THE ROLE

OF

THE CATHOLIC SCHOOL PRINCIPAL

IN THE FACE OF

MODERN DAY CHALLENGES AND DEMANDS.

Key Behaviours, Issues, Perceptions, Challenges and Dilemmas Facing Catholic
School Principals in the late 1990s.

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Abstract

In light of the challenges faced by post-modern principals, and the changes in the Catholic Church and in Catholic education, this study aimed to analyse and identify the work of the principal in a Catholic school in the late 1990s. This meant examining the perceptions of the principal's work as identified by principals themselves, and those key players who work with them in Catholic schools. The study identified the key behaviours of principals in Catholic schools, and the factors that tend to enhance or inhibit their work.

In the initial phase of the research, the instrument used in the study was a self-administered questionnaire that consisted of 123 key behaviours which respondents were asked to rate according to degree of importance. The second instrument used was a semi-structured interview with a sample of principals. This methodology was designed as a further check on reliability and validity of the questionnaire.

It was apparent from this research that in the late 1990s, it was essential that the principal in a Catholic school be committed to creating an authentic Catholic school where a climate of care prevailed, and where respect and privacy for families was upheld. The principal must be committed to whole school philosophy, orientated toward servant leadership, and able to articulate and bring into practice the ethos of a Catholic school. As well, the study showed that it was crucial for the Catholic school principal to ensure appropriate staffing, and that an atmosphere of co-operation and communication existed within the school community. In developing policies that incorporated the ideals of the Vision Statement, the study suggests that the Catholic school principal ensured that excellence in all areas of human growth is treasured. Bearing in mind that each participating group indicated different priorities, support for the principal, and the development of skills, is essential for their work to be effective in Catholic schools of the new millennium

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CHAPTER 1

INTRODUCTION

Principals and Catholic schools of the 1990's find themselves in an exciting phase of Church and school history. Catholic school principals are being challenged by the movement for authentic leadership within Catholic schools that is based upon Gospel values and core beliefs of the Church (Duignan et.al,1985). This is juxtaposed with demands from parents and students for success in areas measured only by secular values. At the same time Catholic school principals face challenges with their schools now being seen as welfare and Church agencies. These conflicting demands of the 1990s place Catholic school principals in a position whereby they are being challenged to evaluate the practices within their schools in light of Gospel beliefs (Spry and Sultmann, 1994).

There are many pressures from within the spectrum of the school community that contribute to the complexity of the principal's work. The values' orientations of many members of today's society make it difficult for the principal to establish a 'standard' role in Catholic schools. An increasing number of attempts to devolve authority and responsibility down to the level of the school, together with the changing conception of the nature of leadership and decision making, have led to the formation of school councils, school boards and the notion of an 'executive team'. Demands for accountability and closer public and political scrutiny of the use of scarce resources, have added to the burdens of principals and to the work they carry out. The pressures of rapid technological change, the demands for special services for the needs of handicapped children who need to be integrated into the mainstream, the movement to ensure equal opportunity, avoidance of discrimination of various kinds and the increasing incidence of children from single parent and broken homes, have all been identified in Duignan et.al (1985) study as factors, external to the school, that impinge on the role of the principal (Jordan, 1990). Internal pressures within the school can create an enormous variety of dilemmas for the principal. These pressures are also identified by Duignan et.al (1985) and include curriculum change and innovation increasing professionalism of teachers, school level evaluation of programs, coping

with student mobility and with increasing disciplinary problems, and personal provision of programs for the gifted and talented, the handicapped, the economically deprived, and the culturally different.

With the purposes of education seemingly clouded and uncertain, it is understandable that the work of the principal is often ambiguous. Expectations are frequently conflicting and there is no apparent rationale for the duties assigned to the work and for the boundaries delimiting the work. There is frequently no explicit statement of duties and responsibilities which satisfies the expectations of a particular school. This difficulty is picked up by Jordan when he writes:

> There are usually no defensible criteria for assessing a principal's performance; no tangible yardsticks against which the actual behaviour of the principal can be compared (Jordan, 1990,3).

Whatever might have been said or written about leadership in Catholic schools, (Dwyer 1985; Flynn 1989; Duignan 1985; and Edwards 1987), few would disagree that the nature and demands of the principalship have changed profoundly over the years. Circumstances and conditions have also changed for the work of the principal because the role of Catholic schools has changed (McLaughlin,1997). There are new demands and new challenges, such as family counselling, that the effective principal must meet. On the threshold of the third millennium, education faces new challenges which are the result of a new socio-political and cultural context (The Sacred Congregation for Catholic Education, 1998).

The leadership of the Catholic school principal in the 1990's cannot be equated with the traditional leadership role, or 'great man' approach, nor does it fit the situational contingency approaches or the excellence model espoused by Rost (1989). Approaches to leadership such as those bureaucratic-managerial models (Foster, 1989; Avolio and Bass, 1988) are also not compatible with the current model that is apparently developing for principals in Catholic schools on the eve of the new millennium. The political or business models and the philosophical bases of such business organisations are inconsistent with the rationale for the existence and conduct of Catholic schools and their leaders, as expressed in theology, and as such

"the Catholic school aims at forming, in the Christian, those particular virtues which will enable him (sic) to live a new life in Christ and help him faithfully play his part in building up the Kingdom of God (The Sacred Congregation for Catholic Education,1977, par.36).

Vatican II sought to correct some of the imbalance between the hierarchical Church and its people through attempts to invite the people into a participative action with its Church (Treston, 1990). Consequently, Catholic school principalship in the 1990's does not sit comfortably within hierarchical models espoused in the past. Moreover, the Catholic school since Vatican II has been seen as a community, rather than an institution (Sacred Congregation for Catholic Education, 1988, par.31). This community was established to bring the individual to God and was based on Gospel values (par.29) where "each child is able to be fully valued through the promotion of the human potential in an atmosphere of care, belonging, justice, and sacramentality" (Lane, 1991,18). It is from within this framework that the work of the principal in a Catholic school in the 1990's can be observed as communal, transformative and serving, as identified by McLaughlin (1997,21):

> It is communal because the power of leadership ultimately resides and is given to the leader from the community. It is transformational since the organisational community is ever prepared to critique its action against the original authentic vision that vivifies the community. It is serving because the growth of community members and indeed society is the subject of the leadership.

Principals are integral members of Catholic schools and their work involves them with all members of the school community- parents, students, staff, community members and the Catholic clergy. Their work involves aspects of curriculum development, administration, religious ethos development, teacher development and community involvement. For the purpose of this research the principal and the work of the principal is considered an integral part of the Catholic school and the evangelical role of the Catholic Church.

The challenge for researchers is to explore the factors that impact on the work of principals in the 1990's. Clear identification of the main challenges and dilemmas

(philosophical, religious, administrative, ethical, moral, organisational, structural, social, personal) that principals in Catholic schools face in their work today indicates the changed role of the Catholic school (McLaughlin,1997). The work of the principal is diffuse and the responsibilities responsive to the many pressures for reform and change in the school setting. According to McLaughlin's research (1997,16), the principal is expected to provide services such as family counselling in an atmosphere of servant leadership within the school community. What then is the nature of the work of the principal in a Catholic school? What is considered important and relevant to their work in Catholic school leadership, and what factors impinge upon it? These are the main questions that this research aims to answer.

Historical Context of the Catholic School Principal

Before making judgements about the work of the principal in the Catholic school, it would be useful to set the study in its context (Dwyer, 1986). Any consideration of contemporary issues in Catholic education requires the Catholic school to be placed in its historical context. History has taught us is that any vision for the future involves a sense of the past. As one looks and reflects on that experience, one looks for trends and asks the question, "Where to next"? In terms of the work of the Catholic school principal, the question demands an exploration of the past and where Catholic school leadership has come from.

The crucial decisions of the 1870s and 1880s to create a network of Catholic schools have had a profound impact upon the character and development of Australian Catholicism and Catholic education - set up originally as they were, to preserve the Catholic culture of the people, and to win places for Catholics in society, government and business (Sippel, 1989, 276). In the 1870s and 1880s the Bishops were the leaders of the poor and in response to the new secular school they created a network of schools centred in the parishes and supported by the local communities. The schools were staffed by religious orders and assisted by parishioners. The schools were intended to preserve the faith and to combat poverty, thereby giving rise and social mobility to the poor. The world itself was rather static and predictable (Starratt,

1986) and as such this type of school remained in operation for the next one hundred years. Leadership was diffused among school principals (often usually Superiors of Religious Congregations) and Parish clergy.

During the 1950's the majority of staff in Australian Catholic schools were from religious orders - priests, brothers, sisters. The curriculum was dominated by a prescriptive State syllabus which rarely changed, with the catechism series and texts offering a systematic, comprehensive program of instruction. School principals grappled with the impact of the post-war baby boom and the number of people from non-English speaking countries seeking a Catholic education for their child: "Crisis level was eventually reached: teachers, struggling against impossible odds, faced classes that sometimes climbed to one hundred. Lay teachers (many untrained and inexperienced) were employed to help hold the school against the flood of human beings that threatened to overwhelm it" (Dwyer, 1986,3).

Throughout the 1960s the Catholic school system experienced a decline in the number of 'religious', together with a corresponding increase in the lay composition of staff. Lay teachers were employed to teach but the religious were identified within the school as the leaders, particularly in religious education: "The 5 per cent of lay teachers working in the schools in 1950 grew to 28 per cent in 1965; nine years later it reached 65 per cent" (Dwyer, 1986,3). The government subsidies to non-government schools saw Catholic schools survive and they were seen in the 1970s as places in which the general community had confidence. By the 1980s Catholic schools were sharing a community perception of quality with other non-government schools (Dwyer,1986).

It is from this rich, albeit brief, history that Catholic schools in Australia were born. From within this context the current role of the Catholic school principal as leader evolved. From within these Catholic traditions there remain implications and challenges to the role of the principal in the Catholic school, some of which include implications stemming from the changes demanded by the Second Vatican Council. From this has arisen expectations that the school should be a place of renewal in the contemporary context (Lane,1991,6) and should be a place where appropriate leadership plays a catalytic role (Spry and Sultmann,1994,106). The same questions

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that face Catholic schools are etched in the minds of its leaders - the principals. The principal in the 1990s is left to ponder the type of world we live in, the post-modern values (Starratt, 1986) portrayed within that world and the points of convergence and divergence in Catholic Church teachings and to meet these challenges.

According to Chittister (1984), there are three essential points to be made about what is happening in our world today:

* we are in the greatest ecumenical era ever;
* we are in the most autonomous era ever,
* we are in the midst of the world's total and most rapid transformation.

Amidst this change, The Sacred Congregation for Catholic Education (1998) has recognised the contribution the Catholic school has made to the evangelizing mission of the Church and claims that the Catholic school is undoubtedly a sensitive meeting point for the problems which besiege this restless end of the millennium. The principal in the Catholic school is caught up in these changes, many of which are discussed in the following passages and in Chapter 2 of this study as further development of the context in which the principal operates. In essence, some of the challenges to principals in the 1990s include the way in which they react to world trends such as the decline in the world's number of Christians. What are leaders saying about the place of family, given the massive shift away from the traditional role of the family in our society? Or what are they saying given the shift away from the agricultural-industrial stage to the information age, where technological advances are prescribing our ends, where the age of the machine widens the gap between the employed and the unemployed; where in a world of global development, international interdependence has been created? This in itself presents a challenge to the leadership and work of principals in Catholic schools in that it places the school in a world-wide context.

Past and Present Era

To add further to the challenges facing Catholic school principals one needs to explore the modern and postmodern trends and their effect upon Catholic schools. The German philosopher Hegel is said to have stated that "History is what takes place behind our backs". In terms of contesting meaning between modern and postmodern trends, one is drawn toward exploring the effect upon principalship in Catholic schools and to comprehend 'what has happened behind our backs'. Regardless of the fact that many of the proposals for school reform are based on the familiar beliefs of the modern world view (Starratt,1986), the principal in the postmodern world is involved in an educational world where earlier frameworks and old certainties are clearly inadequate, misguided, inappropriate or invalid (Starratt,1986,39). The postmodern principal operates in a world where there are no longer any absolute truths and no universal principles (Starratt,1986,46). The age of closed systems (O'Murchu,1995) belongs to the past and the Catholic Church and its members, including those within the Catholic school system, are challenged to accept interdependence with other Christian denominations.

The open systems of the postmodern world see a distinct shift in the way the world views marriage and the family, sexuality, Church law and its relationship with government. Furthermore:

> The postmodern view counters that the individual is neither the primary source of knowledge nor the primary judge of truth. Individuals are embedded in cultures and language communities. What is accepted as knowledge is socially constructed by these cultures and communities (Starratt,1986,41).

The modern world view saw science and technology moving forward under the banner of democracy, leading the individual to greater freedom. The postmodern mood is profoundly conscious of the failures of the myth of progress and there is a general distrust of the absoluteness and orthodoxies of institutions such as government, banks and universities (Drucker,1989).

The way we look at the world has changed and there is a need for hard work in accepting and absorbing the new realities (Drucker,1989,232). In terms of the work of the principal in a Catholic school in the 1990s, the challenge is to create a synthesis of the old and new world views, whilst bringing the mission and purposes of schooling into alignment with this new synthesis. Then comes the inventive work of constructing an appropriate curriculum and pedagogy for the school of the future (Starratt, 1996,46). How then does the principal in a Catholic school see the role in the late 1990s? The following questions aimed to address this issue.

The Major Research Questions

As identified in previous sections of this chapter, the rapid changes in the school's environment and in the school itself have resulted in a diversity of demands and challenges for the Catholic school principal in the late 1990s. Therefore, this study aimed to:

Analyse and identify the nature and the work of the principal in a Catholic school in the late 1990s.

This analysis was aided by:

- analysing the work of principals within the framework of Catholic education.
- examining the perceptions of the work of principals held by principals themselves and those key players who work with them in Catholic schools.
- identifying the key behaviours of principals in Catholic schools.
- identifying the factors, which tend to enhance or inhibit the work of the principal in a Catholic school.

If these points were to be addressed adequately the following questions had to be answered:

1. What do principals, assistant principals, co-ordinators, priests, parents and teachers perceive to be the important key behaviours of the principal in the Catholic school?

2. What are the perceptions of these groups about the principal's work in school leadership?

3. What factors are perceived to enhance the work of the principal in the Catholic school in the late 1990s?

4. What factors are perceived to inhibit the work of the principal in the Catholic school in the late 1990s?

Context of the Study

The context of the study involved a Catholic Diocese within the State of New South Wales. The Diocese is served and governed by a Bishop and sixty priests. This Diocese consists of urban, coastal and rural areas and serves a Catholic community incorporating fifty-five parish boundaries. The Diocese crosses all socio-economic bands and is representative of some very affluent sectors of society, as well as those considered underprivileged. This is represented in some of the Diocesan schools being considered disadvantaged and eligible for government financial support for special programs.

Within the confines of this Diocese there are thirty-nine parish-based primary schools that provide a Catholic educational service for their parish community. Each school is closely aligned with its parish and its priest for spiritual, pastoral and financial support. Within the Diocese under study are seven systemic secondary schools and several independent and denominational Catholic schools. The non-systemic schools are not included in this study.

To assist in understanding the context within which Catholic schools operate, the administrative structure of Catholic Education in the Diocese is illustrated in Figure 1.1.

Administrative Structure of Catholic Education in the Diocese

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┌─────────────────────────────────────┐
│              Bishop                  │
│                                      │
│   Diocesan Vision and Religious      │
│             Education                │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│        Diocesan Schools Board        │
│                                      │
│       Advice, Policy and Direction   │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│       Catholic Education System      │
│                                      │
│  Policy Development, Implementation  │
│            and Evaluation            │
│    School Development and Support    │
│   System Administration and         │
│              Management              │
└─────────────────────────────────────┘
                  │
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│                                      │
│          Catholic Schools            │
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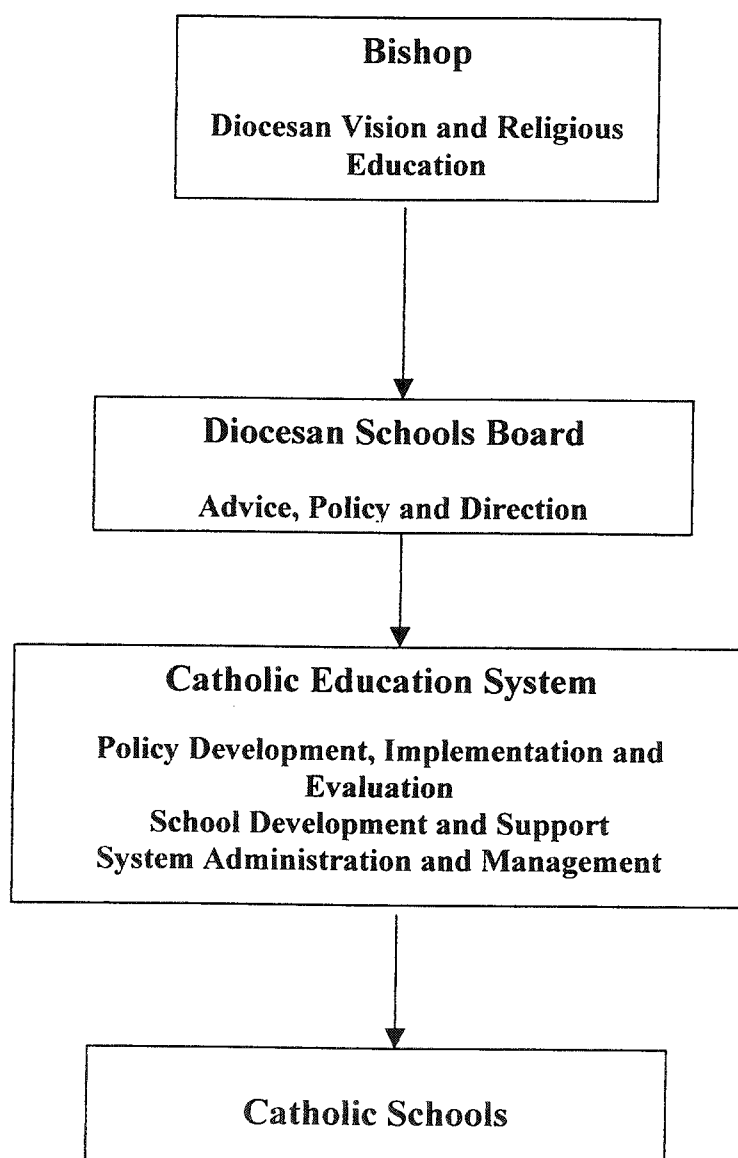
Figure 1.1 Administrative Structure of Catholic Education in the Diocese.

From within this diocesan administrative structure emerges the Catholic Schools System (Figure 1.2). This is an educational structure headed by a Director of Schools and served by several administrative departments, including those responsible for financial and educational services. Its policy direction is largely governed and influenced by the National Catholic Education Commission, the New South Wales Catholic Education Commission and the Diocesan Schools Board. The work of the principal in the Catholic school in the 1990s is found within the framework and context of the Diocese and its education system.

Organisation of the Catholic Schools System of the Diocese

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                    ┌─────────────────────────┐
                    │   Director of Schools    │
                    └─────────────────────────┘
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                    ┌─────────────────────────┐
                    │        System            │
                    │       Executive          │
                    └─────────────────────────┘
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┌──────────────────┐                            ┌──────────────────┐
│    Financial     │                            │   Consultants    │
│     Manager      │                            │                  │
└──────────────────┘                            └──────────────────┘
        │                                                 │
┌──────────────────┐                            ┌──────────────────┐
│    Financial     │   ┌──────────────────┐     │   Educational    │
│     Services     │   │    Resources     │     │     Services     │
│                  │   │    Planning      │     │                  │
│ • School         │   │      And         │     │ • Religious      │
│   Accounting     │   │   Developing     │     │   Education      │
│ • Finance        │   │   Including      │     │ • Curriculum     │
│ • Census Statistics│ │    Capital       │     │ • Special needs  │
│ • Payroll        │   │     Works        │     │ • Professional   │
│ • School facilities│ └──────────────────┘     │   Development    │
│ • Office         │                            │ • School Review  │
│   Administration │                            │   And            │
│ • Management     │                            │   Development    │
│ • Information    │                            │ • Human Resources│
│   Services       │                            │ • Systems Processes│
└──────────────────┘                            └──────────────────┘
        │                                                 │
        └────────────────────────┬────────────────────────┘
                    ┌─────────────────────────┐
                    │    Catholic Schools      │
                    └─────────────────────────┘
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Figure 1.2 Organisation of the Catholic Schools System of the Diocese.

Purpose of the Research

By identifying significant dimensions of the principalship in Catholic schools in the 1990's current principals might be better able to comprehend their work and become more competent and confident in their role. The findings of this research may assist in the design and organisation of professional development programs for principals. The findings of the study may also be useful to those system administrators involved in system and principal appraisal. In particular, those who would benefit from the study and selection are the principals from within the Diocese under study. Principals in similar dioceses may find the study beneficial to their work. It may also be of interest to principals in any Catholic school.

The research also provided some answers to the challenges emerging from the complexity of the work of the Catholic school principal in the 1990s. The research findings also provided more direction for the professional development of principals. In light of the many changes impacting upon education and Catholic schools, the findings of this research may enable such people to combine the rhetoric with the reality in establishing a relevant understanding of the work of principals in Catholic schools.

Significance of the Research

The role undertaken by a principal in a Catholic school is critical to the school's outcomes. The principal needs to perform effectively in order to meet the many challenges, demands, and changing expectations of education in the late 1990s.

This research should be of interest to those within the diocese under study and may be of interest to all leaders in Catholic education, whether they are from schools, Education Commissions, Catholic Education Offices or parishes.

Whilst their have been other studies completed on the work of the principal (Duignan 1985, Kealey, 1989, Chapman, 1984, Collard, 1984) none of these studies has been conducted towards the end of this century. The timing of this research is critical as we enter the third millennium.

Summary

In this chapter the researcher has attempted to show the complex environment with its increased demands and expectations within which the principal in a Catholic school operates as the century draws to a close. Some of the main pressures, challenges, demands and questions raised from these conditions have been recognised and this has led to the research questions that have also been included in this chapter.

In part, it has been necessary to return to where Catholic schools have been in order to understand the contemporary issues which face principals in Catholic education. The work of the principal in a modern Catholic school is both demanding and rewarding as the Catholic school principal of the 1990s is expected to act as leader in the course of balancing the different and, at times, conflicting expectations of parents, staff, clergy, community members and students in an expanded model of Catholic school. The Catholic school principal plays a key role in developing and maintaining the school as a dynamic and exemplary community.

In chapter two, a review of literature related to the work of the principal in this context is presented, together with the educational framework within which the principal in a Catholic school is expected to carry out various tasks and responsibilities.

CHAPTER 2

REVIEW OF THE LITERATURE

Introduction

In this chapter the literature concerning principals and their leadership is reviewed, with the major emphasis being upon the educational framework and Catholic context within which Catholic principals work in contemporary society. It examines the educational framework in light of the philosophy of Catholic education and schooling and outlines the ways in which the principal is involved in such an important role. The literature review develops more fully the concepts that identify the key dimensions of leadership and explores the Catholic school principals' involvement in education on the threshold of the third millennium. The review of the literature revealed four key areas for the principal of the Catholic school. This chapter has been ordered according to these areas.

RELIGIOUS LEADERSHIP

The Catholic School

The Sacred Congregation for Catholic Education (1997) described the Catholic school as a sensitive meeting point for the problems which beseige this restless end of the millennium. The Catholic school is thus confronted with children and young people who experience the difficulties of the present time. The Church has recognised the contribution the Catholic school makes to the evangelizing mission of the Church, as the Catholic school continues to share responsibility for the social and cultural development of communities and peoples to which it belongs.

The Catholic school sets out to be a school for the human person and of human persons: "The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching: this is why the promotion of the human person is the goal of the Catholic school" (John Paul II, 1991). It is from its Catholic identity that the school derives its original characteristics and its structure as a genuine instrument of the Church and a real place of pastoral ministry.

In terms of the cultural identity of the Catholic school there is an expectation by the Church that within the educational project there is a synthesis of culture and faith. In the Catholic school's educational project there is no separation between time for learning and time for formation, between acquiring notions and growing in wisdom (Sacred Congregation for Catholic Education,1997).

Since the Catholic school makes such an important contribution to the mission of the Church it is appropriate to examine the expectations held by the Church for the principal and in this way the role of the Catholic school is further elaborated.

The Mission of the Church and the Catholic School

The Catholic school is considered vital to the mission of the Catholic Church. Thus religious leadership by the Catholic school principal is most important. The establishment of Catholic schools has been a significant element of the mission of the Church in Australia. The importance of the role of Catholic schools is affirmed by The Sacred Congregation of Catholic Education when it sees the school as a "privileged means" of forming "the whole person" (1977, para 8). As such, the Catholic school plays an integral part in the mission of the Church. It is within this framework that the principal works as a religious leader in the Catholic school for:

> The Catholic school forms part of the saving mission of the Church, especially for education in the faith...' it is precisely in the gospel of Christ, taking root in the minds and lives of the faithful that the Catholic school finds its definition as it comes to terms with the cultural conditions of the times (The Sacred Congregation for Catholic Education, 1977, para 9).

This in itself presents tremendous challenge for the Catholic school principal, especially in view of the materialistic values of society today. This was reaffirmed in the Religious Dimension of Education in a Catholic School (1988, para 34) which makes the point that the Catholic school finds its true justification in the mission of the Church. It is based on an educational philosophy in which faith, culture and life are brought into harmony. Through it, the local Church evangelises, educates and contributes to the formation of a healthy and morally sound lifestyle of its members. This adds to the mission responsibilities (para 34) of principals and their teachers in Catholic schools in the late 1990s.

The essential mission of the Church is evangelisation (The Sacred Congregation for Education,1997) and the proclamation of the Gospel news of Christ to all peoples. The Church establishes Catholic schools as a favoured means in this work of evangelisation, where the whole educational enterprise (*Catechesi Tradendae*,1979) has Christ as its foundation and where principals in Catholic schools in the 1990's are being asked to hand on cultural heritage and foster the growth of Christian virtues (Catechesi Tradendae,1979) through instruction of their pupils. A unique task for the Catholic school principal to develop is a synthesis of culture and faith within the school and a synthesis of faith and life centred on Jesus Christ (*Catechesi Tradendae*,1979).

The Catholic school seeks to accomplish its task of providing a Catholic education for its pupils in an atmosphere of a faith community (Dwyer,1993), with the principal and staff providing a climate in which the pupils' faith will gradually mature. Another task related to mission for the principal within the Catholic school is responsibility for the religious education program and the development of Catholicity within the school community (The Sacred Congregation for Catholic Education,1977).

As part of its mission the Catholic school is committed to the development of the 'whole person' (Flynn, 1993). Herein lies the specific attempt to create a distinctly Catholic character of the school, thereby cultivating human values (The Sacred Congregation for Catholic Education,1977). Thus, the purpose of the Catholic school is related to the mission of the Church: to enable women and men to know God and to

live in communion with Him and to understand the world in which they live in the light of the Gospel. This is captured by Abbott (1966,4) when he writes that:

> The Church has always had the duty of scrutinising the signs of the times and of interpreting them in light of the Gospel. Thus, in language intelligible to each generation, she can respond to the perennial questions which men ask about this present life and the life to come, and about the relationship of the one to another.

The main task of the Catholic school as described in the document 'The Catholic School' (1977) is the integration of culture and faith and faith and life. A Catholic education, if it is to be faithful to the stated aim, takes the form of religious education and a dimension of the formal and informal curriculum through the implementation of cross-curriculum programs and perspectives. This is another challenge for the Catholic school principal. Collins (1986) highlighted this by singling out principals and their school executives in the implementation of such programs.

To aid in the work of the school's missionary role, staff selection is critical. Hiring teachers who have competence as people of faith and as professionals dedicated to the mission of the school is an important part of the work of the Catholic school principal. Then, in accepting responsibility for spiritual leadership, the principal functions by being of service, offering a vision, maintaining ground rules, challenging the teachers to use time, resources and training programs effectively and motivating all members to share responsibility for communicating the Gospel message clearly and meaningfully (Keating, 1978). Attention given by the Catholic school principal to ensuring quality Catholic religious instruction is being faithful to the important ministry of introducing students to a life of faith.

It is within this framework of Church that the principal in a Catholic school operates. The significance of the missionary role in religious leadership was explicitly documented by Graham (1997), D'Orsa and D'Orsa (1997), Phillips (1997) and Dwyer (1997) when they commented on the promotion of authentic and distinctly Catholic faith and culture within schools of the nineteen nineties. Significant to this challenge was the relationship Catholic principals form with their school communities, particularly their teachers.

The Principal and the Church of the 1990s

In situating the Catholic Church of the 1990s, one can see the decreasing numbers in the priesthood and the need to establish alternative structures for the provision of religious nourishment. The alternative structures are likely to involve Catholic schools and will naturally be religious in terms of their goals and purposes. D'Orsa and D'Orsa (1997) situated the position of the principal in the Church of the third millennium as one which is faced with changing relationships within the institutional Church, including patterns of accountability. Principals, as Catholic school leaders, are faced with the challenge of sustaining collaboration and commitment of their local communities and the experience of being drawn into the leadership vacuum within the Church by diminishing numbers of clergy and religious (D'Orsa and D'Orsa, 1997, 73). This opens up a whole new area of challenge for Catholic school principals for the type of school they have.

There is also an expectation that the principal carries out the role of spiritual leader within the total ministry which occurs within a parish. Thomas and Davies (1989) observed that the principal is in a prime position to foster the notion of Catholic community and to serve as a natural community builder. Through full participation on a pastoral team, the principal functions as a valuable source of communication and is able to have knowledge and understanding of the total parish picture.

Whitehead and Whitehead (1992) emphasised the importance of using tools of clarification, negotiation, imagination and celebration when participating in collaborative ministry.
Attention given by the Catholic school principal to fostering collaboration in team ministry will lead to promoting a variety of gifts of the Spirit to meet a variety of needs.

For the Catholic clergy, the future is unlikely to be based on the patterns of the past, and this has forced principals and other educators to ask whether the "Catholic school is going to take the broader role in the new Church structures as they emerge or is it going to be concerned only with itself "(D'Orsa and D'Orsa. 1997.73)? D'Orsa and D'Orsa (1997) claimed that Catholic school principals have a unique historical

opportunity to create a future in the Church in this country, again adding to the complexity of demands made of the Catholic school principal of the late 1990s.

The Catholic Church and its Expectations of Principals

Sound examples of Church expectations of Catholic school principalship are expressed in the primary documents *The Catholic School* (1977), *Lay Catholics in School: Witnesses to Faith* (1982), The Religious Dimension of Education in a Catholic School (1988) and *The Catholic School on the Threshold of the Third Millennium* (1997). A key point identified by Abbot (1967) stated that the Catholic school is the place where educators attempt to relate all human culture to the news of salvation so that the light of faith will illumine the knowledge which the students gradually gain of the world, of life and of mankind. In this way, faith can impregnate the life of the student.

This related directly to the Catholic context in which a principal works. The three documents published by the Congregation for Catholic Education further develop the responsibilities of leadership in a Catholic school. In summarising the points of the statement from the Vatican Council, The Sacred Congregation for Catholic Education (1988) made the point that what makes the Catholic school distinctive is its religious dimension and that this is to be found in the educational climate, the personal development of each student, the relationship established between culture and the Gospel and the illumination of all knowledge with the light of faith. The context assumes that the principal ensures that a Christian way of thought and life permeates all facets of the educational climate.

Apart from responding to the many challenges and pressures of the 1990s, the principal in the Catholic school needs to be aware of such expectations outlined in Church documents and be able to put them into practice. This adds a dimension to the research that is probably unique to its Catholic context.

The way in which the principal can attempt to live up to the expectations is to assume a ministerial role in the true sense of the word. This is examined in the next section.

Ministry

Meeting the needs of the Christian community by service such as teaching is important for the Catholic Church's mission and principals, through their involvement in roles described in preceding paragraphs, minister within the context of the Catholic school. As such, we must keep in mind that teaching is one of the earliest ministries of the Church. Those who are called to the ministry (Treston,1992) of Catholic teaching are commissioned, not as private individuals nor in terms of their status as lay, religious or clerical persons, but as a direct consequence of their acceptance of the call from the Church (Sacred Congregation for Catholic Education,1988) to teach or administer. This ministry is one of the most significant ways in which the Church contributes to the growth of the human person and to the building of Christian society.

As part of this ministry in a Catholic school, principals are called to work with confidence and enthusiasm to bring Christ's vision of the human person into being. They are called to provide an education in which all aspects of life are given significance within the context of a faith which is not divorced from everyday life but which gives meaning to life. The Catholic school principal is also called to give evidence of and witness to the fact they are to be identified with and involved in the Church's mission to society (The Sacred Congregation for Catholic Education,1982).

The concept of ministries in the Church, though present since the early days of the Church, is in a period of development. Application of this concept to the person in the Catholic school is potentially very enriching for the persons concerned and so for the life of the school. Some teachers in Catholic schools are not themselves Catholic and there is a wide diversity in the understanding of Church among teachers who would see themselves as Catholic. This may range from a purely nominal position to one of great commitment and offers a specific challenge for Catholic school principals and their leadership in Catholic schools in the 1990s.

The Sacred Congregation for Catholic Education (1977) has pointed out that the Catholic school does not wish to divert the imparting of knowledge from its rightful objective and, to this end, sees the role of subjects not only to be part of the assimilation of skills and knowledge but of the acquisition of values and the discovery

of truth. The discernment expected of the Catholic school principal in the discovery of truth requires reflection, flexibility, freedom, care, patience and awareness of Jesus' living presence. This needs to go on even as the secular subjects fulfil their role. In their ministry they are required to possess relatively unique skills which ultimately 'carry out God's plan' (The Sacred Congregation for Catholic Education 1977, para. 10).

The literature (eg.Dwyer,1997, Keane and Riley,1997, Phillips,1997) expects the principal in a Catholic school to be a minister or agent of the Church's mission, called to provide a process of education for the growth to maturity of the human person, within a value system based on the Catholic tradition of the Gospel of Jesus Christ. This places unique demands on the principal and the process of education takes place in a way which responds to contemporary needs and which respects and integrates the various subject disciplines within a Christian context. In this process, religious education is seen as a necessary part of the formation of the whole person. As such, a principal in a Catholic school is called to be sensitive to the dignity of each person involved in the process of education, in the context of Christ's preaching of freedom, justice, love and hope.

Another challenge facing the principal in this Catholic context of ministry is that of helping all community members develop positive attitudes toward different cultural, racial, ethnic and religious groups. The goal is not simply one of tolerance, but rather appreciation of variety and diversity. Banks (1989) asserted that when students are able to view the world from the perspective of different groups, their views of reality are broadened and they gain important insights into their own behaviour. This awareness then is important in Catholicity building. Uphoff (1989) reminded Catholic school principals that as part of their ministry they must be aware that religion is an important element in the lives of many people and a source of strength in times of trouble. Recognition and provision for cultural differences is linked with a respect for religious differences, a situation faced by today's Catholic schools since non-Catholics are also enrolled. Attention given by the Catholic school principal to the value of every person, through recognising and providing for cultural and religious differences, is to reflect Gospel values and to ensure that all students have an equal

chance to achieve. To meet these demands, appropriate preparation of the principal is critical. This is examined briefly in the next section.

Preparation of Catholic School Leaders

In view of the pressures and challenges facing principals described in some detail in Chapter one. effective Catholic school leadership requires of a principal a thorough and professional preparation. It is an ongoing process which is central to ministry in a Catholic school. As part of a Catholic community principals ares constantly exploring and assessing the preparation they need to be fully prepared for the role they perform (Dwyer,1993). They have a professional responsibility to keep themselves prepared for the role. They are led to recognise that their professional responsibilities and the Gospel call to ministry are closely linked.

Across Australia. and indeed the world, there is a movement toward the renewal of the Catholic Church. Statements such as *Common Wealth for the Common Good* (1992) assist in the preparation and renewal process for those principals exercising Catholic school ministry and leadership. Much of what is happening in Catholic schools is in the ministry and formation of Catholic educators and leaders. Church documents such as *Centesimus Annus* (1991), *The Catholic School* (1977) and *Lay Catholics in Schools: Witnesses to Faith* (1982) state the importance of lay ministry, evangelisation and mission and help researchers to understand the Church's view of the importance of the role of the principal and their leadership within the context of the Catholic school.

The Principal and the Faith Dimension

If the Catholic school plays such an important role in the ministry of the Church then faith development is obviously important for Catholic school principals. Walsh (1987) suggests that many Catholic school teachers and staff have the desire to develop faith by learning. sharing and worshiping together. It is the role of the principal to support. lead and be one with these adults in their journeys of faith. This task, as indicated by Weakland (1990). requires attributes such as humility, pastoral sensitivity and respect for the talents of others. Attention given by the Catholic school principal to the

nurturing of staff faith formation can lead each member of this faith community to personal spiritual growth, as well as to a commitment to teaching, and this is important to a ministry of service. The principal of a Catholic school is also charged with promoting a living and conscious faith among students. To carry out this role effectively, the Catholic school principal must be attentive to the means by which the Catholic faith is communicated and transmitted, especially in a culture that presents formidable obstacles (Dulles, 1991). In performing this unique leadership challenge, the Catholic school principal needs to be actively involved in the various celebrations of faith within the school.

The religious dimension of the school is expressed through the celebration of Christian values in Word and Sacrament, in individual behaviour, and in friendly and harmonious interpersonal relationships (Dwyer,1993,28). Through this daily witness, the students of a Catholic school will come to appreciate the uniqueness of the environment to which their youth has been entrusted. The Sacred Congregation for Catholic Education (1988) has expressed that if it is not present, then there is little left which can make the school Catholic.

In terms of the celebration of faith, a challenge facing a principal in a Catholic school is that of orienting students toward a relationship with Christ (Treston, 1990) and helping them to view the institutional Church as being in the service of bringing God and people together.

Gilbert (1983) made the point that liturgies in Catholic schools with the young should be well-prepared and students should have the opportunity to share in the shaping of these experiences of faith life. The *Directory for Masses with Children* (1974) recommended adaptations directed toward a more meaningful celebration for pre-adolescents. To achieve this, Fink (1991) maintained that principals who have responsibility for worship should be formed in how the contemporary Church understands its sacraments and intends them to be enacted. Therefore, another demand upon the Catholic school principal is an understanding of sacraments and their place in the celebration of faith within the Catholic school of the 1990s. Consequently, considering these themes, attention given by the Catholic school principal to provide opportunities for students to nourish, strengthen and express

faith in meaningful worship events, allows the action of God to become an energy and a transformation for the school community (Fink,1991).

Faith Formation and the Catholic School Principal

In terms of development of Catholicity and faith formation, Emswieler (1988) emphasised the importance of the principal in encouraging family-centred religious education. When parents are given practical assistance in sacramental preparation and family religious practices, the results can be a powerful lasting influence on the faith of young people, help parents grow in faith, and build family unity and community.

It is hoped that the Catholic school principal, in encouraging parents to respond to their important role as the primary educators of their children, will achieve much in development and community building that will benefit all involved. Attention given by the Catholic school principal to fostering and supporting the formation of right consciences can result in mature moral decision-making. In terms of gospel values and Christian ethics, it is not enough for schools to develop statements concerning what people stand for and what is to be accomplished. There must be a binding agreement representing a value system that forms the basis for decisions and actions. Furthermore, Sergiovanni (1992,112) cited two moral principles as fundamental to the work of the principal in the Catholic school:

(1) justice - making sure that every member of the school community is treated with the same equality, dignity, fair play, and;

(2) beneficence - requiring that no matter how tempting it may be to use other people for one's own purposes, we act otherwise.

Flynn (1993) states that attention given by the Catholic school principal to the integration of Christian values in what is being taught, as well as the exemplification of these values in decisions and actions, will aid in forming a moral community with a value system rooted in the Gospels. Ensuring values permeate each facet of school life is critical to faith formation and presents an enormous challenge for contemporary principals in Catholic schools.

The Principal, Religious Instruction and Value Systems

John Paul II (1981,28) made the point that values taught through religious education are integral to faith formation and a synthesis of faith and culture:

> Religious instruction is appropriate in every school, for the purpose of the school is human formation in all of its fundamental dimensions, and the religious dimension is an integral part of this formation. Religious education is a right, with the corresponding duties, of a student and the parents. It is also, at least in the case of the Catholic religion, an extremely important instrument for attaining the adequate synthesis of faith and culture that has been insisted on so often. Therefore the teaching of the Catholic religion, distinct from and at the same time complementary to catechesis properly so called, ought to form a part of the curriculum in every Catholic school.

The most distinctive feature of the curriculum of any school is the set of values that permeate each element of the school. The principal source of these values in a Catholic educational setting are publicly acknowledged as those of Jesus Christ, His Gospel and His Church. This is best captured by Treston (1992,1):

> For the character of Catholic school communities to remain strong and vital there appear to be two continuing tasks: one of clarifying the values to which the whole community subscribes, together with efforts to discover the sources from which they derive; the other of examining critically the rituals and practices which operate to ensure that they are consistent with the values the school community publicly supports.

The role of the principal is crucial in this search for a clearly defined and appropriate value system within the Catholic school community.

Pastoral Care

An important way in which values are communicated to the school community is through a strong pastoral care system. This is exemplified in Diocesan documents (Broken Bay, 1994, Parramatta,1994) which indicate that part of the role of the Catholic school principal involves acceptance of the Catholic school's responsibility within the ministry of the Church as one of the care and guidance of members of the

school community. Part of that role includes initiating procedures which involve parents, students, priests and school staff in determining and developing suitable pastoral care policy. By responding to such demands, principals in Catholic schools create a school climate which is based upon quality relationships and which supports the growth of the individual within the community. In this way the ministry of principalship involves enunciating (Dwyer,1997) that it is the responsibility of all members of the school community to collaborate in the provision of a caring environment within the school. The visible signs are expressed in Word and Sacrament in the Catholic school. This is best captured in the following Vatican document (The Sacred Congregation for Catholic Education,1988,24).

> The religious dimension of the school climate is expressed through the celebration of Christian values in Word and Sacrament,..........
>
> Through this "daily witness", the students will come to appreciate the uniqueness of the environment to which their youth has been entrusted. If it is not present, then there is little left which can make the school Catholic.

As such, pastoral care and the provision of Word and Sacrament are part of the responsibility for religious leadership held by principals in a Catholic school in the 1990's and a response to the expectations of the Catholic Church (The Sacred Congregation for Catholic Education, 1997).

Catholic School Leadership

School leadership is a complex interaction between the leader, the group and the task to be performed. Within the Catholic school, the principal has a special leadership function and responsibility, some of which is shared by others working within the school. Those being led largely perform a teaching function and teaching in a Catholic school is performed within the context of the total mission of the Church and calls for a personal commitment as exhorted in the Church document (Lay Catholics in Schools,1982,37):

> Teaching must be marked by the exercise of a personal vocation in the Church.....it is a vocation with the fullness of life and the personal

commitment that the word implies. It offers ample opportunity for a life filled with enthusiasm.

This presents challenges for the Catholic school principal in terms of values, beliefs and commitment, as the principal, as leader, in a Catholic school is called to fulfill the following expectations:

- To demonstrate *symbolic and cultural leadership* skills in developing a school climate reflective of its Catholic identity.
- To apply a *Catholic educational vision* to the daily activities of the school.
- To promote healthy *staff morale.*
- To recognise *leadership ability among staff* members and to foster this ability.
- To interpret and use *research to guide action* plans.
- To identify and *effect* needed change.
- To attend to *personal growth* and professional *development.*
  (Ciriello,1993,16).

Principals in Catholic schools in the 1990's would need to approach their work with these points in mind. More specifically, they would be able:(Parramatta Diocesan Schools Board, 1994, 8-9):

- To promote the school as a centre of learning striving towards excellence in all areas of human growth;
- To establish learning and teaching practices which promote:
  - a co-ordinated approach to all learning areas;
  - a range of learning experiences to enhance student's self-esteem, independence and zest for excellence;
  - the integration of Christian values across the curriculum;
  - the knowledge, skills and values which encourage full participation in society and in the Church's mission;
  - critical reflection and action in the light of Gospel values;
  - special purpose programs which cover the whole range of needs within the school;
  - on-going curriculum development;
  - effective policies for student assessment, reporting and program evaluation;

Such expectations present challenges in the area of leadership for the principal in a Catholic school in the 1990's, thus suggesting religious leadership is a very important leadership function in the principal's role. Dwyer (1997) and Flynn (1993) would concur with this.

Catholic Principals As Leaders

All principals in Catholic schools are called to contribute positively to the specific goals of the Catholic school. They do this by leading their community to enjoy the true equality which comes from being baptised and called into Christ's life and by being, themselves, living models of faith in the midst of the world and its activities (Flynn,1993). In their leadership they communicate the fullness of truth to be discovered in believing in Jesus Christ as 'the Way, the Truth and the Life' (Catholic Education Office,1994). They can achieve this by working together with other members of the teaching profession and of the Catholic education community (students, parents, administrators, clergy), to further the mission of the Church and the ministry of Catholic teaching. They are reminded of such leadership in the following scriptural reference.

> I have come that they may have life, and have it abundantly. (John 10:10)

Catholic school principals benefit from an understanding of the expectations the Church has of its teachers in Catholic schools. The vocation of the teachers in the Catholic school places the profession of teaching within the context of the total mission of the Church, giving meaning and life to their profession. The Sacred Congregation for Catholic Education (1982) captured this when it referred to teaching as a vocation demanding personal commitment.

Principals in Catholic schools share in this mission as a consequence (Dwyer,1997) of accepting a position in a Catholic school. Acceptance of their appointment implies a commitment to helping to spread the good news of Jesus Christ and leading teachers to see their work involving healing, sharing, consoling and working with others to make a new vision of life a reality for their students and for one another. This role

belongs to all principals and teachers and not only to those whose major teaching role is in Religious Education.

It is in response to the Church's need for education that the ministry of Catholic teaching arises so:

> The Catholic school tries to create within its walls a climate in which the pupil's faith will gradually mature and enable him to assume the responsibility placed on him by baptism.
> (The Sacred Congregation for Catholic Education,1977,para.47)

A number of writers on Catholic schools eg. (Dwyer,1997, Keane and Riley,1997) indicated that sound leadership makes a difference. The role of principal in a Catholic school goes beyond the generic definition associated with position or office. According to Ristau (1991), principals are those who hold a strong belief about what needs to be done and why it should happen; they see ways to get things accomplished. They are risk-takers with only a bit of sensible fear about the future. Fullan (1991) confirmed this in a succinct manner by stating that sound leadership relates to mission, direction, and inspiration.

Principalship and leadership is about imagination, seed planting, visioning and dreaming, of exploring and of letting go. Everett et.al (1990,92) stated that the Christian leader needs to be skilful in three ways: cognitively - he or she must understand leadership and organisations; effectively - he or she must be sensitive to people and their needs and - he or she must have the will to keep all things in a harmonious whole.

The Second Vatican Council, in the face of challenges from the secular materialistic world, gave the Catholic Church the impetus to re-focus on the holistic development of the person. In exercising leadership and ministry within the Catholic school, the Catholic school principal is expected to develop further the concept of pastoral care to describe the care that has always been a part of the underlying philosophy of the Catholic school but which has needed to be revised and extended to meet the educational, religious and social needs of the late twentieth century.

For this reason, the Catholic school principal as leader is reminded that the integral formation of the human person is the purpose of Catholic education (The Sacred Congregation for Catholic Education,1979) and with it the understanding that Catholic schools have always given emphasis to the pastoral care of their students, teachers and parents. In recent years, the many changes in our society have challenged Catholic schools and their leaders to examine such care which has always been a part of Catholic ethos and to establish more formal pastoral care structures which are necessary to meet effectively the complex conditions of life in the late 1990s (Catholic Education Office, Parramatta,1993).

In the broad leadership role, the Catholic school principal guides the development and implementation of a school vision. The principal inspires in the Catholic school community a vision of what it can become and leads staff, students, parents and the broader community to a clearer understanding of the mission of the school and how it can be realised. Such leadership in a Catholic setting relies on a management style that is collaborative (Phillips,1997), which empowers others and results in decisions being made at the appropriate levels. The ultimate effect of such leadership has an impact on the quality of the education provided for each child.

Starratt (1985,3) spoke of dramatic consciousness in that a principal was "an active player in the drama of schooling, constantly trying to align the staging, scripting and organisational shaping of the school's dramatic conventions". He reminded us however, that leaders in the Catholic setting are required to be acutely aware of God's presence and of His creation. As such, the principal in a Catholic school in the 1990s is expected to be a competent leader within the educational community and the Christian community. Faith and witness is brought about by contact between people and Catholic school principals are able to create such a 'climate' by living out Gospel values such as freedom and love and experiencing Christian values with those around them in the Catholic school setting.(Starratt 1985).

Principals, in guiding their schools in religious leadership, have an opportunity to shape the way in which their students are affected by the curriculum and experiences on offer in the Catholic school. As leaders, Catholic school principals have the responsibility of ensuring that religious faith gives direction (Dwyer,1993) to school

life and that it extends into the formal areas of the curriculum including disciplines, subjects, learning areas and clusters of experiences, thereby evangelising the curriculum. Such activity is central to the purpose of authentic Catholic schooling (Congregation for Catholic Education,1997) and critical to the work of the principal in the context of Catholic schools in Australia in the late 1990s (Dwyer,1993). As such, principals 'wait at the table' (diakonia) (Fitzgerald,1990,66) and act as servants. They empower others by inviting them to participate in the school community. Ultimately the principal must have the skills to develop Gospel values within the school and thereby "make love a reality". (Fitzgerald,1990,69). By knowing, understanding and participating in practices which reflect those espoused by Jesus Christ, Catholic school principals are assisting in the formation of human persons (John Paul II,1991). By guiding others, the principal is understood to be one possessing a deep sense of faith in God, His Son and people (The Sacred Congregation for Catholic Education, 1977).

The Principal and Role Descriptors

Having reviewed literature in the area of significance to the religious role of the Catholic school principal eg. faith formation and values, it is now relevant to examine the role descriptors. There are several examples of role statements for principals in Catholic schools (See Catholic Education Office Bathurst, 1995 and Catholic Education Office Lismore, 1993). As the religious leader the Catholic school principal is expected -

- to exercise a spiritual and prophetic leadership which is grounded in Catholic faith and personal witness;
- to foster a collaborative environment which promotes the development of Christian community within the Catholic tradition;
- to support the pastor in exercising his role of religious leader;
- to give priority to faith education and to the expression of that faith in service, community, prayer, ritual and the celebration of the Word;
- to ensure the provision of quality religious education in the light of the religious education program:

- to create structures which support the centrality of Religious Education within the school;

- to establish policies and practices which create a climate of care for students, reflecting in particular the Gospel values of reconciliation and hope;

- to promote the spiritual development of staff;

- to recognise parents as the prime educators of their children and to involve them in the total life of the school;

- provide opportunities for the faith development of parents;
    (From Principals' Role Description, Catholic Schools Office,1994,2).

Within the Catholic school context the principal is involved in several roles providing religious leadership to the school community. Within this context the principal:

- provides leadership which is rooted in the mission of the Church.

- offers leadership which proclaims a strong vision of the development of people, education, church and community.

- models effective leadership and acts as an exemplar to the community.

- provides a leadership which provides effective stewardship of human and material resources for the benefit of the school community;
    (From Catholic Schools. A Statement of Understanding and Vision for the Diocese of Parramatta.1993.15).

These statements reflect strongly the influence of some of the authors mentioned earlier including Treston (1992), D'Orsa and D'Orsa (1997) and Fink (1991) on the religious leadership role of the Catholic school principal. Other documents such as 'The Principal' (Catholic Education Office Wollongong, 1996) and 'The Role of the Principal in the Catholic School' (Catholic Schools Office Armidale, 1994) emphasise the importance of the work of the principal in developing and enhancing the religious tone of the Catholic school. The challenge is to identify key behaviours on the part of the principal which achieve appropriate religious leadership.

CULTURAL LEADERSHIP

Some writers (eg. Sergiovanni,1987, Flynn,1989, Starratt,1993) claim that it is the culture of a school that largely provides the distinctiveness of a Catholic school. The review of the literature also revealed this as a crucial area for the Catholic school principal. The review of this area follows.

Culture, Systems and Individuals

Egan (1985) focused upon culture through five overlapping and interactive categories that include tradition, beliefs, values, standards and patterns of behaviour. He explored the system and the individual under these categories in search of the impact of internal culture on an organisation. Culture can be predicted by individuals as well as systems and as such "both in organisations and in individuals: past experiences and behaviours give rise to beliefs, values and norms, which become expressed in enhancing and limiting patterns of behaviours" (Egan, 1985,20). The ways in which these five interactive categories are patterned constitute the culture of the system.

Of the critical issues Egan (1985) claimed that differences in cultural awareness suggests the notions of overt and covert culture. For overt culture one needs to examine the degree to which the five elements of culture are written down, expressed publicly, celebrated or open to challenge. Covert culture refers to the opposite, sometimes referred to as the undiscussed or unconscious (underground) culture. Another of the critical issues emerging from his work reflects the degree to which these five key elements actually influence patterns of behaviour within a given educational environment. These can be studied as strong (considerable impact upon) or weak cultures (little impact upon behaviour). The impact of the external culture is relevant to the understanding of the influences upon institutions. History, tradition, beliefs, assumptions, values, norms and standards are also operative in society. Teachers and administrators are 'carriers' of these values of the cultural environment from which they came. The role of the principal in a Catholic school is to ensure that the values are in accordance with the philosophy and practice of the Catholic Church and culture carriers.

One reaction to the major issues is that these variables do exist within people and systems. However, managing some of the more dysfunctional aspects is most difficult. It is the challenge that faces school principals to become more sensitive to the cultural differences that exist within the system. Egan (1985) was successful in determining those factors that impact upon the development of culture. Through his work we are able to clearly define the three layers of culture: the culture of each individual interacting with the cultures of each of the social settings of which he or she is a member and both sets of culture 'nested in' and interacting with the predominant culture and subcultures of society. It is the Catholic school principal's task to ensure there is consistency of values and core beliefs across all three layers.

School Culture

Smith et al. (1956,13) stated that "by the culture of a people, we mean all those artefacts, ideas, institutions, social ways, customs, and the like which, taken in their totality, constitute the environment which man himself has made". The purposes for which humankind creates culture is evident in definitions such as those of Flynn (1989,1) who, in referring specifically to the environment of a Catholic school, stated that "the culture of a Catholic school refers to the core beliefs, values, traditions and symbols which provide meaning to the school community and which powerfully shape the lives of the students, staff and parents." He further commented that culture in the daily life of the school provides stability, fosters certainty, encourages predictability and creates meaning.

One of the assumptions of the effective school research literature (Purkey and Smith, 1985) was that the school is responsible for providing the overall environment in which teaching and learning occur. A safe, orderly environment and student self-discipline were two aspects of the school culture that contribute to an effective school. Purkey and Smith (1985,357) developed this theme to further discuss the components of school culture and emphasise its importance as follows:

> The most persuasive research suggests that student academic performance is strongly affected by school culture. This culture is composed of values, norms and roles existing within institutionally distinct structures of governance, communication, educational

practices, and policies...Successful schools are found to have cultures that produce a climate or 'ethos' conducive to teaching and learning.

The Catholic school's educational mission of message, community, service and worship, provides the mandate for the school to strive conscientiously to develop a school culture characterised as a communal school organisation. According to Bryk and Driscoll (1988), a communal school organisation has three core elements:

- a system of values that is shared and commonly understood among the members of the school;
- a common agenda of activities that signifies membership in the school;
- a distinctive pattern of social relationships that embody an ethic of caring.

The Catholic school principal has to be the leader in developing the system of values, the common agenda and social relationships. The shared values and the social relationships that demonstrate an ethic of mutual caring provide the Catholic school principal with a solid foundation upon which to build an effective philosophy of discipline, including a constructive code of conduct. As part of the implementation of this philosophy, the principal will be scrupulous in attending to the documentation of the school code of conduct and discipline policy in the school handbooks. Shaughnessy (1989) stressed that facilitating the development of and writing the school handbooks, is an important aspect of school management.

The Principal as Cultural Leader

One of the most influential theoretical perspectives on the principalship has been the early work of Sergiovanni. In his paper 'Leadership and Excellence in Schooling', Sergiovanni (1987) distinguished between excellent and competent schools. He recognised that different kinds of leadership are required and a five level hierarchy of leadership forces is proposed. Excellent schools are characterised by a critical mass of not only technical, human and educational leadership but also symbolic and cultural leadership forces. In the excellent school, administrators act to promote rituals that provide a unified vision. They also work to develop a purpose and mission to

reinforce the myths about the purpose of the school and to reward participants who embody the culture.

Sergiovanni's (1987) hierarchy of leadership forces is an elegant theoretical perspective and has been used by many school principals to guide their professional practice. He is particularly interested in the successful school and the conditions under which schooling can emerge. Sergiovanni (1987,40) also pointed out that the research in successful schools indicates the following characteristics:

- strong goal-orientation on the part of the principal and goal clarity within the school.
- pro-active stance to change.
- development and articulation of the vision of what a school is and can become.
- strong school culture with:
    - -shared goals
    - -expectations
    - -norms and values.
- identity and cohesion which promotes direction, meaning and significance for students and teachers.
- focus on long-term planning.
- principals who are not thrown by ambiguity.

In all of this the crucial part played by the Catholic school principal is apparent and much of it relates to the development of culture.

The principal as cultural leader is in contact with the mythical elements in the life of a school community which confer identity, legitimate faith and sustain hope that the Catholic school can make a difference for these students. Sergiovanni (1987,58) identified the following as the leadership activities associated with the cultural leadership of the principal:

- articulating the school's mission and purposes.
- enculturating new members into the school.
- telling stories (re-inforcing myths, traditions and beliefs).
- explaining the way things are done around here.

- developing and displaying a system of symbols over time.
- rewarding those who are champions or exemplars of the culture.

Authors such as Millikan (1987) and Flynn (1989) have considered various classifications of cultural norms such as those listed above and others which may be appropriate for particular cultures. Central to the role of principals in the Catholic school is their involvement in culture building. Following Millikan (1987), Flynn (1989) has suggested that the culture of a Catholic school is made up of the following dimensions.

- the core beliefs and values of the school: its soul.
- the traditions of the school: its history.
- the symbols of the school: its models.
- the patterns of behaviour in the school: its way of life.

The net effect is that the Catholic school principal as cultural leader is expected to bond together teachers, students and others who work in the school as believers. The impact of a strong culture lies in its capacity for people to see their work as meaningful and significant. Their work and their lives take on a new importance, one characterised by richer meanings, an expanded sense of identity and a feeling of belonging to something special - all of which are ultimately highly motivating conditions.

How then do principals get in touch with the culture of their own school? To what extent is this fundamental to the role they play in a Catholic school? Sergiovanni (1991) and Flynn (1993) suggested that they have to develop answers to questions such as the following:

- What is this school about?
- What is important here?
- What do we believe in?
- Why do we function the way we do?
- How are we unique?
- How do I fit into the scheme of things here?

Principalship in a Catholic school could well be described as multi-faceted, involving complex networks between organisational and educational relationships that ultimately lead to a dynamic engagement of participants within a Catholic school community. Writers such as Sergiovanni (1991), Flynn (1993) and Starratt (1993) suggested that school principals and school 'cultures' do have an impact upon the type(s) of school which exists. The leadership of the school and the environment in which the school operates, is critical to its outcomes. These outcomes are diverse but often promote 'effectiveness', 'excellence' or 'success'.

Over recent years the Catholic Education Commission has responded to the findings of Flynn's (1993) study. These discussions have taken place within the context of a focus on the implications of the findings of the study for school and system leaders. Part of the outcome of the Commission activity is the document entitled 'Singularly Important Role Of Principals' which identified (1994,12) that the cultural leader in a Catholic school must be a transformational leader and have:

- a vision of graced nature.
- a concept of how to make that vision a reality in students/staff.
- an ability to share/articulate the vision with parents/teachers.
- the drive/ability to work with parents as partners.

Furthermore principals as cultural leaders in Catholic schools of the 1990s should:
- often articulate core beliefs.
- know and weave into the cultural fabric, the school's history.
- be aware of "hidden curriculum" and the values in it.
- examine congruence of policy and practice, symbols, rituals, context-home backgrounds, what is rewarded?
- promote the values and person of Christ.
- celebrate the Faith.
- be aware of issues of gender, self image, the need for gainful employment, of parenting expectations and parents' role in education and of the ramifications of the role of teachers/principals.

Therefore, the continued religious and professional development of principals should be a high priority and some form of professional and religious formation program for principals and future principals should be instituted (Commonwealth Education Commission, 1994).

The relationship between the Catholic school principal and development of school culture is critical. Wilson and Firestone (1987) focussed on the way in which a principal or school leader can use structural, bureaucratic and cultural phenomena to provide leadership. They examined how the principal can exercise influence using two categories of organisational phenomena that have linkages to the behaviour of school staff. They argued that principals should apply both the structural and the cultural views of schools as organisations in order to find ways that influence teacher actions, so as to improve the learning opportunities of students. Principals should use the full range of linkages in order to promote learning by students.

However, Firestone and Wilson (1987) saw culture as a variable that can be readily manipulated. This could be seen as one of the critical points for discussion as critical theorists like Lakomski (1996) saw this same phenomenon as a manipulative approach to the management of culture within schools. Critical theorists recognise that the quality of the culture of the school improves when communication is not distorted by power.

Erickson (1987) attempted to make the notion of school culture more explicit and visible, in order that it can become a usable construct within educational discussion. Erickson reviewed a range of definitions of culture, where three main conceptions of culture were discussed:

- culture as bits of information where small parts of information are stored as a large pool of information within the social group;

- culture as conceptual structure and symbols where a more limited set of larger chunks of knowledge-conceptual structures that frame or constitute what is taken as reality by members of a group;

- culture as meanings generated in political struggle, where social structure and culture are intertwined.

Erickson (1987) provided examples of these three main conceptions of culture, but argued that of the conceptions reviewed, the third one is the most comprehensive. Perhaps the critical issue is one of questioning whether culture can be aptly described through Erickson's third concept. Although the third concept is more dynamic and integrational, culture transmission is evident. Each of the concepts saw culture as knowledge and as framing for meaning.

Edwards (1987) suggested that every Christian is called to leadership and that it is often possessed by different members of a group in different ways. This view sits well with Sergiovanni's (1991) idea of leadership density. Theoretically this is possible but the reality remains that few perceive their role as leaders in the Catholic school community. Many are accepting that the principal is the leader, and the culture of the school can be affected by such attitudes, particularly if the culture is determined by a minority of people.

The Principal and Culture

Part of what truly distinguishes the Catholic school principal and leader is the ability to be highly competent in the cultural and symbolic focus of leadership. Sergiovanni (1987) wrote of the technical, human, educational, symbolic and cultural leadership forces, as mentioned in the previous section. The human force appears to be closer to the model favoured by Christ, thus Sergiovanni (1987,338) linked the importance of symbolic and cultural forces within a school, when he wrote:

> Symbolic and cultural forces provide a more heroic and inspirational portrait of leadership designed to influence not only what it is that teachers and students do, but also the meanings and significance that they see in their work lives.

Starratt (1986) saw this as a communal institutionalising of a vision and his conceptualisation of leadership "comes closest to what Christian leadership can be" (Sultman,1990.13). Principals who apply their vision according to their ministry of serving the needs of the Church of God will contribute to and maintain the culture and mission of the Catholic school. All are called to ministry but the principal is "an

active participant in group processes and supports development through enthusiasm, conveying meaning and modelling" (Sultman,1990,17).

Principalship in Catholic schools is about touching and changing the lives of others, which is quite a challenge for anyone! As a leader, Jesus was able to "affect others' actions and attitudes in a dynamic way" (Doohan,1984). As a prophetic leader, Jesus called for a response from society from one culture to another. Furthermore, Bruggemann (1978,12) defined prophetic ministry in the following way:

> The task of prophetic ministry is to nurture, nourish, and evoke a consciousness and perception alternative to the consciousness and perception of the dominant culture around us.

This suggests the need for the Catholic school principal to be able to recognise the cultural dimensions of the school. Developing this theme, the principalship in Catholic schools involves energising others, which ultimately leads to a response from others, often a liberating experience that invites and attracts. Principals gain power from being able to build a unique school culture; a culture, in anthropological terms, that is a design for living.

> Culture is a plan, a map, or a blueprint for living that is always in the process of formation and adjustment. It is a code for action, for survival and for success in life.........It adjusts according to needs and growth of experience (Luzbetak,1988,156).

Thus the Catholic school principal must be able to develop and adjust. It is here that leaders exercise power so that liberation occurs. This 'spirituality of empowerment' (Treston,1990) is an expression of the 'kenosis' of Christ. The culture of a Catholic school is significantly influenced by the quality of leadership in that school. Good leadership seeks to mobilise the diverse gifts of the school and direct the energy towards quality Catholic education. The style of leadership should reflect the ethos and values that the school endorses. Wise leadership, imbued with the spirit of the Kingdom (Treston,1990), gives symbolic witness to a Catholic philosophy of education.

Principals and School Vision

If the Catholic school principal is to take advantage of culture for the benefit of the school, a crucial dimension is to have a clear vision. Researchers have indicated that vision is an important dimension of principalship and leadership. Sheive (1987) observed that less effective principals have no vision and no blueprint for their schools. They spend time maintaining tranquillity in the 'here and now'. Perri (1989) maintained that the competent visionary leader is well-informed about cutting edge developments in education, well-grounded in tried and true practices of the profession and is able to see where the school is to be in three to five years. In addition, the Catholic school principal seeks not only to actualise academic and organisational excellence but also to communicate a world vision with a clear sense of Gospel values.

Peters (1985) suggested that a principal talk openly and frequently about what the school stands for, believes in and where the school should be headed, thus allowing people to buy into and take part in shaping the way. Attention given to applying a Catholic educational vision to the daily activities of the school through the vision of the leader and the covenant the group shares is the key to a successful program and basic to the purpose of Catholic education.

Symbolic Leadership

A critical dimension within cultural leadership is symbolic leadership. Sergiovanni (1990) described the symbolic leader as one who assumed the role of *chief* and who, by emphasising selective attention and modelling of important goals and behaviours, signals to the others what is of importance and value. Owens (1987) emphasised that there is a pre-condition for symbolic leadership. Principals must think clearly about what is of importance and value. They must develop a vision about a desired state of affairs that is clear to them - one they can articulate to others. He maintained, however, that *symbolic* leadership is insufficient to provide excellence in schooling. Each school has a particular *culture* - a uniqueness, a history, traditions and customs that leaders must emphasise and make coherent. Catholic school principals need to be aware that attention to building the skills of symbolic and cultural leadership can

create a school climate of purpose that reflects a Catholic identity, since the school has a religious and moral character as well as an academic focus.

Principals referred to as symbolic (Sergiovanni,1990) help their organisations generate meaning and purpose. Principals as cultural leaders do so by calling on values implicit in the lived experience of a community. Their concern is with adopting the design for living to faithfully meet the exigencies of an everlasting scene. Thereby, Comans (1989,7) described successful schools as being characterised by:

- a strong culture and a clear sense of purpose that defines the general thrust.
- a great deal of freedom to teachers and others as to how core values are honoured and realised.

In terms of symbolic leadership these points resonate with the thinking of Sergiovanni (1987). This organisational characteristic corresponds to three important human needs that the principal in a Catholic school must be aware of:

1. The need for students and teachers to find their work and personal lives meaningful, purposeful, sensible and significant.

2. The need for students and teachers to have some reasonable control over their work activities and be able to exercise reasonable influence over work events and circumstances.

3. The need for students and teachers to experience success, to think for themselves as winners and to receive recognition (Comans,1989,7).

Sergiovanni (1987) concluded that because all five sets of talents confer power, albeit in different ways, the more of these that a principal brings to the task of leadership, the more effective that exercise of symbolic leadership is likely to be.

Principals, Culture and School Effectiveness

In giving meaning to and shaping the behaviour in a group, culture is a powerful force that needs to be tapped by principals in achieving their purposes. If the prevailing culture produces effects that are contrary to those intended, then the Catholic school principal must be sufficiently familiar with the functioning of the culture so as to be able to shape or modify the culture to suit his/her purposes. This implies the need for the principal to develop cultural critique skills. In this regard, the work by Saphier and King (1985) may be significant to the role of the principal in a Catholic school, particularly in regard to shaping a Catholic culture. Saphier and King suggested that the strength of the following twelve cultural norms will determine the effectiveness of school improvement strategies initiated by principals.

1. Collegiality.
2. Experimentation.
3. High Expectations.
4. Trust and Confidence.
5. Tangible support.
6. Reaching out to the knowledge base.
7. Appreciation and Recognition.
8. Caring, celebration and humour.
9. Involvement in decision making.
10. Protection of what's important.
11. Traditions.
12. Honest, open communication.

Further developing this theme, the principal as cultural leader in a Catholic school in the 1990s can make the school more effective by:

- collaborating with the pastor and parish community so that
  the school is identified with the local church community;
- promoting within the school community a sense of
  belonging to the Diocese;
- working co-operatively with educational agencies;
- promoting the value of parents and the community in the
  life of the school;

- establishing effective links and opportunities for the interaction with the broader community;
- involving parents in the processes of decision-making in the school;
- supporting the social and fund raising activities of the parish, school and parents organisations

(Catholic Schools Office Waitara,1994,5).

The research into 'School Effectiveness' (Burns,1978, Sergiovanni, 1984 and Viall, 1984) reaffirmed the presence of effective educational leadership on the part of the leader in successful schools. In Sergiovanni's (1987,54) view, where a principal has competence in the technical, human and educational areas, then there is present the "critical mass" of talents to produce effective schools.

School improvement and effectiveness is a constant theme for Catholic school principals. Even though the data from research studies on students from Catholic schools consistently indicate findings of high performance, Convey (1992) cautioned against complacency, reminding principals that the effectiveness of a particular school must be individually ascertained.

Glickman (1990) suggested that research, which once was the province of experts and consultants, now becomes part of the day-to-day operation in schools where principals and staff seek to promote continuous growth. This research becomes a basis for determining professional actions as to the what and how of improving learning for students. This has ramifications for the Catholic school principal in guiding and determining the goals of the school. To make intelligent, thoughtful responses, formulate action plans and engage others in the resolution of problems, the principal must have a knowledge base that provides substance. In addition to the large body of scholarly research in the field of education, McCleary (1992) proposed drawing concepts from related and supporting fields - management, philosophy and social sciences as well as communications and computer science.

Research shows that principals need replenishment, invigoration and an expanded repertoire of ideas and practices with which to respond to a demanding and complex

job. Learning is replenishing and the best antidote to routine. The importance of continuous professional education for principals is highlighted by research (eg. Convey, 1992, McCleary, 1992) which showed the quality of the school and the "know how" of the principal to be highly correlated. Many of the skills recognised as important for an effective principal are learned skills. The critical element in the principal's learning as in all adult learning is ownership. In well-designed programs, there are opportunities to share problems, be helpful to others and get help in clarifying and becoming confident about goals, ideas, and practices (Barth, 1991).

In the school leadership position, feelings of exhaustion and discouragement can occur. In terms of maintaining school effectiveness, Rathus and Nevid (1986) encouraged people dealing with stress to discover ways of controlling self-deflating thoughts and to learn to use relaxation techniques. Since time and energy are limited, time-management methods, such as those recommended by Smith and Andrews (1989), can also prove helpful to the work of the Catholic school principal in the 1990s.

McBrien (1987) emphasised the importance of being more than a competent, efficient minister. The Catholic school principal must embody and live by spiritual values that he/she represents, proclaims and tries to persuade others to embrace. If the school is to be effective, prayer, reflection and discernment are vital. Attention given by the Catholic school principal to personal growth and professional development influences the quality of life and in the best interest of all involved with the school community. So there are also demands relating to the personal life of the principal.

Staff Morale

In terms of cultural leadership there are at least two reasons for a principal to promote healthy staff morale:

(1) it leads to higher levels of commitment and performance and;
(2) it is right and good for teachers and others to find their work satisfying and meaningful (Sergiovanni, 1992, 59).

Many researchers have tried to determine what creates job satisfaction and commitment in an individual. Few dispute that the work itself can count as an important motivator. Personal satisfaction can be gained from achievement, recognition and responsibility (Csikszentimihalyi, 1990).

Blase (1992) conducted research asking teachers to name the qualities and activities of principals that most affected them in a positive way. Teachers frequently mentioned that sincere positive reinforcement (praise) from the principal left them feeling encouraged, appreciated and recognised. The most admired qualities of administrators were honesty (a consistency between words and actions) and optimism (positive thinking) and this contributed to staff morale.

Levine (1989,209-217) stated that at times staff morale can drop because of "turning points" in adults' lives. Opportunities to learn theories of adult development can be helpful. With increased awareness, staff can support each other through predictable cycles of personal development while working to meet professional responsibilities.

Research also suggests that principals need to be cognisant of the wealth of information concerning generally accepted principles of adult learning. Many attempts at in-service or staff development are met with resistance because adults want to be involved in the planning and design of their development (Ristau, 1989). Attention given by the Catholic school principal to promoting healthy staff morale is performing an essential and unique service, not only for improving educational practices, but also for the betterment of the lives of the adults and children involved.

ADMINISTRATIVE LEADERSHIP

The terms administration, management and leadership are often used interchangeably in the literature. Administration in this research has been defined as a process of working with and through others to accomplish the various school goals efficiently. Administrative decisions are the day to day management choices of the principal (Shaughnessy,1989,76). This may take the form of co-ordinating, directing and

supporting the work of others within the school. It is accomplished by defining objectives, evaluating performance, providing the necessary resources, building a supportive climate with staff and parents, planning, scheduling, bookkeeping, resolving teaching conflicts, handling student problems and otherwise helping to keep the school running day by day (Sergiovanni,1991). These administrative tasks are supported by Miklos (1980) and Smyth (1980) where planning, decision making, organising, co-ordinating, communicating, influencing and evaluating are described as ideal administrative processes.

Team Administration

Team administration is a leadership structure in which the leadership members of the school staff exercise their leadership as a collaborative team. Principals of Catholic schools need to understand that a basic premise of team administration is the commitment of all members of the team to the concept and applications of a team, that is, to accept the implications of what it means to work together as a cooperative group, rather than as individual administrators. Team administration reflects the belief that leadership in a Catholic school is a cooperative venture and that the shared wisdom of the team is generally more insightful than one particular viewpoint. A good principal models a collaborative style of leadership for the school community (Treston, 1990.70).

Catholic education is part of a huge institution (Kelly, 1990) and good administration looks toward the institution as a whole. An understanding of the Catholic Church, its history and heritage as it exists in Australia and throughout the world is important to the study of the framework in which a principal works. Understanding where all this is going discerns sound administrative leadership in Catholic education. By taking people on a journey and giving them a sense of mission (Treston,1990), Catholic school principals are actually liberating followers so that they may become enlightened leaders within the universal church.

Catholic school principals should also be aware of the complex societal and educational influences upon administration of Catholic schools. To be able to understand trends and what is likely to emerge, is to stimulate a response from others.

By continuing to be able to offer an alternative to the secular philosophy of the state system Catholic schools will be supported by Australian Catholics. As active participants in the schooling process, principals in Catholic schools are constantly trying to work on the many conventions within the school. Duignan (1985), presented a list of activities that constitute effective administrative leadership by the school principal and it included setting an atmosphere of order, discipline and purpose, creating a climate of high expectations for staff and students, encouraging collegial and collaborative relationships and building commitment among staff and students to the school's goals, facilitating teachers in spending maximum time on direct instruction, encouraging staff development and evaluation and being a dynamic administrative leader.

Developing this theme further, the principal as administrative leader in a Catholic school is expected to implement relevant policies of the Diocesan Schools Board and the Diocesan System and to establish appropriate organisational, communication and administrative procedures which satisfy requirements of the Diocesan Schools Board, Diocesan system policies and relevant government acts and in particular:

- maintenance and upkeep of school facilities;
- implementation of enrolment policies;
- record-keeping procedures;
- development and evaluation of educational programs;
- accountability for all income and expenditure;
- wise and effective allocation of human resources;
- selection, appointment and induction of staff

(Catholic Schools Office Waitara,1994,4).

In schools of the 1990s, the numerous complex tasks are too much for one person (the principal) to deal with. There is also an increasing specialisation of teachers and a desire on their part for a higher valuation of their capabilities. According to Barth (1991), these are promising issues for the improvement of schools from within. It is possible for a principal, adopting a transformational style of leadership, to enable staff members to discover and be eager to share their skills and talents. The school can

become a community or team of leaders offering independence, interdependence, resourcefulness and collegiality.

Ristau (1991) stated that the idea of a great leader at the top who has all the answers and who can make anything happen, is out of date and will not work today. The emerging model for the Catholic school principal is a circular one – 'top down authoritarianism yielding to a networking style' of team participation. Attention given by the Catholic school principal to recognising administrative leadership ability among staff members and then fostering this ability through encouragement, modelling and commitment, will lead to full participation and professionalism that adequately responds to the challenges of a new age.

The literature review revealed the many diverse skills and demands required of a Catholic school principal. These are presented in the following:

Managing Conflict

The key to managing conflicts lies in the ability of the administrator to put aside personal feelings and self interests (Hind,1989). The Catholic school principal's expertise in assisting those involved to confront and to resolve concerns in a healthy, positive manner is crucial to maintaining a strong and viable staff. Sound communication skills and the ability to confront difficult people and problem situations in a positive manner are essential to any effective administrative program (Hendricks,1989). Catholic school principals have this responsibility as they are expected to foster healthy interactions that support the community and 'build up the Body of Christ' (Hendricks,1989) referred to in the religious leadership section of this chapter.

Group Processes

One of the most important and time-consuming administrative tasks of the Catholic school principal is working effectively with various committees. A sound knowledge and understanding of group decision making is critical to this endeavour. An effective principal actively seeks to develop experience and skills to build collegiality and to

arrive at consensus when making decisions and functioning as a group. One of the most important qualities necessary in working effectively with groups involves the principal's ability to understand group dynamics. Sheehan (1990), in listing the benefits of group decision making, wisely noted the potential costs working with groups can require of the principal.

Delegation of Tasks

Druker (1983) describes delegation as a technique that increases the effectiveness of administration in the Catholic school. He reaffirms the functions of administration as planning, organising, co-ordinating, directing and controlling and that delegation fits into all these functions. Sergiovanni (1984) provides some general principles that serve as useful guides for making delegation decisions. These include the principal delegating tasks that will benefit the school, improve the principal's performance, improve the principal's quality of life and enrich the work lives of staff members. With these general principles in mind, Truitt (1991,57) describes successful delegation as:

1. Assigning the work to the appropriate team member;
2. Gaining the agreement and commitment of the worker to perform the duties satisfactorily to the administrator;
3. Granting the appropriate authority to the worker to take actions necessary to complete the task.

Governance Structures, School Boards and Law

The school Board serves to facilitate communication between the principal, the family, parish and broader community. It is intended to bring committed people, including lay, religious and clergy to participate in the educational ministry of the Church (Sheen,1990,5). The administrative tasks the principal employs with the Board include facilitating the ongoing formation and education of Board members about their role and responsibilities and provision of current and relevant school information to expedite decisions. Sheen (1990) notes that Boards have become an integral part of schools, whilst Shaunessey (1988,29) outlines the need for principals

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and Boards to be alert to the issues that affect the Catholic school: due process, the tort liability of schools and the duties and responsibilities of administrators.

Civil law is another administrative responsibility about which the principal needs to be aware. The principal must keep systematic, conscientious documentation, including accurate ongoing records of situations involving violations of contract, policy, procedure or other civil law matters (Shaunessy,1989,11). Hennessey (1988,3) goes further to suggest that an administrative duty for the principal is to learn the specific areas of state law that apply to Catholic schools and to ensure that the school is in full compliance with these laws.

Current Technologies

Participation in the knowledge explosion made possible by advancing technologies is important to the education of school students. As part of the administrative role principals need to keep abreast of developments and to secure the means to provide the necessary equipment to make the benefits of technology available to the students (Brigham,1993,10). Similarly, programs exist which vastly expand and simplify the administrative responsibilities of the school office. Schuster (1993,26) states that the principal needs to become knowledgeable and proficient in order to reap the benefits of time saved and increased quality of service. This is particularly relevant in accurate record keeping, student data, school reports and budgeting. Schuster (1993,26) claims that technology can make principals better administrators and help them build a teamwork infrastructure that empowers teachers.

Financial Resources and Budgeting

In 1931 Hughes and Ubben noted that schools were big businesses. Burke (1985) made a strong case for establishing and maintaining an effective bookkeeping and budgeting system in every Catholic school: where budgeting is basic to maintaining financial control and accountability. Ordinarily the principal will be responsible for developing the initial budget projections based on the previous year's income and expenses. Subsequently, the principal will confer with those groups whose input is important and needed to make the final decision. The principal's accountability

demands are crucial to the sound financial position of the school and add to the responsibilities in administrative leadership. Demands for accurate financial forecasting and budgeting procedures from the Department of Education and Catholic School authorities means that Catholic school principals are considerably involved in planning, developing and monitoring finance within the school.

According to Konzon (1991,25) financial administration and development are twin components in a single enterprise of preserving Catholic schools. The principal needs to take ownership of the schools present and future needs in order to administer the school financially. Ciriello (1991) admits, however, that it is common for Catholic school administrators to feel less than confident in their financial expertise.

Industrial Relations

Part of the ministry of principals in the school community is recognising the principles upon which the Church's social teaching is hinged. Whether they are considering the distribution of wealth *(Commonwealth for the Common Good)*, the rights of the worker *(Rerum Novarum)* or the enhancement of human dignity through sharing in the ownership of knowledge, technology and science *(Centesimus Annus)*, the emphasis and central thrust is social justice. The dignity of all human beings is above all things, including political and economic systems. As a Catholic leader the principal faces the injustice which exists within our society and again more expectations regarding social justice implementation and education are placed on the Catholic school principal.

Since, in a functional sense, the Catholic school system is constrained by the same rules which apply to other organisations, matters of justice and industrial relations can affect the processes of ministry in much the same way as they affect other groups of employers and employees who interact to provide services to the community but the expectation is possibly greater in the Catholic school. The role the principal is expected to play is not always clear with regard to industrial relations.

As with any organisation, the model of industrial relations needed to enhance Catholic schooling in serving the Church's mission is one characterised by the optimum

potential for harmony. Such a model understands conflict and disagreement as part of the human condition and, where these occur, the Church calls upon all parties to resolve their differences in a spirit of charity, justice and truth. When the Church comes to reflect upon industrial questions that arise out of relationships within its own broad community, its point of view covers the rights and duties of both employers and employees. In industrial matters, the Church does not adopt the rhetoric of an employer in regard to employees, nor of an employee in regard to employers; for both are, in fact, the Church. This is best illustrated by the following quote:

> Her (the Church) sole purpose has been care and responsibility for man, who has been entrusted to her by Christ himself: for this man, whom, as the Second Vatican Council recalls, is the only creature on earth which God willed for its own sake, and for which God has his plan, that is, a share in eternal salvation (*Centesimus Annus*,1991,99).

It should be expected that teachers and other employees have the necessary confidence in their employers to refer matters in the first instance to the local school principal or other administrators, or, if necessary, to the Diocesan education office. If communication is difficult at this level, the maintenance of good industrial relations can be threatened. If appropriate arrangements to give industrial matters due consideration are not provided, the Catholic school system will not be properly equipped to meet its task in the context of modern industrial society. The question remains of the role the principal is expected to play in industrial relations.

Leo XIII (1891) reminded Catholic school principals of their social responsibility in protecting the condition of the working people. He outlined his concerns at the new forms of injustice and servitude that threatened the worker as a result of the new order. Schillebeeck (1985) reminded principals of the importance of dialogue in the pursuit of industrial peace and mutual understanding.

Centesimus Annus (1991) outlined Pope John Paul II's principle of conflict between capital and labour. Prominent among these principles are the rights of the worker (human person) (1991,18), the right to establish professional associations of employees and workers and the right to a just wage (1991,19). These principles remain relevant to the situation in the workplace today and impact upon the role of the

principal in a Catholic school in the 1990's, particularly in relation to their role in settling disputes and participating in dialogue and negotiation.

Sound industrial relations result from competence on the part of the work of the Catholic school principal and this competence is based on professional preparation and development in this area. Such particular development is consistent with the overall concept of formation supported in *Centesimus Annus* (1991). Part of such leadership in a Catholic school involved espousing the central messages of the statement *Commonwealth for the Common Good!* They include the recognition of the essential dignity and freedom of all persons, the need to work for the common good and a duty to stand alongside poor people and to ensure that they are treated justly. As a group of educators, Catholic school principals aim to reform some of the attitudes towards wealth, poverty, greed and consumerism and the structures which underline them. The challenge is to think and act in a concerned manner - a concern for justice. Principals are being called to practise their faith and respond to what Christ expects of them. To be aware and compassionate to the needs of those affected by public policy is part of that responsibility.

EDUCATIONAL LEADERSHIP

Because there was an alignment between the literature on cultural and educational leadership in a Catholic school, several references to educational leadership have been dealt with in the preceeding sections of this chapter. However, the following is specific to educational leadership in a Catholic school.

Instructional Leadership

Sergiovanni (1991) described how the principal could move a school forward toward effectiveness through educational leadership that is derived from expert knowledge about matters of education and schooling. The principal assumes the role of 'clinical practitioner' who brings expert professional knowledge and bearing to teaching,

educational program development and supervision (Sergiovanni,1991). The principal becomes a strong instructional leader who engages with teachers on matters of teaching and learning.

The role of the principal in instructional leadership is critical in enhancing the quality of learning and teaching within the school. Murphy (1990,169) classified the preferred role under four broad types of activity and for each of these are listed particular activities carried out by principals. A framework (Murphy,1990) for describing the preferred role of the instructional leader in the school is outlined below:

Mission and Goals

* Formulating mission and goals of the school;
* Communicating mission and goals of the school;

Processes of Learning and Teaching

* Promoting quality teaching;
* Supervising and evaluating teaching;
* Allocating and protecting teaching time;
* Co-ordinating the curriculum;
* Monitoring student learning;

Climate for Learning

* Establishing positive expectations and standards;
* Maintaining high visibility;
* Providing incentives for teachers and students;
* Promoting professional development;

Supportive Environment

* Creating a safe and orderly learning environment;
* Providing staff collaboration and cohesion;
* Securing outside resources in support of school goals;
* Forging links between home and school;

- Supervision and quality education.

Smith and Andrews (1989) emphasised the importance of communication to the principal as instructional leader. The principal is expected to have clear objectives and to create opportunities for the staff to understand the educational objectives. The visible presence of the principal in classrooms and around the school is also seen as critical to the role of the principal as instructional leader.

Educational and Pedagogical Skills

As an educational leader, the Catholic school principal is expected to know educational theory and promote teaching techniques that benefit and challenge students. The Catholic school principal is faced with a large repertoire of educational theories and methodologies (Dunn,1990, O'Neil,1990,Caine,1992). In order to meet the expectations of knowing and promoting the best procedures for broadening professional skills and offering new instructional strategies, Perri (1989) suggests that the principal collaborate with a companion principal. Attention given to understanding a variety of educational and pedagogical skills would enable the Catholic school principal to see what is happening in the teaching and learning situations in classrooms and creatively introduce the necessary changes to ensure learning experiences are challenging and appropriate.

Curriculum Development

Attention given by the Catholic school principal to providing educational leadership in the development of curriculum ensures the systematic charting of a course in each curricular area so that the school continues to grow as a place of education. To support and give evidence of professional growth in demonstrating knowledge of skills in providing leadership in curriculum development. is critical to the educational leadership role of the principal (Glatthorn 1987,22). Because the Catholic school program or its curriculum. flows from a Catholic philosophy, educational programs can be developed by the principal to help students grow in all areas of learning, integrating Catholic teaching and values. Kealey (1985) affirms that although every Catholic school follows a philosophy of education that transcends a particular school

population, the goals, learning objectives and instructional activities address a particular group of students. So, "with the co-operation of the school faculty, the principal, in continuous fashion, reflects on the curriculum" (Gilbert,1983,11).

Supervision of Instruction

One of the major responsibilities of the Catholic school principal is to ensure that quality education is provided through the supervision of instruction. Daresh (1989) defined supervision as the process of overseeing the ability of people to meet the goals of the organisation in which they work. There are a variety of approaches for supervising instruction recommended to principals. Glickman (1990) proposed that the first order of business is to build the staff into a team. They must share a common purpose for their instruction with confidence that their collective action will make a difference in their students' lives. Ristau (1989) and Glatthorn and Shields (1983) portrayed the existing caring community in the Catholic school as a distinct advantage.

Personal assumptions, beliefs and values influence a principal when working with teachers. Daresh (1991) saw this as a useful tool for sharing important values and an assistance in developing a supervisory style. Effective supervision requires knowledge, interpersonal skills and technical skills. Ristau (1989) saw the process as one where the teacher and principal focus together on deepening wisdom, improving skills and enriching teaching techniques. Attention given by the Catholic school principal to the effective supervision of instruction increases the probability that each teacher in the school is a successful and artistic instructor (Darish, 1991) and that quality education is being provided.

Ideally, every Catholic school under the leadership of the principal, continuously clarifies its vision and evaluates the extent to which its program is balanced, goal-oriented and integrated. Oliva (1989) named several areas to examine in an evaluation of the effectiveness of the school program: curriculum and instructional goals and objectives, parents' and other persons' reactions to the curriculum, quality of materials, organisation of curriculum, specific programs (in formative stage and at the end of a trial period), projections for the future and the evaluation program itself.

Convey (1992) stated that since commitment to the religious formation of its students and the building of community are so essential to the nature of the Catholic school, monitoring effectiveness in these areas should receive high priority. Reck (1983) pointed out that when the process of evaluation is well utilised and input on important issues is asked of all segments of the school community, regular evaluations can effectively build a unified community. Just by taking steps to do a self-study, the school shows its interest in improvement and accountability. Attention given by the Catholic school principal to the continuous evaluation of the effectiveness of the learning program of the school enables the school to clarify the school's direction, to build shared beliefs and to identify aspects of its program that require improvement.

According to Hind (1989), a performance review is an ideal time for the principal to express a desire to help the staff member succeed. The most effective evaluation is one where the principal does much listening and communicates clearly with the person involved. Evaluation has two purposes. First, it is formative; an ongoing developmental process supporting improvement and utilising a variety of styles of supervision and incorporating a number of instruments that correlate with the style of supervision selected (Glatthorn, 1983). Second, it is summative, providing a record and objective evidence upon which decisions about future employment are made (Daresh, 1992). Catholic school principals continually strive to bring out the best in others, thus staff evaluation is viewed as a means of assisting individuals to achieve personal potential while providing the best possible educational experience for the students.

Educational Excellence

Cranston (1996) identified the ability to respond to challenges in a period of significant change, together with the creation of adequate support structures, provision of professional renewal and improvement in the preparation of aspirants as critical elements in the capacity of principals to respond to new demands. Dwyer (1997) also reminded us that the principal stimulates and contributes to the on-going development of teaching and learning; "Shared reflection about classroom practice and school structures is fostered and teachers are encouraged to share insights into the needs of

students" (Dwyer,1997,157), thereby ensuring excellence and quality learning in the Catholic school.

Critical Evaluation

Currently, in the Australian educational context, principals in Catholic schools are being called to play a role in making the country internationally competitive. Knight (1992) and Paine (1992) demonstrate the pressures on schools to examine and assess features such as performance, competence and conformance. Therefore, the demand for critical evaluation by principals of educational standards in Catholic schools becomes an essential part of their work. The pressure to achieve academic excellence is great and Catholic school principals find themselves in a position whereby they must be "self critical in assessing how the school stands with regards to living its mission and being faithful to its religious dimensions and purposes" (Keane and Keane, 1997).

Understanding the Developmental Stages of Students

A vital aspect of educational leadership involves the principal being sensitive to the different intellectual, emotional, social, physical and spiritual growth patterns of the students (Crain,1992). Hawker (1985,10) summarises the characteristics of students at various grade levels and suggests that understanding growth patterns will influence curricula and instructional decisions on the part of the principal concerning class size, selection of materials, criteria for entrance into the school, disciplinary policies, evaluation procedures, school activities, types of prayer experiences, sacramental programs and teaching strategies.

Cultural and Religious Differences

As educational leader the Catholic school principal faces the challenge of assisting students from diverse groups to mediate between their home and community cultures and the school culture (Grant and Sleeter.1989). Another challenge facing the principal is that of helping students develop more positive attitudes toward different cultural, ethnic and religious groups. Banks (1989) asserts that the principal can assist

the students to see the world from the perspectives of different groups and thereby gain insights into their own behaviour. Attention given by the Catholic school principal to the value of every person through recognising and providing for religious and cultural differences is to reflect Gospel values and to ensure that all students have an equal chance of achieving within the educational environment of the school (Banks,1989,19).

Summary

Chapter two has outlined the review of literature related to the work of the principal in the Catholic school. As mentioned at the beginning of the chapter, it revealed that there appears to be four main areas of leadership demand: religious, cultural, educational and administrative, with an emphasis in the literature relating to Catholic education being on the first two areas. The related literature was indicative of the ideas concerned with leadership in a Catholic school, particularly the many various dimensions of the role of the Catholic school principal. The literature review revealed enormous diversity in the work of the principal and many challenges for the principal in the Catholic school of the new millennium.

In summary, the key points associated with the <u>religious leadership</u> of the principal in a Catholic school included:

* Understanding the expectations of Church and school community.
* Leading staff and students in the religious mission of the school.
* Exhibiting faith and witness in living out Gospel values.
* Participating in practices espoused by the Catholic Church.
* Ministering to the school community.
* Ensuring mission and evangelisation occurs within the school.

The <u>cultural</u> work carried out by the principal in a Catholic involved:
* Creating a Catholic culture based on Catholic values.
* Developing positive attitudes to cultural, racial, ethnic and religious differences in the school community.

- Celebration of faith and life.
- Announcing Christian values, standards and patterns of behaviour.
- Developing vision and communal institutionalising of vision.
- Developing a safe and orderly environment for staff, students and parents in the school community.
- Use of symbols.
- Staff and student morale.
- Human resource management.
- Being skillful in collaborative leadership.

The key educational responsibilities of the principal in a Catholic school asked the principal to:

- Be knowledgeable about educational theory and practice.
- Employ excellent classroom practitioners.
- Develop a vibrant educational school climate.
- Be involved in school improvement by responding to curriculum needs.
- Develop strategic planning and curriculum development.
- Develop Catholic education vision.
- Co-ordinate and supervise learning activities and educational programs and review activities.
- Undertake supervision and evaluation.
- Create conditions for excellent teaching.

The administrative work critical to the work of the principal included:

- Possessing skills in collaborative leadership and conflict management.
- Formation of team administration.
- Implementation of relevant Federal, State and local educational policies.
- Delegation of tasks.
- Facilitation and formation of school Boards.
- Knowledge and application of relevant technologies.
- Financial accountability.
- Sound industrial relations.

In Chapter 3 is described the methodology that was appropriate for this research on the work of the principal.

CHAPTER 3

RESEARCH METHODOLOGY

Introduction

This chapter outlines the research methodology used in the study including a definition of terms, design of the instrument and data about the pilot study. A description of the sample is also included.

Ethical Consideration and the Research Project

An application was made to the Research Projects Ethics Committee at the Australian Catholic University in October 1996. The application included the Proposed Informed Consent Form, information letter, a copy of the survey questionnaire and detailed evidence of the research project. Also included were participant details, the method of recruitment, formal approvals by the Director of Schools and the Bishop of the Diocese, the research procedures and interview questions, the potential benefits of the research to the participants, together with an explanation of the nature of confidentiality of records and data. All information concerning ethical issues was submitted to the committee. Approval for the research project using human participants was granted by the Research Projects Ethics Committee in November 1996.

The Aim of the Research.

The aim of the research was to identify key behaviours related to the work of the principal in the Catholic school and the relationship with key groups associated with them. The research attempted to identify the current understanding of the experience of principalship in the context of the Catholic school in the 1990s. The first stage of the research aimed to gather the perceptions of each group to identify which key

behaviours were considered most important to the work of the principal. These key behaviours were derived from research into recent documentation and literature relevant to the work of the principal. They were listed under the broad headings of religious, administrative, cultural and educational leadership as identified by the review of the literature.

The Major Research Questions and Sub-Questions.

The major questions related to the study were:

1. What do principals, assistant principals, co-ordinators, priests, parents and teachers perceive to be the important key behaviours of the principal in the Catholic school?

2. What do these groups say about the principal's work in educational, religious, administrative and cultural leadership?

3. What factors are perceived to enhance the work of the principal in the Catholic school in the 1990s?

4. What factors are perceived to inhibit the work of the principal in the Catholic school in the 1990s?

The sub-questions were:

1. Is there any relationship between gender and perception of the work of the principal in the Catholic school?

2. Is there any relationship between age and perception of the work of the principal in the Catholic school?

3. Is there any relationship between position and perception of the work of the principal in the Catholic school?

4. Is there any relationship between qualification and perception of the work of the principal in the Catholic school?

5. Is there any relationship between type of school and perception of the work of the principal in the Catholic school?

6. Is there any relationship between experience working in a Catholic school and perception of the work of the principal?

Definition of Key Terms

<u>Diocese</u>

The area or region with its Catholic schools and parish population under the care of the Bishop.

<u>Parish</u>

An ecclesiastical district having a parish priest and church. Each parish is responsible for the spiritual welfare of its members, including those within its Catholic schools.

<u>Diocesan Catholic Education System Authority</u>

The administrative office and its personnel responsible for staffing, finance, curriculum, resourcing and education within Catholic systemic schools of the Diocese.

<u>Diocesan Catholic School</u>

Those Catholic schools operating within each Diocese. These include private Catholic schools and systemic Catholic schools. Schools are under the jurisdiction of the Bishop of the Diocese and each primary and secondary school is established to support the ideals, values and practice of the Roman Catholic faith and religion and operating under the auspices of the Diocese.

Priest in Charge

The priest placed in charge of the local school. This person is responsible for directing the spiritual welfare of those within the Catholic school. This person is often responsible for the financial support and maintenance of the local parish school.

Catholic Ethos

The fundamental Catholic characteristics and spiritual characteristics of Catholic culture, including those within Catholic schools.

Co-ordinator

A teacher who is given an area of responsibility within the school. This area of responsibility may include a small team of teachers in a curriculum area (Curriculum Co-ordinators or Key Learning Area Co-ordinators or area deemed by the principal to warrant a person to monitor it, eg.Sports Co-ordinator, Liturgy Co-ordinator. A Co-ordinator may also be given the responsibility for the welfare and pastoral care of a group of students eg.Year Co-ordinator, Welfare Co-ordinator.

Key Behaviours.

Those statements, role definitions, generic terms and expectations of the work of the principal in the Catholic school. The key behaviours are listed in Appendix O (p.279) and were included in the survey questionnaire.

Assumptions and Limitations of the Study

The research for this study was limited to one Diocese within the State of New South Wales in Australia. The Diocese comprises urban, rural and coastal populations and its Catholic primary and secondary schools serve its forty-three Catholic parishes. The study excluded students because it was felt that an informed response could not be attained due to their limited perspective, concept and understanding of the management and leadership roles played by principals in Catholic schools.

The interviews were limited to principals because they were considered to be the ones with the experience in the position and their responses were used to test the validity of

the responses from the questionnaire. Time constraints would not permit other participants to be interviewed.

Time constraints impacted upon the decision to use a representative sample of parents and teachers in the survey.

Description of the Sample

The decision to include certain groups was influenced by the relationship and impact they have on principals in Catholic schools. In light of the educational framework outlined in Chapter Two and the overall nature of the study, groups deemed most highly relevant to the research were as follows:

1. All priests from the Diocese.
2. All principals from Catholic primary and secondary schools in the Diocese.
3. All assistant principals from Catholic primary and secondary schools in the Diocese.
4. All co-ordinators from Catholic primary and secondary schools in the Diocese.
5. A sample of teachers from Catholic primary and secondary schools in the Diocese.
6. A sample of parents of Catholic primary and secondary students in the Diocese.

The nature of the sampling system employed in the study is linked to the statement of the problem. These groups were chosen because they were the major stakeholders who worked closely with the principal in the Catholic school. The assistant principals, co-ordinators and teachers worked closely with the school principal, whilst the parents and priests represented outside bodies who had a particularly close association and knowledge of the Catholic school and a perception of the work of the principal. It was from all these groups that the answers to the questions and sub-questions listed in this chapter were to be found. Because of the size of the Catholic system of schools in the Diocese under study, it was decided to use all schools. Consequently, all primary and secondary schools were included in the sample. A representative sample of parents

and teachers from each school was included in the study. Of the 1200 teachers in the diocese, 467 were surveyed. Of the 10,000 families with children in Catholic schools, 312 parents were surveyed. Since parents do not work as closely with the principal as teachers, a smaller sample of parents was used. The sample of parents and teachers was chosen at random, whereas all other participants (principals, priests, assistant principals, co-ordinators) were targeted. A direct invitation to respond to the survey questionnaire was mailed to each of these participants.

In total, one thousand and forty-two survey questionnaires were issued to participants. The response rate was 54.1 % with individual groups responding in the manner indicated in Table 3.1.

Table 3.1

Response Rate

Group	Response Rate %
Principals	78
Assistant Principals	63
Co-ordinators	43
Primary teachers	42
Secondary teachers	76
Priests	67
Parents	55
TOTAL	54.1 %

Phases of the Study

The study was divided into five phases that are shown in Figure 3.1.

Figure 3.1

Phases of the Study.

PHASE ONE

PHASE TWO

IDENTIFICATION OF THE
TOPIC AND
REVIEW OF LITERATURE

Principalship
Administrative Leadership
Cultural Leadership
Educational Leadership
Religious Leadership

THE PILOT STUDY

Design of Questionnaire
Mentor Feedback
Questionnaire Modification
Pilot

PHASE FOUR

PHASE THREE

DATA COLLECTION (II)

Nature and Experience of
Principalship.
Factors Influencing Principals
Issues
Changes
Challenges

DATA COLLECTION (I)

Distribution of Questionnaire
Key Behaviours of Principals
Cultural, Educational, Religious,
Administrative Leadership
Factors Influencing Principals

PHASE FIVE

SYNTHESIS

Key Behaviours of Principals
Religious Leadership
Administrative Leadership
Educational Leadership
Cultural Leadership
Factors Affecting Principals
Significant Issues
Future Projections
Recommendations

70

Phase 1. Review of the Literature

The research into relevant literature regarding the work of the principal supported the use of overarching categories or sub-headings that assisted in grouping the key behaviours. Several Dioceses had produced documents that grouped the role statements and expectations of principals under titles such as religious leadership, educational leadership, cultural leadership and administrative leadership, thus confirming the major categories highlighted by the literature review.

Each of the eleven Dioceses within New South Wales was contacted in an attempt to gather information and research regarding any existing role statements, descriptions, and guidelines for principals in Catholic schools. Eight of these dioceses responded to the request. This represented a response rate of 75% of the number of Dioceses in the State of New South Wales. More importantly, it included Dioceses in similar geographical and socio-economic positioning to the Diocese under study in this research.

Each Diocese had differing role statements and duties associated with the work of the Catholic school principal. From these data a set of key behaviours was designed and incorporated as part of the survey questionnaire. Initially, all statements, role definitions and expectations were grouped together in an effort to identify information about the work of the principal in a Catholic school. The term 'key behaviours' was chosen as it represented the work of the principals in an active and real manner. It was considered an improvement on a simple list of generic statements. The term 'key behaviours' was also chosen because it adequately suited the nature of the research and the design of the instrument. It was anticipated and assumed that the term would also be one which respondents could relate to quite readily when reflecting upon the work of the principal in the Catholic school in the late 1990s.

Phase 2. The Pilot Study

Phase two involved the design of the instrument and attempts were made to group the key behaviours according to the four categories of educational, religious, administrative and cultural leadership that had previously been identified by the

document. Phase two of the design of the instrument led to considerable refinement of the number of key behaviours and increasing attention was given to their meanings and possible ambiguities. A trial group comprising two principals, several teachers, two parents and three co-ordinators who were not part of the sample, were invited to assist with the pilot of the questionnaire and each person suggested amendments to the instrument, particularly in relation to multiple, diverse, ambiguous, repetitive, or unclear statements. In June 1996 these people were invited to respond to a draft questionnaire. They were asked to complete the draft questionnaire and provide comments about its structure, format, language, instructions, length and questions. The pilot was helpful in that it determined that participants understood the statements.

As a result of the pilot study, several modifications were made to the instrument. Phase two of the design of the instrument led to refinement of the number of key behaviours to be used and increasing focus upon their meanings and possible ambiguities. Suggestions such as a need for clarification were made about the open ended questions in the survey.

Validation.

Logical validation of the instrument was secured through matching the key behaviours with the perceived reality in Catholic schools. Feedback from principals and members of the pilot group assisted in securing the validity of the instrument. The members of the pilot group were issued with key statements and then given the opportunity to discuss and respond to each of the key statements. Modifications were made by the group, and the questions to include in the survey were shaped. Sample questionnaire booklets were distributed to the group and participants invited to comment. The key behaviours were defined and studied as part of the overall description of the work of the principal in educational, administrative, cultural, and religious leadership. The concepts were checked against the ideas of the pilot group. Further modifications to the survey were made and further refinement of its presentation occurred as a result of the input from the pilot group. As a result of these recommendations from the pilot group, the survey questionnaire was shaped into its final form.

The instrument was designed using a sliding scale of one to five which asked the respondents to identify each of the key behaviours in the following way:-

1. No importance
2. Little importance
3. Some importance
4. Very important
5. Most important.

After discussions with colleagues and the pilot group, the researcher decided to include sections within the questionnaire which invited participants to respond to open ended questions regarding the educational, administrative, cultural and religious leadership of the principal in a Catholic school. As the purpose of the study was also to explore the factors which affect the work of the principal, Section B (See Appendix A, p.235) was designed to allow participants to consider the factors that tend either to enhance or inhibit the work of the principal. The questionnaire was designed to take approximately forty minutes to complete and was designed so that all respondents could remain anonymous. There were no individual names, school or parish names, identifying numbers, postcodes or other codes, that could be attributed to any school or parish. Confidentiality was assured and respondents were grouped according to their position, age, experience in schools and gender. As a result of the recommendations from the pilot group, the survey questionnaire was shaped into its final form (See Appendix A, p.235).

Phase 3. The Instrument Used in the Research

The instrument used in the initial phase (refer to Figure 3.1,p.70) of the research was a self-administered questionnaire (Appendix A, p.235). The first part of the questionnaire sought biographical data relating to the sub-questions and factors such as gender, age, position, academic qualifications, type of school and experience in Catholic schools. In Section A of the questionnaire was a list of 123 key behaviours which respondents were asked to rate according to the degree of importance they felt about the work of the principal in the Catholic school. From this information a

comparison of means and a distribution of ratings according to respondent groups was ascertained.

In Section B and C of the questionnaire, each participant was invited to respond to open ended questions related to those aspects which enhance or inhibit the work of the principal in a Catholic school in the 1990s (See Appendix A, p.235). The major thrust of these questions related to the religious, educational, cultural and administrative leadership of the principal in the Catholic school. This section also sought to explore those aspects which enhanced or inhibited the work of the principal.

Design and Procedures

The questionnaire allowed for a large sample to be chosen from the Diocese under study and its nature permitted highly structured responses to the 123 key behaviours. This method allowed participants to consider their answers and to circle the appropriate meaning behind their choice. The open-ended questions were kept to a minimum because of the concern that written responses may be too brief if too many were used. There was also a concern regarding the response rate and follow up was intended if a serious problem arose. The aim was for the intent of the survey to be delineated clearly and that all participants remain anonymous, particularly with regard to any sensitive issues. The anonymity was intended to encourage greater honesty and reliability in responding (Leedy,1985). It was hoped that the open ended questions in Section B and C would provide an opportunity for fuller responses and supplement the research findings from the interviews.

The collection of data in the form of a questionnaire was chosen because of its efficiency and the methodology of survey questionnaire chosen permitted a large number of respondents to be included in the sample (Leedy,1985). As well as attempting to avoid bias, it was intended that this approach would be useful in determining data outcomes suitable for diagnosis and discussion. The results of the survey questionnaire formed the basis for discussion with principals in an interview situation. The quantitative approach (Krathwohl,1993) used in the survey questionnaire allowed statistical aggregates that were useful in determining the thinking of the participants about the work of the principal. At this point the intent was not to consider the subjective side of human nature but rather to gather accurate

information relevant to the purpose of the study. The use of the survey questionnaire format allowed for the comparison of individual answers, group answers and total group answers.

Distribution of the Survey Questionnaire.

In December 1996 the survey questionnaires were distributed to all of the participants within the Diocese under study. Each survey questionnaire was delivered in an A4 envelope and included a covering letter inviting respondents to complete the survey-questionnaire (See Appendix B, p.249) and to help boost the response rate, a stamped self- addressed envelope for its return. Principals within the Diocese were given an explanation of the importance of the research to their work in the Diocese and asked to assist with administering the surveys to the appropriate people within their school. The purpose of this process was for a sound response rate from the participants. (See Table 3.1, p.69). Questionnaires were issued for the following groups as shown in Table 3.2.

Table 3.2

Distribution of Respondent Groups

Group	Surveys Distributed	No. of Respondents	Percentage of Respondents (%)
Principals	52	41	78
Assistant Principals	52	33	63
Co-ordinators	104	45	43
Primary Teachers	363	154	42
Secondary Teachers	104	80	76
Priests	55	37	67
Parents	312	174	55
TOTAL	1042	564	54.1

The information from the questionnaire provided data on variables that affect the perception of the work of the principal. This allowed comparisons to be made between each of the groups. Each key behaviour was ranked according to its overall importance for the whole group and its importance according to individual groups of respondents. A mean ranking was identified for each key behaviour and comparisons were made between the rankings of each group. The challenge was to explore the response from each group, whilst noting significant differences and similarities. Other sub-questions of particular interest in the study included the response according to gender, age, qualifications, experience in Catholic schools and type of school. The results of this research are found in Chapter 5.

Phase 4. Interviews with Principals.

Phase four (See Figure 3.1,p.70) of the research involved the use of a semi-structured interview with a sample of principals. The questions used in the interview process are included on page 65-66. The nature of the sample was determined by a cross section of primary and secondary principals selected at random and invited to be part of the interview process. This methodology was designed as a further check on the reliability and validity of the questionnaire (Burgess,1984). The interview allowed for a high response rate to the questions and the process ensured that all of the questions were fully understood by the participants. The interview process allowed for some degree of flexibility so that significant 'leads' could be followed. The challenge with the process was to guarantee absolute anonymity of each principal from the Diocesan authorities. With the permission of the interviewees the researcher did not refer to individuals by name or mention any institutions. In all cases the interviewer was able to reassure respondents that absolute anonymity would be maintained. Another concern with this methodology was to reduce interview bias and coding errors (Krathwohl,1993). To alleviate problems in this area, a sample group of principals was piloted so that some training for the researcher in the techniques was possible prior to meeting with the principals included in the study.

The questions were directly related to the experience of each principal and evolved as a result of discussions with the pilot group. Phase four (See Figure 3.1,p.70) was

utilised as an opportunity to explore more deeply the major research question and related questions. The questions related to specific issues emanating from the study of the cultural, educational, religious, and administrative work of the principal. The results of this part of the study are also included in Chapter 5.

Phase 5. Data Collection and Synthesis.

Phase five (See Figure 3.1,p.70) of the research involved a synthesis of results from the questionnaire and interview phases of the research. The statistical procedures employed the use of rank, mean, standard deviations and Z score. The standard deviation and the variance measured how the key behaviours were spread around the mean. The standard deviation indicated how broadly the scores in a distribution were spread from one another. The formula used for standard deviation of the set of scores was:

$$SD = \frac{E(X - M)2}{N}$$

Where E indicates summation, X stands for each score, M for the mean and N for the total number of scores (Krathwohl,1993,171).

The Z scores allowed interpretation of the responses as they were standardised measures that were calculated by re-distributing a set of scores around a mean of zero. The Z score variable transformation was the most common and universally utilised method for standardising the scale of a variable of interval level measurement. Given their properties of zero mean and standard deviation of unity, it is often easier to compare the magnitude of difference in the means and standard deviations across groups on some dependent variable when performing analysis (Nie, 1970,187). The formula used to derive the Z scores was:

$$Z = \frac{(X-M)}{SD}$$

Where X stands for each score, M for the mean and SD for the standard deviation (Krathwohl,1993,174).

The Z score indicated how many standard deviations above or below the mean that key behaviour was rated. Because it showed the distance between scores, it was used to make valid comparisons between two or more sets of scores. Figure 3.2 shows the two measures of dispersion on a normal frequency distribution and shows the Z scores in relation to the normal curve (Krathwohl,1993,172).

Figure 3.2

Frequency Distribution and Z Score Scales.
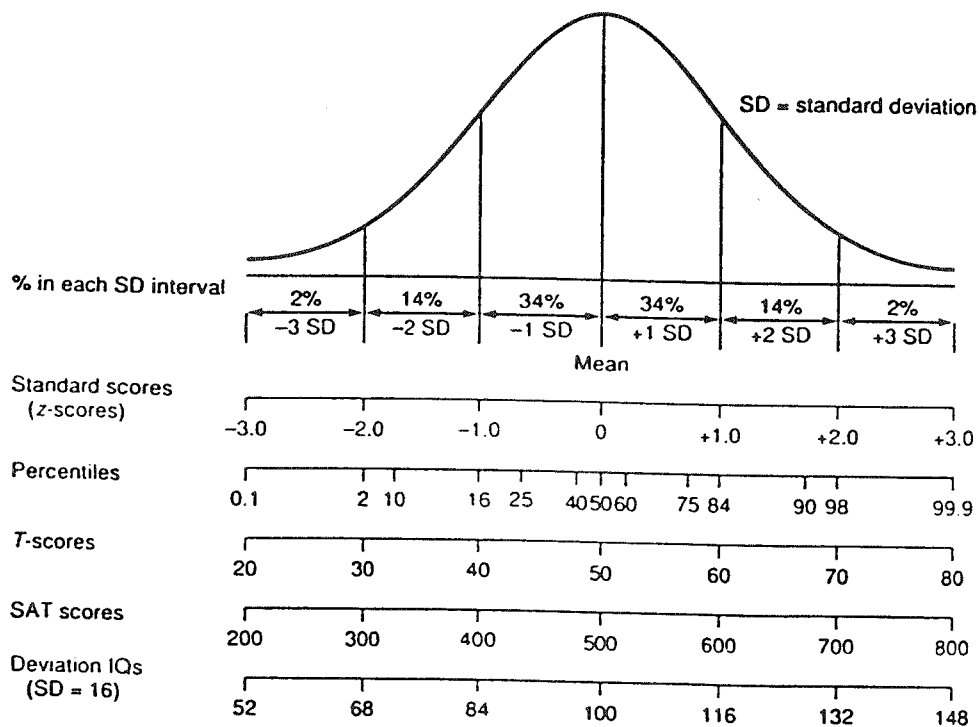
Total population statistics were employed for principals, assistant principals, co-ordinators, and priests.

Cross-tabulation was used to study the relationship between variables such as gender, age, qualification, position in the school, experience in a Catholic school, type of school and the 123 key behaviours in the questionnaire. Cross-tabulation was used to compare the responses from the different groups that made up the sample (Krathwohl,1993).

Discrimination analysis was used to identify any significant statistical difference between the sub-groups and commonality analysis was used to determine if there were any common elements that appeared between the sub-groups. The percentages conveyed relationships between groups and variations in responses.

Responses to Sections B and C of the questionnaire (See Appendix A, p.235) were recorded, grouped and analysed. Each section was factor analysed to explore the underlying structure and pattern of responses. Scales, involving clusters of items with common characteristics, were identified. The responses to the questions regarding factors that enhance or inhibit the work of the principal were all recorded, grouped and presented in a similar format. These are presented in Chapter 4.

The data was recorded on computer spreadsheet after the survey questionnaires had been returned in 1997. Included in Chapter 5 are the tables that outline data such as the distribution of respondents according to categories such as gender, age, position, qualification, type of school and experience in Catholic schools.

Data Analysis Procedures

Each respondent rated each key behaviour in the survey questionnaire according to the following scale.

Table 3.3

The Scale Used in the Questionnaire

1	2	3	4	5
No Importance	Little Importance	Some Importance	Very Important	Most Important

The Interviews with Principals

This part of the research was intended to supplement the major methodology of the study, the questionnaire. The aim was to probe the feelings, attitudes and beliefs (Leedy,1985) of principals toward their work, which could not be gauged as well from the questionnaire and to gather their responses in order to compare them with the results of the survey questionnaire. The methodology was also designed to check further on the validity of the questionnaire data.

As the literature review indicated four leadership domains (religious, cultural, administrative and educational) in which Catholic school principals operate, the questions asked in the interviews sought to explore the work principals carried out in those areas. These questions also sought to find what principals say they 'do' rather than what they think they should 'do'.

The model in Figure 3.3 (p.81) indicates the process followed in the formation and modification of the questions used in the interviews with principals. As previously described in some detail, a series of questions were piloted with four principals that led to further modification and refinement. A sample of principals as described in the next section were then interviewed. Data was recorded, analysed and the results are presented in Chapter 5.

Figure 3.3

The Interview Model

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┌─────────────────────┐
│   PILOT QUESTIONS   │
└─────────────────────┘
           │
           ▼
┌─────────────────────┐
│   PILOT INTERVIEWS  │
└─────────────────────┘
           │
           ▼
┌─────────────────────┐
│   MODIFICATION OF   │
│      QUESTIONS      │
└─────────────────────┘
           │
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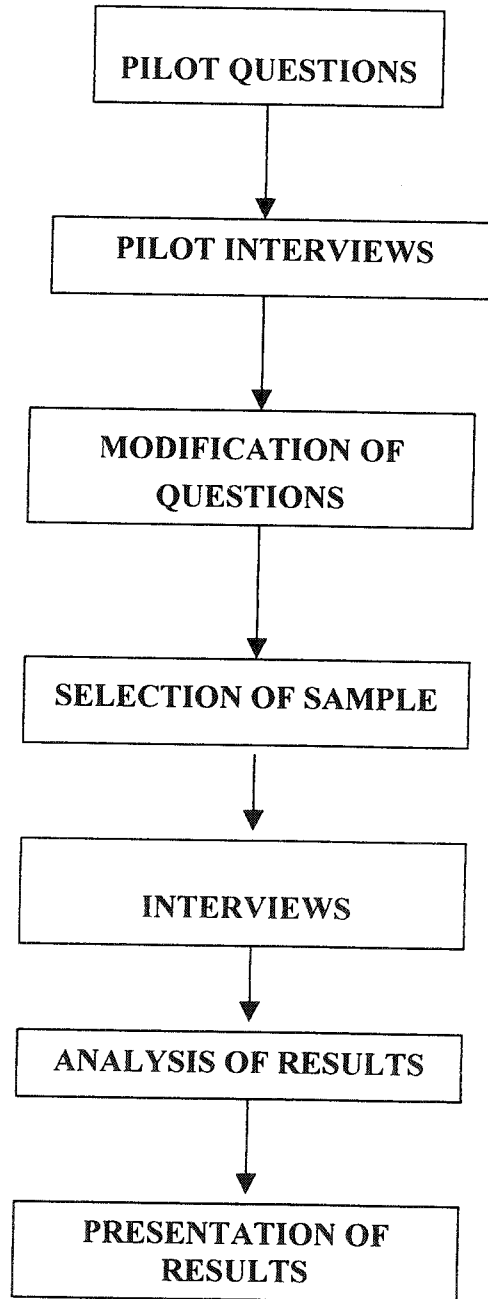
The sampling procedure used for the interviews involved the Proportional Stratified Method (Krathwohl, 1993), whereby representation was proportional from secondary schools and primary schools, from the three cluster areas within the diocese and

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gender. Therefore ten primary principals and four secondary principals were chosen at random.

When the sample of principals was established, each participant was contacted by telephone, whereupon an outline of the research project was explained and the principal was invited to consider participating in an interview. Where principals indicated a favourable response, then a covering letter (Appendix C, p.250), together with an outline of the questions (Appendix D, p.251), was posted to each participant. Participants were given one week to read the questions and decide whether or not to participate in the interview. After a period of one week each participant was contacted by telephone and invited to be involved in the interview process. All principals contacted were willing to be interviewed and appointments were made at a time convenient for them. Interviews were conducted throughout November and December 1997 and February and March in 1998.

The Interview Questions

The following questions were asked of every participant and in the same order.

1. How would you best describe the nature of your work as a principal in a Catholic school? What does it involve?

2. Can you please describe the nature of your school, its population and its purpose? Do you feel the nature and context of the school impacts upon your work? To what extent does the context of the school affect your experience of principalship?

3. If one were to observe you exercising religious leadership in the school, what would one see. Can you name some of the tasks or behaviours?

4. What do you understand to be the most important aspects of your work in religious leadership in the school?

5. If one were to observe you exercising administrative leadership in the school, what would one see? Can you name some of the tasks or behaviours ?

6. What do you understand to be the most important aspects of your work in administrative leadership in the school?

7. If one were to observe you exercising cultural leadership in the school, what would one see? Can you name some of the tasks or behaviours ?

8. What do you understand to be the most important aspects of your work in cultural leadership in the school?

9. If one were to observe you exercising educational leadership in the school, what would one see? Can you name some of the tasks or behaviours?

10. What do you understand to be the most important aspects of your work in educational leadership in the school?

11. How do you feel about the demands and expectations of such leadership? Are there any successful ways of coping?

12. Which factors tend to enhance your work as principal?

13. Which factors tend to inhibit your work as principal?

14. What are some of the significant issues emanating from your experience as principal?

15. Which likely changes do you see occurring in the work of the principal in the future?

16. What likely challenges do you see for the principal in the future?

Interview Procedure

Critical to the process was a set procedure used in every interview whereby the researcher explained that confidentiality was guaranteed and that the name of the Diocese, school or individual would not be published nor made available to any Diocesan authority or individual. Each interview followed the following format:

1. Greeting and establishment of a relaxed, pleasant and non-threatening atmosphere such as their office.
2. Explanation of the research project and its major aims.
3. Permission to record the interview on micro-cassette.
4. Explanation and guarantee of confidentiality.
5. Outline and reminder of the time required for the interview.
6. Conduct of the interview.
7. Closure of the interview and thanks extended to the participant.
8. Each respondent was forwarded a letter of appreciation (Appendix E, p.252) thanking them for their assistance and participation in the research.

Audio recordings were made during each of the interviews and transcripts were made of each of the recordings. The audio-tapes were retained following the transcriptions and used to check the accuracy of the transcripts where necessary. The researcher also made some field notes describing the context of the interviews in detail. This methodology for collection of answers assisted in filtering the answers to each of the questions.

Data analysis for each of the interviews involved a three-step process. Initially, each interview transcript was read and checked for accuracy and to ensure it was complete. The researcher then used a detailed reading approach, described by Van Manen (1992) in which each sentence was read to determine the experience being described and the meaning of the experience. Sentences and parts of sentences were coded into units of meaning. More specifically, the researcher read the interview or key parts of the interview as a whole to determine the overall meaning and significance of an answer to each question. This approach was helpful in data management and data reduction. Each question and its answer was factor analysed to determine the

underlying structure and patterns of responses. Scales, involving clusters of items with common characteristics were identified, which in turn led to the compilation of tables. These tables, included in Chapter 5, indicated the number of grouped responses to each question and thereby assisted with an understanding of the importance placed upon each answer.

To ensure reliable data collection, the interviews were conducted in a place chosen by the interviewee. The interviews followed a semi-structured approach that permitted the researcher to direct the interview in ways that were rewarding, although the order of questions remained the same. The data is presented in Chapter 5 and records the essence of the responses. Analysis and validation of some insights are presented in Chapter 6. Other positive and notable features of this approach include the high response rate, flexibility in approach and the opportunity to build a rapport with the respondent. The interviews were generally completed in one hour and anonymity was guaranteed.

Summary

This chapter has presented the research design and methodology used in the study. It included the key terms, procedures used, validation processes, pilot study, definition of key terms and a description of the sample and the instruments used in the research. The research questions have been outlined, together with the data collection and data analysis procedures. In the following chapter is a presentation of the results of the research.

CHAPTER 4

PRESENTATION OF RESULTS AND ANALYSIS OF THE RESEARCH

Introduction

In the initial part of this chapter are presented the results of the survey questionnaire, together with an analysis of the data related to the major research questions. These include the overall perceptions of the total group, and the ranking applied by individual respondent groups within the sample.

More specifically, this chapter comprises:

1. Responses to research questions raised, together with the results and analysis of individual groups and the overall perceptions of the total sample. Z scores for individual groups are also shown.

2. Results from the open ended questions related to the religious, administrative, cultural and educational leadership, together with those features which were perceived to enhance or inhibit the work of the principal.

3. Presentation and analysis of the findings into the variables affecting perceptions. Analyses are included to show the relationship between groups and their perception of the work of the principal in a Catholic school in the late 1990s.

The presentation of the results includes the identification of the key behaviours associated with the work of the principal in the Catholic school in the late 1990s. The discussion of the results follows in Chapter 6.

Question 1.

What do principals, assistant principals, co-ordinators, priests, parents and teachers perceive to be the important key behaviours of the principal in the Catholic school?

Response from the Total Group

When all groups were aggregated there were nineteen key behaviours that were considered most important. The key behaviour to receive the highest Z score (1.48) indicated the importance of the principal respecting the privacy of families and confidentiality of information. This was closely followed by key behaviours 118 (Z score 1.39) and 15 (Z score 1.38) which identified that it is most important that the principal interview and appoint prospective teachers and be seen to be an effective leader in Catholic education. The other sixteen key behaviours that participants believed were of most importance to the work of the principal are included in Table 4.1.

Table 4.1 shows the perceptions of all respondents to the work of the principal in the Catholic school. The table includes the number and description of all key behaviours. The key behaviours have been ranked according to the mean score attributed to each one and the Z score has also been included.

Table 4.1

The Perceptions of All Groups of the Work of the Principal in the Catholic School.

Rank	Item No.	Key Behaviour	Mean	Z Score
1	48	Respect the privacy of families and the confidentiality of information.	4.675	1.48
2	118	Interview and appoint prospective teachers.	4.646	1.39
3	15	Be effective as leader in Catholic education.	4.640	1.38
4	31	Endeavour to promote harmonious and co-operative staff relationships.	4.606	1.28
5	34	Establish policies and practices which create a climate of care for students and staff.	4.605	1.27
6	94	Ensure that the school is appropriately staffed.	4.604	1.27
7	49	Ensure that staff and students treat each other with respect and justice.	4.589	1.23
8	27	Maintain an effective communication system within the school community linking clergy, staff, students, parents, school council, and parents and friends.	4.586	1.22

9	91	Ensure that requirements for registration and certification of the school are being met.	4.575	1.18
10	55	Establish effective communication systems for staff, parents and students.	4.568	1.16
11	26	Accept the role of Principal as one of service to all elements of the school community.	4.556	1.13
12	40	Build and maintain harmonious staff relations.	4.556	1.13
13	70	Be committed to a whole school philosophy.	4.551	1.11
14	44	Ensure that parents, students and staff receive a fair hearing and have opportunities to present differing views.	4.550	1.11
15	112	Establish effective communication systems for staff, parents and students.	4.547	1.10
16	62	Promote the school as a centre of learning striving towards excellence in all areas of human growth.	4.542	1.09
17	36	Ensure a fair distribution of work and responsibility.	4.522	1.03
18	24	Endeavour to create a school atmosphere that accords with the aims of Catholic education.	4.518	1.02
19	8	Develop policies and rituals that incorporate the ideals of the Vision Statement.	4.512	1.00
20	22	Articulate and promote the ethos of a Catholic school.	4.509	0.99
21	13	Ensure that the Christian principles of justice and charity form the basis of all relationships within the school.	4.508	0.99
22	42	Model ways of relating that promote harmony and respect the dignity of each person.	4.507	0.99
23	68	Have a knowledge of current developments in curricula and teaching methods.	4.490	0.94
24	25	Display a personal commitment to the religious mission of the Catholic school.	4.488	0.93
25	1	Establish learning and teaching practices which promote the integration of Catholic values across the curriculum.	4.487	0.93
26	17	Support the school's Religious Education Co-ordinator in the development, implementation and evaluation of the Religious Education program.	4.485	0.92
27	43	Promote harmony within the staff by facilitating discussion and resolving conflicts.	4.476	0.89
28	114	Become familiar and meet with legal requirements that impact on the school such as anti-discrimination laws, copyright, child abuse, duty of care, privacy.	4.466	0.87
29	16	Ensure that a comprehensive and vital Religious Education program is conducted throughout the school.	4.460	0.85

30	92	Ensure that there is a clear Statement of School Rules and that it is clearly understood by staff, pupils and parents.	4.454	0.83
31	7	Formulate, with co-operation of the school community, a vision statement for the school.	4.449	0.82
32	12	Ensure that all school practices are consistent with the values of the Gospel.	4.432	0.77
33	89	Ensure that parents are kept informed of children's progress.	4.418	0.72
34	53	Hold regular staff meetings to encourage collaborative action at staff level.	4.417	0.72
35	39	Be self-critical and be willing to make appropriate change on the basis of self-evaluation.	4.416	0.72
36	98	Delegate duties and responsibilities fairly and appropriately.	4.415	0.71
37	52	Meet regularly with the executive and staff groups so that planning and decision making are collaborative.	4.413	0.71
38	105	Supervise the financial management and budgeting in the school.	4.411	0.70
39	45	Assist teachers to resolve conflicts with parents and students.	4.406	0.69
40	109	Meet regularly with the executive and staff groups so that planning and decision making are collaborative.	4.404	0.68
41	71	Have a balanced educational position and a discerning mind in relation to experimentation and innovation within the school.	4.400	0.67
42	73	Communicate effectively at both formal and informal levels within the school community and the community at large.	4.373	0.59
43	67	Ensure that special assistance is given to the beginning teacher.	4.370	0.58
44	90	Ensure that there exists proper assessment and evaluation procedures for school, staff, and pupils.	4.367	0.57
45	35	Ensure that there exist proper assessment and evaluation procedures for school, staff and pupils.	4.353	0.53
46	110	Hold regular staff meetings to encourage collaborative action at staff level.	4.348	0.52
47	10	Provide for and encourage the faith development of the faith community of the school.	4.347	0.52
48	99	Keep and supervise the permanent records of the school and those required by Diocesan and School of Education authorities.	4.324	0.45
49	100	Maintain accurate financial records according to diocesan policy.	4.324	0.45
50	46	Involve staff members in making any decision that impacts on their work.	4.324	0..45
51	54	Formulate policies within the school.	4.316	0.42

52	122	Use the approved grievance procedure in disputes.	4.312	0.41
53	19	Be responsible for the promotion and maintenance of moral principles in the school in accordance with the teachings of the Catholic Church.	4.304	0.39
54	97	Ensure that staff members clearly understand their duties and responsibilities by provision of statements of duty.	4.302	0.38
55	81	Provide parents with reports on the progress of students.	4.291	0.37
56	69	Participate in professional development programs.	4.289	0.34
57	2	Co-operate with the Parish Priest and the parish community so that the school is identified within the local Church community.	4.287	0.34
58	121	Ensure that Award conditions apply within the school.	4.279	0.32
59	14	Ensure that opportunities for prayer, worship, paraliturgy, liturgy and Eucharist are provided for all elements of the school community.	4.276	0.31
60	111	Formulate policies within the school.	4.270	0.29
61	96	Negotiate roles with people appointed to them.	4.265	0.27
62	56	Build and maintain harmonious relations with parents, parish priests, and the Catholic Education system authority.	4.251	0.24
63	102	Prepare the budget and implement it, ensuring the annual audit is completed on time.	4.247	0.22
64	38	Take a personal interest in each staff member and show sensitivity to their needs.	4.245	0.22
65	61	Recognise the parents as the prime educators of their children and involve them in the total life of the school.	4.243	0.21
66	123	Report serious incidents to the appropriate Catholic Education system authority.	4.237	0.19
67	95	Determine the duties to be performed by each staff member.	4.235	0.19
68	66	Encourage the professional development of all staff members.	4.232	0.18
69	82	Have knowledge of the Board of Studies requirements in each Key Learning Area.	4.211	0.12
70	51	Negotiate roles with people appointed to them.	4.198	0.08
71	9	Provide for suitable liturgies and prayers as a part of normal school life.	4.193	0.06
72	84	Communicate with the Catholic Education system authority where appropriate and implement Board of Studies directives.	4.188	0.05
73	116	Plan for the ongoing development and maintenance of the school.	4.182	0.03
74	75	Keep up to date with curriculum trends in each Key Learning Area.	4.168	0.00
75	64	Provide for the professional development of all staff.	4.154	-0.04

76	50	Provide role descriptions for all staff.	4.140	-0.08
77	101	Ensure that school fees are collected.	4.094	-0.22
78	120	Interview and employ ancillary staff.	4.087	-0.24
79	113	Communicate with the Catholic Education system authority where appropriate and implement policy directives.	4.086	-0.24
80	30	Induct new staff into the culture of the school.	4.078	-0.26
81	77	Provide teachers with opportunities and encouragement for upgrading of qualifications.	4.074	-0.28
82	103	Interpret and carry out Diocesan educational policies.	4.072	-0.28
83	74	Ensure the evaluation of all education programs in each Key Learning Area.	4.071	-0.28
84	79	Provide resources to support implementation of the curriculum.	4.065	-0.30
85	28	Collaborate with the Diocesan Director in maintaining effective industrial relations within the school.	4.056	-0.33
86	41	Develop ceremonies, rituals and traditions which reflect the Vision Statement.	4.050	-0.34
87	80	Ensure that assessment and evaluation are done systematically to improve learning.	4.049	-0.35
88	47	Take personal interest in staff members and encourage them in the development of their career.	4.047	-0.36
89	20	Induct new staff into the Catholic culture of the school.	3.993	-0.51
90	72	Ensure effective planning and evaluation of programs of work.	3.990	-0.52
91	4	Seek the support of priests in the area where appropriate.	3.971	-0.58
92	58	Supervise the professional development of staff by advising and providing access to books, educational seminars, courses and meetings.	3.967	-0.59
93	11	Encourage the spiritual growth of all staff members.	3.956	-0.62
94	106	Manage and maintain school property and plant.	3.941	-0.66
95	87	Implement and manage policies as determined by the Bishop.	3.939	-0.67
96	63	Undertake appraisal as set by the Catholic Education system authority.	3.938	-0.67
97	115	Provide opportunities for re-skilling and upgrading for ancillary staff.	3.899	-0.79
98	83	Have knowledge of teaching methodology in each Key Learning Area.	3.889	-0.82
99	78	Supervise staff, especially new staff and beginning teachers.	3.872	-0.87
100	18	Be responsible for the Pastoral Care programs in the school.	3.869	-0.88

101	32	Develop and maintain open interpersonal relations with all elements of the parish faith community of which the school is a part.	3.859	-0.91
102	5	Develop the active role of the school within parish life.	3.857	-0.91
103	86	Attend to all Diocesan and School of Education reports and returns.	3.856	-0.92
104	76	Oversee the work of curriculum development in each Key Learning Area.	3.850	-0.93
105	88	Recommend staff for employment and termination in collaboration with the parish Priest to the Diocesan Director.	3.841	-0.96
106	29	Establish effective links and opportunities for interaction with the broader community.	3.830	-0.99
107	57	Demonstrate a high level of classroom teaching and competence.	3.828	-1.00
108	33	Endeavour to involve the school in the wider community.	3.799	-1.08
109	3	Consult and co-operate with the Parish Priest in all matters pertaining to the spiritual welfare and development of the students.	3.794	-1.10
110	21	Ensure the promotion of education in faith with a strong sacramental program.	3.747	-1.24
111	108	Ensure all staff members are aware of the provisions of the Enterprise Agreement and salary rates.	3.713	-1.33
112	93	Plan and manage the work of resource and ancillary staff.	3.707	-1.35
113	6	Support the local Priest in exercising his role as religious leader of the parish.	3.698	-1.38
114	37	Present the Church and Catholic Schools Office as a compassionate and caring employer.	3.663	-1.48
115	60	Organise an adequate supply of textbooks and other teaching materials and supplies.	3.609	-1.64
116	119	Interview prospective teachers in consultation with the Parish Priest.	3.473	-2.04
117	85	Confer regularly with the Priest in Charge concerning organisational plans and the operation of the school.	3.413	-2.21
118	104	Engage casual or relief teachers in accordance with Diocesan Education Office policy.	3.411	-2.22
119	117	Interview casual relief teachers, checking their credentials.	3.373	-2.33
120	65	Personally visit all classrooms regularly in a supervisory capacity.	3.360	-2.37
121	23	Consult with the Priest in Charge before the expulsion of any pupil in the school.	3.307	-2.52
122	107	Purchase books, stores, equipment and teaching aids.	3.244	-2.71
123	59	Supervise the lesson programs of teachers.	3.159	-2.96

Mean = 4.17   Standard deviation = .341

There were several key behaviours that the group felt were critical to the work of the principal in a Catholic school. Above all, the group felt that the principal should uphold the respect and privacy of all families, and ensure that information concerning families and individuals remained confidential. The group indicated that the principal must interview and appoint all prospective teachers, thereby ensuring that the school is adequately staffed and is an effective leader in Catholic education. In dealing with staff and students the principal must endeavour to promote harmonious and co-operative relationships, establish policies and practices which create a climate of care, and ensure that staff and students treat each other with respect. Maintaining effective communication and communication systems within the school community ranked very highly with this group. The group also believed that the principal must ensure that the requirements for registration and certification for the school are being met.

The second Z score break point (Table 4.1) included fifty-four key behaviours. (See Appendix G) The participating group considered these key behaviours to be very important to the work of the principal. The third break point occurred at the seventy fourth mark. At this point the Z score indicator entered a negative phase (-0.003) which identified that the next thirty three key behaviours were of some importance to the work of the principal but were quite distinct and less important than those in the second break point group (See Appendix G).

The fourth break point contained those key behaviours with Z scores that ranged from -1.001 through to -1.990. Participants indicated that it is of little importance that the principal demonstrate a high level of classroom teaching and competence, endeavour to involve the school in the wider community and consult and co-operate with the Parish Priest in all matters pertaining to the spiritual welfare and development of the students. They identified that it was of little importance for the principal to ensure the promotion of education in faith with a strong sacramental program or ensure all staff members are aware of the provisions of the Enterprise Agreement and salary rates. They indicated little importance for the principal to plan and manage the work of resource and ancillary staff, support the local Priest in exercising his role as religious leader of the parish, present the Church and Catholic Schools Office as a compassionate and caring employer or organise an adequate supply of textbooks and other teaching materials and supplies.

The lowest Z scores began with the 116th ranked key behaviour (Table 4.1) and ranged from –2.041 to –2.962. Participants indicated strongly that the work of the principal did not involve interviewing prospective teachers in consultation with the Parish Priest or conferring regularly with the Priest in Charge concerning organisational plans and the operation of the school. Also of least importance to the work was engaging casual or relief teachers in accordance with Diocesan Education Office policy, interviewing casual relief teachers, personally visiting all classrooms regularly in a supervisory capacity, consulting with the Priest in Charge before the expulsion of any pupil in the school, purchasing books, stores, equipment and teaching aids or supervising the lesson programs of teachers.

Comparisons Between Participating Groups

For the purpose of the research, those key behaviours that achieved a Z score above 1.00 were considered to be most important. In the following tables only the key behaviours that ranked most important have been included.

In order to indicate the answer to Question 1, Table 4.2 has been used to show the relationship between those key behaviours considered most important to the work of the principal and the participating groups.

Table 4.2

Relationship between Most Important Key Behaviours and Participating Groups

Key Behav	Prin	Sec Teacher	Priest	Parent	Co-ord	Assist Prin	Prim Teacher	Total
15	Yes	*No*	Yes	Yes	Yes	Yes	Yes	6
48	Yes	Yes	Yes	Yes	*No*	Yes	Yes	6
34	Yes	Yes	No	Yes	Yes	Yes	Yes	6
118	Yes	Yes	No	Yes	Yes	Yes	Yes	6
27	Yes	*No*	*No*	Yes	Yes	Yes	Yes	5
31	Yes	Yes	*No*	*No*	Yes	Yes	Yes	5
36	*No*	Yes	*No*	Yes	Yes	Yes	Yes	5
70	Yes	*No*	*No*	Yes	Yes	Yes	Yes	5
Total	7	5	2	7	7	8	8	44

Four key behaviours were rated as most important by six of the seven participating groups. Key behaviour 15 (to be effective as a leader in Catholic education) was chosen by all groups except the secondary teachers (See Table 4.2). Key behaviour 48 (to respect the privacy of families and confidentiality of information) was selected by all groups except the co-ordinators. Key behaviours 118 (to interview and appoint prospective teachers) and 34 (to establish policies and practices that create a climate of care for students and staff) were chosen by all groups with the exception of the priests. Key behaviours 27 (to maintain an effective communication system within the

school community linking clergy, staff, students, parents, school council and Parents and Friends Association, 31 (to endeavour to promote harmonious and co-operative staff relationships), 36 (to ensure a fair distribution of work and responsibility) and 70 (to be committed to whole school philosophy) were chosen by five of the seven participating groups, therefore indicating their importance to the work of the principal.

Table 4.3 shows the relationship between those key behaviours considered to be of no importance to the work of the principal, and the participating groups.

Table 4.3

Relationship between Key Behaviours of No Importance and Participating Groups

Key Behav	Prin	Second Teacher	Priest	Parent	Co-ord	Assist Prin	Prim Teacher	Total
59	*No*	Yes	Yes	Yes	Yes	Yes	Yes	6
85	Yes	Yes	*No*	Yes	Yes	Yes	*No*	5
107	Yes	No	Yes	*No*	*No*	Yes	Yes	4
117	Yes	Yes	*No*	*No*	Yes	Yes	No	4
Total	2	3	2	3	3	4	4	21

With the exception of the principals, key behaviour 59 (to supervise the lesson programs of teachers) was chosen by all groups as not important to the work of the principal in a Catholic school. The priests and primary teachers were the two groups that did not include key behaviour 85 (to confer regularly with the priest in charge concerning organisational plans and the operation of the school) as not important to the work of principals (See Table 4.3). Key behaviours 107 (to purchase books,

stores, equipment and teaching aids) and 117 (to interview casual relief teachers) were chosen by four of the seven groups as not important to the work of principals.

Items Ranked Highly by Individual Respondent Groups

What do principals perceive to be the important key behaviours of the principal in the Catholic school?

<u>The Response from the Principal Group</u>

Among the principals there were several key behaviours which ranked highly and these are shown in Table 4.4 The first key behaviour was number 118, which indicated that it is critical for principals to interview and appoint prospective teachers. Principals also indicated that to promote the school as a centre of learning striving towards excellence in all areas of human growth and to ensure that all school practices are consistent with the values of the Gospel is most important to their work in Catholic schools.

<u>Table 4.4</u>

<u>Key Behaviours Ranked Highly by Principals.</u>

Rank	Item No.	Key Behaviour	Mean	Z Score
1	118	Interview and appoint prospective teachers.	4.833	1.68
2	62	Promote the school as a centre of learning striving towards excellence in all areas of human growth.	4.805	1.61
3	12	Ensure that all school practices are consistent with the values of the Gospel.	4.777	1.54
4	8	Develop policies and rituals that incorporate the ideals of the Vision Statement.	4.722	1.40
5	22	Articulate and promote the ethos of a Catholic school.	4.722	1.40
6	25	Display a personal commitment to the religious mission of the Catholic school.	4.722	1.40
7	48	Respect the privacy of families and the confidentiality of information.	4.694	1.33

8	27	Maintain an effective communication system within the school community linking clergy, staff, students, parents, school council, and parents and friends.	4.666	1.26
9	31	Endeavour to promote harmonious and co-operative staff relationships.	4.666	1.26
10	34	Establish policies and practices which create a climate of care for students and staff.	4.666	1.26
11	91	Ensure that requirements for registration and certification of the school are being met.	4.666	1.26
12	15	Be effective as leader in Catholic education.	4.611	1.11
13	68	Have a knowledge of current developments in curricula and teaching methods.	4.611	1.11
14	70	Be committed to a whole school philosophy.	4.611	1.11
15	1	Establish learning and teaching practices which promote the integration of Catholic values across the curriculum.	4.583	1.04

Mean = 4.17   Standard deviation = .394

The other sixteen key behaviours that participants believed were most important to the work of the principal are included in Appendix L. The second Z score break point ranged from 0.978 to 0.062 and included fifty-one key behaviours (See Appendix L).

The third break point occurred at the seventieth mark. At this point the Z score indicator entered a negative phase (-0.008) which identified that the next thirty four key behaviours were of some importance to the work of the principal but were less important than those in the second break point group.

The fourth break point contained those key behaviours with Z scores that ranged from −1.136 through to −1.841(See Appendix L). The lowest Z scores began with the 119th ranked key behaviour and ranged from −2.053 to −3.463.

What do assistant principals perceive to be the important key behaviours of the principal in the Catholic school?

The Response from the Assistant Principal Group

Table 4.5

Key Behaviours Ranked Highly by Assistant Principals.

Rank	Item No.	Key Behaviour	Mean	Z Score
1	48	Respect the privacy of families and the confidentiality of information.	4.714	1.41
2	13	Ensure that the Christian principles of justice and charity form the basis of all relationships within the school.	4.678	1.32
3	15	Be effective as leader in Catholic education.	4.678	1.32
4	17	Support the school's Religious Education Co-ordinator in the development, implementation and evaluation of the Religious Education program.	4.678	1.32
5	22	Articulate and promote the ethos of a Catholic school.	4.642	1.24
6	24	Endeavour to create a school atmosphere that accords with the aims of Catholic education.	4.642	1.24
7	27	Maintain an effective communication system within the school community linking clergy, staff, students, parents, school council, and parents and friends.	4.642	1.24
8	70	Be committed to a whole school philosophy.	4.642	1.24
9	34	Establish policies and practices which create a climate of care for students and staff.	4.607	1.15
10	42	Model ways of relating that promote harmony and respect the dignity of each person.	4.607	1.15
11	62	Promote the school as a centre of learning striving towards excellence in all areas of human growth.	4.607	1.15
12	68	Have a knowledge of current developments in curricula and teaching methods.	4.607	1.15
13	36	Ensure a fair distribution of work and responsibility.	4.571	1.07
14	91	Ensure that requirements for registration and certification of the school are being met.	4.571	1.07
15	112	Establish effective communication systems for staff, parents and students.	4.571	1.07

Mean = 4.12   Standard deviation = .420

The assistant principals indicated that there were several key behaviours which ranked highly and these are shown in Table 4.5. Assistant principals indicated that it is important for a principal to respect the privacy of families and the confidentiality of information and to ensure that the Christian principles of justice and charity form the basis of all relationships within the school. This group also indicated that the principal must be effective as leader in Catholic education and is seen to support the school's Religious Education Co-ordinator in the development, implementation and evaluation of the Religious Education program.

Data gathered from the assistant principals (Table 4.5) showed that the principal should articulate and promote the ethos of a Catholic school and endeavour to create a school atmosphere that accorded with the aims of Catholic education. They believed that it was important to maintain an effective communication system within the school community linking clergy, staff, students, parents, school council and Parents and Friends Association. Among the key behaviours ranked highly was that the principal be committed to a whole school philosophy and establish policies and practices which create a climate of care for students and staff. The principal in a Catholic school should model ways of relating that promote harmony and respect the dignity of each person and promote the school as a centre of learning striving towards excellence in all areas of human growth. Assistant principals also believed that principals should have knowledge of current developments in curricula and teaching methods, ensure a fair distribution of work and responsibility and ensure that requirements for registration and certification of the school are being met. The second Z score break point included fifty-nine key behaviours (See Appendix M).

The third break point occurred at the seventy first mark. At this point the Z score indicator entered a negative phase (-0.030) which identified that the next thirty five key behaviours were of some importance to the work of the principal but less important than those in the second break point group (See Appendix M). The fourth break point contained those key behaviours with Z scores that ranged from −1.051 through to −1.816 (See Appendix M). The lowest Z scores began with the 117th ranked key behaviour and ranged from −2.071 to −3.006.

What do co-ordinators perceive to be the important key behaviours of the principal in the Catholic school?

The Response from the Co-ordinator Group

Table 4.6

Key Behaviours Ranked Highly by Co-ordinators

Rank	Item No.	Key Behaviour	Mean	Z Score
1	40	Build and maintain harmonious staff relations.	4.794	1.57
2	31	Endeavour to promote harmonious and co-operative staff relationships.	4.743	1.45
3	94	Ensure that the school is appropriately staffed.	4.743	1.45
4	70	Be committed to a whole school philosophy.	4.717	1.39
5	55	Establish effective communication systems for staff, parents and students.	4.666	1.27
6	36	Ensure a fair distribution of work and responsibility.	4.641	1.21
7	112	Establish effective communication systems for staff, parents and students.	4.641	1.21
8	34	Establish policies and practices which create a climate of care for students and staff.	4.615	1.15
9	49	Ensure that staff and students treat each other with respect and justice.	4.615	1.15
10	15	Be effective as leader in Catholic education.	4.589	1.10
11	42	Model ways of relating that promote harmony and respect the dignity of each person.	4.589	1.10
12	26	Accept the role of Principal as one of service to all elements of the school community.	4.564	1.04
13	27	Maintain an effective communication system within the school community linking clergy, staff, students, parents, school council, and parents and friends.	4.564	1.04
14	71	Have a balanced educational position and a discerning mind in relation to experimentation and innovation within the school.	4.564	1.04
15	118	Interview and appoint prospective teachers.	4.564	1.04

Mean = 4.11   Standard deviation = .436

The key behaviour to receive the highest Z score (1.57) indicated the importance of the principal building and maintaining harmonious staff relations. This was closely followed by key behaviours 31 and 94 (Z scores 1.45) which identify that it is most important that the principal endeavour to promote harmonious and co-operative staff relationships and ensure that the school is appropriately staffed (See Table 4.6). The other twelve key behaviours that participants felt were of most importance to the work of the principal are included in Appendix M. The second Z score break point included sixty one key behaviours (See Appendix M).

The third break point occurred at the seventy sixth mark. At this point the Z score indicator entered a negative phase (-0.017) which identified that the next thirty key behaviours were of some importance to the work of the principal but less important than those in the second break point group (See Appendix M).

The fourth break point contained those key behaviours with Z scores that ranged from –1.075 through to –1.722 (See Appendix M). The lowest Z scores began with the 117th ranked key behaviour and ranged from –2.134 to –3.133.

What do teachers perceive to be the important key behaviours of the principal in the Catholic school?

The Response from the Primary Teacher Group

Table 4.7

Key Behaviours Ranked Highly by Primary Teachers.

Rank	Item No.	Key Behaviour	Mean	Z Score
1	94	Ensure that the school is appropriately staffed.	4.828	1.58
2	44	Ensure that parents, students and staff receive a fair hearing and have opportunities to present differing views.	4.800	1.49
3	26	Accept the role of Principal as one of service to all elements of the school community.	4.771	1.40

4	48	Respect the privacy of families and the confidentiality of information.	4.771	1.40
5	114	Become familiar and meet with legal requirements that impact on the school such as anti-discrimination laws, copyright, child abuse, duty of care, privacy.	4.771	1.40
6	7	Formulate with co-operation of the school community a vision statement for the school.	4.742	1.31
7	45	Assist teachers to resolve conflicts with parents and students.	4.742	1.31
8	49	Ensure that staff and students treat each other with respect and justice.	4.742	1.31
9	8	Develop policies and rituals that incorporate the ideals of the Vision Statement.	4.714	1.23
10	15	Be effective as leader in Catholic education.	4.714	1.23
11	24	Endeavour to create a school atmosphere that accords with the aims of Catholic education.	4.714	1.23
12	31	Endeavour to promote harmonious and co-operative staff relationships.	4.714	1.23
13	36	Ensure a fair distribution of work and responsibility.	4.714	1.23
14	91	Ensure that requirements for registration and certification of the school are being met.	4.714	1.23
15	118	Interview and appoint prospective teachers.	4.714	1.23

Mean = 4.31   Standard deviation = .328

The key behaviour to receive the highest Z score (1.58) indicated the importance of the principal ensuring that the school is appropriately staffed. This was closely followed by key behaviours 44 (Z score 1.49), 26,48 and 114 (Z scores 1.40) which identify that it is most important that the principal ensure that parents, students and staff receive a fair hearing and have opportunities to present differing views, accept the role of principal as one of service to all elements of the school community, respect the privacy of families and the confidentiality of information and become familiar with legal requirements that impact on the school such as anti-discrimination legislation, copyright, child abuse, duty of care, and privacy (See Table 4.7). The other nineteen key behaviours that participants felt were of most importance to the work of the principal are included in Appendix K. The second Z score break point included forty-six key behaviours (See Appendix K).

The third break point occurred at the seventy second mark. At this point the Z score indicator entered a negative phase (-0.074) which identified that the next thirty key behaviours were of some importance to the work of the principal but less important than those in the second break point group (See Appendix K).

The fourth break point contained those key behaviours with Z scores that ranged from -1.040 through to -1.897 (See Appendix K). The lowest Z scores began with the 120th ranked key behaviour and ranged from -2.077 to -3.122.

What do secondary teachers perceive to be the important key behaviours of the principal in the Catholic school?

The Response from the Secondary Teacher Group

Table 4.8

Key Behaviours Ranked Highly by Secondary Teachers.

Rank	Item No.	Key Behaviour	Mean	Z Score
1	99	Keep and supervise the permanent records of the school and those required by Diocesan and School of Education authorities.	4.888	1.67
2	94	Ensure that the school is appropriately staffed.	4.750	1.40
3	48	Respect the privacy of families and the confidentiality of information.	4.708	1.32
4	31	Endeavour to promote harmonious and co-operative staff relationships.	4.666	1.24
5	118	Interview and appoint prospective teachers.	4.666	1.24
6	34	Establish policies and practices which create a climate of care for students and staff.	4.625	1.16
7	40	Build and maintain harmonious staff relations.	4.625	1.16
8	43	Promote harmony within the staff by facilitating discussion and resolving conflicts.	4.583	1.08
9	49	Ensure that staff and students treat each other with respect and justice.	4.583	1.08
10	91	Ensure that requirements for registration and certification of the school are being met.	4.583	1.08

11	36	Ensure a fair distribution of work and responsibility.	4.555	1.03
12	39	Be self critical and be willing to make appropriate change on the basis of self-evaluation.	4.555	1.03
13	42	Model ways of relating that promote harmony and respect the dignity of each person.	4.555	1.03
14	92	Ensure that there is a clear Statement of School Rules and that it is clearly understood by staff, pupils and parents.	4.541	1.00
15	114	Become familiar and meet with legal requirements that impact on the school such as anti-discrimination laws, copyright, child abuse, duty of care, privacy.	4.541	1.00

Mean = 4.02   Standard deviation = .519

The key behaviour to receive the highest Z score (1.67) indicated the importance of the principal to keep and supervise the permanent records of the school. This was closely followed by key behaviours that identified that it is most important that the principal ensure that the school is appropriately staffed and to respect the privacy of families and confidentiality of information (94,Z score 1.40 and 48,Z score 1.38. (See Table 4.8). The other twelve key behaviours that participants felt were of most importance to the work of the principal are included in Appendix L. The second Z score break point included fifty nine key behaviours (See Appendix L).

The third break point occurred at the seventy sixth mark. At this point the Z score indicator entered a negative phase (-0.011) which identified that the next thirty key behaviours were of some importance to the work of the principal but less important than those in the second break point group (See Appendix L).

The fourth break point contained those key behaviours with Z scores that ranged from −1.102 through to −1.777 (See Appendix L). The lowest Z scores began with the 118th ranked key behaviour and ranged from −2.236 to −3.463.

What do parents perceive to be the important key behaviours of the principal in the Catholic school?

The Response from the Parent Group

Table 4.9

Key Behaviours Ranked Highly by Parents.

Rank	Item No.	Key Behaviour	Mean	Z Score
1	44	Ensure that parents, students and staff receive a fair hearing and have opportunities to present differing views.	4.754	1.59
2	118	Interview and appoint prospective teachers.	4.735	1.53
3	48	Respect the privacy of families and the confidentiality of information.	4.716	1.47
4	49	Ensure that staff and students treat each other with respect and justice.	4.716	1.47
5	92	Ensure that there is a clear Statement of School Rules and that it is clearly understood by staff, pupils and parents.	4.716	1.47
6	94	Ensure that the school is appropriately staffed.	4.716	1.47
7	89	Ensure that parents are kept informed of children's progress.	4.698	1.41
8	55	Establish effective communication systems for staff, parents and students.	4.679	1.36
9	90	Ensure that there exists proper assessment and evaluation procedures for school, staff, and pupils.	4.679	1.36
10	27	Maintain an effective communication system within the school community linking clergy, staff, students, parents, school council, and parents and friends.	4.660	1.30
11	68	Have a knowledge of current developments in curricula and teaching methods.	4.641	1.30
12	13	Ensure that the Christian principles of justice and charity form the basis of all relationships within the school.	4.622	1.24
13	31	Endeavour to promote harmonious and co-operative staff relationships.	4.622	1.18
14	40	Build and maintain harmonious staff relations.	4.622	1.18
15	62	Promote the school as a centre of learning striving towards excellence in all areas of human growth.	4.622	1.18

Mean = 4.23   Standard deviation = .330

The key behaviour to receive the highest Z score (1.59) indicated the importance of the principal ensuring the parents, students and staff receive a fair hearing and have opportunities to present differing views. This was closely followed by the key behaviour which identified that it is most important that the principal must interview and appoint prospective teachers (118, Z score 1.39.See Table 4.9). The other twenty key behaviours that participants believed were of most importance to the work of the principal are included in Appendix N. The second Z score break point included forty-three key behaviours.

The third break point occurred at the seventy first mark. At this point the Z score indicator entered a negative phase (-0.010) which identified that the next thirty key behaviours were of some importance to the work of the principal but less important than those in the second break point group (See Appendix N).

The fourth break point contained those key behaviours with Z scores that ranged from −1.040 through to −1.897 (See Appendix N). The lowest Z scores began with the 116th ranked key behaviour and ranged from −2.297 to −3.098.

What do priests perceive to be the important key behaviours of the principal in the Catholic school?

The Response from the Priest Group

Table 4.10

Key Behaviours Ranked Highly by Priests.

1	2	Co-operate with the Parish Priest and the parish community so that the school is identified within the local Church community.	4.906	1.89
2	10	Provide for and encourage the faith development of the faith community of the school.	4.906	1.89
3	12	Ensure that all school practices are consistent with the values of the Gospel.	4.906	1.89
4	14	Ensure that opportunities for prayer, worship, paraliturgy, liturgy and Eucharist are provided for all elements of the school community.	4.875	1.80
5	25	Display a personal commitment to the religious mission of the Catholic school.	4.875	1.80
6	19	Be responsible for the promotion and maintenance of moral principles in the school in accordance with the teachings of the Catholic Church.	4.843	1.71
7	1	Establish learning and teaching practices which promote the integration of Catholic values across the curriculum.	4.812	1.62
8	15	Be effective as leader in Catholic education.	4.812	1.62
9	16	Ensure that a comprehensive and vital Religious Education program is conducted throughout the school.	4.812	1.44
10	3	Consult and co-operate with the Parish Priest in all matters pertaining to the spiritual welfare and development of the students.	4.750	1.44
11	5	Develop the active role of the school within parish life.	4.750	1.44
12	9	Provide for suitable liturgies and prayers as a part of normal school life.	4.750	1.44
13	13	Ensure that the Christian principles of justice and charity form the basis of all relationships within the school.	4.750	1.44
14	17	Support the school's Religious Education Co-ordinator in the development, implementation and evaluation of the Religious Education program.	4.750	1.80
15	48	Respect the privacy of families and the confidentiality of information.	4.687	1.26

Mean = 4.25   Standard deviation = .346

The three key behaviours to receive the highest Z score (1.89) indicated the importance of the principal co-operating with the Parish Priest and the parish community so that the school is identified within the local Church community, providing for and encouraging the faith development of the faith community of the school and ensuring that all school practices are consistent with the values of the Gospel (See Table 4.10). The other fifteen key behaviours that participants indicated were of most importance to the work of the principal are included in Appendix N. The second Z score break point included forty-four key behaviours.

The third break point occurred at the sixty fourth mark. At this point the Z score indicator entered a negative phase (-0.090) which identified that the next thirty nine key behaviours were of some importance to the work of the principal but less important than those in the second break point group (See Appendix N). The third break point identified that these are of some importance to the work of the principal in a Catholic school.

The fourth break point contained those key behaviours with Z scores that ranged from −1.083 through to −1.986(See Appendix N). The lowest Z scores began with the 120th ranked key behaviour and ranged from −2.077 to −2.619.

Question 2

What are the perceptions of these groups about the principal's work in religious, cultural, educational and administrative leadership?

Table 4.11 shows the number of key behaviours considered 'most important' to the work of the principal according to the categories of leadership (religious, cultural, educational, administrative) used in the research.

Table 4.11

Frequency between Most Important Key Behaviours, Leadership Categories, and
Participating Groups

Group	Religious Leadership	Cultural Leadership	Educational Leadership	Administrative Leadership
Primary Teacher	4	10	3	6
Principal	7	7	3	2
Secondary Teacher	0	9	0	6
Priest	15	1	1	1
Parent	3	7	5	7
Co-ordinator	2	5	3	3
All Groups	4	8	3	4
Total	40	55	20	30

Some interesting trends emerged as a result of grouping the key behaviours considered most important by the participants under the four categories of religious, cultural, educational, and administrative leadership and these are discussed in Chapter 6.

Table 4.12 shows the number of key behaviours considered of no importance to the work of the principal according to the leadership categories used in the research.

Table 4.12

Frequency between Key Behaviours of No Importance, Leadership Categories, and Participating Groups

Group	Religious Leadership	Cultural Leadership	Educational Leadership	Administrative Leadership
Primary Teacher	0	0	2	2
Principal	0	0	0	4
Secondary Teacher	1	0	2	3
Priest	0	0	1	3
Parent	1	0	1	2
Co-ordinator	2	0	2	3
Assistant Principal	0	0	2	5
Total	4	0	10	25

Table 4.12 indicated an inverse trend from the results in Table 4.11. Key behaviours in educational and administrative leadership outweigh those in the religious and cultural categories. Twenty-five key behaviours from the administrative leadership category were considered unimportant to the work of the principal in the Catholic school. The absence of key behaviours in the cultural leadership category supported the trend in Table 5.3 where this category had the largest number in the very important category.

Religious Leadership

The respondent groups indicated that as <u>religious</u> leader the principal in a Catholic school must:

- Be effective as leader in Catholic education.
- Accept the role of Principal as one of service to all elements of the school community.
- Endeavour to create a school atmosphere that accords with the aims of Catholic education.
- Develop policies and rituals that incorporate the ideals of the Vision Statement.
- Articulate and promote the ethos of a Catholic school.
- Ensure that the Christian principles of justice and charity form the basis of all relationships within the school.
- Display a personal commitment to the religious mission of the Catholic school.
- Establish learning and teaching practices that promote the integration of Catholic values across the curriculum.
- Support the school's Religious Education Co-ordinator in the development, implementation and evaluation of the Religious Education program.
- Ensure that a comprehensive and vital Religious Education program is conducted throughout the school.

Other key elements which participants offered in the questionnaire on religious leadership include:

- The laity, including principals, need to have an increasing impact on the faith development of children.
- Sacramental programs need to return to the school.
- Relationships between principal and priest are largely dependent upon the attitude of the priest.
- The principal must work closely with the Religious Education Co-ordinator to ensure the best program is in place for the whole school community

- The principal should live out the gospels' values through personal witness in their everyday encounters in school life.

- The spiritual life of the principal is very important as they support the sense of the presence of God.

- The priest should be in a supporting role. The school principal should not be dominated by the priest. The priests seem to want a managerial role in the schools.

- The model of service is an important one in our Catholic faith and in our schools. Where possible the principal must act with this model in mind for all the community.

- The principal of a Catholic school must ensure that Gospel values are clearly stated as part of Catholic teaching and that parents promote the same. The principal must challenge the parents on why they want their child in a Catholic school.

- It appears that those children who are involved in Church activities are not considered "cool". If the principal made frequent comment on the importance of involvement in church, it will be seen as part of everyday life to which children might aspire.

- A positive approach by principals in the establishment and practice of prayer in the school is necessary.

- It is important for the principal to express spirituality through prayer at various times.

- It is appropriate for the principal to be a practising Catholic and in touch with post Vatican teachings, open to the beliefs of all faiths.

- The principal should be involved in their parish. It is not just a school job.

Cultural Leadership

The participating groups indicated that as cultural leader the principal in a Catholic school must:

- Endeavour to promote harmonious and co-operative staff relationships.
- Establish policies and practices that create a climate of care for students and staff.

- Ensure that staff and students treat each other with respect and justice.
- Respect the privacy of families and the confidentiality of information.
- Maintain an effective communication system within the school community linking clergy, staff, students, parents, school council and parents and friends.
- Build and maintain harmonious staff relations.
- Ensure that parents, students and staff receive a fair hearing and have opportunities to present differing views.
- Ensure a fair distribution of work and responsibility.
- Model ways of relating that promote harmony and respect the dignity of each person.
- Promote harmony within the staff by facilitating discussion and resolving conflicts.

Other key elements which participants offered as part of the questionnaire on cultural leadership include:

- Principals should never have favourites on staff.
- The principal is very important in providing a link between the staff, parents and the wider community.
- The Diocese cannot be presented as a caring employer if the perception is contrary.
- Communication between parents, students and staff is the key to the smooth running of the school.
- Principals should be strong and firm with regards to the implementation of decisions and programs.

Educational Leadership

The participating groups indicated that as _educational_ leader the principal in a Catholic school must:

- Be committed to a whole school philosophy.

- Promote the school as a centre of learning striving towards excellence in all areas of human growth.
- Have a knowledge of current developments in curricula and teaching methods.
- Have a balanced educational position and a discerning mind in relation to experimentation and innovation within the school.
- Communicate effectively at both formal and informal levels within the school community and the community at large.
- Ensure that special assistance is given to the beginning teacher.
- Recognise the parents as the prime educators of their children and involve them in the total life of the school.
- Encourage the professional development of all staff members.
- Provide for the professional development of all staff.
- Provide teachers with opportunities and encouragement for upgrading qualifications.

Other key elements which participants offered as part of the questionnaire on educational leadership include:

- The principal should have an overview of these roles but the classroom teacher should fulfil the actual work.
- Principals should return to the classroom for six months as part of their own professional development.
- The principal should visit classrooms in a supporting role rather than a supervisory role.
- The curriculum co-ordinator could be responsible for many of the tasks. Key Learning Co-ordinators are in a better position to assist with programs.
- Parents should not be involved in all aspects of school life as they can become an interference.
- Planning of programs of work should not be done at the expense of actual implementation of learning and development.
- Visits to the classroom by principals and priests should be a regular commitment.

Administrative Leadership

The participating groups indicated that as <u>administrative</u> leader the principal in a Catholic school must:

- Interview and appoint prospective teachers.
- Ensure that the school is appropriately staffed.
- Ensure that requirements for registration and certification of the school are being met.
- Establish effective communication systems for staff, parents and students.
- Become familiar and meet with legal requirements that impact on the school such as anti-discrimination legislation, copyright, child abuse, duty of care, privacy.
- Ensure that there is a clear statement of school rules and that it is clearly understood by staff, pupils and parents.
- Ensure that parents are kept informed of children's progress.
- Delegate duties and responsibilities fairly and appropriately.
- Supervise the financial management and budgeting in the school.
- Meet regularly with the executive and staff groups so that planning and decision making are collaborative.

Other key elements which participants offered as part of the questionnaire on administrative leadership include:

- The Assistant principal can be delegated many of these tasks.
- Recommendations of staff for employment and termination should be done by the Principal and Diocesan Director but not necessarily in collaboration with the priest.

Factors that Enhance the Work of the Principal

What factors are perceived to enhance the work of the principal in the Catholic school in the 1990s?

In Section B of the survey questionnaire (Appendix A, p.235) participants were asked to consider questions regarding the factors which enhance and inhibit the work of the principal in a Catholic school. The response to these questions was considerable and answers were arranged into clusters and content analysed. Table 4.13 shows the responses to the factors that enhance the work of the principal.

Table 4.13

Factors that Enhance the Work of the Principal.

Factor	Rank
Communication and articulation skills with staff, Catholic Schools Office, parents, clergy, pupils	1
Supportive priest.	2
Supportive staff.	3
Supportive parents	4
Approachable Principal	5
Partnership between school and parents.	6
Accessibility to parents	7
Cooperation of the staff	8
Strong and involved Parents and friends	9
Sense of honesty, trust and openness to staff and parents.	10

Collaborative decision making skills	11
Being freely available to staff, parents and students	12
Regular appearance of the principal in classrooms and in the playground	13
Professional attitude of staff	14
Support from Assistant Principal	15
Ability to delegate work as part of a team.	16
An executive which supports the vision of the school	17
Support from CSO and its staff.	18
Adequately resourced school	19

Respondents indicated that the work of the principal was enhanced when a partnership exists between the school and the parents. This included accessibility of the parents to the principal and a level of co-operation was established between the parents and principal in order to develop the sense of spirituality among students. Community involvement and supportive parents rated highly among the respondents, together with developing an atmosphere of confidence in the ability of the principal among the staff and parents.

The work of the principal is enhanced when the clergy are seen to be supportive. A sound relationship between the Parish priest was indicated by respondents as most important. The support of the Priest and the members of the Parish are acknowledged as critical to enhancing Catholicity within the school and the work of the principal.

The respondents listed several personal qualities that enhanced the work of the principal. The most important factor indicated by the majority of respondents was developing communication channels between the principal and those who come into contact with them in their work. Respondents indicated strongly that these communication and articulation skills with staff, clergy, parents, students and Catholic Education system authority personnel were of utmost importance to the work of the principal. The complete list of personal skills and qualities is listed in

Appendix F (p.253) but those qualities which rated highly included the principal being approachable, having sound people skills, being good humoured and having a love of children. The collaborative style of leadership was most favoured, with the principal able to affirm and recognise people with a sense of honesty, trust and openness. The work of the principal was enhanced when the principal is collaborative in decision-making, fair minded and willing to listen to others and showing respect for the dignity of each member of the school community.

Among the other factors that enhance the work of the principal included the principal being visionary and pro-active, able to delegate, affirm and recognise people. Having a sense of honesty, trust and openness to staff and parents, developing consistency in dealings with others and valuing and supporting the work of the staff was also seen to be very important. The majority of qualities listed involved people-orientated skills and included the principal being positive and active in listening to others, available to staff, parents and students and able to delegate work as part of a team.

Respondents indicated that the work of the principal in a Catholic school is enhanced when the staff is seen to be professional in their endeavours and supportive of the principal. A supportive school executive and a strong assistant principal, who are supportive of the vision for the school, was also indicated as important to the work of the principal. Those who responded to this section of the questionnaire indicated that it is important that the staff of the Catholic Education system authority support the principal and particular reference was made to support by the various consultants.

Other aspects include the provision for resourcing the school and sound financial management. Adequate buildings and facilities were indicated as critical to this endeavour.

Factors that Inhibit the Work of the Principal

Question 4.

What factors are perceived to inhibit the work of the principal in the Catholic school in the 1990s?

The factors that inhibit the work of the principal in a Catholic school are shown in Tables 4.14.

Table 4.14

Factors That Inhibit the Work of the Principal.

Factor	Rank
Budgetary, funding and financial constraints.	1
The Diocesan Enrolment Policy	2
Lack of commitment from staff	3
Unco-operative and negative priests.	4
Too many expectations on their time.	5
Lack of communication skills	6
Lack of support by parents	7
Lack of organisation by the principal	8
Staff whose interactions with pupils are contradictory to the values of the school	9
Lack of support from the Catholic Education system authority. (financial, professional, or personal)	10
Principal being locked away in administration tasks.	11

Budgetary, funding and financial constraints were considered the most important factor inhibiting the work of the principal in a Catholic school. Respondents indicated that school funding did not meet the educational needs of students and that schools are finding it difficult to cope with limited finance availability.

Respondents indicated that unco-operative and negative clergy who fail to support the school have a dramatic impact upon the work of the principal. This group was perceived to inhibit the work of the principal when they interfered in curriculum matters, enrolment policy and student-staff relations. Several respondents indicated the role of the clergy on the appointment of teachers and principals as an inhibiting factor.

There were very few factors that involved parents inhibiting the work of the principal. However, lack of support for the school and its principal were noted, together with the failure of parents to pay their school fees. The third inhibiting factor indicated by respondents was the lack of involvement of parents in school planning.

A general lack of support and commitment from staff, together with staff interactions with pupils which are contradictory to the values of the Catholic school were indicated as inhibiting the work of the principal.

The factors which respondents perceive as inhibiting the work of the principal included the lack of support from personnel within the Catholic Education system authority. This lack of support was indicated as financial, professional or personal. Unnecessary and poorly timed requirements of the Catholic Education system authority, including the time spent by principals and other staff at Catholic Education system authority meetings, were seen to impact considerably on the work of the principal. Links were made between the poor financial management of the Diocese, discriminatory enrolment practices, and diocesan staffing practices which inhibited the work being done by principals in schools.

Respondents indicated that the lack of communication skills inhibited the work of the principal. Being unapproachable, having a poor knowledge of curriculum and educational issues and lack of organisation were also indicated as inhibiting factors.

Summary

This chapter presents a number of interesting findings, especially the reluctance of most of the sample group to allow the priest a dominant role in the school- a result that is most surprising for a Catholic school. This and other findings are discussed in Chapter 6. In Chapter 5 are presented the results of the interviews.

CHAPTER 5

RESULTS OF THE INTERVIEWS

Introduction

The interview methodology (See Phase 4,Figure 3.1,p 70) was to test further the reliability of responses collected in the questionnaire and to probe the feelings, attitudes and beliefs of principals toward their work and to identify major issues, changes and challenges. The interviews conducted with principals from the Diocese served to reinforce the results from Phase 3 of the study.

The Nature of the Work of the Principal

How would you best describe the nature of your work as a principal in a Catholic school? What does it involve?

Principals indicated that the nature of the work involved being people-centred, allowing cohesion and a spirit of working together in the same direction for a common purpose. As a group, they stressed the importance of building relationships within the school community. It involved being a facilitator, working with the school community and responding to their needs and attempting to "develop cohesion between groups within the community. The emphasis is on community building, a Christian community" (Principal 12).

Principals indicated an understanding that they have total responsibility for all facets of the school. Rarely did the responsibility pass them by. They saw a need to be familiar with the Religious Education curriculum, Catholic Education system policy, curriculum policy, together with community and parish expectations. Critical to their role was working with the parents, reassuring them and welcoming them and their children as part of the school. Others included working with the Religious Education teachers and working closely with the Religious Education Co-ordinator. "The

religious dimension is really important .....that is why we are here and we have to keep reminding people why we are here in a Catholic school" (Principal 3).

Principals saw their work as educators who facilitates teaching and learning in a Catholic setting. They suggested that it was the mission of the school to be educating communities of teaching and learning. By visiting classrooms, discussing issues and approaches with their staff and resolving problems, they hoped to give full support to staff to give vitality and energy to the school, thereby developing a sense of sound educational opportunities for the students; "The essence of my work is to try to generate a situation for others to display their expertise in each of the areas of the school"(Principal 5).

School Context and the Work of the Principal

Can you please describe the nature of your school, its population and its purpose? Do you feel the nature and context of the school impacts upon your work? To what extent does the context of the school affect your experience of principalship?

Generally each principal felt that the context of the school influenced his/her work. All principals indicated a link between the socio-economic background of their clientele and the expectations of parents and staff.

> "The context largely depends on the expectations of the parents, but it varies considerably according to the socio-economic situation. There is a link between high expectations and high socio-economic position. In a wealthy school the demands are high and parents expect much more. Often the staff respond to that expectation. The socio-economic area here is low and the focus is that the parents want their children to be happy and look to the school as a place of belonging" (Principal 9).

Principals indicated that the needs of the school reflect the needs of the community from which it draws. This made it different to the next Catholic school. As each

community differed from the next, the principal needed to be aware of that community and its specific needs. There was common concern among principals that the school was bearing the brunt of many social responsibilities, particularly welfare issues.

The following is reported according to the four main leadership areas of the study. The key elements of religious (Table 5.1), administrative (Table 5.2), cultural (Table 5.3) and educational (Table 5.4) leadership are presented. They are further discussed in light of the research questions in Chapter 6.

Religious Leadership

If one were to observe you exercising religious leadership in the school, what would one see? Can you name some of the tasks and behaviours? What do you understand to be the most important aspects of your work in religious leadership in the school?

Table 5.1

The Key Elements of Religious Leadership

Rank	Key Element
1	Acting as a Faith witness to others
2	Involvement in Religious activities
3	Leading prayer in the school
4	Liaising closely with Religious Education staff
5	Taking opportunities to write and speak about religious matters
6	Working closely with parish clergy
7	Liaising with the Religious Education Co-ordinator
8	Encouraging participation in parish community activities
9	Working closely with Church agencies
10	Supporting religious symbols in the school

"The most important role in my work as religious leader is to give witness in word and in action " (Principal 3).

According to the principals their most important work involved acting as a faith witness to others in the community (See Table 5.1). Critical to this work was the need to be visible in the school and to be seen to be part of the religious fabric of the school.

"A lot of it comes from your own faith and your faith expectations. That's the beauty of working in a Catholic school, you can express your faith freely and that's fulfilling. I can talk about Jesus freely, looking at things happening in the world in a religious context" (Principal 1).

Of vital importance was faith education passed on by role models for the students and the staff. The other one was the quality of religious studies instruction in the school. Principals indicated strongly that each must support the ethos of a Catholic school.

"The community members must see that the principal has a clear understanding of the nature of Catholic schools and how it affects a Catholic school" (Principal 7).

Principals felt that participation in religious activities in the school and parish community was extremely important to their work in religious leadership in the Catholic school. This work included taking the opportunity to speak on such matters whenever possible. Speaking in public on such occasions as induction ceremonies, masses, open days, assembly and in the classroom, gave principals the opportunity to convey the religious message to their school community. Taking opportunities when interviewing parents and staff to remind them of the ethos of the school and the religious expectations of the school was common among the principals.

Common to all principals was leading and organising staff prayer. They also indicated the importance of taking opportunities to participate in prayer with the children in the school, in the classroom and at assembly

"The community would observe prayer with the staff each day, prayer at the assembly each day, support for the religious activities each year, the sacramental program, liaison with the parish priests and the pastoral care shown to each member of the community" (Principal 4).

Central to the work of the principal was selection of staff and working with the Religious Education teachers. This involved providing professional reading materials for the staff and supporting and encouraging practising Catholic teachers to upgrade their qualifications in Religious Studies. Active interest in the work of the Religious Education Co-ordinator and the Religious Studies staff built relationships with staff for a cohesive team approach in setting a religious tone within the school.

Also fundamental to the work of the principal in religious leadership was writing in the school newsletter, speaking at the school assembly and explaining religious matters to school community members (students, staff, parents). The working relationship with the parishes and church agencies such as the St Vincent de Paul Society was also considered important. The inclusion of religious symbols such as crucifix, statues, pictures, chapel and other visible Catholic signs was indicated as important to the religious leadership of the principal in a Catholic school.

Table 5.2 shows the relationship between the results of the survey questionnaire and the answers to the interview questions about the principal as religious leader in Catholic schools.

Table 5.2

Relationship of Religious Leadership Key Behaviours

Key Behaviour	Questionnaire	Interview Sample Answers
15	The principal being effective as leader in Catholic education.	Leading prayer in the school Involvement in religious activities. Working closely with parish clergy
22	Articulate and promote the ethos of a Catholic school.	Taking opportunities to write and speak about religious matters. Supporting religious symbols in the school.
13	Ensure that the Christian principles of justice and charity form the basis of all relationships within the school.	Acting as a faith witness to others. Working closely with Church agencies.
17	Support the school's Religious Education Co-ordinator in the development, implementation and evaluation of the Religious Education program.	Liaising with the Religious Education co-ordinator
16	Ensure that a comprehensive and vital Religious Education program is conducted throughout the school.	Liaising closely with Religious Education staff.

Administrative Leadership

If one were to observe you exercising administrative leadership in the school, what would one see? Can you name some of the tasks and behaviours? What do you understand to be the most important aspects of your work in administrative leadership in the school?

Table 5.3 shows the key elements of administrative leadership.

Table 5.3

The Key Elements of Administrative Leadership

Rank	Key Element
1	Delegation of duties to others
2	Finance and Budgeting
3	Collection of Fees
4	Paperwork and correspondence
5	Reading and comprehending policy documents
6	Selection of suitable staff
7	Maintenance of student enrolment
8	Liaison with parent organisations

Principal 7 captured the understanding of administrative leadership in the following way:

> "I see my main role as an administrator to ensure
> effective and smooth running efficiently, which
> allow ongoing goals of teaching and learning"

In terms of administrative leadership, principals indicated overwhelmingly that it was critical to exercise the skills of delegation to enable staff to be aware of the degree of responsibility expected of them (See Table 5.3). Principals felt they were most effective when they devoted time to the co-ordination and management of the school through the appropriate delegation of tasks: "Effective and efficient administration allowed the principal time for catering to the other needs of the school community" (Principal 12). In this way they felt they were letting go of the more traditional roles undertaken by the Assistant Principal and allowing others in the school to develop their skills. Principals did indicate that part of the delegation process was to check if the tasks were completed to satisfaction.

The financial stability of the school was important to principals and they indicated that their work involved considerable time on the preparation of the school budget and

the allocation of funds to each Key Learning Area. Monitoring the budget and chart of accounts was also a part of this work. Critical to this work was identifying the areas of need in the school and negotiating budget allocations with the staff. The interviews indicated that maintenance of plant and equipment was also part of the financial planning dimension of the principal's work.

The other area associated with finance in the school involved accounts and collection of school fees. Principals indicated that this took up an inordinate amount of time and took them away from other work in the school. Debt collection of unpaid school fees was a real issue of concern to principals. However, they felt that it was significant in their work as administrative leaders in the school.

Completion of routine paperwork and reading correspondence from various agencies, ranked highly among the work of principals: "I drown in a sea of paperwork" (Principal 2). Incoming correspondence such as audit procedures, performance reviews, survey and data collection from the Diocesan Catholic Education system authority, Board of Studies, Catholic Education Commission, Department of School Education and other key agencies took up large amounts of time. The responsibility for government and State census figures, numbers of students and related information to outside agencies, was also part of the work of principals.

Reading and comprehending policy documents and curriculum support documents, together with general correspondence from parents and other members of the community, was considered important by the principals. Overseeing and implementing guidelines and policy involved the principal meeting with staff and discussing appropriate ways of implementing policy in the school. All principals indicated that routine paperwork and correspondence took up too much of their time but acknowledged that it was vital to the process of administrative leadership in the school.

Also central to the work of the principal was supporting the middle management team of the school. This usually involved principals arranging and chairing regular meetings of key groups in the school and keeping abreast of curriculum changes. It also involved principals putting administrative structures into operation to ensure that

the school ran smoothly each day. Part of this involved liaising with the Assistant Principal to take on administrative duties and working with the executive team in delegating certain responsibilities.

Interviewing and appointing teachers was considered most important to the principals. They felt that it was important to ensure that staff members clearly understood their duties and responsibilities in the school. Other key areas included ensuring that student enrolments were maintained; that parents were kept informed through correspondence such as the weekly newsletter and academic reports and that a co-operative working relationship was established with parents, the Parents and Friends Association and the College Council.

Table 5.4 shows the relationship between the results of the survey questionnaire and the answers to the interview questions about the principal as administrative leader in Catholic schools.

Table 5.4

Relationship of Administrative Leadership Key Behaviours

Key Behaviour	Questionnaire	Interview Sample Answers
118	Interview and appoint prospective teachers.	Interviewing and appointing teachers. Selection of appropriate staff.
94	Ensure that the school is appropriately staffed.	Liaison with staff, selection of competent teachers and co-ordinators.
91	Ensure that requirements for registration and certification of the school are being met.	Completion of reports and returns from various agencies. Making sure certification and registration requirements are in place.
112	Establish effective communication systems for staff, parents and students.	Communication with all sectors of the school community.
98	Delegate duties and responsibilities fairly and appropriately.	Exercise the skills of delegation. Devotion of time to school management through appropriate delegation of tasks.
105	Supervise the financial management and budgeting in the school.	Financial stability. Monitoring budget and chart of accounts. Negotiating budget allocations and spending.

Cultural Leadership

If one were to observe you exercising cultural leadership in the school, what would one see? Can you name some of the tasks and behaviours? What do you understand to be the most important aspects of your work in cultural leadership in the school?

Table 5.5 shows the key elements of cultural leadership.

Table 5.5

Key Elements of Cultural Leadership

Rank	Key Element
1	Developing staff relationships
2	Developing Catholic ethos
3	Affirming experiences for students
4	Integrity and Christian witness
5	Meeting school community expectations
6	Building relationships with parents
7	Policy formation and evaluation
8	Practices reflecting vision
9	Telling the story of the history of Church and school
10	Becoming people centred

> "Of vital importance is that the principal is responsible for the vision and this cannot be delegated. Its success depends on the quality of skills held by the staff and the effectiveness of communication by the Principal" (Principal 5).

In terms of cultural leadership the principals indicated that relationships with the staff were critical in developing school culture (See Table 5.5). They explained that it was important to work with the staff to accept the nature and culture of the school and to encourage them to create change within the school. Part of this was the creation of an

atmosphere of respect for the individual and understanding their capacity to learn and understand the extent to which an individual can learn and change. It was also linked to the type of school one wanted to achieve, the way people learnt and why people changed. Above all, they expressed that in order to achieve a sound culture within the school, the staff needed to be professional in their approach to their work.

Principals felt that central to developing culture in the school was an understanding of Catholic ethos and spirituality.

> "When you are looking at the culture, it encompasses everything like religious leadership and educational leadership. That culture grows out of our core values, our story, beliefs and rituals. We communicate who we are though these stories, how we teach in the classroom and celebration of the Eucharist. My role is to promote all that" (Principal 9).

Principals placed particular importance upon maintaining Catholic ethos and building relationships within the school community. Inherent in this practice was a belief in the dignity and worth of others. By understanding the Catholic view of the person, where each person was valued, principals felt they were working to build that understanding and responding to needs by engaging people: "A Catholic school must be the ultimate place where you can fail and start again and this would be my core belief "(Principal 5). Principals felt that it was important for staff to refer to religious themes in all their work and to link the school mission statement to their work.

In terms of their cultural leadership with the students, principals indicated that it was critical to encourage students to develop a sense of fun, forgiveness and courage. They also encouraged students to play an active Catholic role in the wider community.

> "A definite Catholic culture underpins the school. It is important to nurture this culture and make school an affirming experience for the children. It is critical that children are happy and content. Therefore it is important to say to people that we are distinctive. With that comes some certain expectations such as

attendance at Mass and support for the school
Religious Education program" (Principal 8).

Principals felt strongly that their personal witness was important to developing school culture. Telling the history and story of the school was also important so that people did not forget what the culture was. In this way the principal played an important role as the main custodian of the culture. This also extended to advertising the school to the outside community. Ultimately:

"Establishment of culture is inherently linked with the context of the school and the expectations the community has of the school. We are modifying and shaping the culture all the time" (Principal 1).

According to the results of the interviews, the principal needs to balance the facets that affected school culture, particularly the effects of Diocesan Catholic Education system policy, diocesan policy, parish expectations and the existing school culture. The policies and practices in the school have to reflect that vision. Decision making was often based on a vision of education and understanding the expectations of the local community.

"Cultural leadership is about telling your story, remembering your roots, where you have come from and where you are at". To share in the history and tradition of the world, Australia, Church and school " (Principal 7).

Table 5.6 shows the relationship between the most important key behaviours in the survey questionnaire and the answers to the interview questions about the principal as cultural leader in Catholic schools.

Table 5.6

Relationship of Cultural Leadership Key Behaviours

Key Behaviour	Questionnaire	Interview Sample Answers
48	Respect the privacy of families and confidentiality of information.	Relationships of trust are built with the parents
31	Endeavour to promote harmonious and co-operative staff relationships	Working to build understanding, responding to people, and engaging them.
34	Establish policies and practices that create a climate of care for students and staff.	The policies and practices have to reflect the vision of the school.
49	Ensure that staff and students treat each other with respect and justice.	Creation of an atmosphere of respect for the individual.
40	Build and maintain harmonious staff relations	Maintaining Catholic ethos and building relationships within the school community.
44	Ensure that parents, students and staff receive a fair hearing and have opportunities to present differing views.	Relationships with the staff.
42	Model ways of relating that promote harmony and respect the dignity of each person.	Personal witness to others in the community. Inherent to this practice is the dignity and worth of others.

Educational Leadership

If one were to observe you exercising educational leadership in the school, what would one see? Can you name some of the tasks and behaviours? What do you understand to be the most important aspects of your work in educational leadership in the school?

Table 5.7 shows the key elements of educational leadership.

Table 5.7

Key Elements of Educational Leadership

Rank	Key Element
1	Staff (Teaching) selection and appointment (Also in Administrative Leadership, p.115)
2	Curriculum development and review
3	Professional development
4	Implementation of relevant technology
5	Development of school resources
6	Educational practice
7	Development of Religious Education
8	Responding to school needs
9	Communication with the school community
10	Liaison with outside agencies

"My focus is education and working with staff
to reflect the vision and articulate the
educational vision" (Principal 3).

Principals indicated overwhelmingly that central to their work in educational leadership was the selection, appointment and liaison with staff (See Table 5.7). They felt it important to select competent teachers and co-ordinators with leadership potential. They noted the importance of supporting the teachers in their work and creating an atmosphere of learned discussion with staff. Using the expertise of staff and entrusting classroom practices to the teachers, whilst remaining sensitive to their needs, was also considered important.

In terms of curriculum development, principals were involved in both the questioning and the encouragement of their staff to develop a variety of approaches to classroom practice. Curriculum development and curriculum review, in accordance with

government policy and Diocesan Catholic Education system policy, also featured predominantly in their work. All principals indicated the need for a solid knowledge base in education and curriculum and were involved in work activities such as chairing curriculum meetings, attending to curriculum committee needs and decisions regarding curriculum choice.

> "The Principal is responsible for their school as a centre of learning. All else radiates from this" (Principal 4).

Provision of professional development opportunities for staff, encouragement of individuals and the need to empower others to accept educational change was important in the educational work of principals.

> "Knowing and understanding technology and its impact upon teaching and learning. Committing money to the expansion and provision of computer networks so as to have maximum impact in the classroom" (Principal 5).

Specific to the work of principals in educational leadership was recognising the specific needs of groups and the school community and providing support for those needs. This included budgeting for the provision of professional development courses for the teachers. In this way, principals attempted to facilitate learning in the classroom by providing staff and quality resources that assist the learning process in the classroom.

Listening to the various groups and responding to their needs was also central to the work of principals. This at times led to the use of outside agencies and facilitators to assist with meeting the needs of the community.

> " I see myself as a change agent, working with staff to improve current practices and that means looking at planning and developing education practices, providing staff with professional development opportunities, reading and reflecting on current trends and discussing it all with staff" (Principal 7).

Table 5.8 shows the relationship between the results of the survey questionnaire and the answers to the interview questions about the principal as educational leader in Catholic schools.

Table 5.8

Relationship of Educational Leadership Key Behaviours

Key Behaviour	Questionnaire	Interview Sample Answers
62	Promote the school as a centre of learning striving towards excellence in all areas of human growth.	Improving current practices. Planning, developing and providing opportunities for growth.
68	Have a knowledge of current developments in curricula and teaching methods.	Curriculum development and curriculum review. A need for a solid knowledge base in curriculum.
73	Communicate effectively at both formal and informal levels within the school community and the community at large.	Remain sensitive to the needs of the community. Providing support for the community needs.
66	Encourage the professional development of all staff members.	Encourage a variety of approaches to classroom practice. Empowering and encouraging individuals.
64	Provide for the professional development of all staff.	Budgeting for professional courses for teachers.
77	Provide teachers with opportunities and encouragement for upgrading qualifications.	Provision of professional development opportunities for staff.

Successful Ways of Coping.

How do you feel about the demands and expectations of your leadership? Are their any successful ways of coping with these demands and expectations?

The interview process sought to explore questions related to the ways in which principals coped with their work. Table 5.9 shows the ways of coping with the position of principal. These findings are discussed in Chapter 6.

Table 5.9

Demands and Expectations and Successful Ways of Coping

Rank	Key Elements
1	Supportive family
2	Sound management practice
3	A reflective manner
4	Balance between home and work
5	Sense of faith and faith practice
6	Heath and Exercise
7	Supportive colleagues
8	Supportive staff
9	Involvement in professional development

When asked about ways of coping with the position, principals stressed the importance of having a supportive family and being involved in family activities. They considered it important to have outlets that involved their family. Keeping a healthy balance between home and work was important to all principals.

They also indicated that sound leadership and management practice assisted in coping with the rigour of the position. To be surrounded by competent and professional managers in the school was important in order to achieve this goal. By putting things

into perspective and recognising that one cannot plan for every event was considered important. This involved recognising signs of failure to cope with the work and learning to ignore some aspects of the work.

Developing a reflective manner, taking time to stop and reflect and not be distracted by routine administrative tasks was important to the smooth running of the school, according to the principals. Developing an inner peace and finding balance in one's personal life was critical. Keeping a balance of the number of nights out on school business was important to the majority of principals.

Other ways of coping with the work of the principal included regular exercise, having supportive colleagues and involvement in professional development. All principals indicated the importance of a strong faith practice. The following quote best captured the response by principals:

"My faith gives me a sense of purpose, faith practice and faith development make me feel good about what I do"(Principal 11).

Factors that Enhance the Work of the Principal

Which factors tend to enhance your work as principal?

As a check on the reliability of the questionnaire data, Principals were asked questions relating to those factors that influenced their work. These findings are summarised in Table 5.10.

Principals indicated that a supportive and professional staff enhanced their work, and that a close and trusting working relationship with immediate colleagues such as the assistant principal and executive staff were equally important. A happy staff, with a professional attitude and concern for children was regarded as most important to the work of the principal.

Contact and support of the students, staff and parents enhanced the work of the principal. Being open and accessible to these groups led to understanding and support from the community. A supportive and competent assistant principal also assisted with this endeavour. All principals indicated that the support and encouragement they received from their superiors and peers enhanced the work that they did. As one of them stated:

> "Superiors who immediately above you
> understand you and the nature of your work
> and show a willingness to listen, not merely
> people who respond to issues" (Principal 12).

Achieving balance between work and home, keeping a balanced perspective about the work and a life of activity outside the school context was important to all principals. Three other factors that tended to enhance the work of the principal included having a supportive priest, a sound financial base in the school and displaying a sense of humour.

Table 5.10 shows the key factors that enhance the work of the principal.

<u>Table 5.10</u>

Key Factors that Enhance the Work of the Principal

Rank	Key Factors
1	Supportive staff
2	Contact with the students
3	Support from the parents
4	Sound relationship with the Assistant Principal
5	Supportive and interested superiors
6	Balanced perspective between work and home
7	Support from family members
8	Supportive Priest
9	Sound school financial base
10	Developing a sense of humour

Factors that Inhibit the Work of the Principal

Which factors tend to inhibit your work as principal?

Generally the principals tended to consider the more positive aspects of their work and those features which enhanced it. When asked about the inhibiting factors, many took considerable time to think of their answer. The factor that affected all principals was Catholic Education System policy that affected the culture of the school. Principals were concerned about task driven policy, the lack of vision and several changes in the leadership at the Catholic Education system authority.

Finance and fees collection rated highly among concerns by the principals and they indicated that the enrolment policy, finance policy and fees collection policy was not allowing schools to purchase the necessary resources to support curriculum programs. More than half of the principals were concerned at the time spent on fees collection and debt collection. They felt this time would be better spent on educational leadership in the school.

All principals referred to the paperwork and 'administrivia' that permeated their valuable time. They expressed concern with the number of audit returns, census data returns, performance reviews, diocesan surveys and other bureaucratic paperwork which crossed their desk. Half of the principals indicated that this was extremely time consuming and caused stress in their work.

There was concern from all principals about lack of support for principals by senior system level management and other superiors from the Catholic Education system authority. This inhibited their work.

All principals referred to problems with school staff and its effect upon their work. They felt that selfish staff, teachers with an industrial focus and staff lacking in skills tended to inhibit their work. The other area of concern included non-practising Catholic teachers and their lack of support for Catholic school ethos and some non Catholic staff who failed to support the values espoused by the school.

Other factors that inhibited the work of the principal in a Catholic school included non-supportive priests, lack of time, poor personal health, unplanned interruptions and poor management practices.

Table 5.11 shows the factors that inhibited the work of the principal.

Table 5.11

Key Factors that Inhibit the Work of the Principal

Rank	Key Factors
1	Catholic Education System policy
2	Lack of school funds
3	Overabundance of paperwork and policy
4	Non supportive superiors
5	Non supportive staff
6	Non supportive priest
7	Lack of time
8	Poor personal health
9	Poor management practice
10	Unplanned interruptions

The final questions of the interview with principals sought to identify significant issues facing principals and the challenges they expected to experience in the future. The responses to these questions are presented in the following pages.

Significant Issues

What are some of the significant issues emanating from your experience as principal?

"The Catholicity of schools remains a
challenge in this secular society. The trend for

a focus on academic and not spiritual is threatening our Catholic schools" (Principal 12).

All Principals indicated that maintaining the Catholicity of their schools was a significant issue. The question of the nature of an authentic Catholic school was an issue for principals and their communities at the time. There were issues raised such as the effect of non-Catholic and non-practising Catholic staff upon the ethos of the school. Catholic staffing and clergy influence on the school was at times divergent to the worldview of Catholic schools.

Many principals felt that religion must be made relevant to the students such that it became meaningful to their lives. Some principals indicated that links with the institutional Church may ultimately decline and the role of schools may change to become one where students were given a sense of spirit rather than dogma and commitment to an institutional Church.

The place of the parish in Catholic schools, its priests, the changing nature of society and its impact on Catholic schools was an issue for principals: "The effectiveness of unique Catholic schools is linked to the parish. Some schools have become sub-branches of the parish and some operate away from the parish" (Principal 3). The place of priests in the staffing, finance and administration of schools is being questioned, together with the viability of Catholic schools in a largely un-churched Australian society. Some principals indicated that the concept of worldviews held by the clergy was totally different to most people and there was a need for spiritual direction from the priests.

The issue of finance was real in the minds of the principals: "Diocesan schools will not survive on tradition alone unless they fit in with the economic base and business like operation" (Principal 9). The financial viability of the diocese and its systemic schools was under question. Its ability to provide the necessary resources in its schools in order to compete against other schools was central to the issue. Principals indicated that schools were becoming more business like and accountable and felt that corporate models were likely to impinge on schools in the future.

A major issue for principals was the restrictive atmosphere created by the policy driven senior system level management of the Catholic Education system authority: "The climate of change in the Catholic Schools Office offers a narrowing of vision when compared with the past" (Principal 4). Many indicated a failure to cope with the increasing responsibilities and decreasing authority due to Catholic Education system authority policy. They also indicated that there needed to be a diocesan response to the provision for and, use of technology in Diocesan schools. They acknowledged the place of technology in teaching and learning and felt that encouraging teachers to meet the needs of their students through technology will be a challenge in the future.

Rapid advances in information and communications technology had only just begun to make an impact in the classroom. It was probable that these technologies, as they continued to develop, would transform the concept of the classroom, the design of the curriculum and the role of the teacher and learner in the learning process. Amongst the many issues that such a transformation would give rise to, three would require early attention according to the principals interviewed:

* How to prepare teachers for such changes in ways that make them technically proficient and capable of managing the technology in the teaching and learning process, rather than be driven by it?

* How to build into professional development programs, whether paid for by the teacher or the employer, provisions for keeping teachers technologically up-to-date?

* How to address the issue of those teachers who are coping with a much greater use of technology in schooling?

The notion of change and its impact upon the work of principals in Catholic schools was captured in the following:

> "Australian society will change schools and schools which fail to respond to the needs of change within society will cease to serve their communities and will cease to exist" (Principal 3).

Other significant issues which principals indicated faced schools were the changing nature of teaching and learning and its impact upon teachers, the effect of law upon teaching and the societal expectations of schools. Many were concerned that schools were being asked more and more to be social service organisations and that teachers were not trained for those roles.

Changes and Challenges

Which likely changes do you see occurring in the work of the principal in the future?
What likely challenges do you see for the principal in the future?

Staffing

According to principals the future would see greater technology, fewer teachers and more teacher assistants who were highly trained. Teachers would be multi-skilled and technologically aware. Principals hope that the diocese would become technologically effective in its schools and have a vision for the ways technology could be used in schools. Schools would become increasingly computerised and basic skills will be completed through computers. The role of the school would be more about socialising and developing interpersonal relations. Many more of the skills would be completed in the home through the use of technology and the nature of schooling would ultimately change.

Technology

The use of computers, modems, video-conferences, satellite links and multimedia in the educative process would result in a need for continuing professional development in the area of technology. Curriculum packages and individualised learning, together with the availability of lessons at home or at school via television or video means that schools could gain access to an expanding field of knowledge and wider curriculum offerings. Centralised "teaching" by distance mode may become more common and greater variation in class sizes could result. Moves to outcome-based calculation, along with computerised assessment and reporting, mean that we may need new paradigms for assessing and reporting on student outcomes and competencies. An

increased range of students' learning outcomes and competencies will be subject to assessment and reporting.

The interactive technologies available would change the nature of teaching and learning, allowing immediate correction of student work and valid and meaningful feedback from the teacher while work was in progress. The cost of technology may encourage the sharing of facilities across several schools or a school and other institutions. According to the principals it was also likely to encourage increased demand for community/after-hours use of facilities. Technology would itself redefine the nature of teaching, the role of the teacher and hence the definition of teaching.

Laity and the Church

Principals indicated that a challenge for the future was identifying the role of the laity in the Catholic Church and in school leadership. Knowing whether to perpetuate the past tradition of the Church or to create something new, the relationship between the parish and school and the question whether the Catholic school would continue to link into the Church community were each a challenge for the future. This was reflected in comments such as that of principal 5: "The Church will need to support its lay people in gaining a thorough knowledge of Church".

Finance

The majority of principals indicated that the financial viability of schools in the future rests with the autonomy of the school from parishes in all financial matters. The collection of fees and levies would move into the schools and principals would need to become more familiar with funding for capital grants. The other major challenge was to balance the necessity to make parents pay school fees whilst maintaining a commitment to the poor.

Catholicity

All Principals indicated that maintaining the Catholicity of schools was a significant challenge for the future: " The Catholic identity of schools must be maintained and remains a challenge for the future" (Principal 9). There was support that religion must be made relevant to the students and that the teachers needed to be witnesses in their

own right and be committed and practising their faith. Schools may be seen as a ministry and service for the local community, especially to the poor.

Leadership

According to the sample, principals would need to have a vision for the type of school they wanted in the future. They would need to be educational leaders with a clear vision and understanding of the needs of their community: "My priorities are to be a leader who is here for the school, to be an educator who is knowledgeable about what is happening in curriculum and how we are implementing programs" (Principal 6). As community expectations changed, schools would continue to change. Wider course choice and more levels of study require innovative approaches to maximising use of physical resources, including a flexible teaching day and split shifts. The Higher School Certificate may be accumulated over several years resulting in increased enrolment of part-time students and older (adult) students, many with employment and some with family commitments, which would necessitate course offerings at times to suit these students, especially earlier and later than the conventional school day. An emphasis on family needs of employees may result in more part-time employees. Mature age students returning to school may well have dependent children of their own or live independently of their parents. More vocational courses and emphasis on employment-related skills means that structured work placements required teachers to manage vocational placements and visit students at work sites. Some of this supervision may need to take place during non-term weeks and outside conventional school hours.

Non-teaching staff

Non-teaching staff were more highly qualified and skilled than they used to be. Improved salaries and career paths, as well as professional development opportunities, were being incorporated into industrial arrangements. According to the principals, these changes pointed to the increasing complexity of schooling, the need to relieve teachers of some of their traditional but "non-core" duties, the emerging requirement for specialised knowledge and skills to support teaching and the likely formation of educational teams under the leadership and direction of teachers. There may even be a new model of school to be lead by the principal. As these changes continued to take shape and re-shape schools, the industrial partners would have to use their expertise to

guide the re-alignment of responsibilities, the changes in traditional relationships, and the development of new patterns of work organisation in terms of non-teaching staff.

The boundary between teaching and non-teaching duties was being re-drawn as the nature of teaching and learning changed. The principals indicated that teachers and non-teachers were involved in a wider range of duties than in previous years, so that more responsibility may need to be taken by non-teaching staff, eg. for students accessing technology or in small independent learning groups. New technologies were extending the range of teaching methodologies. The need to consider cost effectiveness of teaching staff and the recognition of the potential of non-teaching staff to be involved in the education process meant that there was an expanding role for non-teaching staff. Possibly there may be larger class sizes, facilitated by school assistants becoming part of the teaching team, with teachers as managers. Non-teaching staff with industry qualifications may be recognised to deliver vocational programs to senior students. More formal career structures may become recognised in awards and enterprise agreements.

Teaching practice

The majority of principals indicated that aspects of a teacher's work were being re-shaped by changing needs, expectations and opportunities. The qualifications gained in initial teacher education programs would not be sufficient to sustain the whole of a teacher's working life. Changes in course content at the school level would continue to be significant and more frequent than in the past. The length and shape of the school day would be influenced by the opportunities provided by technology and industry and the need to make maximum use of expensive resources and the school would not be the only place of formal learning for students.

The introduction of dual accredited vocational courses at Higher School Certificate level would require accreditation of teachers and schools. Facilities and equipment for these courses would need to suit industry requirements. The shift in subject selection by post-compulsory students in recent years means that a number of teachers would need to be retrained to teach vocational courses and to diversify their skills. Competency standards were being developed which would result in a growing emphasis on competency based assessment of both teachers and students. Teachers

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would need training for supervising the work placement component of vocational course and for teaching competency based and competency assessed courses. Because of the inclusion of students with disabilities in mainstream classes, teachers would need the skills necessary to promote their development, as well as collaboration skills that would enable them to work with professionals for the good of those children.

Variables Affecting Perception of the Work of the Principal

The demographic characteristics of gender, age, position, qualification and type of school were cross-tabulated with each of the key behaviours in the questionnaire and then considered in light of their relationship with the perception of the work of the principal in the Catholic school in the 1990s.

Is there any relationship between gender and perception of the work of the principal in the Catholic school?

There was no consistent relationship between gender of the participants and their perceptions of the work of the principal in a Catholic school. The cross-tabulations between gender and the key behaviours failed to provide any evidence of any significance. There was general representation of both sexes within each of the leadership categories and each key behaviour presented in the survey questionnaire.

Table 5.12 contains the distribution of respondents according to gender and position.

Table 5.12

Distribution of Respondents According to Gender and Position

	Principal	Assistant Principal	Co-ordinator	Teacher	Priest	Parents	Total
MALE	22	22	20	76	37	50	227
FEMALE	19	11	25	158	0	124	337
TOTAL	41	33	45	234	37	174	564

As there are more females working in the schools of the diocese, it was expected that the response rate for females would be greater than the males. Of the 1319 people working in schools within the diocese, 55% or 725 are female. Of the Principals 78% responded comprising 22 males and 19 females. Assistant principals totalled a response rate of 63% comprising 22 males and 11 females. Only 43% of the co-ordinators within the participating groups responded with 20 males and 25 females. The primary teachers responded with 42% and secondary teachers with 76%. Among the primary teachers there were 25 male and 129 female responses. Among the secondary teachers there were 51 male and 29 female responses. Thirty seven priests totalling 67% of the sample responded, whilst 55% of parents comprising 50 males and 124 females responded to the survey.

Is there any relationship between age and perception of the work of the principal in the Catholic school?

Compared with each of the other groups, a greater percentage of participants under thirty years of age indicated that key behaviours 70 (Be committed to a whole school philosophy), 55 (Establish effective communication systems for staff, parents and students) and 39 (Be self critical and be willing to make appropriate change on the basis of self-evaluation) were critical to the work of the principal in a Catholic school.

Compared with the other groups, a greater percentage of those between thirty and forty years of age indicated that key behaviours 12 (Ensure that all school practices are consistent with the values of the Gospel), 53 (Hold regular staff meetings to encourage collaborative action at staff level), 27 (Maintain an effective communication system within the school community linking clergy, staff, students, parents, school council and parents and friends), 62 (Promote the school as a centre of learning striving towards excellence in all areas of human growth) were of some importance to the work. Those aged between forty one and fifty years indicated that key behaviours 35 (Ensure that there exists proper assessment and evaluation procedures for school, staff and pupils) and 46 (Involve staff members in making any decision that impacts on their work) were of some importance. They also indicated that key behaviour 65 (Personally visit all classrooms regularly in a supervisory capacity) and 107 (Purchase books, stores, equipment and teaching aids) were of little to no importance to the work of the principal.

When compared to each of the other groups, those aged fifty one to sixty years of age indicated that key behaviours 91 (Ensure that requirements for registration and certification of the school are being met), 40 (Build and maintain harmonious staff relations), 49 (Ensure that staff and students treat each other with respect and justice), 1 (Establish learning and teaching practices that promote the integration of Catholic values across the curriculum) were most important. They indicated that key behaviours 85 (Confer regularly with the priest in charge concerning organisational plans and the operation of the school) and 23 (Consult with the priest in charge before the expulsion of any pupil in the school) were of little to no importance to the work.

The group aged more than sixty years indicated that key behaviours 44 (Ensure that parents, students and staff receive a fair hearing and have opportunities to present differing views), 112 (Establish effective communication systems for staff, parents, and students), 36 (Ensure a fair distribution of work and responsibility) and 13 (Ensure that the Christian principles of justice and charity form the basis of all relationships within the school) were critical to the principals work in a Catholic school.

Table 5.13 represents the distribution of respondents according to age and gender.

<u>Table 5.13</u>

<u>Distribution of Respondents According to Age and Gender</u>

	Under 30	30-40	41-50	51-60	Over 60
Male	16	89	94	21	14
Female	21	126	133	30	20
TOTAL	37	215	227	51	34

The under thirty years represented 6.5% of the sample. Of these 21 were female, whilst 16 were male. The thirty to forty years group was significant because it represented 38%of the sample, with 126 females and 89 males. In the forty one to fifty year group 94 were male and 133 were female. Together, these comprised 40.2% of the sample. In the fifty one to sixty year age bracket, representing 9% of the sample, there were 21 males and 30 females. The last group was those over sixty

years of age. Not surprisingly, this age group represented only 6% of the sample and were represented by 20 females and 14 males.

Is there any relationship between position and perception of the work of the principal in the Catholic school?

A noticeable relationship exists between some of the key behaviours and the participating groups. Typically, the priests' responses supported the religious leadership key behaviours. The priests provided a greater percentage than other groups when they indicated that the following key behaviours were most important to the work of the principal in a Catholic school.

- Item 22. Articulate and promote the ethos of a Catholic school.
- Item 12. Ensure that all school practices are consistent with the values of the Gospel.
- Item 57. Demonstrate a high level of classroom teaching and competence.
- Item 91. Ensure that requirements for registration and certification of the school are being met.
- Item 3. Consult and co-operate with the Parish Priest in all matters pertaining to the spiritual welfare and development of the students.
- Item 6. Support the local Priest in exercising his role as religious leader of the parish.
- Item 85. Confer regularly with the Priest in Charge concerning organisational plans and the operation of the school.
- Item 23. Consult with the Priest in Charge before the expulsion of any pupil in the school.

When compared to each of the other groups, the principals indicated that the following key behaviours were most important.

- Item 15. Be effective as leader in Catholic education.
- Item 105. Supervise the financial management and budgeting in the school.

- Item 27. Maintain an effective communication system within the school community linking clergy, staff, students, parents, school council and parents and friends.

They also indicated that the following key behaviours were of little to no importance to the work.

- Item 60. Organise an adequate supply of textbooks and other teaching materials and supplies.
- Item 117. Interview casual relief teachers, checking their credentials.

A greater percentage of assistant principals selected key behaviours that were of little to no importance to the work. These included:

- Item 98. Delegate duties and responsibilities fairly and appropriately.
- Item 39. Be self critical and be willing to make appropriate change on the basis of self evaluation.
- Item 109. Meet regularly with the executive and staff groups so that planning and decision making are collaborative as most important to the work of the principal whereas a greater percentage of co-ordinators indicated key behaviours
- Item 17. Support the school's Religious Education Co-ordinator in the development, implementation and evaluation of the Religious Education program.
- Item 68. Have a knowledge of current developments in curricula and teaching methods.
- Item 77. Provide teachers with opportunities and encouragement for upgrading of qualifications.

Primary and secondary teachers differed in some of the key behaviours. A greater percentage of primary school teachers indicated that the following key behaviours were most important to the work of the principal. They included:

- Item 92. Ensure that there is a clear statement of school rules and that it is clearly understood by staff, pupils and parents.

- Item 22. Articulate and promote the ethos of a Catholic school.

- Item 63. Undertake appraisal as set by the Catholic Education system authority.

- Item 38. Take a personal interest in each staff member and show sensitivity to their needs.

The secondary teachers represented a greater percentage of the sample and indicated these key behaviours:

- Item 40. Build and maintain harmonious staff relations.

- Item 47.Take personal interest in staff members and encourage them in the development of their career.

- Item 110. Hold regular staff meetings to encourage collaborative action at staff level.

A number of key behaviours from the parent group formed a greater percentage compared with the other groups. The parents indicated the following key behaviours were most important to the work of the Catholic school principal:

- Item 48. Respect the privacy of families and the confidentiality of information.

- Item 26. Accept the role of Principal as one of service to all elements of the school community.

- Item 44. Ensure that parents, students and staff receive a fair hearing and have opportunities to present differing views.

- Item 89. Ensure that parents are kept informed of children's progress.

- Item 61. Recognise the parents as the prime educators of their children and involve them in the total life of the school.

One of the findings from this research question was that a relationship existed between the position of the respondent and the perception of the work of the principal. The key behaviours chosen by each group could be attributed to the interests of that group. For example, the priests had clearly shown a preference for key behaviours from the religious leadership category. It was evident from the key behaviours chosen by this group that they expected the principal to be a religious leader above all other leadership categories. The parents had shown a preference for those key behaviours that involved the principal with the parent body of the school community.

Table 5.14 shows the distribution of respondents according to teaching experience and position.

As a cumulative total categories 0-5, 6-10 and 11-15 (years) constituted 58.4% of the total sample. There were fewer respondents in the other categories 16-20 and 20+ and they constituted 41.6% of the total number of respondents. The distribution of principals was greatest in the last category (20+), whilst the majority of assistants to the principal have between 11 and 20 years of experience in Catholic schools.

Table 5.14

Distribution of Respondents According to Teaching Experience and Position

Years	Principal	Ass Prin	Coord	Teacher primary	Teacher secondary	Total	%	Cum %
0-5	0	0	1	29	7	37	10.4	10.4
6-10	2	2	14	37	29	84	23.7	34.1
11-15	7	9	11	43	16	86	24.3	58.4
16-20	14	5	12	20	16	67	18.9	77.3
20+	18	17	7	25	12	79	22.3	100
TOTAL	41	33	45	154	80	353	100	100

Table 5.14 presents the distribution of respondents according to experience working in the schools and their position. The category 0-5 years were represented by 10.4 %

of the sample, whilst the 6-10 years and 11-15 years were 23.7% and 24.2% respectively. The 16-20 years were represented by 18.9%, and those with more than 20 years were 22.3%. The majority of principals had over 11 years experience, together with the majority of assistant principals. The co-ordinators and teachers had an even distribution across each band.

Table 5.15 presents the distribution of respondents according to teaching experience, position and gender.

Table 5.15

Distribution of Respondents According to Teaching Experience, Position and Gender

Years	Principal	Assistant Principal	Coord	Teacher primary	Teacher secondary	Total	%	Cum %
0-5 Male	0	0	1	9	5	15	4.2	4.2
0-5 Female	0	0	0	20	2	22	6.2	10.4
6-10 Male	1	2	9	8	17	37	10.4	20.8
6-10 Female	1	0	5	29	12	47	13.3	34.1
11-15 Male	2	6	7	7	8	30	8.4	42.5
11-15 Female	5	3	4	36	8	56	15.8	58.3
16-20 Male	4	3	8	5	9	29	8.2	66.5
16-20 Female	10	2	4	15	7	38	10.7	77.2
20+ Male	8	6	5	9	7	35	9.9	87.1
20+ Female	10	11	2	16	5	44	12.4	100
TOTAL	41	33	45	154	80	353	100	100

Is there any relationship between qualification and perception of the work of the principal in the Catholic school?

There was no consistent relationship between qualification of the participants and their perceptions of the work of the principal in a Catholic school. The cross-tabulations between qualification and the key behaviours failed to provide any statistical evidence of any significance. There was general representation within each

of the leadership categories and each key behaviour presented in the survey questionnaire.

Table 5.16 represents the distribution of respondents according to their highest academic qualification and position.

<p style="text-align:center;">Table 5.16</p>

<p style="text-align:center;">Distribution of Respondents According to Academic Qualification and Position.</p>

Qual	Prin	Ass Prin	Co-ord	Teacher primary	Teacher Sec	Priest	Parent	Tot	%
Doctorate	0	0	0	0	0	2	0	2	0.3
Masters Degree	20	18	11	21	26	3	8	107	18.9
Theology Degree	3	0	0	0	10	26	4	43	7.6
Bachelors Degree	12	10	27	113	38	2	41	243	43.0
Diploma	5	4	6	20	6	3	23	67	11.8
Higher School Certificate	1	0	0	0	0	1	39	41	29.2
Other	0	1	1	0	0	0	59	61	10.8
TOTAL	41	33	45	154	80	37	174	564	100

The majority of respondents listed a Bachelor's degree as their highest qualification. This represented 43% of the total number of respondents. Only 2 or 0.3% of all respondents held a doctorate, whilst 107, or 18.9%, held a master's degree. Twenty six of the priests held a theology degree whilst 17 from other groups held the same degree. There were 67 respondents who listed a diploma as their highest qualification, whilst 41 others indicated the Higher School Certificate as their highest qualification. All of these, except one, were from the parents group. In the 'Other' qualifications group there were 61 responses representing 10.8% of the sample. Predominantly these consisted of trade certificated respondents.

Table 5.17 presents the distribution of respondents according to academic qualification, gender and age.

<div align="center">

Table 5.17

Distribution of Respondents According to Academic Qualification, Gender and Age

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Qualification	Male	Female	Under 30	30-40	41-50	51-60	60+	TOTAL
Doctorate	2	0	0	0	0	2	0	2
Masters degree	42	65	2	39	52	11	3	107
Theology degree	17	26	0	2	10	12	19	43
Bachelors degree	97	146	25	93	94	21	10	243
Diploma	26	41	10	27	23	5	2	67
Higher School Certificate	19	22	0	17	24	0	0	41
Other	24	37	0	37	24	0	0	61
Total	227	337	37	215	227	51	34	564

Of the 1200 people working in the schools of the Diocese, 104 held positions as either Principal or Assistant Principal. The other group to hold promotions positions were the co-ordinators who totaled 339. Together, these groups constituted 36% of those working in primary and secondary schools. The remaining 757 people included the primary and secondary teachers and support staff who constituted the remaining 64% working in Catholic schools within the diocese.

Is there any relationship between type of school and perception of the work of the principal in the Catholic school?

The variable 'type of school' when cross-tabulated with each key behaviour indicated differences in perception between the participating groups. Compared with each of the other groups, a greater percentage of those from the infants sections indicated that key behaviour 72 (Ensure effective planning and evaluation of programs of work) and 111 (Formulate policies within the school) were critical to the work of the principal in a Catholic school. This group also felt that key behaviour 93 (Plan and manage the work of resource and ancillary staff) was of little to no importance to the work of a principal in a Catholic school.

A greater percentage of primary teachers indicated the importance of key behaviours 36 (Ensure a fair distribution of work and responsibility), 18 (Be responsible for the Pastoral Care programs in the school) and 67 (Ensure that special assistance is given to the beginning teacher). They also chose key behaviour 37 (Present the Church and Catholic Education employing authority as a compassionate and caring employer) as unimportant to the work.

One key behaviour was indicated by those from girls' 7-10 schools. This group indicated that key behaviour 94 (Ensure that the school is appropriately staffed.) as important. Those from boys' 7-10 schools indicated key behaviours 41 (Develop ceremonies, rituals and traditions which reflect the Vision Statement) and 110 (Hold regular staff meetings to encourage collaborative action at staff level.) as most important to the work. This group also felt that key behaviours 60 (Organise an adequate supply of textbooks and other teaching materials and supplies) and 110

(Develop the active role of the school within parish life) were unimportant to the work.

Compared with the other groups, a greater percentage of those from girls' 7-12 schools indicated that key behaviour 70 (Be committed to a whole school philosophy) was most important to the work. Those from boys' 7-12 school showed a preference for key behaviours 64 (Provide for the professional development of all staff) and 45 (Assist teachers to resolve conflicts with parents and students). This group also felt that key behaviour 88 (Recommend staff for employment and termination in collaboration with the parish Priest to the Diocesan Director) was unimportant to the work of the principal in the Catholic school.

Those from co-educational 7-10 schools indicated that key behaviour 33 (Endeavour to involve the school in the wider community.) was unimportant to the work and those from co-educational 7-12 schools felt that key behaviour 59 (Supervise the lesson programs of teachers) was unimportant.

The co-educational 11-12 group indicated that key behaviours 30 (induct new staff into the culture of the school) and 71 (Have a balanced educational position and a discerning mind in relation to experimentation and innovation within the school.) were most important, whilst key behaviours 23 (Consult with the Priest in Charge before the expulsion of any pupil in the school) and 85 (Confer regularly with the Priest in Charge concerning organisational plans and the operation of the school) were not important to the work of the principal in a Catholic school in the 1990s.

Table 5.18 presents the distribution of respondents according to the type of school.

Table 5.18

Distribution of Respondents According to the Type of School.

Type of School	Principal	Assistant Principal	Co-ordinator	Teacher Primary	Teacher Secondary	TOTAL
Infants	2	3	3	47	0	55
Primary	32	20	17	107	0	176
Girls 7-10	1	1	1	0	6	9
Boys 7-10	0	1	0	0	5	6
Girls 7-12	3	3	3	0	12	21
Boys 7-12	0	2	7	0	15	24
Co-Ed 7-10	1	1	5	0	12	19
Co-Ed 7-12	1	1	4	0	18	24
Co-Ed 11-12	1	1	5	0	12	19
TOTAL	41	33	45	154	80	353

All primary and secondary schools were represented in the distribution. Because there were more primary schools in the diocese, the response rate from them was greater than that from the secondary schools. The category with the largest representation was primary teachers with 154 responses. Overall there was a representation from each type of school within the Diocese.

Is there any relationship between experience working in a Catholic school and perception of the work of the principal ?

With the majority of key behaviours there was little difference between the perception of importance between those respondents with more years teaching experience in Catholic schools and those with little experience.

Compared with the other groups, a greater percentage with less than five years experience in Catholic schools indicated that key behaviour 118 (Interview and appoint prospective teachers) was most important to the work. Those with 6-10 years of experience indicated the importance of key behaviours 36, (Ensure a fair distribution of work and responsibility) 40 (Build and maintain harmonious staff relations) and 45 (Assist teachers to resolve conflicts with parents and students) They also indicated that key behaviours 37 (Present the Church and Diocesan Catholic Education System as a compassionate and caring employer) and 59 (Supervise the lesson programs of teachers) were of little to no importance to the work of the principal.

The participants with 11-15 years of experience working in Catholic schools indicated that key behaviours 30 (Induct new staff into the culture of the school) and 43 (Promote harmony within the staff by facilitating discussion and resolving conflicts) were most important whilst a greater percentage from this group indicated that key behaviours 107 (Purchase books, stores, equipment and teaching aids) and 6 (Support the local Priest in exercising his role as religious leader of the parish) were of no importance to the work of the principal.

Compared to each of the other groups, a greater percentage of those with 16-20 years of teaching experience indicated that key behaviours 46 (Involve staff members in making any decision that impacts on their work) and 49 (Ensure that staff and students treat each other with respect and justice) were most important. They indicated that key behaviour 85 (Confer regularly with the Priest in Charge concerning organisational plans and the operation of the school) were of little to no importance to the work.

The group with twenty or more years' experience working in Catholic schools indicated that key behaviours 22 (Articulate and promote the ethos of a Catholic school) and 39 (Be self critical and be willing to make appropriate change on the basis of self evaluation) were critical to the principal's work, whilst key behaviours 60 (Organise an adequate supply of textbooks and other teaching materials and supplies) and 119 (Interview prospective teachers in consultation with the Parish Priest) were of no importance to the work of a principal in a Catholic school in the 1990s.

Table 5.19 presents the distribution of respondents according to the length of time principals have spent in the position in Catholic schools. The majority of primary Principals who responded had under 15 years experience as Principal, whilst the majority of secondary Principals had fewer than 10 years experience.

Table 5.19

Distribution of Principals According to Experience as Principals in Catholic Schools

Years	Infants	Primary	Girls 7-10	Boys 7-10	Girls 7-12	Boys 7-12	Co-Ed 7-10	Co-Ed 7-12	CoEd 11-12
0-5	0	9	0	0	0	0	0	0	0
6-10	2	10	0	0	2	0	1	1	1
11-15	0	5	1	0	1	0	0	0	0
16-20	0	7	0	0	0	0	0	0	0
20+	0	1	0	0	0	0	0	0	0
TOTAL	2	32	1	0	3	0	1	1	1

Conclusion

By way of conclusion, it is interesting to note the relationship between the position of the participant and the perception of the work of the Catholic school principal. The most interesting results included those related to the religious and cultural leadership of the principal. The results highlighted the diversity of demands made on the principal in a Catholic school. This diversity is seen within the most significant findings which are discussed in Chapter 6.

CHAPTER 6

DISCUSSION OF FINDINGS

Introduction

The initial part of this chapter focuses on discussion of the key findings according to each of the sample groups in the research. These included principals, assistant principals, co-ordinators, primary and secondary teachers, priests and parents. The discussion then focuses on the key behaviours of the principals as identified by the perceptions of the total group. Finally, the chapter includes a discussion of key factors that enhance or inhibit the work of the principal.

Key Findings from Each of the Sample Groups

The Principals

The principals in the study recognised the importance of choosing quality staff. (Item 118). If principals themselves did not take the time to interview and appoint teachers, they felt that matters were left to chance and that classroom practice would not be as good as their school community might expect it to be. A sound staff augured well for a Catholic school to reach excellence in all areas of human growth. Given the context of the Catholic school in the 1990s, it was not surprising that principals rated all cultural leadership key behaviours within categories other than 'of no importance'. (See Table 4.12.p.111) Clearly, these stakeholders were saying that the Catholic school principal needed to be involved in developing a culture that was religious, harmonious, co-operative, just and communicative. This contributes to the distinctiveness of a Catholic school.

A key finding involved the Catholic school principal's relationship with the parish priest. Although all role descriptions used in the literature review indicated an expectation that principals consult with the parish priests on matters spiritual (Items 109,113) or in the organisational operation of the school (Item 117), including the expulsion of students (Item 121) and employment of teachers (Item116). These were

all ranked as 'least important' by principals. Reasons for this poor ranking probably related to the shift of schools away from their parish base, poor attendance at Church and support for parish liturgy. Each of these indicated a weakening of the influence by parish priests upon the school community. Thus a level of uncertainty about the role of the parish priest in the organisation and practice of Catholic schools was evident. The study showed that principals and their staff saw little reason for the involvement of parish priests in matters related to the school, thus reflecting the growing distance between parish priests and those working within Catholic schools. This raises interesting questions about the role of the school in its contribution to the mission of the Church and what is being done to substitute for the religious influence of the priest? A recent survey (Harney,1997) conducted by the priests within the Diocese under study rated the effectiveness of the Catholic secondary schools very poorly. The survey results questioned the Diocesan appointment procedure for principals and staff. It rated the Diocesan Religious Education programs poorly and the results were released in the week prior to the questionnaire from this study being distributed. This was probably another reason for the negative reaction by principals to the involvement of parish priests in Catholic schools in the Diocese under study.

The Assistant Principals

The key behaviours indicated by this group were very different to those chosen by the whole group. Assistant principals wanted the principal to respect the privacy and confidentiality of families (Item 48). Assistant principals seemed to feel that too much confidential information was open to the scrutiny of school staff and thought that privacy of families and respect for confidential information needed to be tightened up in schools.

By nature of their work in Catholic schools, the assistant principals were involved in the pastoral care of the students and the staff. Their work was underpinned by the qualities of love, justice and charity. They often had to make decisions about relationships that may not be successful within the school between staff and students. This could be why they ranked Item 13 (ensuring justice and charity form the basis of relationships in the school) so highly. The group was asking for a Catholic school

leadership based on justice and charity. They also wanted the Catholic school principal to be effective as a leader in Catholic education (Item 15) and supportive of the Religious Education Co-ordintor (Item 17). This gathered in strong support from many of the primary school assistant principals, possibly because they realised the importance of the Religious Education program, both formal and informal, to the workings of the school.

The Co-ordinators

Co-ordinators, by nature of their work, were involved in staff relations. They were involved in leading teams and team building in either curriculum or pastoral care. That was most likely why they chose the key behaviour related to building and maintaining harmonious staff relations (Item 40) as most important to the work of the Catholic school principal. If the principal endeavoured to create a harmonious and co-operative staff relationship (Item 31) this would obviously assist co-ordinators in their own work (Treston,1990). It would also make for a happy working relationship between principals, co-ordinators and the staff. The co-ordinators have also recognised the importance of the principal staffing the school appropriately (Item 94). This was in keeping with the concept held by the co-ordinators that staffing and the relationship developed with staff was critical to achieving excellence within a Catholic school. The co-ordinators obviously placed great importance upon working with people in a climate of harmony and care and recognised the importance of this dimension within the context of a Catholic school.

A striking finding within the most important key behaviours chosen by secondary teachers was that this group did not choose any key behaviour from the religious and educational leadership category. They chose all of the most important key behaviours from the cultural and administrative leadership categories. This part could have been because of the nature of their own work as they were viewing the principal's role from their own perspective. This was not in keeping with the other stakeholders, each choosing a balance from each of the leadership categories. This extraordinary result cannot be fully explained. but certainly warrants further investigation at a later date.

The Primary Teachers

In a similar way to the co-ordinators, the primary teachers chose two key behaviours related to staffing. In a primary school, the teacher has responsibility for one class and for teaching each key learning area. They know the importance of choosing appropriate teaching staff (Item 118) because the children are being placed into the care of one person and nothing can be left to chance. The researcher speculated that this was a critical choice in the eyes of the primary teachers and that the principal needed to be involved in ensuring that the school was appropriately staffed (Item 94).

Traditionally the primary school teachers have considerably more contact with parents and the opportunity to discuss day to day issues pertaining to the education of the children. This could be why they found it was critical that the parents had access to the principal to receive a fair hearing (Item 44). Primary school parents usually play a very active role in their child's education and can sometimes take part in the various sporting, educational and social schemes on offer in the school. Primary teachers recognised that this regular contact with the school could lead to some parents having some say in how the school was managed and operated.

The Secondary Teachers

A culture existed within secondary schools regarding the importance of keeping accurate records required by authorities (Item 99). This may be a reason why secondary school teachers chose this as their most important key behaviour. They recognised the importance of keeping records for certification and registration and for the award of the School Certificate and the Higher School Certificate. These essential records played an important role in their everyday work as secondary school teachers. By the very nature of their position, teachers were involved in this endeavour and were expected to keep accurate records so that awards could be given at the end of Stage 5 and 6 secondary education. In keeping with other groups and for the same reasons outlined in the primary teachers' group the secondary teachers felt that it was critical that the school was appropriately staffed (Item 94). They recognised the need for appropriate staffing levels to meet the particular needs of each Catholic school.

<u>The Parents</u>

It was not surprising that the most important key behaviour for parents was for the Catholic school principal to ensure that the school community received a fair hearing and that they be given the opportunity to present differing views (Item 44). In the primary context, the opportunity for such activity was often greater than that afforded secondary school parents. Parents may have been motivated in choosing this key behaviour because they can sometimes be blocked from having any input in the school and were forced to wait for parent teacher evenings and Parents and Friends Association meetings to present a viewpoint. Parents could also be thinking that they had less knowledge of the workings of a modern secondary school compared with their experience of primary school. There could also be a perception that access to the principal may be easier in the primary school.

Parents wanted the teacher of their child to be excellent and a person who could be entrusted with the task of teaching. This was probably a reason why the parents chose the key behaviour relating to the principal as interviewing and appointing prospective teachers (Item 118). This was reflective of their wish that their children achieve the best possible education from the best possible teacher. They had placed that trust and importance in the hands of the Catholic school principal. This group also ranked very highly the respect for the privacy of families and confidentiality of information (Item 48), thereby reflecting the importance they placed upon personal information being given to schools in an atmosphere of trust and care. They were indicating that confidentiality was to be maintained regardless of the circumstances. The researcher suggests that parents were concerned with confidential information relating to sensitive issues such as family structures, financial position and other strictly confidential information being available to too many people within the school. They were clearly indicating that this information was not to be privy to others in the school community and should always remain the domain of the principal. This creates an interesting dilemma for the Catholic school principal in the need to share such information on occasions with the staff.

The Priests

The study suggested that priests did not view certain key behaviours in a similar manner to the remainder of the stakeholders. The results from the priests raised interesting questions about the role of the priest in the mission of the Catholic school. The priests, probably by nature of their position in religious life, chose to rate the religious involvement of the principal in the Catholic school more highly than any other key behaviour (See Table 4.11, p.110). This table indicated that the priests chose fifteen religious key behaviours in the most important category and one from each other category. Clearly the priests indicated that the religious leadership of the Catholic school principal is more important than any other role.

Given the understanding that Catholic schools are an extension of the parish community and the wider Church, it was not surprising that the clergy had chosen the key behaviour related to co-operation with the parish priest and the parish community (Item 2). Within all primary schools in the Diocese, the local parish community is responsible for the financial and educational support of the school. It was not the case in all of the secondary schools; however the priests would have obviously liked it to be so. The priests chose all key behaviours that related to the faith life and mission of the Catholic school. The priests saw that faith development (Item 10) was an extension of the Church and they wanted school practices to be consistent with the values of the Gospel (Item 12). In keeping with the Catholic faith community, the priests were clearly indicating that these religious key behaviours were more important than any other and that without opportunities for prayer and worship (Item 14) the Catholic school cannot really exist. The priests could well be wishing that the Catholic school principal assist them in the evangelisation process by ensuring a personal commitment to the mission of the Catholic school (Item 25). The priests were probably motivated by a strong wish for an authentic Catholic education in Catholic schools and one which ultimately lead students to practise their faith in the parish Church on Sunday. The priests were suggesting that they wanted to be involved in Catholic schools in matters pertaining to the employment of staff, religious education programming, liturgy and setting educational and financial goals with the principal. This places extra demands on the Catholic school principal when everyone makes demands in other areas such as educational and administrative leadership tasks.

The key behaviours chosen by the priests may have reflected the work they were doing in their parish. The choices of key behaviours chosen by the priests could also have reflected the attitudes of Church and parish communities that the priests serve. The parish communities that contribute financially to their parish school through Planned Giving could have been reflecting these ideas to their priest and could therefore have similar expectations of the Catholic school principal. Many clergy and their parishioners would remember the Catholic school that they experienced and would be hoping for a similar experience for the youth of the 1990s. This in itself poses a dilemma for Diocesan Catholic Education authorities and places further demands on the principal.

Perceptions of All Sample Groups

When the perceptions of sample groups were aggregated, several key findings emerged. These are discussed under the following sub-headings that are ordered according to the rankings in the results, each relating to the 'most important' key behaviours associated with the work of a principal in a Catholic school in the late 1990's.

Privacy and Confidentiality -Ranking Number 1.

Participants indicated that the most important key behaviour for the Catholic school principal is to respect the privacy of families and confidentiality of information associated with those families (Item 48). Overall this key behaviour ranked as most important primarily because it was included in the top fifteen key behaviours by all groups with the exception of the co-ordinators. Although this was somewhat surprising, one can understand its significance in view of the importance placed on the life and mission of Catholic schools, respect for the individual made in the image and likeness of Christ and the sacredness of human lives and families. This could have been a reaction to the post modern world, computerisation and accessibility to information. Protection of privacy and confidentiality may not be evident within Diocesan schools and participants may have been indicating a need for review of

current practices. Thus the major finding that can be drawn from the research was that Catholic school principals respected the privacy and confidentiality of families within the school community. It reflected the growing nature and expectation in contemporary society of the importance of developing closer relationships between schools and the communities they served. It was interesting that the assistant principals ranked this key behaviour first whilst principals ranked it seventh - an indication of the diversity of expectations being placed on the principal.

Appointment of Teachers- Ranking Number 2.

In the eyes of its community members and by its very nature a Catholic school was expected to offer standards that were different to other types of schools. It is interesting that the study demonstrated that community members such as teachers, clergy and parents thought that it was essential for the Catholic school principal to interview and appoint prospective teachers (Item 118). It was however, not a surprising result, for participants would probably be feeling that without the appointment of teachers of considerable excellence, the Catholic school of the 1990s school could not have achieved its goals and outcomes. Parents expected that the appointment of teachers was paramount to their child's education. Thus it was understandable that this ranked so highly in their estimation. It was also understandable, given that parents were paying fees for their child's education.

As the majority of participants in this study were from 'within' schools and possessed an understanding of the importance of appointing quality teaching staff, it could be considered normal that the skew from them would be toward this key behaviour related to the appointment of prospective teachers. The teaching staff would understand the importance of having fellow teachers of the highest calibre with whom they could work, liaise and perform their roles in a professional atmosphere. The teachers in the study would probably enjoy the fact that quality teachers were being chosen by the principal, ultimately enhancing their own work and serving the goals of the school. The teachers clearly recognised the relationship between the appointment of quality teachers and excellent classroom practice. Flynn (1993) would support this finding. This key finding has implications for training of principals in staff selection procedures and will be dealt with in Chapter 7.

One could assume that the parents and the priests had a concept of their principal as leader and would have wanted their principal to be an effective leader in Catholic education (Item 15). It was not surprising that the principal had to be the leader in Catholic education, a role that is unique to the Catholic school system. The Church has indicated that the principal is expected to play an integral part in the evangelisation of the school community (The Sacred Congregation for Catholic Education, 1982,1988). The staff, working within the school, probably ranked this highly because they wanted a person who was seen to be leading them in providing quality Catholic education. It was in their best interests to have such a person in the position of principal. The community members were expecting the principal to articulate the values that were central to the Catholic culture and that were underpinned by the philosophy of the Catholic Church. The researcher suggests that one of the expectations of the participants, particularly the clergy, is, if the Catholic principal is successful as the religious leader in the Catholic school, then children may extend the practice of their faith into the parish community during the weekend. Members within the parish communities would certainly have hoped that this was one of the outcomes, given that upwards of 60% of secondary students do not attend Sunday Mass (Flynn,1993).

Other participants, including parents and staff, may have placed such high priority on the significance of the role the Catholic school principal plays as the religious leader in the school because they realised this was the only experience of Church the children may have. There could be an expectation by participants that the principal exercised religious leadership that is grounded in the Catholic faith tradition. They were probably reflecting a perceived need for the Catholic school principal to foster a collaborative environment and to promote the development of community within the Catholic tradition. Part of this can be observed in the support clergy gave to the principal exercising the role of religious leadership, giving priority to faith and its expression through prayer, community, ritual and celebration of the Word. The clergy would also be supportive of the principal having a thorough understanding of the sacraments and their place in the school. The principal was seen by the respondents to be involved in several roles providing religious leadership to the community. Part of

the reason religious leadership key behaviours have been chosen could be that the participants saw the principal within the context of the Catholic school providing leadership which was rooted in the mission of the Catholic Church (The Sacred Congregation for Catholic Education,1982). Their perception may have been that the principal could model such effective leadership and so be an exemplar to the teachers and the students (Flynn, 1993).

It was apparent from this study that principals of the diocese under study must possess and exhibit a strong faith orientation and commitment to the Catholic faith and its practice in the community in order to genuinely articulate and promote the ethos of a Catholic school. It was important therefore that during the selection process of principals, the quality of faith commitment must be clearly identifiable. An implication from this finding was that only practising Catholics can become principals in Catholic schools. Shaping and articulating the educational vision of the school involved leading reflection on the nature and purpose of the Catholic school. Dwyer (1997,157) indicated that at some point every community needs to hear its beliefs and values, its hopes and dreams, brought together and expressed in some coherent and inspirational way. It leads the principal of the Catholic school to articulating values that are central to the school's culture and to beliefs about people and education that affect the policies and practices within the school. From these results it would seem that for a principal to exercise effective Catholic leadership he or she should exhibit the behaviours mentioned above.

Culture Building - Rankings 4,5,7,12,14,15.

These rankings have been grouped because they were linked to culture building and cultural leadership within a Catholic school. Many key behaviours were chosen by the participants from the 'cultural leadership' key behaviour group. Endeavouring to promote harmonious (Item 40) and co-operative relationships (Item 31) in a climate of care (Item 34), whilst ensuring that people treat each other with respect and justice (Item 49) in an atmosphere of fair hearing (Item 44) and open communication (Item 112) was clearly recognised as critical to the work of the principal. This was not surprising given the nature of the Catholic school striving for excellence in educating the 'whole person'. In the eyes of the participants this could not be done unless there

was an atmosphere of harmony and co-operation and an atmosphere where the policies of the school reflected the vision statement that was based on the Gospel values of love and justice.

So many key behaviours from the cultural leadership category emerged as important, probably because the respondents had a knowledge of Christian ethics such as those based on justice and recognised the need for opportunities for people to offer differing points of view in the search for excellence within their school. Participants were probably aware of the importance of the Catholic school principal being people-centred, thereby concentrating on the individual within an organisation. They may have seen this as critical because it was important for a Catholic school principal to be people oriented rather than task oriented (Dwyer,1993,26).

It was interesting to note that in the top fifteen key behaviours there were none that related to task driven behaviours. Pastoral care has been one of the important philosophies underpinning Catholic education, therefore it was a natural progression for respondents to indicate that under a climate of care, each individual was prized for their own talents and that these talents were seen as a gift from God (Catholic Schools Office,1990). Therefore they were encouraged and extended within the school community. Part of the creation of this climate was the establishment of a religious climate where interpersonal relationships were important and that all stakeholders were regarded as contributing to the whole (The Sacred Congregation for Catholic Education,1997). Parents, clergy and staff members would naturally value the creation of such an atmosphere within the Catholic school. The Church and its clergy often remind principals that the Catholic school climate is to be an ethical and caring environment and one for transforming people to an awareness of their responsibilities of working within a faith community. This could have been another reason why respondents might have chosen the above key behaviours as critical to the work of the principal in a Catholic school in the late 1990s.

Creation of Climates of Care - Ranking Number 5

The importance of creating a climate of care (Item 34) was borne out by the fact that all groups, except the priests, ranked it in at least the top ten key behaviours. Within the framework of a whole school philosophy and in terms of establishing policies and practices that create a climate of care for students and staff (Item 34), the challenge for principals in Catholic schools, according to the results of this study, was to meet the pastoral care needs of all its community members so that each could say they were respected. Dickenson (1997), who sees people as individuals, would agree with this thinking.

It was perhaps significant that the study indicated that principals needed to develop and maintain quality relationships and to judge whether the policies, structures and processes in the school were pastoral. The Sacred Congregation for Catholic Education (1990) draws a relationship between establishing a religious climate within the Catholic school and the importance of developing interpersonal relationships between the major players. This was not surprising given that the Catholic Church has as part of its basic tenants that we are made in the likeness and image of God (Treston,1990,11). Parents and teachers who participated in the study would probably have recognised that when students felt loved, they would love in return.

Staff Selection - Ranking Number 6

Dwyer (1997) has indicated that to aid the missionary role of the school, staff selection is critical. Because of induction programs and professional development courses, many stakeholders participating in this research would probably have known the importance of hiring teachers and other staff who were competent people, capable of imparting the faith and dedicated to the mission of the Catholic school. It could be that respondents see the Catholic school principal as challenging the staff and motivating them to share responsibility in communicating the Gospel message clearly and meaningfully. Keating (1978) would concur with this view. Thus, hiring competent staff and ensuring that the school was appropriately staffed (Item 94) was

most important to the work of the Catholic school principal. It was important that a system offered programs for personal, professional and religious growth for its teachers, middle managers and principals to ensure future commitment to leadership in Catholic schools. This would require personal commitment from teachers to involve themselves in such programs and, by doing so, they should feel a part of something larger than themselves and begin to identify with the Church as an institution. In terms of appointing competent staff, Burford (1997) claims that if the Catholic school environment is to be part of an ethical and caring culture, then there is a need for transforming and reflective teachers aware of their responsibilities in working in a faith community.

Ensuring that the school was appropriately staffed, by choosing office, secretarial, grounds, school assistants, library, canteen and other staff was considered most important because the atmosphere accorded by such appointments would make for a pleasant and smooth running school. Participants probably felt that without adequate levels of staffing, in number, calibre and strategic placement in positions in accordance with the needs of the particular school, its outcomes would be affected and the workload of some staff increased. They would want the best possible people chosen to meet these needs.

Communication - Ranking Number 8 and 10

The study showed that clear communication with parents, staff, students and other school community members (Item 55) was most important to the work of the principal in a Catholic school. Principals must continue to "seek and sponsor closer links and co-operation with the school community" (Phillips, 1997,153). This key finding of the study had implications for the professional development of Catholic school principals. The importance of communication identified in this research was also fully supported by Scott (1992) who believes that principals will have to be able to show judgement to deploy resources effectively and to gain commitment, motivation and loyalty from staff. He emphasises the importance of the principal possessing the ability to relate openly to and communicate empathetically with staff, parents and other community members. Closely linked with this skill in

communicating is the ability to manage conflict in attaining the most appropriate possible mix of human, financial and physical resources.

The subjects in this research recognised the importance of maintaining an effective communication system (Item 27) within the school community linking clergy, staff, students, parents, school council and parents and friends, was paramount to the work of the principal in a Catholic school in the 1990's. This result is supported by Gronn (1982), Chapman and Willis (1982) and Collard (1990). It was therefore vital that Catholic school principals were aware that communication could generate interdependence and shared vision (Collard, 1990). The implication for principals was to ensure that the communication process was one which was rooted in the core values and culture of the Catholic school and not one that was determined by hierarchical and bureaucratic organisation. Catholic school principals were able to empower their communities through leadership that was inclusive of the whole community (Edwards, 1987,Foster 1989).

The response by the participants in this study to the importance of communication certainly reflected its importance within the Catholic school community. This key finding showed that the participants recognised the importance of clear communication systems within the school community. Teachers probably enjoyed clear communication systems because it assisted them in streamlining classroom practices and participating in the overall management of the school. The parents, not privy to the inside workings of the school, would probably have favoured a concise and effective communication system within the school but were more likely to favour meaningful communication forwarded to their home by the principal. In this research, both staff and parents recognised the importance of communication to the students. The respondents also recognised that an effective communication system augured well for an excellent school and was one that assists with the provision of quality education. Respondents indicated that they liked to be informed about their responsibilities and the part that they played within the school. A communication process provides the opportunity and invites the community to link with the school in being very much a part of its decision making process, its visioning and direction. The clergy and the parents could have been saying that a sound communication system that involved bodies such as School Council, Parents and Friends Association,

Diocesan Parent Council and Diocesan Clergy was a medium through which the principal was informed of the wishes of the community. It could also have provided opportunities for the community to respond to school based initiatives.

Registration and Accreditation - Ranking Number 9

One of the reasons that meeting the requirements for registration and certification (Item 91) was identified by the respondents in this study as relatively important could have been that all schools participated in Basic Skills testing in Years 3,5,7 and in the externally applied School Certificate (Year 10) and Higher School Certificate (Year 12) examinations. Competencies of schools are being checked by these tests. This suggested why the stakeholders in this study felt that the principal must ensure that the policies that come from such bodies must be met in a professional and satisfactory manner. They have indicated a desire for the principal to ensure that curricula were being presented in the classrooms that equipped students with the skills to cope with such tests.

Service and Community- Ranking Number 11

The study found that it was most important for a principal in a Catholic school to accept the role of principal as one of service to all elements of the school community (Item 26). The stakeholders indicated strongly that the Catholic school principal should accept the role as one of service to the community (Item 26). This could have been indicating that community members. especially the parents, regard highly the principal who serves the community rather than dictates to it. It could be said that they want a communal dimension to such leadership, transformative in nature and based upon the model of Jesus. Those who work in Catholic schools or in the communities they serve would support such authentic Catholic leadership (McLaughlin,1997). The research had indicated that the servant leader was an important choice to the community members of the Catholic school. Fitzgerald (1990) would support this notion.

Whole School Philosophy and Service - Ranking Number 11 and 13

A key finding was that the principal in a Catholic school in the 1990s must be committed to a whole school philosophy. This was seen to involve the principal in working with the school community in the educational, administrative, cultural and religious domains of the school. The findings suggested that it required leadership initiatives to ensure that the foundations of Catholic education and the philosophy behind them were firmly entrenched in Catholic schools. Item 26 (accepting the role of principal as one of service to all elements of the school community) and Item 70 (committed to whole school philosophy) were linked as key findings. It was not surprising that many of the respondents in the study saw the role of the principal as a 'person for all seasons' or 'all things for all people'. They could have chosen these key behaviours because their idea of the perfect principal was for them to be the best possible administrative, cultural, educational and religious leader. Perhaps not all principals could attain such lofty ideals but the sample groups have indicated this in the type of person they would like to see leading the school community. The choice of these two key behaviours could have reflected the wish that school community members have an expectation that the Catholic school principal takes on the commitment to the school, its vision statement and the philosophy that underpins it.

Participants may have also been linking this thinking to the principal having a whole school philosophy (Item 70) and possessing a vision for each of these four leadership domains. The participants could have been indicating that it was not good enough for a Catholic school principal to be cognisant in only one of these leadership domains but needed to be adept at them all. The clergy and parents would have expected that the principal be a person who can give service to all elements of the school community. The teaching staff, including the co-ordinators and assistant principals, would benefit from a principal who is committed to whole school philosophy

Human Growth and Excellence - Ranking Number 16

Item 62 (to promote the school as a centre for learning towards excellence in all areas of human growth) is a generic statement encompassing excellence in curriculum,

classroom practice, religious ritual, cultural determination and the administrative working of the school. More importantly, the respondents in the study have recognised that this key behaviour involved the promotion of human growth in accordance with Christian and Catholic philosophy, which promotes the unique nature of humanity, being in the image of Christ. Participants may have been aligning with the Sacred Congregation for Catholic Education (1977) whose members see the Catholic school as a privileged means of developing the 'whole person'. Certainly the parents, through their response in the research, have acknowledged that as part of its mission, the Catholic school aimed to create a distinctly Catholic character (Flynn, 1993), whilst cultivating human values. This may have been a reason why several of the participants in this study have chosen this key behaviour to be critical to the work of the principal in a Catholic school.

The respondents in this research who belong to the Catholic community might expect that the Catholic school was integrating culture and faith and faith and life (Sacred Congregation of Catholic Education,1977) and recognised that a Catholic education takes on the form of formal and informal education through the implementation of effective programs. As Catholic schools have been established by the Catholic Church as an alternative to secular state schools, it could have been that the clergy, staff and parents may have chosen this key behaviour because Catholic schools needed to be distinguished by their difference to what was on offer elsewhere in the community. It may have been that they wanted an education and schooling system that covered all dimensions of education, including the development of a sense of spirituality. It may also have been indicating that they wished students in Catholic schools to have the opportunity to strive toward their personal best in all domains of human growth.

The strategic and clear message from this study was that principals will continue to face enormous challenges in the future with on-going curriculum changes and increased responsibilities devolved to the school level. This has implications for the way in which the principal in the Catholic school promotes the school as a centre of learning, striving towards excellence in all areas of human growth (Item 62).

In terms of educational leadership, the staff of a Catholic school recognised that the principal needed to promote the school as a centre of learning that strove toward

excellence. The parents indicated this as a strong preference that suggested they realised that the learning experiences that existed within a Catholic school enhanced a child's self-esteem and independence and therefore the quest for excellence within curriculum was essential. The priests probably promoted this key behaviour because of the need for integration of Catholic values across the curriculum. This finding gains support from Cirello (1991).

Distribution of Work - Ranking Number 17

The key behaviour relating to a fair distribution of work and responsibility (Item 36) was probably chosen because it is in keeping with the Gospel values of fairness, already mentioned in other cultural key behaviours related to respect (Item 49), care (Item 34) in an harmonious atmosphere (Item 40) and co-operative spirit (Item 31). It was not surprising that the sample group felt that work should be fairly distributed throughout the school. Not only is this part of the Christian ethic but certainly part of the Australian egalitarian ethic of a 'fair go' for all.

Catholic School Atmosphere - Ranking Number 18

A critical finding was that stakeholders indicated that the Catholic school principal must endeavour to create a school atmosphere that accords with the aims of Catholic education (Item 24). At this time in Church history it was imperative that Catholic schools nurtured the faith among young people. Item 24 (endeavour to create an atmosphere that accords with Catholic education) related closely to Item 15 (to be effective as a leader in Catholic education). For respondent groups in the study it could have been that the Catholic school atmosphere should reflect the nature and purpose of Catholic education outlined in Diocesan and School Vision Statements. By nature of their position, the clergy would be likely to be supportive of all attempts to develop Catholic education, thereby strengthening support for the Church. The response by clergy suggested that the type of education on offer in Catholic schools should be very different to that on offer in the secular state schools. The clergy were likely to support such key behaviours because they perceived Catholic schools as an arm of the Church and that Catholic school principals needed to popularise the

purposes of Catholic education vigorously within the school community. The parents were also likely to recognise this and, together with the school staff, would give priority to a principal who contributes to the personal and spiritual development of those within a Catholic school. These could be reasons why the stakeholders indicated the importance of principals endeavouring to create an atmosphere in Catholic schools that fulfilled those aims. The parents might have been looking toward something that was distinctly Catholic in nature, having decided to enrol their child in such a system of education. They may have been seeking a school where the principal worked to determine and create a school that fitted in with that ideal. The staff may have rated this key behaviour highly because of their appreciation of the atmosphere created by the ethos of a Catholic school. It may have been their perception of best practice in Catholic schools and they may have been supporting the need for generating an atmosphere that accords with an excellent Catholic school.

Vision Statement - Ranking Number 19

Developing policies and rituals that incorporate the ideals of the vision statement (Item 8) reflected the aims, goals and expected outcomes of Catholic education for each Catholic school and its community. Even though it ranked 19th, it was considered 'most important' according to its Z score. The participants seemed to desire that policies and practices in Catholic schools must be distinctly Catholic and therefore reflect excellence in an education system based on Gospel values. There was recognition by the respondents in the study that it was critical for Catholic school principals to develop policy with their staff and wider community that reflected the vision statement.

With the exception of the parents in some schools, the participants probably valued the opportunity to design and implement the vision statement in their schools and were able to judge school policy and ritual against the ideals of the vision statement. The implications of this study were that Catholic school principals needed to assume a transformational role, particularly given their responsibility to develop policies and rituals that incorporated the ideals of the vision statement. This was indicated by the

results as vital to the work of the principal in a Catholic school. This approach aligned with those practical implications espoused by Phillips (1997) in her suggestions for Catholic school leaders.

Other Key Findings

The Clergy

The response from the majority of participants in the study indicated willingness on their part to distance clergy involvement in school affairs such as employment of personnel, expulsion of students, enrolment and finance policy. However, there was a willingness to extend involvement of the clergy in areas such as the provision of the sacraments. This leaves school principals with a dilemma. If the Catholic school is going to seek a broader role in the Church structures of the new millennium (D'Orsa and D'Orsa, 1997), how is the school as an organisation, which by nature has one foot in the secular culture, going to situate itself in the evangelising mission of the Church in the new millennium? In the interviews principals indicated that this was a question which concerned them and will impact upon their work in the future.

Critical Key Behaviors

There were four key behaviours that were highly regarded by the respondents in the study. Item 15 (be effective as a leader in Catholic education) was chosen by all groups except the secondary teachers. The reason for this could have been that there was support among some people within the secondary schools to move away from supporting traditional Catholic initiatives within the school. Many of these teachers have State school backgrounds; are non-Catholic and do not see the need for such emphasis upon effective Catholic leadership. Item 48 (respecting the privacy of families and the confidentiality of information) was selected by all groups except the co-ordinators. The researcher surmises that they felt this factor was inherent within other key behaviours that they chose. Item 118 (interview and appoint prospective teachers) was chosen by all groups except the priests. The priests may have left this

out of the most important category because they felt that Diocesan authorities could interview and appoint prospective teachers. There has been a movement by several priests within the Diocese to remove this responsibility from the principal and for the priest and parish representative to take on the task of selecting prospective teachers. Item 34 (establish policies and practices which create a climate of care for students and staff) was also chosen by all groups except the priests. Because the priests chose all key behaviours of most importance from the religious leadership group, they may have felt that if principals exhibited these key behaviours, all else would occur naturally.

Religious and Cultural Leadership

According to the responses, the majority of key behaviours considered most important to the work of the principal in a Catholic school were located in the cultural and religious leadership categories (See Table 4.11,p.110). This may have reflected that the majority of participants felt that religious and cultural key behaviours were more important to the role. Whereas there was a total of twenty in the educational and administrative leadership categories, there were fifty-five key behaviours in the cultural leadership category and forty in the religious leadership category. Primary school teachers favoured cultural and administrative key behaviours, whilst the principals indicated more key behaviours in the religious and cultural categories. The secondary teachers listed only cultural and administrative key behaviours and were the only group to omit key behaviours from any category. Perhaps this reflected a perception that secondary teachers felt that schools need a strong administrative culture. The secondary teachers did not list any religious or educational key behaviour as most important. They did however include several in the 'very important' grouping. The priests were skewed towards the religious leadership category with fifteen of their eighteen key behaviours located in the same category. Of the most important key behaviours, the priests emphasised strongly a preference for the religious leadership of the principal. Whereas the parents indicated a balance in three of the four categories with lesser influence in religious leadership, the co-ordinators favoured key behaviours within the category of cultural leadership. In a similar way to principals, the assistant principals indicated a preference toward key behaviours from within the categories of religious and cultural leadership.

Behaviour of Little Importance

There was some concern about the enormity of the work that principals were expected to do. Caldwell and Spinks (1992) suggest that a 'superperson' is required as principal in a self-managing school. Concern about the capacity of principals to respond to the challenges facing them is reinforced by Fullen and Stiegelbauer (1991). The results of this study indicated that there existed some key behaviours that were considered by the majority of the school community to be of little to no importance to the work of the principal in the Catholic school. The suggestion was made that these roles shown could be delegated to others or placed down the list of priorities for principals. Above all, the unique environment of Catholic schools must not see the work of the principal diluted in any way. Rather, the future should see the principal actively involved in building ethos within Catholic schools, working on the development of the student and the subtleties of relationships among teacher, parent and students.

The data from this study confirmed those characteristics required by principals in Fullan's (1991) 'new conceptions of the principalship'. His essential concepts of strategic planning, empowerment, capacity to draw on abilities in communication and development of trust, skills and qualities related to such things as organisation, integrity, vision and human relations were supported in those key behaviours identified by this study as 'very important' to 'most important' to the work of the principal. These were also supported by the evidence from 'personal qualities' (See Appendix F, p.253) and the results from the interviews with principals (See Chapter 5).

Factors that Enhance the Work of the Principal

These key findings from the interviews support some of the results from Section A of the questionnaire. Participants acknowledged the importance of support for the principal by clergy, staff and parents. This was understandable, as participants indicated that the relationship between these parties was an essential part of the work of the principal. Although participants chose cultural leadership qualities related to communication, collaborative partnership and resourcing as essential to the work of the Catholic school principal, there was no mention of religious leadership qualities

that featured so strongly in Section A of the questionnaire. There was no mention of the principal being an effective leader in Catholic education nor the importance of a climate that accords with the life and mission of the Catholic Church. Perhaps participants felt that through supportive partnerships between the principal and parish communities, including the parish priest, these key behaviours would automatically extend to enhance the work of the principal in the Catholic school of the late 1990s.

Factors that Inhibit the Work of the Principal

Alternatively, the research showed that when there was a lack of support for the Catholic school principal from key people in the community, then their work was inhibited. The key finding to emerge was that when budgetary, funding and financial adversity existed, the work of the principal and the effectiveness of the school was considerably affected. Cutbacks in Federal and State education funding over the last few years has impacted upon the Catholic school system and its ability to allocate appropriate levels of funding and to provide staffing levels that satisfied the needs of Catholic schools. This has impacted considerably upon the global budgeting arrangements of the Diocese and has affected Catholic schools. School communities in the Diocese would be aware of the financial constraints that have led to staffing cutbacks and redundancies in several Catholic schools. This could have been another reason why this key behaviour rated so highly.

Conclusion

The findings of this study served to reinforce the unique position of the principal in a Catholic school. Participants recognised the existence of a school system that was seen as an expression of the Church's mission entrusted by Jesus Christ. Central to this finding was the importance of the leadership of the principal. Although leadership was usually shared among the school executive team and others, the Catholic school principal was pivotal in facilitating, promoting, and ensuring the quality of the school's outcomes for students and in meeting the Catholic community's expectations. The Catholic school principal was therefore, required to bring vision,

faith, enthusiasm and leadership skills to the important and privileged ministry within the Church of forming educated young Christians.

CHAPTER 7

RECOMMENDATIONS OF THE STUDY

Introduction

This chapter contains a summary of the major questions and offers the most significant conclusions and recommendations that are derived from the findings of the research.

Summary

The overall purpose of the study was to analyse and identify the work of the principal in a Catholic school in the late 1990s. This was aided by analysing the work of principals within the framework of Catholic education; examining the perceptions of the work of principals held by principals and those key players who work with them in Catholic schools; identifying the important key behaviours and those considered less important to the work of principals in Catholic schools and, finally, identifying the factors which tended to enhance or inhibit the work of the principal in a Catholic school. In order to achieve this a questionnaire and interview process, based on a pilot study, was implemented.

The major questions related to the perceptions held by those in the school environment and school community. Therefore the study focussed upon responses from principals, parents, priests and teachers. In the researcher's opinion and based on the literature (Burgess,1984,Leedy,1985), a twofold approach was appropriate for the collection of data. Thus the methodology included a survey questionnaire supported by a series of interviews. This approach proved valuable as the detailed findings of the survey questionnaire were supported by the findings in the interviews. It is from these findings that the conclusions to the study were drawn.

Although the findings may be relevant to principals in other dioceses, a critical limitation to this study is that it was conducted within one Diocese within New South Wales. Thus its findings relate only to that Diocese.

Summary of the Major Findings

The major findings discussed in the previous chapter are summarised below under the leadership categories which emerged from the literature review. The study found that the following key behaviours were most important to the work of the principal in the Catholic school in the 1990s.

<u>Religious Leadership</u>

* Be effective as a leader in Catholic education (Item 15).
* Accept the role of principal as one of service to all elements of the school community (Item 26).
* Endeavour to create a school atmosphere that accords with the aims of Catholic education (Item 24).
* Develop policies and rituals that incorporate the ideals of the Vision Statement (Item 8).

<u>Cultural Leadership</u>

* Endeavour to promote harmonious and co-operative staff relationships (Item 31).
* Establish policies and practices that create a climate of care for students and staff (Item 34).
* Ensure that staff and students treat each other with respect and justice (Item 49).
* Maintain an effective communication system within the school community linking clergy, staff, students, parents, school council and parents and friends (Item 27).
* Establish effective communication systems for staff, parents and students (Item 55).
* Build and maintain harmonious staff relations (Item 40).

- Ensure that parents, students and staff receive a fair hearing and have opportunities to present differing views (Item 44).

- Ensure a fair distribution of work and responsibility (Item 36).

- Respect the privacy of families and the confidentiality of information (Item 48).

These reveal a close link with religious leadership and thereby an emphasis on recognition of the dignity of the individual.

Educational Leadership

- Ensure the school is appropriately staffed (Item 94).

- Be committed to a whole school philosophy (Item 70).

- Promote the school as a centre of learning striving towards excellence in all areas of human growth (Item 62).

Administrative Leadership

- Interview and appoint prospective teachers (Item 118).

- Ensure the requirements for registration and certification of the school are being met (Item 91).

Emphasis was clearly placed upon religious and cultural leadership as so few key behaviours were identified as 'most important' in educational and administrative leadership. This was a surprising result as educational and administrative leadership would seem to be important, however the respondents to the survey identified more religious and cultural key behaviours as critical to the role.

Conclusions

The research provided several findings that could assist principals in understanding and improving their administrative, educational, cultural and religious leadership. By

studying the findings in terms of the several interactive and descriptive factors that affected their work in the school, principals have an opportunity to understand the relationship between their behaviours and the effectiveness of their school.

The findings identified within this study provide principals with information relevant to their own professional development and planning. It is hoped that the study will assist Catholic school principals in understanding that their leadership role may not be interpreted in the same way by teachers, parents, clergy and other community members. This research highlighted those differences and it could enable principals to deal more effectively with certain groups, particularly in light of the knowledge and understanding of the work of the principal held by those groups. It also identified the diversity of both the expectations held for the principal and the demands made on them.

Those interested in pursuing an understanding or professional insight into leadership in Catholic education might benefit from studying the work of the principal in the 1990s. The results provide data that could form the basis of a principal's induction program. They could also provide aspiring principals in some introduction to the Catholic school leadership context. Catholic school leaders and those aspiring to Catholic school principalship might also benefit from reading these research findings and attempting to put them into practice within their school. Those joining Catholic schools from non-Catholic school backgrounds and experience will find that this study addressed the major spheres of Catholic school leadership.

In light of the surprising results where religious and cultural key behaviours outweighed the educational and administrative behaviours, the future of the Catholic faith community has ramifications for staff in Catholic schools. In an environment of decline in the numbers of priests within Australia, the role of teachers in Catholic schools is critical. Clearly the responsibility for faith development will lie within the school boundaries. This may inevitably lead to further pressures on school principals and their teaching staff to ensure that celebration and classroom teachings reflect meaning that will ensure the continuity of the Catholic faith.

The fundamental change to Catholic schools as a result of Vatican II was the new way a Catholic school should be portrayed. From the research, it is concluded that the Catholic school is primarily a community rather than an institution. Under the religious leadership of the principal, the Catholic school serves a community based upon such moral principles as justice, freedom and respect for persons. From this premise comes the need in the future for an orientation toward shared leadership and responsibility in the community.

Recommendations

The following recommendations are drawn from the findings and may serve to assist in further developing and understanding the work of the principal in the Catholic school as we approach the third millennium. In keeping with the conceptual framework, the recommendations have been arranged under the following leadership categories.

Religious Leadership

The major recommendations are as follows:

In terms of their religious leadership, Catholic school principals of the new millennium will need to:

1. Be practising Catholics. This also implies a need for updating in terms of theology and related matters.

1.2 Become involved in the total prayer life of their school and be seen as the religious leader in the organisation and practice of prayer and liturgy. It also implies that the Catholic school principal is called on to lead the school community in faith practice.

1.3 Develop practices that ensure that Catholic schools are active partners in their local Catholic communities. This would ensure that priests are drawn into

collaboration regarding their involvement in Catholic school life and mission. Greater dialogue between community members, priests and principals is needed to develop greater understanding of the roles they are expected to play. This was critical given the responses of priests in choosing fifteen key behaviours as most important in the religious leadership category. This recommendation could involve a review of the effectiveness of existing forms of communication with this key group, and establish processes and structures that facilitate sound communication with such stakeholders. Given that respondents indicated that links with the institutional church may ultimately decline, the result may be that priests are not involved in decision making within Catholic schools in the new millennium.

Other recommendations related to religious leadership are as follows:

1.4 Given that a high degree of stakeholders expressed dissatisfaction with the role of the parish priest in the selection of staff, expulsion of students and organisational planning for the school, the Diocesan Catholic Education system authority is challenged to open communication channels between its schools and the clergy. This recommendation is particularly important if the expectation of the priests is to be met in these roles in the new millennium. The priests may need training and in-service in matters such as interviewing prospective staff from an educational perspective if they are to continue performing this task.

1.5 Prior to taking up an appointment as principal, the person should be required to attend a formal program of induction into the role. As part of their professional development principals should participate in a goal setting, planning and review process which provides ongoing dialogue regarding performance and acknowledges achievements as well as areas for development. This recommendation was underpinned by the results of the research that indicate that Catholic school principals exercise a crucial leadership role and need to be supported and nurtured as a key group of leaders.

1.6 That schools implement processes to ensure that the vision statement informs decision making within the school, thereby ensuring that policies and rituals incorporate the ideals of the vision statement. Where a vision statement is not in existence, it is recommended that:

(1.6.1) Catholic school principals consult carefully and extensively with parents, students,clergy, parents and Catholic Education system authority representatives to develop and launch a vision statement.

(1.6.2) The vision statement be published and distributed to these stakeholders so that its message is proclaimed.

1.7 To achieve key behaviours noted as 'most important' in this study, the principal will need a vision of the Catholic school of the 1990s and needs to work closely with the school community to focus upon meeting the needs of that community. The principal of a Catholic school is part of a significantly large school community, one that comprises several groups and individuals, each having a significant part to play in the overall functioning of the school. Throughout the course of their work, principals form a relationship with each of these groups. It is critical to the successful operation of the Catholic school that the members understand each other's roles. More critical is that principals of the new millennium understand their work in relation to the Catholic context in which they operate. Processes for dialogue between these stakeholders should be initiated within Catholic schools so that there is greater understanding of the community role in the workings of Catholic schools.

1.8 In order to enhance the experience of Catholic life and mission within Catholic schools, the principal needs to ensure that there is:

(1.8.1) Collaboration within the Diocese of all stakeholders to develop a common understanding about the nature of being Catholic in contemporary society.

(1.8.2) Development of guidelines by the Diocesan Catholic Education system authority which make explicit the expectations of schools in relation to Catholic

symbols and practice and the proclamation of the Catholic message and experiences of community, worship and service.

(1.8.3) Development of a publication that articulates Catholic attitudes and viewpoints on contemporary issues, as well as a theology of Church that is meaningful to principals, staff, clergy, students and parents.

(1.8.4) Discussion by members of school communities and the Catholic education system authority of issues such as the effect of non-Catholic and non-practising Catholic staff upon the ethos of the Catholic school.

(1.8.5) Special induction programs for those taking up an appointment in a Catholic school.

1.9 It is recommended that Catholic school principals discover more about creating an atmosphere in accordance with Catholic education through professional development. This should be encouraged by their consultants and advisers from the Diocesan Catholic Education system authority. Such a step would no doubt assist principals in understanding their role and make them more effective in their work.

1.10 A recommendation for principals for successful ways of coping with the demands and expectations of their work in Catholic schools would include development of sound leadership and management practices in a reflective atmosphere that is supported by deep faith practice. This could take the form of:

(1.10.1) An annual principal's retreat

(1.10.2) Undertaking spiritual reflection for one hour each week.

Principals are entitled to opportunities for personal and professional development which ultimately serve to enhance the effectiveness of the Catholic school. Reflective practice, both formal and informal, provides an opportunity to critically reflect on leadership and ministry, acknowledging both strengths and achievements in the role. This process was seen as a valuable opportunity for principals to reflect on their

vision of Catholic education and to analyse their current situation in light of their role responsibilities and the context in which they operate.

1.11 A review of the Catholicity of schools would assist with the issues raised in the study. The study recommends a review that includes parish priests, school personnel and representatives of the Catholic Education employing authority, to tackle issues such as:

(1.11.1) Catholicity in the schools.

(1.11.2) Catholic leadership and governance.

(1.11.3) Diocesan religious education policy.

Cultural Leadership

2. Given that participants in the research chose more key behaviours in the religious and cultural leadership categories, system leaders need to:

(2.1.1) Develop a role statement for Catholic school principals that recognises the important cultural and religious dimensions more than those of the administrative and educational categories.

(2.1.2) Delegate more of the administrative functions to allow more scope for the cultural and religious leadership key behaviours deemed so important in the research.

2.2 For principals to be clearly identified as cultural leaders, another recommendation is to establish policies and practices that reflect the vision of the Catholic school and create a climate of care for the individuals in the school community. This may involve:

(2.2.1) A review of the effectiveness of existing forms of communication with parents.

(2.2.2) The establishment of processes and structures that facilitate sound communication with these important stakeholders.

2.3 To determine a school culture that is capable of moving the Catholic school into the future, it is recommended that the Catholic school principal should:

(2.3.1) Concentrate upon developing communal relationships between staff, students, parents and the clergy.

(2.3.2) Ensure that private and confidential information regarding individuals and their families is not open to staff discussion.

(2.3.3) Strive toward developing school governance structures that increase community collaboration and inclusion, thereby building positive relationships.

(2.3.4) Examine structures in existence in other Diocese and work toward building positive relationships with stakeholders and the wider community.

(2.3.5) Be approachable and accessible to school community groups and a sense of honesty, trust and openness pervading the relationship between the groups.

2.4 The Diocesan Catholic Education system should:

(2.4.1) Implement effective Catholic leadership development for principals, in line with the Diocesan Vision Statement for Diocesan Catholic Schools. These should also take the form of recognising and rewarding excellence and exemplary service within the school system.

(2.4.2) Provide relevant in-service and advisory support for principals to ensure privacy and confidentiality of families is protected.

(2.4.3) Ensure that confidential information regarding debt collection is coded so that family names are never divulged. Similarly, systems could be initiated which

ensure that phone numbers or other confidential matters are managed in an effective and professional manner.

(2.4.4) Liaise with Diocesan Parent Council representatives to design a set of protocols for Catholic school principals and their staff to follow.

(2.4.5) Develop and publish a document on Catholic school leadership as a vocation within the Diocese.

2.5 It was clear that a high number of stakeholders expressed that co-operative staff relationships and climates of care within the school were critical to the work of the Catholic school principal. Therefore principals should develop climates of care by:

(2.5.1) Creating forums for staff discussion that permit dialogue about the school, its functions, organisation and outcomes. Such forums may involve one to one dialogue, small group seminars or total staff discussion.

(2.5.2) Building a collaborative culture where all staff receive a fair hearing and have such opportunities to present differing views.

Educational Leadership

3. The study recommends that principals have a responsibility to:

(3.1.1) Create an executive team where some critical responsibilities can be delegated to those with expertise and experience.

(3.1.2) Consider the technological needs of the school and allocate sufficient funds within the budget to meet future needs.

(3.1.3) Exercise an educational vision that flows from the Catholic identity of the school.

(3.1.4) Promote healthy staff morale and develop leadership potential in others, thereby sustaining the vision and strengthening the culture of the school.

(3.1.5) Make personal appraisal part of their work in renewal. In order to move toward their ideal and to set performance goals in school leadership, principas must be involved in active personal appraisal. The study recommends that principals allocate time for personal reflection. Given that personal appraisal is not an unrealistic expectation according to the major stakeholders, principals in Catholic schools should make it a part of weekly ritual and perhaps use a mentor to reflect upon their performance.

Recommendations for the Diocesan Catholic Education system follow:

3.2 The Diocesan Catholic Education system has a responsibility to:

(3.2.1) Provide the necessary funding for educational initiatives and offer programs that meet the needs and extend the interests and abilities of all staff.

(3.2.2) Develop a system process for identifying and supporting the professional development needs of all staff at school level.

(3.2.3) Develop support groups or networks for teachers and principals that are based on professional interests and expertise.

(3.2.4) Develop a system process for identifying and supporting professional development needs of staff. To support this recommendation the system could set expectations for professional development in both religious education and curriculum.

(3.2.5) Develop a process for clarifying demands and expectations of principals for the different stakeholders.

(3.2.6) Review the current staffing formula and extend to its schools more staff to meet increasing demands.

(3.2.7) Identify the technological needs of schools and implement funding strategies that make it possible for schools to serve their communities, particularly those schools within disadvantaged communities.

(3.2.8) Initiate a Diocesan plan for the integrated use of available technologies so that Catholic school students have access to information resources via technology appropriate to the task.

(3.2.9) Focus upon the education process and work with the staff to reflect and articulate the educational vision of the Catholic school.

(3.2.10) Work closely with the staff to provide curriculum development and professional development, that meets the needs of a changing Australian society and changing world. Responding to the educational needs through technology will be central to this focus, whilst educational practice will also remain important to the endeavour.

3.3 To ensure that the Catholic school is appropriately staffed and to improve processes and structures for effective Catholic school leadership, the Diocesan Catholic Education system authority and its principals should:

(3.3.1) Develop more effective processes for the selection and appointment of its teachers who are committed to Catholic education.

(3.3.2) Initiate programs for non-Catholics and non-practising Catholics in an attempt to achieve high levels of satisfaction and understanding regarding the role they play in a Catholic school.

(3.3.3) Establish closer links with Catholic tertiary education bodies so that increased numbers of appropriately prepared and committed Catholic teachers are employed within the Diocese.

3.4 To ensure that effective Catholic leadership is maintained in Catholic schools in the future and to ensure that leaders are committed to whole school philosophy, there is a need to:

(3.4.1) Develop a process of data collection in relation to leaders and review Diocesan succession planning processes.

(3.4.2) Implement effective Catholic leadership development for potential school leaders.

Administrative Leadership

4. In terms of their administrative leadership, Catholic school principals of the new millennium will need to:

(4.1.1) Be actively involved in designing a process for staff selection that accords with the Diocesan Vision Statement, Diocesan employment policy and the expectations of the local clergy.

(4.1.2) Consider opportunities for delegation to others within their school. Given this clear result from the stakeholders, those principals who find themselves with an excess of administrative tasks need to review their role in light of its effectiveness within the school.

(4.1.3) Engage time management practices for effective administration.

(4.1.4) Become involved in planning, finance, budgeting, policy matters and staffing.

4.2 The Diocesan Catholic Education system should:

(4.2.1) Provide professional assistance in staff selection.

(4.2.2) Identify the administrative tasks currently attributed to Catholic school principals and allocate these key behaviours to the role statements of school administrators such as assistant principals and co-ordinators.

(4.2.3) Consider the effect of policy and its impact upon schools and the principals and audit the current procedures in light of effectiveness and impact upon schools and individuals within them.

(4.2.4) Address issues related to school finance and the financial viability of Diocesan Catholic schools. Long term financial projections would assist in this endeavour.

(4.2.5) Develop a systematic and fluid policy for the collection of fees. Support in this endeavour would enable principals and their schools to be more financially effective.

(4.2.6) Consider the impact of administrative policy guidelines and procedures upon schools.

Conclusion.

By comparison with Duignan's (1985) research on the work of the principal in a Catholic school, this study has shown that such work in the late 1990s is certainly more difficult and more challenging than it was in the 1980s. This study highlights an apparent emphasis for the principal to be involved in religious and cultural leadership, more so than educational and administrative leadership. Therefore there needs to be a heightened awareness of principals of the religious/cultural dimensions of a Catholic school so that they can use this information in their work. This also has implications for system leaders in the selection and appraisal process of Catholic school principals.

In conclusion, it was apparent from this research that in the late 1990s it is essential that the principal in a Catholic school be aware of the perceptions and expectations of groups with whom they come into contact during their work. This is particularly relevant among the parent and priest group as they identified some key behaviours of

principals that are quite distinct from those of personnel working within the school confines. Principals need to be able to respect the privacy and confidentiality of families and be committed to creating an authentic Catholic school where a climate of care and justice prevails. They must be committed to whole school philosophy, servant orientated, able to articulate and bring into practice the ethos of a Catholic school. As well, the results of the study showed that it is crucial for the Catholic school principal to ensure staffing is appropriate and that an atmosphere of co-operation and communication exists within the school community. In developing policies that incorporate the ideals of the vision statement, the Catholic school principal ensures that excellence in all areas of human growth is treasured. Perhaps the most surprising result was that pertaining to the role of the priest in the school, as priests' perceptions differed so markedly from all other stakeholders. Further research into the role of the priest in the Catholic school would clarify this issue.

Bearing in mind that each participating group indicated different priorities, support for the principal and the development of skills, is essential for their work to be effective in Catholic schools of the new millennium.

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A SURVEY QUESTIONNAIRE

ON

THE WORK OF THE PRINCIPAL

IN

CATHOLIC SCHOOLS

Thank you for taking part in this survey. All participants shall remain anonymous and confidentiality is guaranteed. There are no identifying numbers, postcodes. or codes which can be attributed to you or your school or parish. The information which you provide is vital to the patterns of responses by each group. and will assist us in our understanding of the work of the Principal in the Catholic school.

PART 1.

Please supply the following information by <u>circling</u> the number next to the appropriate response

1. Please indicate your sex.

    1. Female
    2. Male

2. Please indicate your age.

    1. Under 30 years
    2. 30-40 years.
    3. 41-50 years
    4. 51-60 years
    5. Over 60 years

3. Please indicate your current position.

    1. Priest
    2. Principal
    3. Assistant Principal
    4. Co-ordinator
    5. Primary Teacher
    6. Secondary Teacher
    7. Parent

4. Please state your highest academic qualification.

    1. Doctorate
    2. Master's degree
    3. Theological degree
    4. Bachelor degree
    5. Diploma
    6. Higher School Certificate
    7. Other (please state) ....

FOR PRINCIPALS, ASSISTANT PRINCIPALS, CO-ORDINATORS AND TEACHERS ONLY.

5. Please indicate the <u>type of school</u> in which you are working at present.

    1. Infants
    2. Primary
    3. Girls. Years 7-10
    2. Boys. Years 7-10
    3. Girls. Years 7-12
    4. Boys. Years 7-12
    5. Co-Ed. Years 7-10
    6. Co-Ed. Years 7-12
    7. Co-Ed. Years 11-12

6. How many years have you been working in Catholic schools?

    1. 0-5 years
    2. 6-10 years
    3. 11-15 years
    4. 16-20 years
    5. More than 20 years.

FOR PRINCIPALS ONLY

7. How many years have you been Principal in Catholic schools?

    1. 0-5 years
    2. 6-10 years
    3. 11-15 years
    4. 16-20 years
    5. More than 20 years.

SECTION A.

The items in the questionnaire are the result of my research into recent documentation and literature relevant to the role of the Principal in the Catholic school. Please choose the response which is closest to your thinking about the work of the Principal in the Catholic school. Circle the appropriate number in the answer column

Use the following scale:

    1. means of no importance.

    2. means of little importance.

    3. means of some importance.

    4. means very important.

    5. means most important.

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In this section of the questionnaire a number of statements are identified as central to the **Religious Leadership** of the Principal.

Please choose the response which is closest to your <u>present</u> thinking about the importance of the work of the Principal in the Catholic school. <u>Circle</u> the appropriate number in the answer columns.

The Principal is expected to:

The Principal is expected to:	No importance	Little importance	Some importance	Very important	Most important	Office use
Establish learning and teaching practices which promote the integration of Catholic values across the curriculum.	1	2	3	4	5	1
Co-operate with the Parish Priest and the parish community so that the school is identified within the local Church community.	1	2	3	4	5	2
Consult and co-operate with the Parish Priest in all matters pertaining to the spiritual welfare and development of the students.	1	2	3	4	5	3
Seek the support of the Priests in the area wherever appropriate.	1	2	3	4	5	4
Develop the active role of the school within parish life.	1	2	3	4	5	5
Support the local Priest in exercising his role as religious leader of the parish.	1	2	3	4	5	6
Formulate, with co-operation of the school community, a Vision Statement for the school.	1	2	3	4	5	7
Develop policies and practices that incorporate the ideals of the Vision Statement.	1	2	3	4	5	8
Provide for suitable liturgies and prayers as a part of normal school life.	1	2	3	4	5	9
Provide for and encourage the faith development of the faith community of the school.	1	2	3	4	5	10
Encourage the spiritual growth of all staff members.	1	2	3	4	5	11
Ensure that all school practices are consistent with the values of the Gospel.	1	2	3	4	5	12
Ensure that the Christian principles of justice and charity form the basis of all relationships within the school.	1	2	3	4	5	13
Ensure that opportunities for prayer, worship, paraliturgy, liturgy and Eucharist are provided for all elements of the school community.	1	2	3	4	5	14
Be effective as leader in Catholic education.	1	2	3	4	5	15
Ensure that a comprehensive and vital Religious Education program is conducted throughout the school.	1	2	3	4	5	16

The Principal is expected to:

	No importance	Little importance	Some importance	Very important	Most important	Office use
Support the school's Religious Education Co-ordinator in the development, implementation and evaluation of the Religious Education program.	1	2	3	4	5	17
Be responsible for the Pastoral Care programs in the school.	1	2	3	4	5	18
Be responsible for the promotion and maintenance of moral principles in the school in accordance with the teachings of the Catholic Church.	1	2	3	4	5	19
Induct new staff into the Catholic culture of the school.	1	2	3	4	5	20
Ensure the promotion of education in faith with a strong sacramental program.	1	2	3	4	5	21
Articulate and promote the ethos of a Catholic school.	1	2	3	4	5	22
Consult with the Priest in Charge before the expulsion of any pupil in the school.	1	2	3	4	5	23
Endeavour to create a school atmosphere that accords with the aims of Catholic education.	1	2	3	4	5	24
Display a personal commitment to the religious mission of the Catholic school.	1	2	3	4	5	25
Accept the role of Principal as one of service to all elements of the school community.	1	2	3	4	5	26

If you would like to provide additional information in relation to the Religious Leadership of the Principal in a Catholic school, please use the space below

In this section of the questionnaire a number of statements are identified as central to the Cultural Leadership of the Principal.

Please choose the response which is closest to your present thinking about the importance of the work of the Principal in the Catholic school. Circle the appropriate number in the answer columns.

The Principal is expected to:

	No importance	Little importance	Some importance	Very important	Most important	Office use
Maintain an effective communication system within the school community linking clergy, staff, students, parents, school council, and parents and friends.	1	2	3	4	5	27
Collaborate with the Diocesan Director in maintaining effective industrial relations within the school.	1	2	3	4	5	28
Establish effective links and opportunities for interaction with the broader community.	1	2	3	4	5	29
Induct new staff into the culture of the school.	1	2	3	4	5	30
Endeavour to promote harmonious and co-operative staff relationships.	1	2	3	4	5	31
Develop and maintain open interpersonal relations with all elements of the parish faith community of which the school is a part.	1	2	3	4	5	32
Endeavour to involve the school in the wider community.	1	2	3	4	5	33
Establish policies and practices which create a climate of care for students and staff.	1	2	3	4	5	34
Be willing to counsel and advise staff members, pupils, and, where appropriate, parents.	1	2	3	4	5	35
Ensure a fair distribution of work and responsibility.	1	2	3	4	5	36
Present the Church and Catholic Schools Office as a compassionate and caring employer.	1	2	3	4	5	37
Take a personal interest in each staff member and show sensitivity to their needs.	1	2	3	4	5	38
Be self critical and be willing to make appropriate change on the basis of self evaluation.	1	2	3	4	5	39
Build and maintain harmonious staff relations.	1	2	3	4	5	40
Develop ceremonies, rituals and traditions which reflect the Vision Statement.	1	2	3	4	5	41

The Principal is expected to:

	No importance	Little importance	Some importance	Very important	Most important	Office use
Model ways of relating that promote harmony and respect the dignity of each person.	1	2	3	4	5	42
Promote harmony within the staff by facilitating discussion and resolving conflicts.	1	2	3	4	5	43
Ensure that parents, students and staff receive a fair hearing and have opportunities to present differing views.	1	2	3	4	5	44
Assist teachers to resolve conflicts with parents and students.	1	2	3	4	5	45
Involve staff members in making any decision that impacts on their work.	1	2	3	4	5	46
Take personal interest in staff members and encourage them in the development of their career.	1	2	3	4	5	47
Respect the privacy of families and the confidentiality of information.	1	2	3	4	5	48
Ensure that staff and students treat each other with respect and justice.	1	2	3	4	5	49
Provide Role Descriptions for all staff.	1	2	3	4	5	50
Negotiate roles with people appointed to them.	1	2	3	4	5	51
Meet regularly with the executive and staff groups so that planning and decision making are collaborative.	1	2	3	4	5	52
Hold regular staff meetings to encourage collaborative action at staff level.	1	2	3	4	5	53
Formulate policies within the school.	1	2	3	4	5	54
Establish effective communication systems for staff, parents and students.	1	2	3	4	5	55
Build and maintain harmonious relations with parents, parish priests, and the Catholic Schools Office.	1	2	3	4	5	56

If you would like to provide additional information in relation to the Cultural Leadership of the Principal in a Catholic school, please use the space below.

In this section of the questionnaire a number of statements are identified as central to the **Educational Leadership** of the Principal.

Please choose the response which is closest to your <u>present</u> thinking about the importance of the work of the Principal in the Catholic school. <u>Circle</u> the appropriate number in the answer columns.

The Principal is expected to:

	No importance	Little importance	Some importance	Very important	Most important	Office use
Demonstrate a high level of classroom teaching and competence.	1	2	3	4	5	57
Supervise the professional development of staff by advising and providing access to books, educational seminars. courses and meetings.	1	2	3	4	5	58
Supervise the lesson programs of teachers.	1	2	3	4	5	59
Organise an adequate supply of textbooks and other teaching materials and supplies.	1	2	3	4	5	60
Recognise the parents as the prime educators of their children and involve them in the total life of the school.	1	2	3	4	5	61
Promote the school as a centre of learning striving towards excellence in all areas of human growth.	1	2	3	4	5	62
Undertake appraisal as set by the Catholic Schools Office.	1	2	3	4	5	63
Provide for the professional development of all staff.	1	2	3	4	5	64
Personally visit all classrooms regularly in a supervisory capacity.	1	2	3	4	5	65
Encourage the professional development of all staff members.	1	2	3	4	5	66
Ensure that special assistance is given to the beginning teacher.	1	2	3	4	5	67
Have a knowledge of current developments in curricula and teaching methods.	1	2	3	4	5	68
Participate in professional development programs.	1	2	3	4	5	69
Be committed to a whole school philosophy.	1	2	3	4	5	70
Have a balanced educational position and a discerning mind in relation to experimentation and innovation within the school.	1	2	3	4	5	71

The Principal is expected to:

	No importance	Little importance	Some importance	Very important	Most important	Office use
Ensure effective planning and evaluation of programs of work.	1	2	3	4	5	72
Communicate effectively at both formal and informal levels within the school community and the community at large.	1	2	3	4	5	73
Ensure the evaluation of all education programs in each Key Learning Area.	1	2	3	4	5	74
Keep up to date with curriculum trends in each Key learning Area.	1	2	3	4	5	75
Oversee the work of curriculum development in each Key Learning Area.	1	2	3	4	5	76
Provide teachers with opportunities and encouragement for upgrading of qualifications.	1	2	3	4	5	77
Supervise staff, especially new staff and beginning teachers.	1	2	3	4	5	78
Provide resources to support implementation of the curriculum.	1	2	3	4	5	79
Ensure that assessment and evaluation are done systematically to improve learning	1	2	3	4	5	80
Provide parents with reports on the progress of students.	1	2	3	4	5	81
Have a knowledge of the Board of Studies requirements in each Key Learning Area.	1	2	3	4	5	82
Have a knowledge of teaching methodology in each Key Learning Area.	1	2	3	4	5	83
Communicate with the Catholic Schools Office where appropriate and implement Board of Studies directives.	1	2	3	4	5	84

If you would like to provide additional information in relation to the Educational Leadership of the Principal in a Catholic school, please use the space below.

his section of the questionnaire a number of statements are identified as central to the **Administrative Leadership** of Principal.

ise choose the response which is closest to your <u>present</u> thinking about the importance of the work of the Principal in Catholic school. <u>Circle</u> the appropriate number in the answer columns.

The Principal is expected to:

	No importance	Little importance	Some importance	Very important	Most important	Office use
Confer regularly with the Priest in Charge concerning organisational plans and the operation of the school.	1	2	3	4	5	85
Attend to all Diocesan and School of Education reports and returns.	1	2	3	4	5	86
Implement and manage policies as determined by the Bishop.	1	2	3	4	5	87
Recommend staff for employment and termination in collaboration with the parish Priest to the Diocesan Director	1	2	3	4	5	88
Ensure that parents are kept informed of children's progress.	1	2	3	4	5	89
Ensure that there exists proper assessment and evaluation procedures for school, staff, and pupils.	1	2	3	4	5	90
Ensure that requirements for registration and certification of the school are being met.	1	2	3	4	5	91
Ensure that there is a clear Statement of School Rules and that it is clearly understood by staff, pupils and parents	1	2	3	4	5	92
Plan and manage the work of resource and ancillary staff.	1	2	3	4	5	93
Ensure that the school is appropriately staffed.	1	2	3	4	5	94
Determine the duties to be performed by each staff member.	1	2	3	4	5	95
Negotiate roles with people appointed to them.	1	2	3	4	5	96
Ensure that staff members clearly understand their duties and responsibilities by provision of statements of duty.	1	2	3	4	5	97
Delegate duties and responsibilities fairly and appropriately.	1	2	3	4	5	98
Keep and supervise the permanent records of the school and those required by Diocesan and School of Education authorities.	1	2	3	4	5	99
Maintain accurate financial records according to diocesan policy.	1	2	3	4	5	100
Ensure that school fees are collected.	1	2	3	4	5	101
Prepare the budget and implement it, ensuring the annual audit is completed on time.	1	2	3	4	5	102

The Principal is expected to:

The Principal is expected to:	No importance	Little importance	Some importance	Very important	Most important	Office use
Interpret and carry out Diocesan educational policies.	1	2	3	4	5	103
Engage casual or relief teachers in accordance with Diocesan Education Office policy.	1	2	3	4	5	104
Supervise the financial management and budgeting in the school.	1	2	3	4	5	105
Manage and maintain school property and plant.	1	2	3	4	5	106
Purchase books. stores. equipment and teaching aids.	1	2	3	4	5	107
Ensure all staff members are aware of the provisions of the Enterprise Agreement and salary rates.	1	2	3	4	5	108
Meet regularly with the executive and staff groups so that planning and decision making are collaborative.	1	2	3	4	5	109
Hold regular staff meetings to encourage collaborative action at staff level.	1	2	3	4	5	110
Formulate policies within the school.	1	2	3	4	5	111
Establish effective communication systems for staff, parents and students.	1	2	3	4	5	112
Communicate with the Catholic Schools Office and implement diocesan policy directives.	1	2	3	4	5	113
Become familiar and meet with legal requirements that impact on the school such as anti-discrimination laws. copyright. child abuse. duty of care, privacy.	1	2	3	4	5	114
Provide opportunities for re-skilling and upgrading for ancillary staff.	1	2	3	4	5	115
Plan for the ongoing development and maintenance of the school.	1	2	3	4	5	116
Interview casual relief teachers. checking their credentials.	1	2	3	4	5	117
Interview and appoint prospective teachers.	1	2	3	4	5	118
Interview prospective teachers in consultation with the Parish Priest.	1	2	3	4	5	119
Interview and employ ancillary staff.	1	2	3	4	5	120
Ensure that Award conditions apply within the school .	1	2	3	4	5	121
Use the approved Grievance procedure in disputes.	1	2	3	4	5	122
Report serious incidents to the appropriate Catholic Schools Office staff.	1	2	3	4	5	123

SECTION B.

1. Please indicate the factors which you feel tend to <u>enhance</u> the work of the Principal in the school.

2. Please indicate the factors which you feel tend to <u>inhibit</u> the work of the Principal in the school.

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SECTION C.

If you would like to add any additional comments in relation to any section of the questionnaire please feel free to use the section below.

P.O. Box 450
Wyong. 2259.
Tel:(043) 532044.

THE WORK OF THE PRINCIPAL IN THE CATHOLIC SCHOOL

Dear Colleague,

I am conducting a research project as part of my Doctor of Education degree at the Australian Catholic University. The focus of the research is the perception of the work of the Principal in the Catholic school. I have received permission from the Bishop of Broken Bay Diocese and the Director of Schools in the Broken Bay Diocese to conduct this research. As well. the project has been accepted by the Research Projects Ethics Committee at the Australian Catholic University.
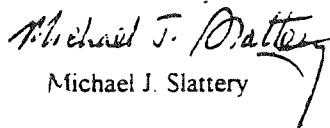
The items in the questionnaire are the result of my research into recent documentation and literature relevant to the key behaviours of the Principal in the Catholic school. The questionnaire has been sent to Principals. Assistant Principals. Subject Co-ordinators. teachers. parents and priests within the Diocese of Broken Bay. In the first stage of the research I aim to gather the perceptions of each group to find which key behaviours are considered important in the work of the Principal. In the second stage of the research I intend to interview a sample of Principals regarding the findings of the questionnaire. As well. I aim to explore with Principals their perceptions regarding factors which either enhance or inhibit them in their work.

I expect that the questionnaire will take approximately 30 minutes to complete and hope that you take the opportunity to state the reasons for your selection. I also hope that you would agree that research of this nature is vital to professional development within the educational field. thus I encourage you to take the time to complete the questionnaire

All participants shall remain anonymous and confidentiality is guaranteed. There are no individual names. school names. identifying numbers. postcodes. or codes which can be attributed to you or your school or parish. Ultimately the results of this research will help in understanding the work of the Principal in the Catholic school.

I ask that you take the time from your very busy schedule and complete the survey and return it in the stamped address envelope I have provided. I thank you for the support and co-operation you have shown by assisting me with this research project.

Yours sincerely,

Michael J. Slattery

Michael J. Slattery

RMB 8085 Matcham Rd,
Matcham. 2250.
Ph: 0418432658.
28.1.98

Re: INTERVIEWS WITH THE PRINCIPALS

Dear Colleague,

As you may recall I am working on my doctorate at the moment, which is titled 'The Work of the Principal in a Catholic School'. I have surveyed principals, assistant principals, co-ordinators, senior primary teachers, teachers, parents and clergy. The second part of my thesis involves an interview with a cross section of principals from primary and secondary schools.
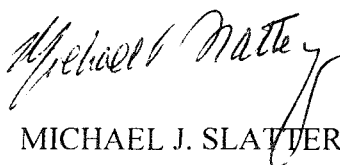
After our conversation on the telephone I was delighted to know that you are willing to be part of the process. I need to re-interate that the interview is strictly confidential and that the names, location and any specific details from each participant and their school will not be divulged to any person or authority, nor will any such confidential information be published in any documentation or thesis.

The interview should take approximately one hour and I am grateful that you have offered to give up your time from the busy schedule of being the leader in a school. I have listed the questions for your perusal and hope that they are some assistance in preparing answers in the interview. I would appreciate any feedback or questions prior to the interview, thus feel free to contact me at any time.

I look forward to meeting with you on Thursday 19th at 3.30pm.

Again, my thanks for your assistance with this matter.

Yours faithfully,

MICHAEL J. SLATTERY

The Interview Questions

- How would you best describe the nature of your work as a Principal in a Catholic school? What does it involve?

- Can you please describe the nature of your school, its population and its purpose? Do you feel the nature and context of the school impacts upon your work? To what extent does the context of the school affect your experience of principalship?

- If one were to observe you exercising religious leadership in the school, what would one see. Can you name some of the roles?

- What do you understand to be the most important aspects of your work in religious leadership in the school?

- If one were to observe you exercising administrative leadership in the school, what would one see? Can you name some of the roles?

- If one were to observe you exercising cultural leadership in the school, what would one see? Can you name some of the roles?

- What do you understand to be the most important aspects of your work in cultural leadership in the school?

- If one were to observe you exercising educational leadership in the school, what would one see? Can you name some of the roles?

- What do you understand to be the most important aspects of your work in educational leadership in the school?

- How do you feel about the demands and expectations of such leadership? Are there any successful ways of coping?

- Which factors tend to enhance your work as Principal?

- Which factors tend to inhibit your work as Principal?

- What are some of the significant issues emanating from your experience as Principal?

- Which likely changes do you see occurring in the work of the Principal in the future?

- What likely challenges do you see for the Principal in the future?

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1.4.98

Dear (Participant name),

I wish to take this opportunity to thank you for your participation in the interview for
my research into the "Work of the principal in the Catholic school". I appreciate the
time you took from your busy schedule to take part in the interview.

Now that the interview is complete I would appreciate any feedback or suggestions,
thus feel free to contact me at any time.

Again, my thanks for your assistance with this matter.

Yours faithfully,

MICHAEL J. SLATTERY

Personal Skills Inventory

NOTE. * = multiple answers.

Communication and articulation skills with staff, CSO, parents, clergy, pupils
****
approachable *******
Attentive listener.
Decision making skills.
Love for children.
Keen.
Capable leader.
Sound people skills.*
good humoured*
Enthusiastic
likes young people*
Ability to listen and be challenged
Ability to bring out the best in staff members and to encourage students to reach their potential.
Collaborative style of leadership.**
Being visionary and proactive and able to delegate, affirm and recognise people. *
Delegation of tasks to others.
Empowers others.
A person seen around the school.*
A person of demonstrated faith.
Focus on providing quality in education
Principal has the welfare of children at heart.
Sense of honesty, trust and openness to staff and parents.****
Ability to understand the needs of the staff, students and parents.
Collaborative decision making skills.****
Value and understanding of family life and family commitments.
Proven teaching ability
Visible principal interested in all school events
Fair minded and willing to listen to the staff.*
Respects the dignity of each member of the school community.*
Consistency in dealings with others.*
Approachable on any issue. *
Sound organisational skills
Receptive to new ideas and to change.
An effective discipline policy. **
Common sense
A sense of justice with all staff
Suitable qualifications
Pastoral care for the whole community
Professional image, dress, demeanour
Valuing and supporting the work of the staff. *
Positive and active listening ***
Keeping an open mind
Attendance at all extra curricula events.

Appendix F

Personal Skills Inventory

Collaborative and collegial approach to policy writing.
Ability to negotiate.
An ability to see the bigger picture
Ability to delegate work as part of a team. ***
Good team approach**
Role model behaviour. **
Maintaining teacher morale by demonstrating integrity, humility, compassion and tolerance.
An ability to confront teachers not doing their job. *
Encouraging innovation and facilitating change through team approaches.
Being freely available to staff, parents and students. * ***
Facilitating open and relaxed communication
Aware of the struggles of the day to day teacher.
Skills in budget preparation and management.
Accessible to the pupils, engaging them on a personal level.
Open minded, even tempered personality.
Good working relationship with the school executive.
Good relationship with assistant principal.
Approachable and compassionate who has children.
Awareness of modern teaching methodology.
Communication skills.
Presentation and dress.

Use and knowledge of technology in education.
Firm decision making skills.
Sense of humour *
Visibly catholic.*
The principal being proactive and working confidently.
Regular appearance of the principal in classrooms and in the playground.****
Being aware of all parts of the school.

Appendix G

Group Rankings and Z Score Break Points

PRIMARY TEACHERS				ALL GROUPS			
Rank	Key Behaviour	Mean	Z Score	Rank	Key Behaviour	Mean	Z Score
1	94	4.828571	1.58101	1	48	4.675553	1.48256
2	44	4.8	1.493902	2	118	4.646167	1.396383
3	26	4.771429	1.406794	3	15	4.640877	1.380871
4	48	4.771429	1.406794	4	31	4.606953	1.281387
5	114	4.771429	1.406794	5	34	4.605883	1.27825
6	7	4.742857	1.319686	6	94	4.604302	1.273613
7	45	4.742857	1.319686	7	49	4.589757	1.230959
8	49	4.742857	1.319686	8	27	4.586944	1.222709
9	8	4.714286	1.232578	9	91	4.575163	1.188163
10	15	4.714286	1.232578	10	55	4.568152	1.167601
11	24	4.714286	1.232578	11	26	4.556732	1.134111
12	31	4.714286	1.232578	12	40	4.556697	1.134009
13	36	4.714286	1.232578	13	70	4.551615	1.119106
14	91	4.714286	1.232578	14	44	4.55089	1.116979
15	118	4.714286	1.232578	15	112	4.547508	1.107063
16	27	4.685714	1.14547	16	62	4.542035	1.091012
17	34	4.685714	1.14547	17	36	4.522563	1.033908
18	40	4.685714	1.14547	18	24	4.518703	1.022591
19	68	4.685714	1.14547	19	8	4.51237	1.004017
20	92	4.685714	1.14547	20	22	4.509208	0.994745
21	39	4.657143	1.058362	21	13	4.508699	0.993252
22	62	4.657143	1.058362	22	42	4.507956	0.991074
23	70	4.657143	1.058362	23	68	4.490839	0.940877
24	98	4.657143	1.058362	24	25	4.488371	0.93364
25	43	4.628571	0.971254	25	1	4.487897	0.932249
26	46	4.628571	0.971254	26	17	4.48566	0.925688
27	121	4.628571	0.971254	27	43	4.476032	0.897453
28	123	4.628571	0.971254	28	114	4.466997	0.870958
29	25	4.6	0.884146	29	16	4.460312	0.851355
30	22	4.571429	0.797038	30	92	4.454795	0.835175
31	100	4.571429	0.797038	31	7	4.449937	0.820929
32	112	4.571429	0.797038	32	12	4.43291	0.770997
33	35	4.542857	0.70993	33	89	4.418545	0.72887
34	55	4.542857	0.70993	34	53	4.417549	0.725951
35	96	4.542857	0.70993	35	39	4.416521	0.722935
36	102	4.542857	0.70993	36	98	4.415338	0.719466
37	105	4.542857	0.70993	37	52	4.413605	0.714385
38	1	4.514286	0.622822	38	105	4.411731	0.708888
39	17	4.514286	0.622822	39	45	4.406348	0.693104
40	73	4.514286	0.622822	40	109	4.404222	0.686868
41	110	4.514286	0.622822	41	71	4.400056	0.67465
42	122	4.514286	0.622822	42	73	4.37314	0.595717
43	2	4.485714	0.535714	43	67	4.370825	0.588928
44	53	4.485714	0.535714	44	90	4.367063	0.577897
45	75	4.485714	0.535714	45	35	4.353951	0.539446

Appendix G

Group Rankings and Z Score Break Points

PRIMARY TEACHERS				**ALL GROUPS**			
Rank	Key Behaviour	Mean	Z Score	Rank	Key Behaviour	Mean	Z Score
46	99	4.485714	0.535714	46	110	4.348472	0.523378
47	113	4.485714	0.535714	47	10	4.347463	0.520418
48	120	4.485714	0.535714	48	99	4.324554	0.453239
49	16	4.457143	0.448606	49	100	4.324488	0.453044
50	42	4.457143	0.448606	50	46	4.324034	0.451712
51	56	4.457143	0.448606	51	54	4.316033	0.428248
52	71	4.457143	0.448606	52	122	4.312341	0.417422
53	12	4.428571	0.361498	53	19	4.304382	0.394083
54	116	4.428571	0.361498	54	97	4.302612	0.388892
55	13	4.4	0.27439	55	81	4.291746	0.357027
56	61	4.4	0.27439	56	69	4.289307	0.349873
57	67	4.4	0.27439	57	2	4.28757	0.34478
58	69	4.4	0.27439	58	121	4.279835	0.322098
59	77	4.4	0.27439	59	14	4.276338	0.311843
60	82	4.4	0.27439	60	111	4.270222	0.293907
61	90	4.4	0.27439	61	96	4.265337	0.27958
62	97	4.4	0.27439	62	56	4.251998	0.240464
63	109	4.4	0.27439	63	102	4.247392	0.226955
64	89	4.371429	0.187282	64	38	4.245604	0.221713
65	95	4.371429	0.187282	65	61	4.243942	0.216839
66	38	4.342857	0.100174	66	123	4.237526	0.198023
67	52	4.342857	0.100174	67	95	4.235935	0.193359
68	111	4.342857	0.100174	68	66	4.232825	0.184238
69	51	4.314286	0.013066	69	82	4.211985	0.123124
70	54	4.314286	0.013066	70	51	4.198447	0.083421
71	83	4.314286	0.013066	71	9	4.1938	0.069794
72	4	4.285714	-0.07404	72	84	4.188153	0.053236
73	64	4.285714	-0.07404	73	116	4.18246	0.036539
74	115	4.285714	-0.07404	74	75	4.168955	-0.00306
75	50	4.257143	-0.16115	75	64	4.154006	-0.0469
76	103	4.257143	-0.16115	76	50	4.140099	-0.08769
77	81	4.228571	-0.24826	77	101	4.094741	-0.2207
78	30	4.2	-0.33537	78	120	4.087446	-0.24209
79	63	4.2	-0.33537	79	113	4.086975	-0.24347
80	79	4.2	-0.33537	80	30	4.07881	-0.26742
81	47	4.171429	-0.42247	81	77	4.07404	-0.28141
82	66	4.171429	-0.42247	82	103	4.072653	-0.28547
83	93	4.171429	-0.42247	83	74	4.071499	-0.28886
84	14	4.142857	-0.50958	84	79	4.065964	-0.30509
85	19	4.142857	-0.50958	85	28	4.056148	-0.33388
86	84	4.142857	-0.50958	86	41	4.050834	-0.34946
87	88	4.142857	-0.50958	87	80	4.049502	-0.35337
88	101	4.142857	-0.50958	88	47	4.047007	-0.36068
89	108	4.142857	-0.50958	89	20	3.993205	-0.51846
90	5	4.114286	-0.59669	90	72	3.99033	-0.52689

Appendix G

Group Rankings and Z Score Break Points

PRIMARY TEACHERS ALL GROUPS

Rank	Key Behaviour	Mean	Z Score	Rank	Key Behaviour	Mean	Z Score
91	10	4.114286	-0.59669	91	4	3.971661	-0.58164
92	28	4.114286	-0.59669	92	58	3.967966	-0.59248
93	80	4.114286	-0.59669	93	11	3.956687	-0.62555
94	119	4.114286	-0.59669	94	106	3.941853	-0.66905
95	20	4.085714	-0.6838	95	87	3.939247	-0.6767
96	41	4.085714	-0.6838	96	63	3.938143	-0.67993
97	87	4.085714	-0.6838	97	115	3.899829	-0.79229
98	32	4.057143	-0.77091	98	83	3.88941	-0.82284
99	58	4.057143	-0.77091	99	78	3.872955	-0.8711
100	9	4.028571	-0.85801	100	18	3.869347	-0.88168
101	29	4.028571	-0.85801	101	32	3.859303	-0.91114
102	74	4	-0.94512	102	5	3.857288	-0.91704
103	76	3.971429	-1.03223	103	86	3.856071	-0.92061
104	86	3.971429	-1.03223	104	76	3.850267	-0.93763
105	6	3.942857	-1.11934	105	88	3.841799	-0.96247
106	37	3.942857	-1.11934	106	29	3.830281	-0.99624
107	78	3.942857	-1.11934	107	57	3.828413	-1.00172
108	11	3.914286	-1.20645	108	33	3.79988	-1.0854
109	33	3.914286	-1.20645	109	3	3.794419	-1.10141
110	60	3.914286	-1.20645	110	21	3.747119	-1.24012
111	3	3.885714	-1.29355	111	108	3.713373	-1.33908
112	57	3.885714	-1.29355	112	93	3.707196	-1.3572
113	72	3.857143	-1.38066	113	6	3.698797	-1.38183
114	106	3.857143	-1.38066	114	37	3.663647	-1.48491
115	117	3.8	-1.55488	115	60	3.609657	-1.64324
116	85	3.771429	-1.64199	116	119	3.473918	-2.0413
117	18	3.742857	-1.72909	117	85	3.413123	-2.21958
118	21	3.657143	-1.99042	118	104	3.411777	-2.22353
119	23	3.657143	-1.99042	119	117	3.373689	-2.33522
120	65	3.628571	-2.07753	120	65	3.360742	-2.37319
121	104	3.6	-2.16463	121	23	3.307429	-2.52953
122	59	3.342857	-2.94861	122	107	3.244749	-2.71335
123	107	3.285714	-3.12282	123	59	3.159929	-2.96208

Appendix H

Group Rankings and Z Score Break Points

	PRINCIPAL				SECONDARY TEACHER		
Rank	Key Behaviour	Mean	Z Score	Rank	Key Behaviour	Mean	Z Score
1	118	4.833333	1.683587	1	99	4.888889	1.67416
2	62	4.805556	1.613085	2	94	4.75	1.406551
3	12	4.777778	1.542583	3	48	4.708333	1.326268
4	8	4.722222	1.401579	4	31	4.666667	1.245986
5	22	4.722222	1.401579	5	118	4.666667	1.245986
6	25	4.722222	1.401579	6	34	4.625	1.165703
7	48	4.694444	1.331077	7	40	4.625	1.165703
8	27	4.666667	1.260575	8	43	4.583333	1.085421
9	31	4.666667	1.260575	9	49	4.583333	1.085421
10	34	4.666667	1.260575	10	91	4.583333	1.085421
11	91	4.666667	1.260575	11	36	4.555556	1.031899
12	15	4.611111	1.119571	12	39	4.555556	1.031899
13	68	4.611111	1.119571	13	42	4.555556	1.031899
14	70	4.611111	1.119571	14	92	4.541667	1.005138
15	1	4.583333	1.049069	15	114	4.541667	1.005138
16	24	4.583333	1.049069	16	15	4.513889	0.951616
17	52	4.583333	1.049069	17	55	4.513889	0.951616
18	53	4.583333	1.049069	18	98	4.513889	0.951616
19	55	4.583333	1.049069	19	112	4.513889	0.951616
20	7	4.555556	0.978567	20	70	4.472222	0.871334
21	109	4.555556	0.978567	21	44	4.458333	0.844573
22	17	4.527778	0.908065	22	62	4.458333	0.844573
23	49	4.527778	0.908065	23	8	4.430556	0.791051
24	42	4.5	0.837563	24	26	4.430556	0.791051
25	44	4.5	0.837563	25	71	4.430556	0.791051
26	112	4.5	0.837563	26	95	4.430556	0.791051
27	16	4.472222	0.767061	27	97	4.430556	0.791051
28	36	4.472222	0.767061	28	35	4.416667	0.76429
29	40	4.472222	0.767061	29	105	4.416667	0.76429
30	94	4.472222	0.767061	30	67	4.402778	0.737529
31	105	4.472222	0.767061	31	27	4.388889	0.710769
32	71	4.444444	0.69656	32	46	4.388889	0.710769
33	114	4.444444	0.69656	33	7	4.375	0.684008
34	26	4.416667	0.626058	34	66	4.375	0.684008
35	54	4.416667	0.626058	35	89	4.361111	0.657247
36	72	4.416667	0.626058	36	38	4.347222	0.630486
37	73	4.416667	0.626058	37	47	4.347222	0.630486
38	80	4.416667	0.626058	38	73	4.333333	0.603725
39	90	4.416667	0.626058	39	121	4.333333	0.603725
40	110	4.416667	0.626058	40	68	4.319444	0.576964
41	13	4.388889	0.555556	41	52	4.305556	0.550203
42	69	4.388889	0.555556	42	109	4.305556	0.550203
43	9	4.361111	0.485054	43	13	4.291667	0.523443
44	89	4.361111	0.485054	44	22	4.291667	0.523443
45	96	4.361111	0.485054	45	24	4.291667	0.523443

Appendix H

Group Rankings and Z Score Break Points

PRINCIPAL				SECONDARY TEACHER			
Rank	Key Behaviour	Mean	Z Score	Rank	Key Behaviour	Mean	Z Score
46	111	4.361111	0.485054	46	45	4.291667	0.523443
47	45	4.333333	0.414552	47	81	4.291667	0.523443
48	100	4.333333	0.414552	48	122	4.291667	0.523443
49	38	4.305556	0.34405	49	54	4.277778	0.496682
50	67	4.305556	0.34405	50	53	4.263889	0.469921
51	81	4.305556	0.34405	51	69	4.263889	0.469921
52	98	4.305556	0.34405	52	96	4.263889	0.469921
53	102	4.305556	0.34405	53	51	4.222222	0.389638
54	10	4.277778	0.273548	54	90	4.222222	0.389638
55	39	4.277778	0.273548	55	50	4.194444	0.336116
56	43	4.277778	0.273548	56	17	4.180556	0.309356
57	51	4.277778	0.273548	57	84	4.180556	0.309356
58	61	4.277778	0.273548	58	10	4.166667	0.282595
59	74	4.277778	0.273548	59	16	4.166667	0.282595
60	121	4.277778	0.273548	60	25	4.138889	0.229073
61	14	4.25	0.203046	61	28	4.138889	0.229073
62	79	4.25	0.203046	62	77	4.138889	0.229073
63	97	4.25	0.203046	63	111	4.138889	0.229073
64	122	4.25	0.203046	64	19	4.125	0.202312
65	64	4.222222	0.132544	65	101	4.125	0.202312
66	66	4.222222	0.132544	66	1	4.111111	0.175551
67	116	4.194444	0.062042	67	61	4.111111	0.175551
68	120	4.194444	0.062042	68	56	4.097222	0.14879
69	123	4.194444	0.062042	69	100	4.097222	0.14879
70	20	4.166667	-0.00846	70	110	4.097222	0.14879
71	30	4.166667	-0.00846	71	29	4.069444	0.095269
72	35	4.166667	-0.00846	72	102	4.055556	0.068508
73	75	4.166667	-0.00846	73	64	4.041667	0.041747
74	2	4.138889	-0.07896	74	41	4.027778	0.014986
75	46	4.138889	-0.07896	75	58	4.027778	0.014986
76	11	4.114286	-0.14141	76	12	4.013889	-0.01177
77	19	4.111111	-0.14946	77	14	4	-0.03854
78	41	4.111111	-0.14946	78	82	4	-0.03854
79	92	4.111111	-0.14946	79	2	3.986111	-0.0653
80	77	4.083333	-0.21997	80	116	3.972222	-0.09206
81	82	4.083333	-0.21997	81	30	3.930556	-0.17234
82	99	4.055556	-0.29047	82	33	3.916667	-0.1991
83	101	4.055556	-0.29047	83	79	3.916667	-0.1991
84	113	4.055556	-0.29047	84	106	3.888889	-0.25262
85	56	4.027778	-0.36097	85	74	3.847222	-0.33291
86	84	4.027778	-0.36097	86	115	3.847222	-0.33291
87	106	4.027778	-0.36097	87	75	3.833333	-0.35967
88	58	4	-0.43147	88	9	3.819444	-0.38643
89	76	4	-0.43147	89	123	3.819444	-0.38643
90	88	4	-0.43147	90	4	3.805556	-0.41319

Appendix H

Group Rankings and Z Score Break Points

PRINCIPAL				SECONDARY TEACHER			
Rank	Key Behaviour	Mean	Z Score	Rank	Key Behaviour	Mean	Z Score
91	78	3.972222	-0.50197	91	108	3.777778	-0.46671
92	95	3.972222	-0.50197	92	63	3.763889	-0.49347
93	47	3.944444	-0.57248	93	60	3.75	-0.52023
94	32	3.916667	-0.64298	94	103	3.736111	-0.54699
95	103	3.916667	-0.64298	95	57	3.722222	-0.57375
96	18	3.888889	-0.71348	96	120	3.708333	-0.60051
97	57	3.888889	-0.71348	97	113	3.694444	-0.62727
98	50	3.861111	-0.78398	98	18	3.680556	-0.65404
99	83	3.861111	-0.78398	99	37	3.680556	-0.65404
100	87	3.861111	-0.78398	100	80	3.666667	-0.6808
101	28	3.805556	-0.92499	101	78	3.652778	-0.70756
102	86	3.777778	-0.99549	102	32	3.583333	-0.84136
103	115	3.777778	-0.99549	103	72	3.555556	-0.89488
104	4	3.722222	-1.13649	104	20	3.527778	-0.94841
105	29	3.722222	-1.13649	105	93	3.513889	-0.97517
106	33	3.722222	-1.13649	106	76	3.486111	-1.02869
107	63	3.694444	-1.20699	107	11	3.472222	-1.05545
108	60	3.666667	-1.2775	108	5	3.458333	-1.08221
109	93	3.666667	-1.2775	109	86	3.402778	-1.18925
110	108	3.666667	-1.2775	110	87	3.402778	-1.18925
111	6	3.638889	-1.348	111	83	3.388889	-1.21601
112	21	3.638889	-1.348	112	3	3.347222	-1.2963
113	119	3.638889	-1.348	113	6	3.291667	-1.40334
114	3	3.583333	-1.489	114	21	3.263889	-1.45686
115	5	3.583333	-1.489	115	107	3.208333	-1.5639
116	23	3.472222	-1.77101	116	88	3.111111	-1.75123
117	59	3.472222	-1.77101	117	104	3.097222	-1.77799
118	65	3.444444	-1.84151	118	117	2.791667	-2.36673
119	37	3.361111	-2.05302	119	65	2.708333	-2.5273
120	85	3.222222	-2.40553	120	59	2.555556	-2.82167
121	104	3.166667	-2.54653	121	85	2.541667	-2.84843
122	117	3.027778	-2.89904	122	23	2.263889	-3.38364
123	107	2.805556	-3.46306	123	119	2.222222	-3.46393

Group Rankings and Z Score Break Points

CO-ORDINATOR				ASSISTANT PRINCIPAL			
Rank	Key Behaviour	Mean	Z Score	Rank	Key Behaviour	Mean	Z Score
1	40	4.794872	1.570807	1	48	4.714286	1.414966
2	31	4.74359	1.453187	2	13	4.678571	1.329932
3	94	4.74359	1.453187	3	15	4.678571	1.329932
4	70	4.717949	1.394378	4	17	4.678571	1.329932
5	55	4.666667	1.276758	5	22	4.642857	1.244898
6	36	4.641026	1.217949	6	24	4.642857	1.244898
7	112	4.641026	1.217949	7	27	4.642857	1.244898
8	34	4.615385	1.159139	8	70	4.642857	1.244898
9	49	4.615385	1.159139	9	34	4.607143	1.159864
10	15	4.589744	1.100329	10	42	4.607143	1.159864
11	42	4.589744	1.100329	11	62	4.607143	1.159864
12	26	4.564103	1.04152	12	68	4.607143	1.159864
13	27	4.564103	1.04152	13	36	4.571429	1.07483
14	71	4.564103	1.04152	14	91	4.571429	1.07483
15	118	4.564103	1.04152	15	112	4.571429	1.07483
16	35	4.538462	0.98271	16	118	4.571429	1.07483
17	39	4.538462	0.98271	17	8	4.535714	0.989796
18	43	4.538462	0.98271	18	10	4.535714	0.989796
19	8	4.512821	0.9239	19	12	4.535714	0.989796
20	44	4.512821	0.9239	20	16	4.535714	0.989796
21	98	4.512821	0.9239	21	26	4.535714	0.989796
22	7	4.487179	0.865091	22	49	4.535714	0.989796
23	62	4.487179	0.865091	23	1	4.5	0.904762
24	73	4.487179	0.865091	24	25	4.5	0.904762
25	95	4.487179	0.865091	25	52	4.5	0.904762
26	105	4.487179	0.865091	26	94	4.5	0.904762
27	114	4.487179	0.865091	27	14	4.464286	0.819728
28	53	4.461538	0.806281	28	71	4.464286	0.819728
29	91	4.461538	0.806281	29	90	4.464286	0.819728
30	45	4.435897	0.747471	30	110	4.464286	0.819728
31	48	4.435897	0.747471	31	31	4.428571	0.734694
32	52	4.435897	0.747471	32	39	4.428571	0.734694
33	69	4.435897	0.747471	33	55	4.428571	0.734694
34	84	4.435897	0.747471	34	69	4.428571	0.734694
35	13	4.410256	0.688661	35	92	4.428571	0.734694
36	109	4.410256	0.688661	36	98	4.428571	0.734694
37	1	4.384615	0.629852	37	122	4.428571	0.734694
38	111	4.384615	0.629852	38	7	4.392857	0.64966
39	96	4.358974	0.571042	39	44	4.392857	0.64966
40	17	4.333333	0.512232	40	67	4.392857	0.64966
41	22	4.333333	0.512232	41	89	4.392857	0.64966
42	24	4.333333	0.512232	42	109	4.392857	0.64966
43	46	4.333333	0.512232	43	43	4.357143	0.564626
44	68	4.333333	0.512232	44	53	4.357143	0.564626
45	102	4.333333	0.512232	45	40	4.321429	0.479592

Appendix I

Group Rankings and Z Score Break Points

	CO-ORDINATOR				ASSISTANT PRINCIPAL		
Rank	Key Behaviour	Mean	Z Score	Rank	Key Behaviour	Mean	Z Score
46	54	4.307692	0.453423	46	97	4.321429	0.479592
47	89	4.307692	0.453423	47	114	4.321429	0.479592
48	97	4.307692	0.453423	48	9	4.285714	0.394558
49	99	4.307692	0.453423	49	51	4.285714	0.394558
50	110	4.307692	0.453423	50	66	4.285714	0.394558
51	121	4.307692	0.453423	51	82	4.285714	0.394558
52	38	4.282051	0.394613	52	96	4.285714	0.394558
53	51	4.282051	0.394613	53	100	4.285714	0.394558
54	122	4.282051	0.394613	54	105	4.285714	0.394558
55	106	4.25641	0.335803	55	19	4.25	0.309524
56	16	4.230769	0.276994	56	45	4.25	0.309524
57	82	4.230769	0.276994	57	50	4.25	0.309524
58	90	4.230769	0.276994	58	46	4.214286	0.22449
59	92	4.230769	0.276994	59	73	4.214286	0.22449
60	100	4.230769	0.276994	60	35	4.178571	0.139456
61	10	4.205128	0.218184	61	38	4.178571	0.139456
62	19	4.205128	0.218184	62	84	4.178571	0.139456
63	25	4.205128	0.218184	63	121	4.178571	0.139456
64	66	4.205128	0.218184	64	123	4.178571	0.139456
65	12	4.179487	0.159374	65	2	4.142857	0.054422
66	28	4.179487	0.159374	66	11	4.142857	0.054422
67	56	4.179487	0.159374	67	64	4.142857	0.054422
68	61	4.179487	0.159374	68	103	4.142857	0.054422
69	67	4.179487	0.159374	69	111	4.142857	0.054422
70	50	4.153846	0.100565	70	113	4.142857	0.054422
71	75	4.153846	0.100565	71	61	4.107143	-0.03061
72	81	4.153846	0.100565	72	95	4.107143	-0.03061
73	116	4.153846	0.100565	73	99	4.107143	-0.03061
74	41	4.128205	0.041755	74	116	4.107143	-0.03061
75	123	4.128205	0.041755	75	120	4.107143	-0.03061
76	47	4.102564	-0.01705	76	41	4.071429	-0.11565
77	58	4.102564	-0.01705	77	75	4.071429	-0.11565
78	64	4.102564	-0.01705	78	81	4.071429	-0.11565
79	2	4.051282	-0.13467	79	87	4.071429	-0.11565
80	14	4.051282	-0.13467	80	28	4.035714	-0.20068
81	74	4.051282	-0.13467	81	102	4.035714	-0.20068
82	101	4.051282	-0.13467	82	20	4	-0.28571
83	115	4.025641	-0.19348	83	30	4	-0.28571
84	77	4	-0.25229	84	56	4	-0.28571
85	113	3.974359	-0.3111	85	63	4	-0.28571
86	103	3.948718	-0.36991	86	72	4	-0.28571
87	9	3.923077	-0.42872	87	80	3.964286	-0.37075
88	29	3.923077	-0.42872	88	86	3.964286	-0.37075
89	30	3.923077	-0.42872	89	74	3.928571	-0.45578
90	79	3.923077	-0.42872	90	54	3.892857	-0.54082

Appendix I

Group Rankings and Z Score Break Points

CO-ORDINATOR				ASSISTANT PRINCIPAL			
Rank	Key Behaviour	Mean	Z Score	Rank	Key Behaviour	Mean	Z Score
91	83	3.897436	-0.48753	91	76	3.892857	-0.54082
92	120	3.871795	-0.54634	92	88	3.892857	-0.54082
93	18	3.846154	-0.60515	93	101	3.892857	-0.54082
94	86	3.846154	-0.60515	94	47	3.857143	-0.62585
95	4	3.820513	-0.66396	95	57	3.857143	-0.62585
96	57	3.820513	-0.66396	96	58	3.857143	-0.62585
97	72	3.820513	-0.66396	97	77	3.857143	-0.62585
98	63	3.794872	-0.72277	98	79	3.857143	-0.62585
99	76	3.794872	-0.72277	99	115	3.857143	-0.62585
100	80	3.794872	-0.72277	100	18	3.821429	-0.71088
101	108	3.794872	-0.72277	101	32	3.785714	-0.79592
102	33	3.74359	-0.84039	102	78	3.75	-0.88095
103	78	3.717949	-0.8992	103	83	3.75	-0.88095
104	11	3.692308	-0.95801	104	21	3.714286	-0.96599
105	32	3.692308	-0.95801	105	29	3.714286	-0.96599
106	93	3.692308	-0.95801	106	106	3.714286	-0.96599
107	87	3.666667	-1.01682	107	33	3.678571	-1.05102
108	20	3.641026	-1.07563	108	4	3.642857	-1.13605
109	60	3.615385	-1.13444	109	3	3.607143	-1.22109
110	37	3.589744	-1.19325	110	93	3.607143	-1.22109
111	3	3.538462	-1.31087	111	5	3.5	-1.47619
112	5	3.538462	-1.31087	112	119	3.5	-1.47619
113	21	3.512821	-1.36968	113	65	3.464286	-1.56122
114	104	3.512821	-1.36968	114	6	3.428571	-1.64626
115	88	3.358974	-1.72254	115	37	3.428571	-1.64626
116	107	3.358974	-1.72254	116	23	3.357143	-1.81633
117	85	3.179487	-2.1342	117	108	3.25	-2.07143
118	6	3.102564	-2.31063	118	85	3.142857	-2.32653
119	117	3	-2.54587	119	107	3.107143	-2.41156
120	59	2.974359	-2.60468	120	59	3.035714	-2.58163
121	119	2.846154	-2.89873	121	60	2.928571	-2.83673
122	23	2.74359	-3.13397	122	117	2.928571	-2.83673
123	65	2.74359	-3.13397	123	104	2.857143	-3.0068

Appendix J

Group Rankings and Z Score Break Points

	PRIEST				**PARENT**		
Rank	Key Behaviour	Mean	Z Score	Rank	Key Behaviour	Mean	Z Score
1	2	4.90625	1.896676	1	44	4.754717	1.590051
2	10	4.90625	1.896676	2	118	4.735849	1.532876
3	12	4.90625	1.896676	3	48	4.716981	1.4757
4	14	4.875	1.806358	4	49	4.716981	1.4757
5	25	4.875	1.806358	5	92	4.716981	1.4757
6	19	4.84375	1.71604	6	94	4.716981	1.4757
7	1	4.8125	1.625723	7	89	4.698113	1.418525
8	15	4.8125	1.625723	8	55	4.679245	1.361349
9	16	4.8125	1.625723	9	90	4.679245	1.361349
10	3	4.75	1.445087	10	27	4.660377	1.304174
11	5	4.75	1.445087	11	68	4.660377	1.304174
12	9	4.75	1.445087	12	13	4.641509	1.246998
13	13	4.75	1.445087	13	31	4.622642	1.189823
14	17	4.75	1.445087	14	40	4.622642	1.189823
15	48	4.6875	1.264451	15	62	4.622642	1.189823
16	119	4.65625	1.174133	16	91	4.622642	1.189823
17	11	4.625	1.083815	17	34	4.603774	1.132647
18	56	4.625	1.083815	18	70	4.603774	1.132647
19	21	4.59375	0.993497	19	26	4.584906	1.075472
20	24	4.59375	0.993497	20	81	4.584906	1.075472
21	26	4.59375	0.993497	21	15	4.566038	1.018296
22	4	4.5625	0.903179	22	112	4.566038	1.018296
23	6	4.5625	0.903179	23	16	4.54717	0.961121
24	55	4.5625	0.903179	24	36	4.54717	0.961121
25	85	4.5625	0.903179	25	1	4.509434	0.84677
26	87	4.5625	0.903179	26	35	4.509434	0.84677
27	123	4.5625	0.903179	27	43	4.509434	0.84677
28	20	4.53125	0.812861	28	45	4.509434	0.84677
29	22	4.53125	0.812861	29	22	4.471698	0.732419
30	54	4.53125	0.812861	30	24	4.471698	0.732419
31	27	4.5	0.722543	31	54	4.471698	0.732419
32	61	4.5	0.722543	32	75	4.471698	0.732419
33	67	4.5	0.722543	33	100	4.471698	0.732419
34	88	4.5	0.722543	34	19	4.45283	0.675243
35	42	4.46875	0.632225	35	82	4.45283	0.675243
36	92	4.46875	0.632225	36	109	4.45283	0.675243
37	112	4.46875	0.632225	37	114	4.45283	0.675243
38	34	4.4375	0.541908	38	17	4.415094	0.560892
39	43	4.4375	0.541908	39	52	4.415094	0.560892
40	44	4.4375	0.541908	40	67	4.415094	0.560892
41	89	4.4375	0.541908	41	53	4.396226	0.503716
42	118	4.4375	0.541908	42	73	4.396226	0.503716
43	31	4.40625	0.45159	43	102	4.396226	0.503716
44	49	4.40625	0.45159	44	105	4.396226	0.503716
45	81	4.40625	0.45159	45	111	4.396226	0.503716

Group Rankings and Z Score Break Points

PRIEST				PARENT			
Rank	Key Behaviour	Mean	Z Score	Rank	Key Behaviour	Mean	Z Score
46	91	4.40625	0.45159	46	7	4.377358	0.446541
47	23	4.375	0.361272	47	25	4.377358	0.446541
48	40	4.375	0.361272	48	42	4.377358	0.446541
49	53	4.375	0.361272	49	56	4.377358	0.446541
50	103	4.375	0.361272	50	71	4.377358	0.446541
51	110	4.375	0.361272	51	79	4.377358	0.446541
52	8	4.3125	0.180636	52	97	4.377358	0.446541
53	30	4.3125	0.180636	53	8	4.358491	0.389365
54	52	4.3125	0.180636	54	80	4.358491	0.389365
55	109	4.3125	0.180636	55	116	4.358491	0.389365
56	113	4.3125	0.180636	56	2	4.301887	0.217839
57	45	4.28125	0.090318	57	39	4.301887	0.217839
58	46	4.28125	0.090318	58	74	4.301887	0.217839
59	100	4.28125	0.090318	59	98	4.301887	0.217839
60	105	4.28125	0.090318	60	99	4.301887	0.217839
61	73	4.25	0	61	101	4.301887	0.217839
62	114	4.25	0	62	46	4.283019	0.160663
63	122	4.25	0	63	64	4.283019	0.160663
64	7	4.21875	-0.09032	64	95	4.283019	0.160663
65	18	4.21875	-0.09032	65	50	4.264151	0.103488
66	68	4.21875	-0.09032	66	69	4.264151	0.103488
67	86	4.21875	-0.09032	67	83	4.264151	0.103488
68	94	4.21875	-0.09032	68	110	4.264151	0.103488
69	117	4.21875	-0.09032	69	121	4.264151	0.103488
70	32	4.1875	-0.18064	70	66	4.245283	0.046312
71	38	4.1875	-0.18064	71	10	4.226415	-0.01086
72	98	4.1875	-0.18064	72	77	4.226415	-0.01086
73	36	4.15625	-0.27095	73	84	4.226415	-0.01086
74	39	4.15625	-0.27095	74	63	4.207547	-0.06804
75	62	4.15625	-0.27095	75	9	4.188679	-0.12521
76	70	4.15625	-0.27095	76	12	4.188679	-0.12521
77	90	4.15625	-0.27095	77	72	4.188679	-0.12521
78	35	4.125	-0.36127	78	96	4.169811	-0.18239
79	66	4.125	-0.36127	79	122	4.169811	-0.18239
80	84	4.125	-0.36127	80	14	4.150943	-0.23957
81	99	4.125	-0.36127	81	120	4.150943	-0.23957
82	111	4.125	-0.36127	82	123	4.150943	-0.23957
83	72	4.09375	-0.45159	83	51	4.132075	-0.29674
84	74	4.09375	-0.45159	84	61	4.132075	-0.29674
85	78	4.09375	-0.45159	85	103	4.132075	-0.29674
86	101	4.09375	-0.45159	86	38	4.075472	-0.46827
87	106	4.09375	-0.45159	87	5	4.056604	-0.52544
88	120	4.09375	-0.45159	88	28	4.056604	-0.52544
89	28	4.0625	-0.54191	89	41	4.056604	-0.52544
90	71	4.0625	-0.54191	90	76	4.056604	-0.52544

Appendix J

Group Rankings and Z Score Break Points

	PRIEST				PARENT		
Rank	Key Behaviour	Mean	Z Score	Rank	Key Behaviour	Mean	Z Score
91	102	4.0625	-0.54191	91	30	4.018868	-0.63979
92	116	4.0625	-0.54191	92	20	4	-0.69697
93	80	4.03125	-0.63223	93	47	4	-0.69697
94	82	4.03125	-0.63223	94	58	3.981132	-0.75415
95	97	4.03125	-0.63223	95	78	3.981132	-0.75415
96	50	4	-0.72254	96	4	3.962264	-0.81132
97	64	4	-0.72254	97	113	3.943396	-0.8685
98	75	4	-0.72254	98	6	3.924528	-0.92567
99	95	4	-0.72254	99	87	3.924528	-0.92567
100	121	3.96875	-0.81286	100	57	3.90566	-0.98285
101	79	3.9375	-0.90318	101	18	3.886792	-1.04002
102	47	3.90625	-0.9935	102	88	3.886792	-1.04002
103	63	3.90625	-0.9935	103	3	3.849057	-1.15437
104	41	3.875	-1.08382	104	21	3.849057	-1.15437
105	51	3.875	-1.08382	105	115	3.849057	-1.15437
106	96	3.875	-1.08382	106	117	3.849057	-1.15437
107	104	3.875	-1.08382	107	37	3.830189	-1.21155
108	69	3.84375	-1.17413	108	60	3.830189	-1.21155
109	33	3.8125	-1.26445	109	93	3.830189	-1.21155
110	37	3.8125	-1.26445	110	108	3.830189	-1.21155
111	77	3.8125	-1.26445	111	33	3.811321	-1.26872
112	65	3.78125	-1.35477	112	86	3.811321	-1.26872
113	58	3.75	-1.44509	113	32	3.792453	-1.3259
114	76	3.75	-1.44509	114	104	3.773585	-1.38308
115	83	3.75	-1.44509	115	65	3.754717	-1.44025
116	57	3.71875	-1.5354	116	106	3.754717	-1.44025
117	29	3.65625	-1.71604	117	11	3.735849	-1.49743
118	115	3.65625	-1.71604	118	29	3.698113	-1.61178
119	60	3.5625	-1.98699	119	107	3.603774	-1.89766
120	59	3.53125	-2.07731	120	85	3.471698	-2.29788
121	108	3.53125	-2.07731	121	119	3.339623	-2.69811
122	93	3.46875	-2.25795	122	23	3.283019	-2.86964
123	107	3.34375	-2.61922	123	59	3.207547	-3.09834

Appendix K

Z Scores for Primary Teachers and All Groups

	PRIMARY TEACHERS					ALL GROUPS	
	Mean	Z Score				Mean	Z Score
Key Behaviour	1	4.51	0.609756	Key Behaviour	1	4.487285	0.930454
	2	4.485714	0.535714		2	4.28757	0.34478
	3	3.885714	-1.29355		3	3.794419	-1.10141
	4	4.285714	-0.07404		4	3.971661	-0.58164
	5	4.114286	-0.59669		5	3.857288	-0.91704
	6	3.942857	-1.11934		6	3.698797	-1.38183
	7	4.742857	1.319686		7	4.449937	0.820929
	8	4.714286	1.232578		8	4.51237	1.004017
	9	4.028571	-0.85801		9	4.1938	0.069794
	10	4.114286	-0.59669		10	4.347463	0.520418
	11	3.914286	-1.20645		11	3.956687	-0.62555
	12	4.428571	0.361498		12	4.43291	0.770997
	13	4.4	0.27439		13	4.508699	0.993252
	14	4.142857	-0.50958		14	4.276338	0.311843
	15	4.714286	1.232578		15	4.640877	1.380871
	16	4.457143	0.448606		16	4.460312	0.851355
	17	4.514286	0.622822		17	4.48566	0.925688
	18	3.742857	-1.72909		18	3.869347	-0.88168
	19	4.142857	-0.50958		19	4.304382	0.394083
	20	4.085714	-0.6838		20	3.993205	-0.51846
	21	3.657143	-1.99042		21	3.747119	-1.24012
	22	4.571429	0.797038		22	4.509208	0.994745
	23	3.657143	-1.99042		23	3.307429	-2.52953
	24	4.714286	1.232578		24	4.518703	1.022591
	25	4.6	0.884146		25	4.488371	0.93364
	26	4.771429	1.406794		26	4.556732	1.134111
	27	4.685714	1.14547		27	4.586944	1.222709
	28	4.114286	-0.59669		28	4.056148	-0.33388
	29	4.028571	-0.85801		29	3.830281	-0.99624
	30	4.2	-0.33537		30	4.07881	-0.26742
	31	4.714286	1.232578		31	4.606953	1.281387
	32	4.057143	-0.77091		32	3.859303	-0.91114
	33	3.914286	-1.20645		33	3.79988	-1.0854
	34	4.685714	1.14547		34	4.605883	1.27825
	35	4.542857	0.70993		35	4.353951	0.539446
	36	4.714286	1.232578		36	4.522563	1.033908
	37	3.942857	-1.11934		37	3.663647	-1.48491
	38	4.342857	0.100174		38	4.245604	0.221713
	39	4.657143	1.058362		39	4.416521	0.722935
	40	4.685714	1.14547		40	4.556697	1.134009
	41	4.085714	-0.6838		41	4.050834	-0.34946
	42	4.457143	0.448606		42	4.507956	0.991074
	43	4.628571	0.971254		43	4.476032	0.897453
	44	4.8	1.493902		44	4.55089	1.116979
	45	4.742857	1.319686		45	4.406348	0.693104

Appendix K

Z Scores for Primary Teachers and All Groups

	PRIMARY TEACHERS			ALL GROUPS	
	Mean	Z Score		Mean	Z Score
Key Behaviour 46	4.628571	0.971254	Key Behaviour 46	4.324034	0.451712
47	4.171429	-0.42247	47	4.047007	-0.36068
48	4.771429	1.406794	48	4.675553	1.48256
49	4.742857	1.319686	49	4.589757	1.230959
50	4.257143	-0.16115	50	4.140099	-0.08769
51	4.314286	0.013066	51	4.198447	0.083421
52	4.342857	0.100174	52	4.413605	0.714385
53	4.485714	0.535714	53	4.417549	0.725951
54	4.314286	0.013066	54	4.316033	0.428248
55	4.542857	0.70993	55	4.568152	1.167601
56	4.457143	0.448606	56	4.251998	0.240464
57	3.885714	-1.29355	57	3.828413	-1.00172
58	4.057143	-0.77091	58	3.967966	-0.59248
59	3.342857	-2.94861	59	3.159929	-2.96208
60	3.914286	-1.20645	60	3.609657	-1.64324
61	4.4	0.27439	61	4.243942	0.216839
62	4.657143	1.058362	62	4.542035	1.091012
63	4.2	-0.33537	63	3.938143	-0.67993
64	4.285714	-0.07404	64	4.154006	-0.0469
65	3.628571	-2.07753	65	3.360742	-2.37319
66	4.171429	-0.42247	66	4.232825	0.184238
67	4.4	0.27439	67	4.370825	0.588928
68	4.685714	1.14547	68	4.490839	0.940877
69	4.4	0.27439	69	4.289307	0.349873
70	4.657143	1.058362	70	4.551615	1.119106
71	4.457143	0.448606	71	4.400056	0.67465
72	3.857143	-1.38066	72	3.99033	-0.52689
73	4.514286	0.622822	73	4.37314	0.595717
74	4	-0.94512	74	4.071499	-0.28886
75	4.485714	0.535714	75	4.168955	-0.00306
76	3.971429	-1.03223	76	3.850267	-0.93763
77	4.4	0.27439	77	4.07404	-0.28141
78	3.942857	-1.11934	78	3.872955	-0.8711
79	4.2	-0.33537	79	4.065964	-0.30509
80	4.114286	-0.59669	80	4.049502	-0.35337
81	4.228571	-0.24826	81	4.291746	0.357027
82	4.4	0.27439	82	4.211985	0.123124
83	4.314286	0.013066	83	3.88941	-0.82284
84	4.142857	-0.50958	84	4.188153	0.053236
85	3.771429	-1.64199	85	3.413123	-2.21958
86	3.971429	-1.03223	86	3.856071	-0.92061
87	4.085714	-0.6838	87	3.939247	-0.6767
88	4.142857	-0.50958	88	3.841799	-0.96247
89	4.371429	0.187282	89	4.418545	0.72887
90	4.4	0.27439	90	4.367063	0.577897

Appendix K

Z Scores for Primary Teachers and All Groups

	PRIMARY TEACHERS			**ALL GROUPS**	
	Mean	Z Score		Mean	Z Score
Key Behaviour 91	4.714286	1.232578	Key Behaviour 91	4.575163	1.188163
92	4.685714	1.14547	92	4.454795	0.835175
93	4.171429	-0.42247	93	3.707196	-1.3572
94	4.828571	1.58101	94	4.604302	1.273613
95	4.371429	0.187282	95	4.235935	0.193359
96	4.542857	0.70993	96	4.265337	0.27958
97	4.4	0.27439	97	4.302612	0.388892
98	4.657143	1.058362	98	4.415338	0.719466
99	4.485714	0.535714	99	4.324554	0.453239
100	4.571429	0.797038	100	4.324488	0.453044
101	4.142857	-0.50958	101	4.094741	-0.2207
102	4.542857	0.70993	102	4.247392	0.226955
103	4.257143	-0.16115	103	4.072653	-0.28547
104	3.6	-2.16463	104	3.411777	-2.22353
105	4.542857	0.70993	105	4.411731	0.708888
106	3.857143	-1.38066	106	3.941853	-0.66905
107	3.285714	-3.12282	107	3.244749	-2.71335
108	4.142857	-0.50958	108	3.713373	-1.33908
109	4.4	0.27439	109	4.404222	0.686868
110	4.514286	0.622822	110	4.348472	0.523378
111	4.342857	0.100174	111	4.270222	0.293907
112	4.571429	0.797038	112	4.547508	1.107063
113	4.485714	0.535714	113	4.086975	-0.24347
114	4.771429	1.406794	114	4.466997	0.870958
115	4.285714	-0.07404	115	3.899829	-0.79229
116	4.428571	0.361498	116	4.18246	0.036539
117	3.8	-1.55488	117	3.373689	-2.33522
118	4.714286	1.232578	118	4.646167	1.396383
119	4.114286	-0.59669	119	3.473918	-2.0413
120	4.485714	0.535714	120	4.087446	-0.24209
121	4.628571	0.971254	121	4.279835	0.322098
122	4.514286	0.622822	122	4.312341	0.417422
123	4.628571	0.971254	123	4.237526	0.198023
	Primary	Teacher		All Key Behaviours	
	Standard Deviation .328			Standard Deviation .341	
	Mean 4.31			Mean 4.17	

Appendix L

Z Scores for Principals and Secondary Teacher Group

PRINCIPAL			**SECONDARY TEACHER**		
	Mean	Z Score		Mean	Z Score
Key Behaviour 1	4.583333	1.049069	Key Behaviour 1	4.111111	0.175551
2	4.138889	-0.07896	2	3.986111	-0.0653
3	3.583333	-1.489	3	3.347222	-1.2963
4	3.722222	-1.13649	4	3.805556	-0.41319
5	3.583333	-1.489	5	3.458333	-1.08221
6	3.638889	-1.348	6	3.291667	-1.40334
7	4.555556	0.978567	7	4.375	0.684008
8	4.722222	1.401579	8	4.430556	0.791051
9	4.361111	0.485054	9	3.819444	-0.38643
10	4.277778	0.273548	10	4.166667	0.282595
11	4.114286	-0.14141	11	3.472222	-1.05545
12	4.777778	1.542583	12	4.013889	-0.01177
13	4.388889	0.555556	13	4.291667	0.523443
14	4.25	0.203046	14	4	-0.03854
15	4.611111	1.119571	15	4.513889	0.951616
16	4.472222	0.767061	16	4.166667	0.282595
17	4.527778	0.908065	17	4.180556	0.309356
18	3.888889	-0.71348	18	3.680556	-0.65404
19	4.111111	-0.14946	19	4.125	0.202312
20	4.166667	-0.00846	20	3.527778	-0.94841
21	3.638889	-1.348	21	3.263889	-1.45686
22	4.722222	1.401579	22	4.291667	0.523443
23	3.472222	-1.77101	23	2.263889	-3.38364
24	4.583333	1.049069	24	4.291667	0.523443
25	4.722222	1.401579	25	4.138889	0.229073
26	4.416667	0.626058	26	4.430556	0.791051
27	4.666667	1.260575	27	4.388889	0.710769
28	3.805556	-0.92499	28	4.138889	0.229073
29	3.722222	-1.13649	29	4.069444	0.095269
30	4.166667	-0.00846	30	3.930556	-0.17234
31	4.666667	1.260575	31	4.666667	1.245986
32	3.916667	-0.64298	32	3.583333	-0.84136
33	3.722222	-1.13649	33	3.916667	-0.1991
34	4.666667	1.260575	34	4.625	1.165703
35	4.166667	-0.00846	35	4.416667	0.76429
36	4.472222	0.767061	36	4.555556	1.031899
37	3.361111	-2.05302	37	3.680556	-0.65404
38	4.305556	0.34405	38	4.347222	0.630486
39	4.277778	0.273548	39	4.555556	1.031899
40	4.472222	0.767061	40	4.625	1.165703
41	4.111111	-0.14946	41	4.027778	0.014986
42	4.5	0.837563	42	4.555556	1.031899
43	4.277778	0.273548	43	4.583333	1.085421
44	4.5	0.837563	44	4.458333	0.844573
45	4.333333	0.414552	45	4.291667	0.523443

Appendix L

Z Scores for Principals and Secondary Teacher Group

PRINCIPAL			**SECONDARY TEACHER**		
	Mean	Z Score		Mean	Z Score
Key Behaviour 46	4.138889	-0.07896	Key Behaviour 46	4.388889	0.710769
47	3.944444	-0.57248	47	4.347222	0.630486
48	4.694444	1.331077	48	4.708333	1.326268
49	4.527778	0.908065	49	4.583333	1.085421
50	3.861111	-0.78398	50	4.194444	0.336116
51	4.277778	0.273548	51	4.222222	0.389638
52	4.583333	1.049069	52	4.305556	0.550203
53	4.583333	1.049069	53	4.263889	0.469921
54	4.416667	0.626058	54	4.277778	0.496682
55	4.583333	1.049069	55	4.513889	0.951616
56	4.027778	-0.36097	56	4.097222	0.14879
57	3.888889	-0.71348	57	3.722222	-0.57375
58	4	-0.43147	58	4.027778	0.014986
59	3.472222	-1.77101	59	2.555556	-2.82167
60	3.666667	-1.2775	60	3.75	-0.52023
61	4.277778	0.273548	61	4.111111	0.175551
62	4.805556	1.613085	62	4.458333	0.844573
63	3.694444	-1.20699	63	3.763889	-0.49347
64	4.222222	0.132544	64	4.041667	0.041747
65	3.444444	-1.84151	65	2.708333	-2.5273
66	4.222222	0.132544	66	4.375	0.684008
67	4.305556	0.34405	67	4.402778	0.737529
68	4.611111	1.119571	68	4.319444	0.576964
69	4.388889	0.555556	69	4.263889	0.469921
70	4.611111	1.119571	70	4.472222	0.871334
71	4.444444	0.69656	71	4.430556	0.791051
72	4.416667	0.626058	72	3.555556	-0.89488
73	4.416667	0.626058	73	4.333333	0.603725
74	4.277778	0.273548	74	3.847222	-0.33291
75	4.166667	-0.00846	75	3.833333	-0.35967
76	4	-0.43147	76	3.486111	-1.02869
77	4.083333	-0.21997	77	4.138889	0.229073
78	3.972222	-0.50197	78	3.652778	-0.70756
79	4.25	0.203046	79	3.916667	-0.1991
80	4.416667	0.626058	80	3.666667	-0.6808
81	4.305556	0.34405	81	4.291667	0.523443
82	4.083333	-0.21997	82	4	-0.03854
83	3.861111	-0.78398	83	3.388889	-1.21601
84	4.027778	-0.36097	84	4.180556	0.309356
85	3.222222	-2.40553	85	2.541667	-2.84843
86	3.777778	-0.99549	86	3.402778	-1.18925
87	3.861111	-0.78398	87	3.402778	-1.18925
88	4	-0.43147	88	3.111111	-1.75123
89	4.361111	0.485054	89	4.361111	0.657247
90	4.416667	0.626058	90	4.222222	0.389638

Appendix L

Z Scores for Principals and Secondary Teacher Group

PRINCIPAL				SECONDARY TEACHER		
	Mean	Z Score			Mean	Z Score
Key Behaviour 91	4.666667	1.260575	Key Behaviour 91	4.583333	1.085421
92	4.111111	-0.14946	92	4.541667	1.005138
93	3.666667	-1.2775	93	3.513889	-0.97517
94	4.472222	0.767061	94	4.75	1.406551
95	3.972222	-0.50197	95	4.430556	0.791051
96	4.361111	0.485054	96	4.263889	0.469921
97	4.25	0.203046	97	4.430556	0.791051
98	4.305556	0.34405	98	4.513889	0.951616
99	4.055556	-0.29047	99	4.888889	1.67416
100	4.333333	0.414552	100	4.097222	0.14879
101	4.055556	-0.29047	101	4.125	0.202312
102	4.305556	0.34405	102	4.055556	0.068508
103	3.916667	-0.64298	103	3.736111	-0.54699
104	3.166667	-2.54653	104	3.097222	-1.77799
105	4.472222	0.767061	105	4.416667	0.76429
106	4.027778	-0.36097	106	3.888889	-0.25262
107	2.805556	-3.46306	107	3.208333	-1.5639
108	3.666667	-1.2775	108	3.777778	-0.46671
109	4.555556	0.978567	109	4.305556	0.550203
110	4.416667	0.626058	110	4.097222	0.14879
111	4.361111	0.485054	111	4.138889	0.229073
112	4.5	0.837563	112	4.513889	0.951616
113	4.055556	-0.29047	113	3.694444	-0.62727
114	4.444444	0.69656	114	4.541667	1.005138
115	3.777778	-0.99549	115	3.847222	-0.33291
116	4.194444	0.062042	116	3.972222	-0.09206
117	3.027778	-2.89904	117	2.791667	-2.36673
118	4.833333	1.683587	118	4.666667	1.245986
119	3.638889	-1.348	119	2.222222	-3.46393
120	4.194444	0.062042	120	3.708333	-0.60051
121	4.277778	0.273548	121	4.333333	0.603725
122	4.25	0.203046	122	4.291667	0.523443
123	4.194444	0.062042	123	3.819444	-0.38643
	Principal			Secondary	Teacher
	Standard Deviation .394			Standard Deviation .519	
	Mean 4.17			Mean 4.02	

Appendix M

Z Scores for Co-ordinator and Assistant Principal Teacher Group

CO-ORDINATOR   **ASSISTANT PRINCIPAL**

Key Behaviour		Mean	Z Score	Key Behaviour		Mean	Z Score
Key Behaviour	1	4.384615	0.629852	Key Behaviour	1	4.5	0.904762
	2	4.051282	-0.13467		2	4.142857	0.054422
	3	3.538462	-1.31087		3	3.607143	-1.22109
	4	3.820513	-0.66396		4	3.642857	-1.13605
	5	3.538462	-1.31087		5	3.5	-1.47619
	6	3.102564	-2.31063		6	3.428571	-1.64626
	7	4.487179	0.865091		7	4.392857	0.64966
	8	4.512821	0.9239		8	4.535714	0.989796
	9	3.923077	-0.42872		9	4.285714	0.394558
	10	4.205128	0.218184		10	4.535714	0.989796
	11	3.692308	-0.95801		11	4.142857	0.054422
	12	4.179487	0.159374		12	4.535714	0.989796
	13	4.410256	0.688661		13	4.678571	1.329932
	14	4.051282	-0.13467		14	4.464286	0.819728
	15	4.589744	1.100329		15	4.678571	1.329932
	16	4.230769	0.276994		16	4.535714	0.989796
	17	4.333333	0.512232		17	4.678571	1.329932
	18	3.846154	-0.60515		18	3.821429	-0.71088
	19	4.205128	0.218184		19	4.25	0.309524
	20	3.641026	-1.07563		20	4	-0.28571
	21	3.512821	-1.36968		21	3.714286	-0.96599
	22	4.333333	0.512232		22	4.642857	1.244898
	23	2.74359	-3.13397		23	3.357143	-1.81633
	24	4.333333	0.512232		24	4.642857	1.244898
	25	4.205128	0.218184		25	4.5	0.904762
	26	4.564103	1.04152		26	4.535714	0.989796
	27	4.564103	1.04152		27	4.642857	1.244898
	28	4.179487	0.159374		28	4.035714	-0.20068
	29	3.923077	-0.42872		29	3.714286	-0.96599
	30	3.923077	-0.42872		30	4	-0.28571
	31	4.74359	1.453187		31	4.428571	0.734694
	32	3.692308	-0.95801		32	3.785714	-0.79592
	33	3.74359	-0.84039		33	3.678571	-1.05102
	34	4.615385	1.159139		34	4.607143	1.159864
	35	4.538462	0.98271		35	4.178571	0.139456
	36	4.641026	1.217949		36	4.571429	1.07483
	37	3.589744	-1.19325		37	3.428571	-1.64626
	38	4.282051	0.394613		38	4.178571	0.139456
	39	4.538462	0.98271		39	4.428571	0.734694
	40	4.794872	1.570807		40	4.321429	0.479592
	41	4.128205	0.041755		41	4.071429	-0.11565
	42	4.589744	1.100329		42	4.607143	1.159864
	43	4.538462	0.98271		43	4.357143	0.564626
	44	4.512821	0.9239		44	4.392857	0.64966
	45	4.435897	0.747471		45	4.25	0.309524

Appendix M

Z Scores for Co-ordinator and Assistant Principal Teacher Group

CO-ORDINATOR   **ASSISTANT PRINCIPAL**

	Mean	Z Score		Mean	Z Score
Key behaviour 46	4.333333	0.512232	Key Behaviour 46	4.214286	0.22449
47	4.102564	-0.01705	47	3.857143	-0.62585
48	4.435897	0.747471	48	4.714286	1.414966
49	4.615385	1.159139	49	4.535714	0.989796
50	4.153846	0.100565	50	4.25	0.309524
51	4.282051	0.394613	51	4.285714	0.394558
52	4.435897	0.747471	52	4.5	0.904762
53	4.461538	0.806281	53	4.357143	0.564626
54	4.307692	0.453423	54	3.892857	-0.54082
55	4.666667	1.276758	55	4.428571	0.734694
56	4.179487	0.159374	56	4	-0.28571
57	3.820513	-0.66396	57	3.857143	-0.62585
58	4.102564	-0.01705	58	3.857143	-0.62585
59	2.974359	-2.60468	59	3.035714	-2.58163
60	3.615385	-1.13444	60	2.928571	-2.83673
61	4.179487	0.159374	61	4.107143	-0.03061
62	4.487179	0.865091	62	4.607143	1.159864
63	3.794872	-0.72277	63	4	-0.28571
64	4.102564	-0.01705	64	4.142857	0.054422
65	2.74359	-3.13397	65	3.464286	-1.56122
66	4.205128	0.218184	66	4.285714	0.394558
67	4.179487	0.159374	67	4.392857	0.64966
68	4.333333	0.512232	68	4.607143	1.159864
69	4.435897	0.747471	69	4.428571	0.734694
70	4.717949	1.394378	70	4.642857	1.244898
71	4.564103	1.04152	71	4.464286	0.819728
72	3.820513	-0.66396	72	4	-0.28571
73	4.487179	0.865091	73	4.214286	0.22449
74	4.051282	-0.13467	74	3.928571	-0.45578
75	4.153846	0.100565	75	4.071429	-0.11565
76	3.794872	-0.72277	76	3.892857	-0.54082
77	4	-0.25229	77	3.857143	-0.62585
78	3.717949	-0.8992	78	3.75	-0.88095
79	3.923077	-0.42872	79	3.857143	-0.62585
80	3.794872	-0.72277	80	3.964286	-0.37075
81	4.153846	0.100565	81	4.071429	-0.11565
82	4.230769	0.276994	82	4.285714	0.394558
83	3.897436	-0.48753	83	3.75	-0.88095
84	4.435897	0.747471	84	4.178571	0.139456
85	3.179487	-2.1342	85	3.142857	-2.32653
86	3.846154	-0.60515	86	3.964286	-0.37075
87	3.666667	-1.01682	87	4.071429	-0.11565
88	3.358974	-1.72254	88	3.892857	-0.54082
89	4.307692	0.453423	89	4.392857	0.64966
90	4.230769	0.276994	90	4.464286	0.819728

Appendix M

Z Scores for Co-ordinator and Assistant Principal Teacher Group

	CO-ORDINATOR			**ASSISTANT PRINCIPAL**	
	Mean	Z Score		Mean	Z Score
Key Behaviour 91	4.461538	0.806281	Key Behaviour 91	4.571429	1.07483
92	4.230769	0.276994	92	4.428571	0.734694
93	3.692308	-0.95801	93	3.607143	-1.22109
94	4.74359	1.453187	94	4.5	0.904762
95	4.487179	0.865091	95	4.107143	-0.03061
96	4.358974	0.571042	96	4.285714	0.394558
97	4.307692	0.453423	97	4.321429	0.479592
98	4.512821	0.9239	98	4.428571	0.734694
99	4.307692	0.453423	99	4.107143	-0.03061
100	4.230769	0.276994	100	4.285714	0.394558
101	4.051282	-0.13467	101	3.892857	-0.54082
102	4.333333	0.512232	102	4.035714	-0.20068
103	3.948718	-0.36991	103	4.142857	0.054422
104	3.512821	-1.36968	104	2.857143	-3.0068
105	4.487179	0.865091	105	4.285714	0.394558
106	4.25641	0.335803	106	3.714286	-0.96599
107	3.358974	-1.72254	107	3.107143	-2.41156
108	3.794872	-0.72277	108	3.25	-2.07143
109	4.410256	0.688661	109	4.392857	0.64966
110	4.307692	0.453423	110	4.464286	0.819728
111	4.384615	0.629852	111	4.142857	0.054422
112	4.641026	1.217949	112	4.571429	1.07483
113	3.974359	-0.3111	113	4.142857	0.054422
114	4.487179	0.865091	114	4.321429	0.479592
115	4.025641	-0.19348	115	3.857143	-0.62585
116	4.153846	0.100565	116	4.107143	-0.03061
117	3	-2.54587	117	2.928571	-2.83673
118	4.564103	1.04152	118	4.571429	1.07483
119	2.846154	-2.89873	119	3.5	-1.47619
120	3.871795	-0.54634	120	4.107143	-0.03061
121	4.307692	0.453423	121	4.178571	0.139456
122	4.282051	0.394613	122	4.428571	0.734694
123	4.128205	0.041755	123	4.178571	0.139456
	Co-ordinator			Assistant	Principal
	Standard Deviation .436			Standard Deviation .420	
	mean 4.11			mean 4.12	

Appendix N

Z Scores for Priest and Parent Group

PRIEST					PARENT			

		Mean	Z Score				Mean	Z Score
Key Behaviour	1	4.8125	1.625723	Key Behaviour	1	4.509434	0.84677
	2	4.90625	1.896676		2	4.301887	0.217839
	3	4.75	1.445087		3	3.849057	-1.15437
	4	4.5625	0.903179		4	3.962264	-0.81132
	5	4.75	1.445087		5	4.056604	-0.52544
	6	4.5625	0.903179		6	3.924528	-0.92567
	7	4.21875	-0.09032		7	4.377358	0.446541
	8	4.3125	0.180636		8	4.358491	0.389365
	9	4.75	1.445087		9	4.188679	-0.12521
	10	4.90625	1.896676		10	4.226415	-0.01086
	11	4.625	1.083815		11	3.735849	-1.49743
	12	4.90625	1.896676		12	4.188679	-0.12521
	13	4.75	1.445087		13	4.641509	1.246998
	14	4.875	1.806358		14	4.150943	-0.23957
	15	4.8125	1.625723		15	4.566038	1.018296
	16	4.8125	1.625723		16	4.54717	0.961121
	17	4.75	1.445087		17	4.415094	0.560892
	18	4.21875	-0.09032		18	3.886792	-1.04002
	19	4.84375	1.71604		19	4.45283	0.675243
	20	4.53125	0.812861		20	4	-0.69697
	21	4.59375	0.993497		21	3.849057	-1.15437
	22	4.53125	0.812861		22	4.471698	0.732419
	23	4.375	0.361272		23	3.283019	-2.86964
	24	4.59375	0.993497		24	4.471698	0.732419
	25	4.875	1.806358		25	4.377358	0.446541
	26	4.59375	0.993497		26	4.584906	1.075472
	27	4.5	0.722543		27	4.660377	1.304174
	28	4.0625	-0.54191		28	4.056604	-0.52544
	29	3.65625	-1.71604		29	3.698113	-1.61178
	30	4.3125	0.180636		30	4.018868	-0.63979
	31	4.40625	0.45159		31	4.622642	1.189823
	32	4.1875	-0.18064		32	3.792453	-1.3259
	33	3.8125	-1.26445		33	3.811321	-1.26872
	34	4.4375	0.541908		34	4.603774	1.132647
	35	4.125	-0.36127		35	4.509434	0.84677
	36	4.15625	-0.27095		36	4.54717	0.961121
	37	3.8125	-1.26445		37	3.830189	-1.21155
	38	4.1875	-0.18064		38	4.075472	-0.46827
	39	4.15625	-0.27095		39	4.301887	0.217839
	40	4.375	0.361272		40	4.622642	1.189823
	41	3.875	-1.08382		41	4.056604	-0.52544
	42	4.46875	0.632225		42	4.377358	0.446541
	43	4.4375	0.541908		43	4.509434	0.84677
	44	4.4375	0.541908		44	4.754717	1.590051
	45	4.28125	0.090318		45	4.509434	0.84677

Appendix N

Z Scores for Priest and Parent Group

	PRIEST			**PARENT**	
	Mean	Z Score		Mean	Z Score
Key Behaviour 46	4.28125	0.090318	Key Behaviour 46	4.283019	0.160663
47	3.90625	-0.9935	47	4	-0.69697
48	4.6875	1.264451	48	4.716981	1.4757
49	4.40625	0.45159	49	4.716981	1.4757
50	4	-0.72254	50	4.264151	0.103488
51	3.875	-1.08382	51	4.132075	-0.29674
52	4.3125	0.180636	52	4.415094	0.560892
53	4.375	0.361272	53	4.396226	0.503716
54	4.53125	0.812861	54	4.471698	0.732419
55	4.5625	0.903179	55	4.679245	1.361349
56	4.625	1.083815	56	4.377358	0.446541
57	3.71875	-1.5354	57	3.90566	-0.98285
58	3.75	-1.44509	58	3.981132	-0.75415
59	3.53125	-2.07731	59	3.207547	-3.09834
60	3.5625	-1.98699	60	3.830189	-1.21155
61	4.5	0.722543	61	4.132075	-0.29674
62	4.15625	-0.27095	62	4.622642	1.189823
63	3.90625	-0.9935	63	4.207547	-0.06804
64	4	-0.72254	64	4.283019	0.160663
65	3.78125	-1.35477	65	3.754717	-1.44025
66	4.125	-0.36127	66	4.245283	0.046312
67	4.5	0.722543	67	4.415094	0.560892
68	4.21875	-0.09032	68	4.660377	1.304174
69	3.84375	-1.17413	69	4.264151	0.103488
70	4.15625	-0.27095	70	4.603774	1.132647
71	4.0625	-0.54191	71	4.377358	0.446541
72	4.09375	-0.45159	72	4.188679	-0.12521
73	4.25	0	73	4.396226	0.503716
74	4.09375	-0.45159	74	4.301887	0.217839
75	4	-0.72254	75	4.471698	0.732419
76	3.75	-1.44509	76	4.056604	-0.52544
77	3.8125	-1.26445	77	4.226415	-0.01086
78	4.09375	-0.45159	78	3.981132	-0.75415
79	3.9375	-0.90318	79	4.377358	0.446541
80	4.03125	-0.63223	80	4.358491	0.389365
81	4.40625	0.45159	81	4.584906	1.075472
82	4.03125	-0.63223	82	4.45283	0.675243
83	3.75	-1.44509	83	4.264151	0.103488
84	4.125	-0.36127	84	4.226415	-0.01086
85	4.5625	0.903179	85	3.471698	-2.29788
86	4.21875	-0.09032	86	3.811321	-1.26872
87	4.5625	0.903179	87	3.924528	-0.92567
88	4.5	0.722543	88	3.886792	-1.04002
89	4.4375	0.541908	89	4.698113	1.418525
90	4.15625	-0.27095	90	4.679245	1.361349

Appendix N

Z Scores for Priest and Parent Group

	PRIEST			**PARENT**	
	Mean	Z Score		Mean	Z Score
Key Behaviour 91	4.40625	0.45159	Key Behaviour 91	4.622642	1.189823
92	4.46875	0.632225	92	4.716981	1.4757
93	3.46875	-2.25795	93	3.830189	-1.21155
94	4.21875	-0.09032	94	4.716981	1.4757
95	4	-0.72254	95	4.283019	0.160663
96	3.875	-1.08382	96	4.169811	-0.18239
97	4.03125	-0.63223	97	4.377358	0.446541
98	4.1875	-0.18064	98	4.301887	0.217839
99	4.125	-0.36127	99	4.301887	0.217839
100	4.28125	0.090318	100	4.471698	0.732419
101	4.09375	-0.45159	101	4.301887	0.217839
102	4.0625	-0.54191	102	4.396226	0.503716
103	4.375	0.361272	103	4.132075	-0.29674
104	3.875	-1.08382	104	3.773585	-1.38308
105	4.28125	0.090318	105	4.396226	0.503716
106	4.09375	-0.45159	106	3.754717	-1.44025
107	3.34375	-2.61922	107	3.603774	-1.89766
108	3.53125	-2.07731	108	3.830189	-1.21155
109	4.3125	0.180636	109	4.45283	0.675243
110	4.375	0.361272	110	4.264151	0.103488
111	4.125	-0.36127	111	4.396226	0.503716
112	4.46875	0.632225	112	4.566038	1.018296
113	4.3125	0.180636	113	3.943396	-0.8685
114	4.25	0	114	4.45283	0.675243
115	3.65625	-1.71604	115	3.849057	-1.15437
116	4.0625	-0.54191	116	4.358491	0.389365
117	4.21875	-0.09032	117	3.849057	-1.15437
118	4.4375	0.541908	118	4.735849	1.532876
119	4.65625	1.174133	119	3.339623	-2.69811
120	4.09375	-0.45159	120	4.150943	-0.23957
121	3.96875	-0.81286	121	4.264151	0.103488
122	4.25	0	122	4.169811	-0.18239
123	4.5625	0.903179	123	4.150943	-0.23957
	Priest			Parent	
	Standard Deviation .346			Standard Deviation .330	
	Mean 4.25			Mean 4.23	

Appendix O

RELIGIOUS LEADERSHIP.

Establish learning and teaching practices which promote the integration of Catholic values across the curriculum. 1

Co-operate with the Parish Priest and the parish community so that the school is identified within the local Church community. 2

Consult and co-operate with the Parish Priest in all matters pertaining to the spiritual welfare and development of the students. 3

Seek the support of Priests in the area where appropriate. 4

Develop the active role of the school within parish life. 5

Support the local Priest in exercising his role as religious leader of the parish. 6

Formulate, with co-operation of the school community a vision statement for the school. 7

Develop policies and rituals that incorporate the ideals of the Vision Statement. 8

Provide for suitable liturgies and prayers as a part of normal school life. 9

Provide for and encourage the faith development of the faith community of the school. 10

Encourage the spiritual growth of all staff members. 11

Ensure that all school practices are consistent with the values of the Gospel. 12

Ensure that the Christian principles of justice and charity form the basis of all relationships within the school. 13

Ensure that opportunities for prayer, worship, paraliturgy, liturgy and Eucharist are provided for all elements of the school community. 14

Be effective as leader in Catholic education. 15

Ensure that a comprehensive and vital Religious Education program is conducted throughout the school. 16

Support the school's Religious Education Co-ordinator in the development, implementation and evaluation of the Religious Education program. 17

Be responsible for the Pastoral Care programs in the school. 18

Be responsible for the promotion and maintenance of moral principles in the school in accordance with the teachings of the Catholic Church. 19

Induct new staff into the Catholic culture of the school. 20

Ensure the promotion of education in faith with a strong sacramental program. 21

Articulate and promote the ethos of a Catholic school. 22

Consult with the Priest in Charge before the expulsion of any pupil in the school. 23

Endeavour to create a school atmosphere that accords with the aims of Catholic education. 24

Display a personal commitment to the religious mission of the Catholic school. 25

Accept the role of Principal as one of service to all elements of the school community. 26

CULTURAL LEADERSHIP

Maintain an effective communication system within the school community linking clergy, staff, students, parents, school council, and parents and friends. 27

Collaborate with the Diocesan Director in maintaining effective industrial relations within the school. 28

Establish effective links and opportunities for interaction with the broader community. 29

Induct new staff into the culture of the school. 30

Endeavour to promote harmonious and co-operative staff relationships. 31

Develop and maintain open interpersonal relations with all elements of the parish faith community of which the school is a part. 32

Endeavour to involve the school in the wider community. 33

Establish policies and practices which create a climate of care for students and staff. 34

Ensure that there exists proper assessment and evaluation procedures for school, staff, and pupils. 90

Ensure a fair distribution of work and responsibility.36

Present the Church and Catholic Schools Office as a compassionate and caring employer. 37

Take a personal interest in each staff member and show sensitivity to their needs. 38

Be self critical and be willing to make appropriate change on the basis of self evaluation. 39

Build and maintain harmonious staff relations. 40

Develop ceremonies, rituals and traditions which reflect the Vision Statement. 41

Model ways of relating that promote harmony and respect the dignity of each person. 42

Promote harmony within the staff by facilitating discussion and resolving conflicts. 43

Ensure that parents, students and staff receive a fair hearing and have opportunities to present differing views. 44

Assist teachers to resolve conflicts with parents and students. 45

Involve staff members in making any decision that impacts on their work. 46

Take personal interest in staff members and encourage them in the development of their career. 47

Respect the privacy of families and the confidentiality of information. 48

Ensure that staff and students treat each other with respect and justice. 49

Provide Role Descriptions for all staff. 50

Negotiate roles with people appointed to them. 51

Meet regularly with the executive and staff groups so that planning and decision making are collaborative. 52

Hold regular staff meetings to encourage collaborative action at staff level. 53

Formulate policies within the school. 54

Establish effective communication systems for staff, parents and students. 55

Build and maintain harmonious relations with parents, parish priests, and the Catholic Schools Office. 56

EDUCATIONAL LEADERSHIP.

Demonstrate a high level of classroom teaching and competence. 57

Supervise the professional development of staff by advising and providing access to books, educational seminars, courses and meetings. 58

Supervise the lesson programs of teachers. 59

Organise an adequate supply of textbooks and other teaching materials and supplies. 60

Recognise the parents as the prime educators of their children and involve them in the total life of the school. 61

Promote the school as a centre of learning striving towards excellence in all areas of human growth. 62

Undertake appraisal as set by the Catholic Schools Office. 63

Provide for the professional development of all staff. 64

Personally visit all classrooms regularly in a supervisory capacity. 65

Encourage the professional development of all staff members. 66

Ensure that special assistance is given to the beginning teacher. 67

Have a knowledge of current developments in curricula and teaching methods. 68

Participate in professional development programs. 69

Be committed to a whole school philosophy. 70

Have a balanced educational position and a discerning mind in relation to experimentation and innovation within the school. 71

Ensure effective planning and evaluation of programs of work. 72

Communicate effectively at both formal and informal levels within the school community and the community at large. 73

Ensure the evaluation of all education programs in each Key Learning Area. 74

Keep up to date with curriculum trends in each Key Learning Area. 75

Oversee the work of curriculum development in each Key Learning Area. 76

Provide teachers with opportunities and encouragement for upgrading of qualifications. 77

Supervise staff, especially new staff and beginning teachers. 78

Provide resources to support implementation of the curriculum. 79

Ensure that assessment and evaluation are done systematically to improve learning. 80

Provide parents with reports on the progress of students. 81

Have a knowledge of the Board of Studies requirements in each Key Learning Area. 82

Have a knowledge of teaching methodology in each Key Learning Area. 83

Communicate with the Catholic Education Office where appropriate and implement Board of Studies directives. 84

ADMINISTRATIVE LEADERSHIP

Confer regularly with the Priest in Charge concerning organisational plans and the operation of the school. 85

Attend to all Diocesan and School of Education reports and returns. 86

Implement and manage policies as determined by the Bishop. 87

Recommend staff for employment and termination in collaboration with the parish Priest to the Diocesan Director. 88

Ensure that parents are kept informed of children's progress. 89

Ensure that there exists proper assessment and evaluation procedures for school, staff, and pupils. 90

Ensure that requirements for registration and certification of the school are being met. 91

Ensure that there is a clear Statement of School Rules and that it is clearly understood by staff, pupils and parents. 92

Plan and manage the work of resource and ancillary staff. 93

Ensure that the school is appropriately staffed. 94

Determine the duties to be performed by each staff member. 95

Negotiate roles with people appointed to them. 96

Ensure that staff members clearly understand their duties and responsibilities by provision of statements of duty. 97

Delegate duties and responsibilities fairly and appropriately. 98

Keep and supervise the permanent records of the school and those required by Diocesan and School of Education authorities. 99

Maintain accurate financial records according to diocesan policy. 100

Ensure that school fees are collected. 101

Prepare the budget and implement it, ensuring the annual audit is completed on time. 102

Interpret and carry out Diocesan educational policies. 103

Engage casual or relief teachers in accordance with Diocesan Education Office policy. 104

Supervise the financial management and budgeting in the school. 105

Manage and maintain school property and plant. 106

Purchase books, stores, equipment and teaching aids. 107

Ensure all staff members are aware of the provisions of the Enterprise Agreement and salary rates. 108

Meet regularly with the executive and staff groups so that planning and decision making are collaborative. 109

Hold regular staff meetings to encourage collaborative action at staff level. 110

Formulate policies within the school. 111

Establish effective communication systems for staff, parents and students. 112

Communicate with the Catholic Education Office where appropriate and implement policy directives. 113

Become familiar and meet with legal requirements that impact on the school such as anti-discrimination laws, copyright, child abuse, duty of care, privacy. 114

Provide opportunities for re-skilling and upgrading for ancillary staff. 115

Plan for the ongoing development and maintenance of the school. 116

Interview casual relief teachers, checking their credentials. 117

Interview and appoint prospective teachers. 118

Interview prospective teachers in consultation with the Parish Priest. 119

Interview and employ ancillary staff. 120

Ensure that Award conditions apply within the school . 121

Use the approved Grievance procedure in disputes. 122

Report serious incidents to the appropriate Catholic Education Office staff. 123