", "Teaching", "Quality", and "Challenge". Frank associated the **Overall Goal/ Goal(s)** regions with elements such as "Relationships/ Community", "Pastoral Care", "Opportunity", "Challenge", and "Quality". Similarly, **Growth** was associated with "Opportunity", "People", "Relationships/ community", "Challenge", and "Support".

Similarly, the "Focus" grid (Figure V2) suggested that both **People focus** and **Growth** were intertwined and were heavily **Process** orientated in contrast with the more **Practical** and **Physical** components: "Teaching", "Curriculum", and "Resources". In turn, the "PrinCom" grid (Figure V3) displayed "Pastoral Care", "Relationships/ Community" and "Support" as all clustering around **People focus/ People support**, **Means** and the **Operational aspects** of the principalship.

In conversation with Frank, he was keen to doubt the plausibility of the "Prin Com" display (Figure V3) by emphasising that notions were integrated in his mind more than he felt the display had actually indicated. It remais the position of the researcher - formulated on the basis of other interviews and observation – that, despite his remonstration, Frank was actually still placing a selective emphasis on "valuing people" as an important goal and also as an important strategy, <u>in its own right</u>. (See Ex 3(App). #17, 18, 19 (in Appendix R).)

Table V1

"Elements" and "Constructs" generated by Frank in response to Repertory Analysis focused upon "Images of Principalship" (#3/ 1Q/ P/ RA(#1A))

Elements

1. Quality
2. Relationships/ Community
3. Opportunity
4. Teaching
5. Curriculum
6. Resources
7. Pastoral Care
8. People
9. Challenge
10. Support

Constructs

* *People support*	...	*People extension*
* *Practical*	...	*Overall goal*
* *Growth*	...	*Means*
* *Goals*	...	*Operational aspect*
* *Goals*	...	*Technical aspect*
* *People focus*	...	*Physical*
* *Means*	...	*Goal*
* *The process*	...	*Physical aspect*
* *People focus*	...	*Goal*
* *People focus*	...	*Physical aspect*

Figure V1. "Focus" grid from repertory analysis for Frank focussed upon "images of principalship". (#3/ 2Q/ P/ RA(#1A))

Figure V2. "Display" grid from repertory analysis for Frank focussed upon "images of principalship". (#3/ 2Q/ P/ RA(#1A))

Figure V3. "PrinCom" grid from repertory analysis for Frank focussed upon "images of principalship". (#3/ 2Q/ P/ RA(#1A))

Turning now to the second area of interest, the elements Frank identified to characterise his perceptions about school self-renewing processes are indicated in Table V2. In turn, using the repertory analysis technique (Centre for Person-Computer Studies, 1990) Frank was requested to compare those elements through the generation of bipolar descriptors (*constructs*) which each represented a quality or characteristic which Frank attributed to those elements - his understandings about school self-renewing processes. The *constructs* (dimensions) generated by Frank are also represented in Table V2.

The resulting "Display" "Focus" and "PrinCom" Repertory Analysis grids - which encode information about Frank's way of looking at school self-renewing processes - are represented in Figures V4, V5 and V6 respectively. (See Appendix D for further explanation and illustrative examples based upon data generated from pilot research activities undertaken during the development phase for this study). Those outputs sought to depict varying visual representations of the relationships between "elements" and "*constructs*" as Frank defined them. The elements represented Frank's self-generated observations or experience of school self-renewing processes whilst the *constructs* represented some of the self-chosen ways in which he classified that experience.

Considering the "Display" grid (Figure V6), Frank consistently plotted "Opportunity" as an **Input** (or guiding principle) to school self-renewing processes**,** rather than simply as an **Output** (outcome) from those processes. Further, the **Personal Qualities-Output** construct highlighted what appeared to be evident in other descriptors (constructs) - namely that the majority of the elements that Frank had identified were located, in his mind, very much at the **Personal (Qualities)** end of a continuum juxtaposed against what he appeared to rate as a (the) key **Output** – "Professional Satisfaction". He had made parallel classifications on the **Input-Outputs** and **Internal-Exterior** continua. Overall, the "Display" grid suggested that Frank perceived much happening from within a focussing upon the **Personal aspect**, namely, through giving priority to valuing the individual.

Interestingly, also, Frank consistently plotted "Spirituality" toward the **Global/ Global (aspect)** and the **Input(s)** poles. Whilst discussion in the case report itself highlights a strong orientation, within Frank's meaning system, toward the foundations for self-renewing processes being built upon the primacy of the "Individual", Frank's apparent understanding of "Spirituality" had a stronger "Group" orientation about it. This would appear to be comprehensible within the

Table V2

"Elements" and "Constructs" generated by Frank in response to Repertory Analysis focused upon
"Images of school Self-Renewing Processes" (#3/ 2Q/ P/ RA(#1B))

Elements

1. Personal Renewal/ Growth
2. Personal Commitment
3. Expectations
4. Sense of Mission/ Purpose
5. Spirituality
6. Big Picture
7. Skills
8. Professional Satisfaction
9. Opportunity
10. Quality

Constructs

* *Global aspect*	...	*Personal aspect*
* *Personal aspect*	...	*Global aspect*
* *Global aspect*	...	*Means*
* *Input*	...	*Output*
* *Input*	...	*Output*
* *Goals*	...	*Practical Aspect*
* *Personal qualities*	...	*Output*
* *Input*	...	*Outputs*
* *Internal*	...	*Exterior*
* *Self and Others*	...	*Global*

Figure V4. "Focus" grid from repertory analysis for Frank focussed on "images of school self-renewing Processes". (#3/ 2Q/ P/ RA(#1B))

Figure V5. "Display" grid from repertory analysis for Frank focussed on "images of school self-renewing processes". (#3/ 2Q/ P/ RA(#1B))

Figure V6. "PrinCom" grid from repertory analysis for Frank focussed on "images of school self-renewing processes". (#3/ 2Q/ P/ RA(#1B))

terms of Frank having espoused that key aspects of the principalship, for him, revolved around the place of the catholic school within a broader perspective of "Church" (e.g., see Ex 3(App).#1 in Appendix R).

The "Focus" grid (Figure V5) suggested the same close connection between "Sense of Mission/ Purpose" and "Spirituality". Further, it highlighted the way Frank juxtaposed "Professional Satisfaction" against the other Elements he had identified to explicate his self-generated observations/ experience of school self-renewing processes. The "PrinCom" grid (Figure V6), as another way of the displaying the data, again illustrated observations made, above, regarding the significance, for Frank, of the Elements "Professional Satisfaction", "Spirituality", and "Opportunity".

This notion of Frank apparently perceiving much self-renewing happening from within a focus upon the **_Personal aspect_** (that is, his emphasis upon an "individual" dimension) was explored in conversation:

Interviewer: *If you can get every individual self-renewing almost in their own little cycle themselves, then those **Inputs** contribute to a result in the end?* Frank: *Well that's a good way of putting . . . a self-renewing organisation. I don't believe ... the organisation can be dragged* (Frank's emphasis) *or forced into that situation or mentality ... I would think it important that we value you* (i.e. each individual) . (#3/ 2Q/ RA(#1B) & I(#6:#8, 9, 10,))

The notion of professional and personal satisfaction, for Frank, was closely allied with the valuing of individuals and having good process and was also intertwined with the notion of "Spirituality", as Frank conceptualised that construct:

Interviewer: *Your 'Big Picture' ... means that processes take place in your school, and if good processes take place, then you get personal and professional satisfaction from those?* Frank: *The professional satisfaction is probably true to a certain extent, but there's a greater satisfaction ... other than just professional satisfaction ...* Interviewer: *Your personal satisfaction is very much tied up with your spirituality or your belief about what a good catholic school could be and should be ... . You've said 'bringing about the Kingdom of God'. ... and you've said you won't ever achieve the Kingdom of God, and that doesn't matter, it's the effort you made to put it into place, through valuing people, through focussing on good processes which give the people good messages about how we* (sic) *value people here. That is the kingdom of God(?).* Frank: *That's right, yes. The Kingdom of God is not a place that we reach.* Interviewer: *No, it's the process, the journey* (Frank: *"that's right, the journey"*) *and that's very much tied up with the way you see your whole functioning?* Frank: *Yes that's right.* (#3/ 2Q/ RA(#1B) & I(#6:#12, 13, 14, 15))

Appendix W:

Protocols for the Semi-Structured Interviews
Conducted with each of the three Participant Principals
Case 1: Elizabeth, Case 2: Jim, and Case 3: Frank
During the Period of Data Collection*

(* *i.e., September, 1996 to December, 1997*)

Research Phase	Overview of Protocols followed for (Semi-Structured) Interviews *(with each principal-subject except where otherwise indicated)*	Interview Transcript[1] Identifier (Case #/ Transcript Identifier Code)
1Q	*Focus:* Concepts of Principalship *Protocol:* 1. Describe a "good" day as principal. ♦ That is, when/ how are you an "effective principal" by your standards? ♦ What things make you feel "empowered" (or "disempowered") as a principal? 2. What "frustrates" you about the principalship? 3. What would be a few "descriptive terms", from your perspective, which you would use to describe "the principalship today"? (e.g., characteristics/ issues in the present as compared with an earlier time; and/or descriptors for how you perceive the principalship currently) 4. How do you cope with the multiplicities/ complexities of the principalship? 5. Do you have some "metaphor" or "model" which encapsulates/ characterises the principalship for you? 6. A principal is constantly faced with ambiguity, with competing tasks and goals and calls on time. What are one or two of the personal principles which guide/ assist you to make decision about what you "should" do (day-to-day; each week; each term or semester; each year; longer time span)? 7. What comments/ reactions would you make/ have to the equation *"Principal = Leader"*? 8. Could you describe one or two of what, looking back, you would regard as key FORMATIVE influences on how you think about the principalship and/ or influences upon how you seek to be an "effective" or "good" principal? (e.g., a particular person or persons who	**#1**/ EMM#1 **#2**/ SJ#1 **#3**/ SFX#1

	influenced you and the way that you see things?; a particular experience(s) which struck you?; particular theory(ies) which make a lot of sense to you?; a particular book or writer . . .?) 9. Dream a little! You now have CONTROL to set the pace and define priorities. Describe the "ideal world" of the principalship for you? (e.g., what would it "look" like?; what would you be "doing"?; what would have changed for the "real world" of your current experiences?) 10. Discuss the Bolman and Deal model[2] 11. Discuss the nature of the "Staff" of the school and challenges/ opportunities . . . 12. Discuss the "end of your time" at the School. (e.g., how would you like to be described?; what would be your ideal achievements?; what "epitaph"?) 13. Other . . .	
1Q	*Focus:* Concepts of "Self-Renewing" (S-R) Processes *Protocol:* 1. What do you understand by the notion of school "Self-Renewing" processes? (Clarify that I am not automatically equating S-R processes with Catholic School Renewal. *If you do fine; if you don't fine . . .*) 2. What are the goals of S-R processes in your mind? (e.g. personal goals?/ "demands" from outside forces?) 3. Could you identify some current/ recent/ planned and intended examples of S-R processes in this School? 4. Who are the "Key Players"[3] in S-R processes? 5. What are the "Blocks"/ inhibiting Factors to S-R processes (in THIS setting)? (School context (internal/ External)?/ and "Self"?) 6. What "guides" your behaviour (with respect to S-R processes)? (In deciding priorities?; what "sorts of things" do you encourage/ support?; what do you (quietly) discourage?; what do you "stamp out"?) 7. Consider the principal's role in terms of DEMANDS/ OPPORTUNITIES? CONSTRAINTS[4] (and then apply to S-R processes) (in summary: what are the key Demands we've discussed?; what are the Constraints?; now what are the Opportunities?) 8. Now if you accepted, for the sake of discussion, that your "challenge" as principal is to EXPAND the "Opportunities" box[4] what/ how/ why do you do that? (focussing upon S-R processes) 9. Return to consider some of the specific examples of identified S-R processes for further detail (and to identify possible Critical Incidents[5] 10. Other . . .	**#1**/ EMM#2 **#2**/ SJ#2 **#3**/ SFX#2

2Q	*Focus:* Discussion of first level analysis of *Protocol:* ♦ Discussion focussed around the "First Level Analysis"[6] of the previous Interview regarding "Concepts of Principalship" (provided prior to Interview) ♦ Discussion of Repertory Analysis[7] regarding "Concepts of Principalship" (provided prior to Interview)	**#1**/ EMM#3 **#2**/ SJ#3 **#3**/ SFX#3
2Q	*Focus:* Discussion of first level analysis of *Protocol:* ♦ Discussion focussed around the "First Level Analysis"[6] of the previous Interview regarding "Concepts of 'Self-Renewing' Processes" (provided prior to (current) Interview) ♦ Discussion of Repertory Analysis[7] regarding "Concepts of 'Self-Renewing' Processes" (provided prior to Interview)	**#1**/ EMM#4 **#2**/ SJ#6 **#3**/ SFX#6
2Q	*Focus:* Interview with APRE *Protocol:* See Figure W1 (below)	**#1**/ EMM#7 **#2**/ SJ#4 **#3**/ SFX#5
2Q	*Focus:* Interview with SCO *Protocol:* See Figure App. W1 (below)	**#1**/ EMM#5 **#2**/ SJ#4 **#3**/ SFX#5
2Q	*Focus:* Interview with Deputy Principal (Case #3 only) *Protocol:* See Figure App. W1 (below)	**#1**/ EMM#6 **#2**/ N/A **#3**/ N/A

3Q	*Focus:* Review of current Quarter
	 Protocol:
	 1. Review self-renewing goals for the current quarter and how they are proceeding
	     a. What is/ was PLANNED/ INTENDED to achieve in the timeframe?
	     b. What "HAVE" achieved in the Timeframe?
	 2. Identify possible Critical Incidents
	 3. Analyse the "realities" of administrative practice[8]
	 4. Discuss the balance of energy commitment/ "drain" (in terms of the realities of administrative practice[8]
	 5. Images/ metaphors of the "Realities of administrative practice"[8] in the current period: for example . . .
	     ♦ "a neatly/ nicely co-ordinated set of events and experiences?"
	     ♦ V's "been a circus?"
		#1/ EMM#8
		 #2/ SJ#7
		 #3/ SFX#7

	◆ V's "been a disaster?" etc And ◆ "the ship is on course" or ◆ "the ship has been blown off course by . . ." 6. Impact of the Research? 7. Wildcard: Of all of the elements of the Principalship which confront you daily/ weekly/ monthly/ annually what are the "bits" that come easily/ naturally?; and what are the bits you have to "work at"/ even "struggle with"?	
4Q	*Focus:* Review of current Quarter *Protocol:* A. Based upon the 3Q protocol in broad terms (above) B. Focussed upon exploration/ clarification of particular interests arising from data analysis processes and on-going drafting of case report(s)	**#1**/ EMM#9 **#2**/ SJ#8 **#3**/ SFX#8
5Q	*Focus:* Review of current Quarter *Protocol:* C. Based upon the 3Q protocol in broad terms (above) D. Focussed upon exploration/ clarification of particular interests arising from data analysis processes and on-going drafting of case report(s)	**#1**/ EMM#10 **#2**/ SJ#9 **#3**/ SFX#9

1. Outline nature and purpose of Research

2. (simply) define ***Microcosm*** (as per 'one page' summary[9]) & ***Self-renewing***
    ♦ (anything intended to take the school somewhere/ any attempt at self-improvement;
    ♦ NOT interested in the individual classroom level i.e. at least TWO people have to be doing something before that activity is of any interest in this study;
    ♦ NOT automatically congruent with the concept of CSR)

3. How do "Admin Team" Meetings Work? (e.g. Who/ What/ When/ Why)?

4. Bolman & Deal Model[2] (Explain briefly & Discuss)

5. What 'metaphor' (or metaphors) underlie X's actions/ perceptions of the P'ship?
    (e.g. the Conductor, One of the Players, Policeman, Servant . . .)

6. How does X deal with the complexities/ multiplicities of the Role?
    e.g. How would you surmise that X decides priorities, what to do as important/ what not to do/ what to ignore etc

7. I'd like to put to you a simple equation for your reaction. You might think this equation is very apt OR you might think it's 'way off the mark' or whatever . . .
    "Principal = Leader"
    e.g. how do you see that in X's case?/ why do you react that way?

8. What type/ types of staff are best suited to X's style? *or put another way . . .* What type/ types of staff do you surmise X works with best?
    e.g. "yes" people or assertive people; those who like to be led; those who "think" for themselves etc

9. Many things happen in a School over a Term or a year, some good, some not so good . . .
    What 'kinds' of things would X . . .
    * encourage/ support/ applaud;
    * discourage (but quietly or non-aggressively)
    * "Stamp out" (e.g. a *"That's not on here . . ."* type reaction?)

---

10 Turning, briefly, now to school development of self-renewing issues/ topics . . .

WHAT are some of the key School Development (self-renewing) priorities at present?
HOW have these priorities emerged (esp. what part has X played)?

11. To pull things all together now, to round off . . .
Based on the truism that no situation is ever perfect and no style can ever be perfect (and NOT focussing as "judging" as GOOD or Bad but rather focussing on __how__ things are rather than seeking to judge them . . .
* what are the +'s (pluses) in X's 'mental-model' (as portrayed in the sorts of situations/ contexts we've discussed already)?
* what are the -'s (minuses)?

12. Last thing!
I've done some tentative analysis[6] from a series of Interviews already completed with X. I'd like to show you a portion of that for your reaction. For example, does it sound right to you OR is it way off the mark OR perhaps it sounds pretty right but I've forgotten or I've missed . . . (whatever)
DEMANDS/ OPPORTUNITIES/ CONSTRAINTS[4] (Reaction to first level Analysis[6])

Figure W1. Format for semi-structured interviews with key personnel.

Notes:

1. Sample Interview Transcripts (from the pilot research activities) are included as part of Appendix C.
2. The model developed by Bolman and Deal (1991, 1993) was described and explained and then explored/ discussed as part of and relevant to the particular focus of the interview (at that time). (A schematic version of the content of Table 7 (Chapter 2) was used for this purpose.)
3. Material similar to Table 15 (Chapter 3), adapted for the particular school context, was used to focus discussion.
4. A model developed from the work of Stewart (1989) and Gronn and Ribbins (1996) was used for this discussion.
5. The notion of "Critical Incidents" is considered in Chapter 3.
6. Initial data analysis products were used for this discussion, as detailed in Chapter 3.
7. An overview of repertory analysis is detailed in Appendix D.
8. These "realities of administrative practice" (Parsons & Shils, 1951; Sergiovanni, 1988) were clarified, during the course of the study, to become the notion of "Demand Environment", as considered in Chapter 4 and further detailed in Appendixes H, N, and T.
9. Refers to the brief overview of the research purposes and processes "summary sheet", as detailed in Appendix C.