REDESIGNING THE PRINCIPALSHIP IN CATHOLIC SCHOOLS

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CERTIFICATE

I certify that this thesis has not been submitted for any degree
nor has it been submitted as part of candidature for any other
degree or award.

I also certify that the thesis has been written by me, and that any
help I have received in preparing the thesis, and all sources used,
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ABSTRACT

The purpose of this research was to determine how the role of the principal in the Catholic school could be redesigned so that more quality applicants are prepared to seek principalship and principals already in the role could be retained. The catalyst for this study derived from the shortage of suitable applicants for the position of principal, a problem that exists not only in Australia, but also in many Western countries.

An exploratory mixed method design was chosen for the study with the data gathering divided into two phases. The first phase was the qualitative phase during which the data were gathered using focus group interviews and analysed using QSR N6. The second phase was the quantitative phase, where the data were collected using a survey constructed from the data gathered and analysed in the first phase.

This research project asked the question, how can the principalship be redesigned to attract more quality applicants to the role and retain incumbents already in the role? The research revealed that, to answer the question a fundamental rethinking of the principalship is necessary and that such momentous change requires nothing less than a paradigm shift. The new paradigm would be based on sharing leadership rather than on an hierarchical approach. It would have structures that are flexible and customised to the local needs of the school and school community. Learning would be central and a work/life balance would be essential, for all principals. The new paradigm would also offer enough flexibility to encourage women to both take up, and remain in, principalship.

The findings from this research led to the development of nine propositions, which, it is suggested, should inform and influence the new paradigm of principalship. Together with the recommendations, they provide a scaffold and a guide to action for redesigning the principalship.

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INTRODUCTION AND CONTEXT OF THE RESEARCH

INTRODUCTION

In many Western countries, schools are having difficulty attracting quality applicants to the role of the principal. Not only in Australia, but also in the United Kingdom, United States, Canada and New Zealand many principal positions have to be re-advertised, often with little hope of making a successful appointment. The pool of available candidates willing to consider the principal's role as a career choice appears to be shrinking. As Caldwell (2000) comments "reports from nation after nation refer to the shrinking pool of applicants for the principalship".

The expectations of a school principal are complex and varied and emanate from multiple sources. The changing educational context; the requirements of Governments and systems; the reform agenda that has impacted on schools at all levels in most Western countries; and increasing parental and societal expectations have all had considerable effect on the changing role of the principal. The impact of these challenges on the principal's personal and family life has been identified as a major disincentive to people choosing principalship as a career path (d'Arbon, Duignan & Duncan, 2002; VSAT Project Final Report, 2003).

This research project originated when a tracking process detected the declining numbers of people applying for principal positions in the Catholic Archdiocese of Sydney, the context for this study. As data were collected and monitored over a number of years, patterns emerged that indicated the shortage of quality applicants for the principalship was, in some places, becoming critical. As the researcher widened the field of inquiry, literature indicated that these patterns were in evidence across many Western countries.

This chapter will describe the shortage of applicants for the principalship in the international context, at the national and state levels, within the Catholic sector and then

specifically in the Archdiocese of Sydney. The chapter concludes with an overview of this study and what it set out to research. The questions that were formulated to answer the research problem are also included in this chapter.

RESEARCH CONTEXT

Introduction

The current context of educational leadership presents a disturbing picture (Starratt, 2004, p. 1). Leaders in Catholic education, like leaders everywhere, face challenges that result from a new socio-political and cultural context, characterized by extreme pluralism, profound technical innovation and globalisation. Society is experiencing a knowledge revolution, which is resulting in the emergence of a new society with expectations, values, aspirations and organisations different from the present (Barber, 1996; Hargreaves, 2003; Stoll, Fink & Earl, 2003).

Many writers have suggested blueprints for the type of leadership that is required for successful organisations in turbulent times (Andrews and Crowther, 2002; Bennis, 1989; Bolman and Deal 1997; 1991; Drucker, 1996; Fullan, 2003; Handy, 1997; Hargreaves and Fink, 2003; Helgesen, 1996; Kouzes and Posner, 1995; Lambert, 2002; and Limerick and Cunnington, 1993; Schien, 1996; SOLR Project, 2003; Wallace, 2001; and Wheatley, 1992). An analysis of these commentaries indicates that leaders need a repertoire of skills that includes: challenging the status quo and taking risks; articulating, negotiating and creating a realistic vision; enabling others in the organisation to be part of the vision and to act autonomously and with confidence; being authentic and credible; building organisations that are generative and based on trust and ethical relationships; developing new skills in analysing cultural assumptions; a willingness and ability to involve others; and the willingness and ability to share power and control. According to Schien (1996 p.68), "the most salient aspect of future leadership will be that these characteristics will not be present in a few people all the time but will be present in many people some of the time as circumstances change and people develop new insights".

Layered over and through the challenges faced by all leaders, however, are some challenges that impact on leaders particularly because of the Catholic context of this study. In addition to the usual challenges of leadership required of any principal, the Catholic school principals have the extra challenge of leading a faith community in which their personal lives and faith commitment are under scrutiny from Church authorities, the Education Offices and the school community. As well as these personal challenges, within the Church there are some global challenges that go to the very heart of the changing nature of the Catholic school. These include a crisis of values, a widening of the gap between rich and poor, a growing marginalisation of the Christian faith as a reference point and the transition from religious to lay leadership (D'Orsa and D'Orsa, 1997; McLaughlin, 1998)

The transition of Catholic school leadership from religious to lay leadership has been happening over a long period of time. The model of principalship that is operating in Catholic schools at present is largely predicated on the religious model, despite the fact that most principals are now members of the laity (Catholic Education Commission of NSW 2001). Principals now have family, community and financial commitments that were not part of the way of life of the religious principal. While principalship has been opened up to the laity, there would appear to be some reluctance to take up the role, not only within the Catholic sector but also in other contexts.

Principal Shortage in the International Context

Studies and reports, particularly from the US and the UK, have provided evidence of the principal shortage (Bianchi, 2003; Collarbone and Shaw, 1998; Educational Research Service, 1998, 2000; 1998; Fenwick & Pierce, 2001; Ferrandino and Tirozzi, 2000; Gilman & Lanman-Givens, 2001; Goldstein, 2002; Hopkins, 2000; Long, 2000; Pierce, 2000, 2003; Pyke, 2002; Pounder and Merrill, 2001; Schuttloffel, 2003; Yerkes and Guaglianone 1998).

There is not total agreement in the literature, however, about the nature or extent of the principal shortage. Some writers (Pounder, Galvin & Shepherd, 2003) believe that evidence of the shortage is incomplete, contradictory and inconclusive, while others (Brooking, Collins, Court and O'Neill, 2003) suggest that there is an imperfect understanding of the principal recruitment-retention problem. Brooking *et al.* (2003) believe the recruitment-retention problem has much to do with deeper-seated structural difficulties, for example, women comprise the majority of teachers, yet are a minority of principals, largely confined to small schools in poorer areas.

This gender imbalance in the principalship has been investigated by other writers (Boris-Schacter and Langer, 2002; 2003; Court, 2001; Pierce, 2000) who contend that the principalship has for many years been predicated on an outdated model of one tireless (usually male) leader. Women in the principalship have been viewed as "token" (Appelt, 1995, Rosener, 1995) and "anomalies" (Blackmore, 1993; Hackney and Hogard, 1998; Gill, 1997; Porter, 1995). If, as appears from much of the literature reviewed here, the model of a single (male) leader is no longer tenable, educators are left with the question, what then should the new model look like?

A corpus of predominantly United States news articles on the shortage of applicants for the principalship was subjected to deconstructive narrative analysis by Thomson, Blackmore, Sachs and Tregenza (2003) who concluded that the dominant media representation of principals' work is one of long hours, low salary, high stress and sudden death from high stakes accountabilities. The media often represented the person doing the principal's job as a 'superprincipal' (Pierce, 2000) who had to be all things to all people.

The portrait of the 'superprincipal' has become a feature of the literature as the list of the demands on principals and their time has grown. Copland (2001) scanned the advertised requirements for principal positions across the US and wrote a position vacant advertisement to illustrate that system and school expectations for the principal's role are extremely high. The advertisement reads:

Position Vacant: School Principal
Qualifications: Wisdom of a sage, vision of a Chief Executive Officer, intellect of a scholar, leadership of a point guard, compassion of a counselor, moral strength of a nun, courage of a firefighter, craft knowledge of a surgeon, political savvy of a senator, toughness of a soldier, listening skills of a blind man, humility of a saint, collaborative skills of an entrepreneur, certitude of a civil rights activist, charisma of a stage performer and patience of Job. Salary: lower than you might expect.
(p. 528)

While Copland acknowledges that this 'advertisement' intentionally exceeds the bounds of the ridiculous, position descriptions from various schools and systems across the US indicate that principals are expected to demonstrate most of the criteria listed in this fictitious advertisement.

Across Australia, sources, including the print and electronic media, professional association publications, committee reports and scholarly sources, all of which draw on combinations of anecdotal and empirical evidence, suggest serious concerns about the quality and quantity of applicants for the principalship.

Principal Shortage in the National Context

A review of data from Australian states provides some indication of existing and potential recruitment difficulties in the national context. In 2001 in Victoria, the average age of the members of what the Victorian Education Department refers to as 'the principal class', which includes principals and deputy principals, was 49.5 years. There were 2,830 members of the principal class in 2001, with 71% aged between 45 and 54. Large numbers of principals choose to exit the teaching service by age 55, many driven by the incentive created by the state superannuation scheme to depart at age 54:11. Given the existing age profile and this potential attrition factor, a high number of principals can be expected to exit by 2006, with the supply situation at this time likely to be difficult. This situation will be exacerbated because of the declining numbers of younger teachers from whom principal aspirants will emerge. In 1991, 51% of Victorian teachers were

aged below 40 years, by 2001 it had shrunk to 30% (Victoria, Department of Education, Employment and Training, Workforce Development Branch, 2002).

The principal aspirant pool in the state of Tasmania is also diminishing. In 1985, the average number of applicants for an advertised principal vacancy was 14, but this had declined to only 8 by 1999. The trend of 'significant decline' is a matter of concern to the Tasmanian Department of Education (2001). The average age of primary and secondary principals in 2001 in Queensland was 45 years with 51% of principals aged between 45-55 years. The current recruitment pool is 'very, very sparse' (Education Queensland, Human Resources Branch, cited in Gronn & Rawlings-Sanaei, 2003). In 2001, 22 of 170 primary principal positions (13%) remained unfilled. There appear to be less overall difficulties with recruitment in Western Australia and South Australia (Gronn & Rawlings-Sanaei, 2003) where the major problems concern remote area appointments.

In NSW the Ramsay Report (NSW Department of Education and Training, 2002) identified a 'malaise in the profession' concerning declining leadership aspirations. This Report also identified a generational change similar to that in Victoria, as "a large proportion of current school leaders will retire from all levels within the next five years" (p. 86). This anticipated exodus from the profession will further intensify the shortage of applicants for principal positions.

This brief overview of the national scene in Australia provides some evidence of insufficient numbers of applicants to fill existing vacancies, particularly in remote areas, with trends indicating increased retirements and lack of interest in the principalship will exacerbate the situation in the near future. This national situation in Australia is reflected within the Catholic sector in the state of NSW.

The State Context: Principal Shortage in NSW Catholic Dioceses

New South Wales, Australia, is divided into eleven Catholic dioceses, each with a Catholic Education Office (CEO) or Catholic Schools Office (CSO) that administers the

schools in the various dioceses. Most dioceses have been experiencing declining numbers of people seeking principal positions. The average number of applicants for principal positions across all dioceses in 2002 was 3.07 (Canavan, 2002). In some individual dioceses, the average number of applicants was as low as 1.33 applicants per vacancy (see Appendix 1 for a table containing data for all dioceses).

Because of this, the Catholic Education Commission of New South Wales commissioned the Australian Catholic University (ACU) to conduct a research project across all eleven NSW dioceses on Leadership Succession (d'Arbon, Duignan, Duncan & Goodwin, 2001). This research has been particularly significant for this study as the Leadership Succession project was conducted across all NSW Catholic dioceses, one of which, the Sydney Archdiocese, is the context for this study. The findings of the research project indicated that more than half of all respondents would be unwilling to seek principalship. The reasons were consistent across dioceses and included such factors as the impact of the principalship on personal and family life; the unsupportive external environment; and the excessive demands of accountability by systems and governments.

The recruitment situation in the Archdiocese of Sydney was even worse than in many other dioceses. In 2001, the Catholic Education Office, (CEO) Sydney advertised twenty-nine principal positions but there were only thirty-seven applications, an average of 1.28 applicants for each position. Recruitment for principal positions in the Archdiocese of Sydney was near crisis.

The Immediate Context: Principal Shortage in the Archdiocese of Sydney

The Archdiocese of Sydney, the site of this research project, administers a system of primary and secondary schools known as systemic Catholic schools. The responsibility for the administration of the schools is delegated, by the Archbishop of Sydney, to the Catholic Education Office (CEO), which is a large non-government education authority and the place of employment of the researcher. The system consists of one hundred and

forty eight primary and secondary schools with an enrolment of some 62,000 students and approximately 6,000 teachers.

A survey of the organisation undertaken in 2001 showed that the average age of teachers was forty five years while the average age of secondary principals was fifty three years and the average age of primary principals was fifty four years. Approximately 30% of primary principals and 34% secondary principals were over the age of fifty-five. This aging of the population of principals indicates a critical number of principals will be retiring within the next ten years, thus exacerbating the principal shortage in the Archdiocese of Sydney.

The survey data also revealed that in primary schools, 78% of the principals were female and 22% of principals were male. In the secondary sector, the position was reversed with 66% of principals being male and only 34% of principals being female. Many secondary schools in the Archdiocese are single sex schools. The all-girl schools had female principals and the all-boy schools had male principals. Some schools are co-educational. There were no female principals of secondary coeducational schools. The survey further showed that many potential aspirants were not interested in seeking principalship in the Archdiocese of Sydney (d'Arbon *et al.,* 2001) and therefore succession planning was becoming a critical issue.

The succession planning research conducted by d'Arbon *et al.* (2001) was critical to this research project as it not only provided data about the reasons people were not choosing principalship as a career option but also suggested further research into such things as shared leadership and the changing role of the principal in the Catholic school as a means of informing policy and strategy. d'Arbon *et al.,* (2001) concluded that a review of the role of the principal was necessary if quality applicants were to be attracted to apply for the role.

A number of other studies and commentaries have suggested that the time is right for a rethinking of the way in which the principalship is conceived as the present model is no

longer meeting the needs of schools, individuals in the principal's role or aspirants to the role (Boris-Schacter and Langer, 2002, 2003; Brooking *et al.,* 2003; d'Arbon, Duignan, & Duncan, 2002; Fenwick and Pierce, 2001; Gilman and Lanman-Givens, 2001; Pierce, 2000, 2003; Pounder & Merrill, 2001; VSAT Project Final Report, 2003; Whitaker, 2002). Many of these studies have recommended that rethinking or redesigning the principalship is necessary in order to attract quality applicants to, as well as retain those already in, the principal's role.

This research project was devised as a response to the challenge to rethink the principalship. It was, therefore, conceived as an investigation of how the principalship could be redesigned to attract quality applicants to the role and to retain those incumbents already in the role. To guide the research, a number of research questions were developed.

THE RESEARCH PROJECT

A review of the literature on redesigning the principalship indicated that some different ways of conceptualising the principalship were already being successfully implemented in different parts of the world. Court (2001, 2002) explored the complexity of the principal's role with particular reference to co-principalship and shared leadership initiatives and reviewed a number of international studies that examined some different models of leadership.

Court (2001) drew on examples from the US (Dass 1995; Groover, 1989), the UK (Court 2001), the Netherlands (Van de Grift & Kurek-Vriesema, 1990; Vlug & Geerlings, 1990), Canada (White, 1991) New Zealand (Court, 2001; Glenny, Lewis & White, 1996) and Norway (Øverbye, 1984; Tjeldvoll, 1985;) to inform her review. Each of her examples provides some insights into creative ways in which the complexity of the principal's role is being addressed in different countries. From these studies, five models were developed for this study.

The Five Models

Five models, that were being implemented successfully in various countries around the world, were chosen from Court's (2000) research findings for this study, namely:

1. Supported Leadership (A), a business matrix model;
2. Supported Leadership (B), a distributed leadership model;
3. Dual Leadership with split task specialisation;
4. Dual Leadership with job-sharing; and,
5. Integrative Leadership, a two-principal model with responsibilities integrated.

A detailed description of each model is provided in Chapter Two (see p. 36).

Using these models as a basis for investigation, this study sought to explore some practical ways in which to redesign the principalship. Previous research has provided detailed understandings of *what* was not working with the principalship and *why* people were not choosing to take up principalship. Drawing on the wisdom and experience of practitioners in the field, this study took the previous research to the next step, by asking *how* the principalship could be redesigned to attract more quality applicants to the role and retain incumbents already in the role. To guide and focus this research, some research questions were developed.

The Research Questions

There were several dimensions to redesigning the principalship that this study sought to explore through a number of relevant questions. The main research question was:

1. How can the principalship be redesigned to attract more quality applicants to the role and retain incumbents already in the role?

The sub-questions were designed to assist in answering the main question:

1. What are the challenges for the role of the principal?
2. What alternative models of principalship would principals recommend?
3. What models of principalship would make the role more attractive to both incumbents in the role and potential applicants?
4. What are the implications of having different models of principalship for preparing potential applicants and supporting those already in the role?

These questions were then used to develop a research design and methodology that would answer the questions posed. An overview of the research design is provided in this chapter, while more a detailed description can be found in Chapter Three.

Research Design

An exploratory mixed method design was chosen for this study. The purpose of an exploratory mixed method design is to gather qualitative data that enabled the exploration of a phenomenon or issue, in this case, how the principalship could be redesigned, and then to collect quantitative data to help explain further relationships found in the qualitative data. The data gathering for the study was divided into two phases. The first phase was the qualitative phase, wherein the qualitative data were collected and analysed using focus group interviews. QSR N6, a qualitative data analysis computer program, was used to analyse the data. The second phase was the quantitative phase, wherein data were gathered using a survey constructed from the data collected and analysed in the qualitative phase. The two phases were conducted with different participants.

Participants in the Study

Primary and secondary principals (N=148) of systemic schools in the Archdiocese of Sydney were chosen as the participants of the focus group interviews for Phase One of this study. Primary and secondary assistant principals (N=148) in the Archdiocese of

Sydney were chosen for Phase Two which involved the participants in completing a survey. The reasons for the choices of these two groups is detailed in Chapter Three. Limitations related to the generalisability of the findings, because of the finite number of potential contributors to the data, are also discussed in Chapter Three.

Phase One of the Research

During the focus group interviews, participants were presented with a booklet containing a description of each of the five models (see above) and were asked to answer the following questions:

1. What are the strengths and weaknesses of each model?
2. Could you suggest any improvements?
3. What would be appropriate leadership development for this model?
4. What rating would you give each model for its usefulness as an alternative model of principalship?

The models, as they were presented to the focus groups, are included in Appendix 2. After commenting on each of the five models, the focus groups were invited to create their ideal model, to describe it and name its strengths and weaknesses (if any), as well as any appropriate leadership development that would prepare principals to implement the model. These models are included in Appendix 3.

Phase Two of the Research

In mixed method research, there is a sequence to data collection that involves the collection and analysis of qualitative data followed by quantitative data collection, often in the form of a survey. In this research, the data emerging from the focus group interviews informed and influenced the design of the survey that was used in Phase 2 of the study. The survey, which is included as Appendix 4, was sent to all participants in hard copy and also posted online on the Archdiocesan intranet.

The Significance Of The Research

This research is significant because it has the potential to influence three aspects of the educational landscape, namely, (1) theory, (2) policy and (3) practice. The literature reviewed in Chapter Two could provide a theoretical foundation for any school or system of schools wishing to explore the challenges impacting on the principalship as well as some possible responses to the challenges. These challenges and the response are integrated in the conceptual framework that was developed from the literature.

The findings from this study could inform and influence policy decisions about the structures, practices and processes for the recruitment and retention of principals. The data gathered could be used to introduce policies that challenge existing, taken-for-granted assumptions about the hierarchical model of principalship as it presently exists.

Practice could be influenced as the data from this study offers a perspective gathered from practitioners in the field, about which alternative models of principalship would be recommended. The participants have critiqued each model and made suggestions that, based on their experience and wisdom, would make the models more practical and more likely to meet the needs of school communities.

Many of the research reports identified in this chapter attest to the seriousness of the area of study that this research project investigated. The pool of available candidates willing to consider the principal's role as a career choice appears to be shrinking. At the same time, incumbents already in the role are feeling overwhelmed by the expectations on the principal and the way the role has changed over recent years. This study may be able to contribute to the acceptance and recognition, by both policy makers and practitioners in the field, of different ways of designing the principalship.

THE ORGANISATION OF THE THESIS

This thesis is organised into seven chapters. An overview of the field and the extent of the research problem is provided in chapter one. In this chapter, the immediate context is outlined, as are the national and international contexts. A brief outline of the research design, including the research questions, is also provided.

The major voices in the field who have something to contribute to the discussion about the research problem are introduced in chapter two. This chapter is divided into two parts: the challenges impacting on the principalship and the response which highlights the prophetic voices in the field that could assist with changing the paradigm that presently underpins the way in which the principalship is conceived. This chapter also includes descriptions of the alternative models that were used to gather the data.

The methodology used to answer the research questions is outlined in chapter three. This includes the data gathering techniques; the development of the five models, derived from the literature, that were used in the study to gather the qualitative data; the design of the survey instrument that emerged from the analysis of the qualitative data; a description of the participants; and, the role of the researcher. Also addressed in this chapter is the use of QSR N6, a qualitative data analysis computer software program that assisted with the management and analysis of the data.

The results, analysis and discussion of the qualitative and quantitative data gathered during the research are presented in chapters four, five and six. Chapter four contains the rating scales for all models, and the findings for Models 1, 2 and 3. Chapter five contains the findings for Models 4 and 5 and the "ideal models" created by the participants. Chapter 6 contains the findings of the quantitative data and the summary of the key findings.

In chapter seven, a new paradigm of principalship to accompany any redesigning of the principalship is discussed and recommended. Nine propositions that are foundational to the new paradigm are outlined. The final chapter also includes fifteen recommendations that support the shift to the new paradigm of principalship.

CHAPTER 2

LITERATURE REVIEW

INTRODUCTION

In the first part of this review, three profound changes that have impacted significantly on schools, on the role of the principal and, consequently, on the quality and size of the pool of applicants for the principalship, are explored. The three profound changes are:

(1) the societal changes that have been experienced in most of the western world;

(2) the changing context of the Catholic school; and

(3) the changing educational context.

These three areas are impacting on the role of the principal to such an extent that they are redefining the work of principals far beyond the core functions of teaching and learning (Rallis & Goldring, 2000; Shaw, 2002; Stoll, Fink & Earl, 2003). As a result, there is a perception, among both incumbents in the role and potential applicants, that the principal's job has become too big for one person (Boris-Schacter & Langer, 2002; Fenwick & Pierce, 2001; Gilman & Lanman-Givens, 2001; Pierce, 2000). These three profound changes are major deterrents to people choosing to take up, and remain in, principalship and therefore significant areas to critique in any redesigning of the principalship.

The second part of this review is a response to the challenges impacting on the role of the principal. If, as the literature is suggesting, the principal's job has become unmanageable, ways of redesigning the principalship to make it more attractive to potential applicants, and more manageable for incumbents, need to be investigated. The response provides a foundation, drawn from the literature, for redesigning the principalship. This foundation will be the ground on which the research questions for this study, are built. The four aspects of the response are:

(1) building the leadership capacity of organisations;

(2) sharing leadership;

(3) creating frameworks for building leadership capabilities; and

(4) developing alternative models of principalship.

By building the leadership capacity of an organisation, by using alternative models, some of which are based on a shared leadership approach, and by supporting leaders with frameworks for building leadership capabilities, it is proposed that the principalship can be redesigned to make it more attractive to quality applicants and more manageable for incumbents in the role (Boris-Schacter & Langer, 2002, 2003; Whitaker, 2003). These challenges and the responses are illustrated in the conceptual framework which is derived from the literature and underpins this study (see p. 40).

PART ONE: THE CHALLENGES - THREE PROFOUND CHANGES

1.   SOCIETAL CHANGES

MacKay (1993) has documented, for Australian society, the societal changes that have been experienced in many parts of the Western world. He summarises what he calls a 'reinvention' of the Australian way of life when he states:

> Largely by accident, Australians in the last quarter of the 20th century have become a nation of pioneers; some heroically, some reluctantly, some painfully. We have been plunged into a period of unprecedented social, cultural, political, economic and technological change in which the Australian way of life is being radically redefined. (p. 6)

He reminds us that since the seventies there has been hardly an Australian institution or a convention of the Australian way of life which has not been subject to either serious challenge or radical change. Such radical changes have had considerable impact on schools and, therefore, on the work of principals. These changes are not only happening in Australia, but also in many Western countries. According to Leithwood, Jantzi and Steinbach (1999), around the world, schools and the societies of which they are a part, are confronting the most profound changes, the like of which have not been seen since the last global movement of economic and educational restructuring more than a century ago.

Globalisation

Globalisation is the process by which the peoples and nations of the world are increasingly drawn together into a single entity (Porter, 1999). Facilitated by a revolutionary communications technology, globalisation has allowed humankind to triumph over the limitations of time and space. Stoll, Fink & Earl (2003) suggest that how one sees the linkages and implications of this process depends on the lens through which one chooses to view it. Globalisation from an economic perspective can be perceived as the spread of free-market capitalism to virtually every country in the world (Friedman, 2000). From a cultural point of view, globalisation could be perceived as the homogenisation of human culture. Politically, globalisation could be seen as a process of international decision-making that makes national and local governments less important or even impotent. From a third-world perspective, globalisation could be viewed as a new form of colonisation where the colonisers are armed with what Mortimore (2001) refers to as the financial and electronic implements of domination.

These global forces have, in turn, unleashed powerful forces for educational change that are buffeting virtually every school and every principal in the Western world. The changing and expanding role of schools, as part of this society which is in a state of uncertainty, has redefined the work of principals far beyond the core functions of teaching and learning (Rallis & Goldring, 2000; Stoll, Fink & Earl, 2003; Whitaker, 2002). The principal is expected to be legal expert, health and social services coordinator, environmentalist, fundraiser, diplomat, entrepreneur, negotiator, public relations consultant, politician, technological innovator, moral watchdog, change agent, resource manager, scholar and educational leader (Copland, 2001; Flockton, 2001; Stoll, Fink & Earl, 2003). The role of the principal has been profoundly influenced by societal changes and expectations. At the same time, the changing family structures, that result from the erosion of family life and the fragmenting of communities (Reich, 2001), have impacted on schools and consequently, on the role of the principal.

Impact of societal changes on schools and principals

A snapshot of the social fabric of Australian society reveals a tapestry of families with diverse structures, employment arrangements, racial and ethnic backgrounds, health care needs and support backgrounds (Pocock, 2003). These pressures not only exert new demands on schools but also place principals in a pivotal role in trying to meet these wider array of needs. Schools are being challenged to "consider what happens to children beyond the confines of the school" (Goldring & Sullivan, 1996, p. 206) and encouraged to collaborate with social services agencies.

Similar changes are being reported from the USA. Murphy and Seashore Louis (1994, p. 7) report that the "fabric of American society is being rewoven in some places and unraveling in others, resulting in changes that are having an increasingly significant impact on schooling." At the centre of these changes, are substantial and often dramatic demographic shifts that promise to overwhelm schools as they are now constituted. For example, schools are experiencing rapid increases in the numbers of students whose primary language is not English, as well as students who are affected by poverty, unemployment, crime, drug addiction and poor nutrition. Schools are increasingly expected to provide more intensive and extended social services to meet these changing family circumstances (Crowson & Boyd, 1993).

In many Western countries, changes in the divorce rate and the accompanying emotional problems, increased numbers of children living in single parent families many of whom suffer economic hardship and stress related to work or lack of work, all impact on children coming to school. (D'Orsa 2002; D'Orsa and D'Orsa, 1997; MacKay, 1993; Rallis and Goldring, 2000). Now more than ever "schools are often considered stable anchors in a tumultuous community setting" (Rallis and Goldring 2000, p. 15). While in some parts of the discourse, schools may be considered stable anchors, in others, schools are blamed for many of society's problems, thus creating an interesting paradox.

The paradox that has emerged is that schools are often singled out as both the cause and the cure of the social ills in society. This combination of blame and hope exert increasing

pressures on schools and on principals. This paradox is noted by Murphy and Seashore Louis (1994) when they comment that:

> Critics have turned their attention to the very institutions and individuals they blame for educational and economic failures and have asked them to turn both schools and the economy around…Parents, policy makers and business seem content to accept the notion that the persons they consider most responsible for educational problems are those in the best position to provide remedies. (p. 7)

The remedies that schools are asked to provide are becoming increasingly complex as society changes. The society for which students are to be prepared is fast becoming a knowledge society. The extent of the challenge that confronts schools to provide a new curriculum for the knowledge age is immense (Spender, 2001). Just as very little of what was known in the agrarian age transferred to the industrial age, so now, according to Spender (2001), very little of what has served the industrial age can be transferred to the knowledge society.

The knowledge society is driven by an accelerating flow of ideas and technologies which are creating the industries and products of the 21st century, but many schools still resemble their 19th century forbears (Leadbeater, 1999). This impacts greatly on the complexity of teachers' work and the role of leaders in schools trying to prepare students to take their places in this knowledge society.

Preparing Students for the Knowledge Society and the Changing Workforce

Teachers, more than anyone, are expected to build learning communities, create the knowledge society, prepare students for the workforce and develop in them the capacities for innovation and flexibility. At the same time, teachers are also expected to mitigate the problems that knowledge societies create, such as excessive consumerism, loss of a sense of community, and widening gaps between rich and poor. These seemingly contradictory goals present teachers with a professional paradox (Hargreaves, 2003 p. 9).

The professional paradox with which teachers wrestle is that they are expected, by society, to prepare students to take their place in the workforce of the knowledge society but they must also enable students to critique the problems created by the knowledge society. The role of the school in preparing students for the workforce has become a common theme in this discourse. Workplaces, however, are becoming more technologically sophisticated and schools are expected to prepare young people for the technological reality they will face when (and if) they enter the workforce (Rallis & Goldring, 2000). This is another dilemma for principals as they struggle to create structures that will support different ways of preparing students for the job market.

The rapidly changing job market requires changes in the ways students are prepared. Students need to know how to interact with technology, but they must also change their thinking patterns to those of independent problem solvers so that they are able to deal effectively with the information with which they are constantly bombarded (Lamb, 2002). The task of educators no longer is to provide the information, it is to educate students in the ability to make the most of the information they find (ACEL, 2003). Creating the electronic classroom, wherein learning is enhanced by technology, has become one of the key challenges for principals (Clancy, 2003).

The electronic classroom is just one essential aspect of meeting these demands and pressures but it is an aspect that has huge budgetry, pedagogical and professional learning implications (Clancy, 2003; Stoll, Fink & Earl, 2003). Hence, to be part of the global economy, to prepare students for careers in the future, and to meet the needs of a changing clientele, principals are required to lead schools to adapt to a new era which is often referred to as the knowledge economy or society (Hargreaves, 2003).

Knowledge economies are stimulated and driven by creativity and ingenuity. Knowledge society schools have to create these qualities, otherwise, their people and their nations will be left behind. Along with other public institutions, schools must therefore also foster the compassion, community and cosmopolitan identity that will offset the knowledge economy's most destructive effects. The knowledge economy primarily

serves the private good while the knowledge society also encompasses the public good (Hargreaves, 2003). The paradox for schools is that they have to prepare young people for both.

Handy (1994) argues that although the paradoxes of modern times cannot be solved, they can be managed. He suggests that there are pathways through the paradoxes if we can understand what is happening and are prepared to act differently. He shows us how we can accept and exploit the fuller responsibilities that today's workplace imposes. By maintaining a sense of continuity, connection, and direction it is possible to balance the new demands of the external context.

Principals, as school leaders, are crucial mediators between their schools and these new demands of the external context (Rallis & Goldring, 2000). These demands of the external context have, according to principals, impacted greatly on their time (Ferrandino and Tirozzi, 2000; Gilman & Lanman-Givens, 2001). The implications of the knowledge society for time spent on professional learning are considerable but principals also report that, as a result changing pedagogies, they are required to spend more time with parents, explaining, and often defending, decisions taken by the school. Parental expectations have always impacted on schools but the impact has been growing over the past decade and is having a negative influence on people choosing to take up principalship (d'Arbon *et al.* 2001; Gilman & Lanman-Givens 2001). These expectations have informed the conceptual framework for this study especially in relationship to the first sub-question of the research that asks: What are the challenges to the role of the principal?"

Parental Expectations

In a study conducted in the UK, Earley and Baker (1989) reported that parents were taking up more of principals' time, were more aware of their rights and were seeking explanations and even justification of decisions that the principal and school had taken. Similar findings have been reported by Weindling (1992) and Crowson (1992). Hallinger and Hausman (1993) also reported that principals have to be more entrepreneurial and

spend more time on informational meetings with parents. In some schools, they concluded that "there is a completely new emphasis (and pressure) for principals to obtain and retain students" (Hallinger & Hauseman, 1993, p. 127). More and more of the principal's time is being directed toward public relations, promotion of the school's image and towards marketing the school in the local community (Davies, Ellison, Thompson, & Vann, 1993) because promoting and maintaining the public image of the school is an increasingly important expectation for the principal. (Goldring, 1993; Hallinger and Hausman, 1993).

This heightened responsibility of meeting parental expectations often comes at the expense of the principal's educational and instructional role. Hallinger and Hauseman (1993) report that:

> Principals who formerly had time for direct classroom support of teachers
> and their students, and were involved in demonstration teaching,
> special programs of coaching, now found the demands on their time
> had shifted the emphases of their actions, time and commitment. (p. 24)

These changed emphases are especially pertinent to this study, because in the Sydney Archdiocese, where this study was carried out, the focus on parents as partners in their children's education has been actively promoted for many years. For some parents, this is an invitation to be involved in their children's education in a productive and effective way so that student outcomes are enhanced. For others, however, it is interpreted as an opportunity to question the legitimate authority of the principal and often results in principals being involved in conflict situations and spending excessive time justifying and explaining their decisions (Earley and Baker, 1989; Weindling, 1992; Crowson, 1992). While these conflicts and pressures are pertinent to the Sydney Archdiocese because of policy direction, there are some other specific pressures on the principalship that result from the Catholic context of this study and apply to Catholic schools well beyond the Archdiocese of Sydney.

The changing context of the Catholic school has had significant impact on the role of the principal and the willingness of potential applicants to seek principalship. Some of the major issues that will be explored in the next section include: the movement from religious to lay leadership; the requirement that the Catholic school principal is the faith leader of the school community; and the changing nature of Catholic practice within a context of the growing marginalisation of the Christian faith as a point of reference for many people in the community (McLaughlin, 1998). These are all relevant to the focus of this research study because of the effect each has on not only the recruitment of quality applicants to the principalship but also on the retention of leaders already in the role.

2.   THE CHANGING CONTEXT OF THE CATHOLIC SCHOOL

Leaders in Catholic education, like leaders everywhere, face challenges that result from a new socio-political and cultural context, pluralism in values, profound technical innovation, and globalisation. Layered over and through these, however, are some challenges that impact on leadership, particularly because of the Catholic context of this study. One of the most noticeable changes in Catholic schools over the last few decades has been the transition from religious to lay leadership.

The Transition from Religious to Lay Leadership

The historical model of the Catholic school principalship, up until the mid 1960s and the conclusion of the Second Vatican Council, was based on the assumption that the principal was a member of a religious congregation and the religious orthodoxy of the school was guaranteed by the congregation. In general, the principal lived in a community whose focus was the school and all its associated activities (d'Arbon *et al.* 2002; Fox, 2000). Since then, the situation has gradually changed from one of religious to lay leadership. As Butler (2000) comments, "the transition from religious to lay leadership represents a sea change for Catholic institutions around the world".

There are now fewer than two per cent of members of religious congregations in Catholic schools in Australia (Catholic Education Commission of NSW 2001). This situation represents a significant change of cultures with lay principals having a domestic and community life beyond the confines of the school. Family and parenting commitments make demands on their time and resources and it is unreasonable to expect the same level of involvement as in the time when religious were responsible for the schools (Fox, 2000).

While it may be unreasonable to expect the same level of involvement, the reality for Catholic school principals is that many people in the school community still have those expectations. Many parents of children in Catholic schools have experienced school when leadership was vested in members of religious congregations. The principal's vocation then was to serve the congregation and the Church by giving leadership to all facets of school life (Perry, 2002). The expectations of parents were that the principal would be available constantly, would attend every school function, night, day and weekend, would be a significant part of sacramental programs, and would respond immediately to their requests, concerns and issues. Underpinning these expectations of total involvement by the principal in the life of the school, was an innate respect, by parents, for the religious authenticity of the school (Kicanas, 1999).

While the context of Catholic schools has changed considerably, there is still an expectation from parents that principals must demonstrate total commitment to the school community to which they have been appointed. The fact that many principals are married, have children, parish commitments of their own, and financial and community responsibilities is largely ignored by many members of the school community (Cieslak, 1999). The transition from religious to lay leadership has been accomplished, but the paradigm shift in the expectations and attitude of the community and employers to the principalship, that should have accompanied such a transition, still needs to be effected (Butler, 2000; Fox, 2000; Leckey, 1999;). It is time to stop 'polishing yesterday's paradigm' (Peters, 1999).

The preparation of and support for lay leaders is critical to the success of the transition. Unless Church leaders start moving to chart a future where lay people are properly prepared and given the necessary resources and support, many Catholic institutions will remain religious entities in name only (Butler, 2000). This theme is taken up by Leckey (1999) who states that "a well-motivated laity is not enough. Those who are the visible bearers of the symbols of our faith must be well-trained and it is especially urgent at this time because of the transition from religious to lay leadership". This has particular application to this study as the formation of lay leaders is critical to encouraging potential applicants to the principalship and supporting incumbent principals.

While the transition from religious to lay leadership has been a critical change in the context of the Catholic school, at the same time, significant changes have occurred in the community and the Church that have altered Catholic practice and have impacted on the role of the principal.

The Changing Nature of Catholic Practice

The structural changes in society and the accompanying social and moral effects of the change have impacted greatly on schools. Within the community, generally, there has been a growing marginalisation of the Christian faith as a point of reference and this has particular significance for Catholic schools. Only one in four Catholics regularly attend Mass, while more people than ever identify themselves as Catholic (D'Orsa & D'Orsa, 1997). The members of the clergy are aging and numbers are declining. As a consequence, the Catholic school has become the major experience of Church for increasing numbers of students and their families (McLaughlin, 2000). This is adding to the role of the principal, who is now expected to be the faith leader as well as the educational leader in the Catholic school community (d'Arbon, Duignan & Duncan, 2002; VSAT Project Final Report, 2003). It is also raising questions about the purpose of Catholic schooling.

Leaders in Catholic education, it would seem, have a responsibility to rethink the purposes of Catholic schools (D'Orsa and D'Orsa, 1997; Dwyer, 1986; Groome, 1996; McLaughlin, 1998, 2000). The changing clientele of Catholic schools (many of whom feel alienated from the regular worshipping community, but still in some way identify themselves as Catholic and choose to send their children to Catholic schools) require a different set of structures and a new clarity about the mission and purpose of the Catholic school.

There is an emerging consensus that to operate as effective agents of the Church's mission, schools must have a strong Catholic culture. They also need to have staff and leaders confident in, and knowledgeable of the Catholic tradition and the challenges presented by its contemporary expression. (D'Orsa, 2002; D'Orsa & D'Orsa, 1997; Duncan, 1998). The transition from religious to lay leadership and the changes in Catholic practice have added a new dimension to the role of the principal in the Catholic school. As well as being the educational leader, the principal of a Catholic school is also expected to be the faith leader. This added responsibility is of significance for this study as it is another deterrent to potential applicants seeking principalship.

The Principal as Faith Leader

A number of studies, (d'Arbon *et al.* 2000; Fox, 2000; Wallace, 2000;) have reported that the expectation that the principal be the faith leader in the school community poses a difficulty for both aspirants to, and incumbents in, the principal's role. Principals report that they lack confidence in their capacity to be the faith leaders in their communities and they believe their preparation for this aspect of the role was inadequate (Wallace, 2000).

The preparation of school principals, therefore, must address this concern so as to enable both aspiring principals and incumbents to feel as confident in promoting the ecclesial purpose of Catholic schools as they are in promoting the educational outcomes. Developing effective faith leaders who will serve as visionaries for each Catholic school is a difficult challenge for all who wish to see Catholic education flourish (Schuttloffel,

1999). The faith leader must be knowledgeable about the history of Catholic schools and the Church as well as of Church documents and teachings (Manno, 1985; Buetow, 1988). Wallace (1995) conducted a study of three hundred and fourteen Catholic school principals and it was precisely in these areas of history and knowledge of documents, that three quarters of the respondents felt their preparation was inadequate.

The participants in Wallace's (1995) study cited, specifically, a lack of knowledge of Church and Catholic school history and Church teachings and documents as an area of concern. They did, however, credit their ability to be faith leaders to their own lived faith experience, their personal and professional experiences in Catholic schools and their mentors, many of whom were members of religious congregations. Only a quarter of the respondents in Wallace's study felt that bringing a positive lived faith experience, and having good mentors, was adequate preparation for the task of being the faith leader. Three quarters of the respondents felt they needed much deeper knowledge and understandings. Wallace (1995) concluded that an increased commitment to preparation of leaders to assume this role was critical.

An increased commitment to the preparation for the role of faith leader in schools has been the subject of numerous other reports, studies and articles (D'Orsa & D'Orsa, 1997; Grace, 1996; Heft, 2000; McLaughlin, 1998; Rogus, 1991; Schuttloffel, 1999). A recurring theme in all these writings is the need to establish ways for leaders in Catholic schools to be confident and knowledgeable faith leaders of schools that are demonstrably Catholic. Wallace (1995) summarises this critical element of the transition from religious leadership to lay leadership in this way: "the principal, as faith leader, is key to the growing accountability for schools to be demonstrably Catholic" (p. 201).

Being 'demonstrably Catholic' is, in the present times, open to interpretation. The culture of traditional Catholicism was constructed to reduce ambiguity and paradox by the strong framing of its teaching (Grace, 1996). Post Vatican II Catholicism has resulted in greater ambiguity and paradox in moral codes.

Leadership in Catholic schools has, therefore, involved principals in a continuing struggle with these ambiguities. The "sea change" of the transition to lay leadership noted by Butler (2000), and the ambiguities and paradoxes of the post Vatican II world, have created some considerable challenges for the formation of leaders in Catholic schools. To help address these challenges, a framework for the formation of leadership in Catholic schools is necessary. This framework is addressed in Part 2 of this chapter. Part 2 provides a description of the response to the challenges of the principal's role in this complex, uncertain world. The framework will assist leaders engage with others in ways that "elevate their spirits" (Duignan, 2003) and to decide, amidst this complexity and uncertainty, what is right and worthwhile (SOLR Project, 2003). This framework for the formation of Catholic school leadership can help principals manage another framework, the economic rationalist framework, within which schools also operate. This economic rationalist framework manifests itself through the demands on schools for accountability and standardisation, both of which are significant for the conceptual framework for this study especially in relation to the first sub-question of the research that asks: What are the challenges to the role of the principal?"

Unfortunately, the economic rationalist framework, within which society and schools operate, can frustrate attempts to become the leader who engages with others in ways that elevate their spirits. Instead of fostering creativity and ingenuity, more and more school systems have become obsessed with imposing and micromanaging curriculum (Hargreaves, 2003). Teachers and leaders have been squeezed into the tunnel vision of standardised test scores, achievement targets, and league tables of accountability. Accountability and standardisation are relevant to this study as increasing demands for accountability have resulted in pressures that have been a major deterrent to people applying for principalship (Boris-Schacter & Langer, 2002; d'Arbon *et al.,* 2000; Gilman & Lanman-Givens, 2001; Pierce, 2003; VSAT Project Final Report, 2003). In many parts of the world, the rightful quest for higher educational standards has degenerated into a compulsive obsession with standardisation that had its genesis in the market fundamentalism of the late twentieth century (Hargreaves, 2003).

3. THE CHANGING EDUCATIONAL CONTEXT

In the late twentieth century, the economic and public policy of many nations was dominated by the ideology of market fundamentalism. Governments believed that the public interest was best served by the accumulated effects of freeing people to pursue their private interests. Competition was viewed as the best means to improve quality and raise standards in schools. The results in education made themselves felt in cost-cutting, downsizing and declining resources. Market fundamentalism also brought about moves to measure and compare achievement by increasing educational testing and imposing performance standards (Whitty, Power & Halpin, 1998). Since the late 1980s, centrally prescribed curricula, with detailed performance targets, aligned assessments, and high stakes accountability, have defined the 'new orthodoxy' of educational reform worldwide, providing standardised solutions at low cost for a voting public keen on accountability (Hargreaves, Earl, Moore & Manning, 2001).

The calls for accountability within the school sector come from multiple sources. These include state and federal governments, policy makers, school systems, taxpayers, parent associations, professional organisations and the students themselves. The stronger and louder the calls for accountability become, the more it becomes a disincentive in the recruitment of quality applicants for the principalship (Whitaker, 2002; Gilman & Lanman-Givens, 2001; Kochan, Spencer, and Mathews, 2000; Keller, 1998; Southworth, 1998; Dimmock, 1996) and therefore, an issue relevant to this study. Some of the sources demanding accountability actually have legal and political responsibility for the quality of education. These groups link accountability to school performance as they assume strong external accountability will improve student performance (Rallis & Goldring 2000).

The Effects of Standardisation and High Stakes Testing on Schools

In the United States, the standards-based reform movement has been successful in improving student performance in some states where a comprehensive approach has been

followed (Darling-Hammond, 2003). The comprehensive approach included such things as high quality curriculum frameworks; materials and assessments tied to the standards; intensive teacher preparation and professional development guided by related standards for teaching; and equitable resource allocation and support for educationally needy students. In places where a comprehensive approach has not been followed, standards and accountability have become synonymous with mandates for student testing that are detached from policies that might address the quality of teaching, the allocation of resources, or the nature of schools.

The growth of accountability and the standards movement has led, in many parts of the world, to the rise of what is known as "high stakes testing" which has, in turn, led to considerable pressure on principals to produce improved student test results (Darling-Hammond, 2003; Wallace, 2001; Whitaker, 2003). This pressure has caused further redefining of the principal's role and is, therefore, of relevance to this study.

High stakes tests are those that have serious consequences for those taking them and, in some school systems, for the careers of teachers and leaders. High stakes testing, in its present manifestation, appears to be a serious threat to students' engagement in their own learning and to schools that foster creativity and ingenuity (Hargreaves, 2003; Merrow, 2001). Merrow (2001) believes that unchecked, high stakes testing "will choke the life out of many excellent schools and drive gifted teachers out of classrooms" (p. 27). Starratt's view (2004, p.1) is equally pessimistic when he states that "high stakes testing shrinks the vision of teachers to the technical dimensions of learning".

Hargreaves (2003) warns that if schools capitulate to the idea that education can only be a low-cost system running on low-skilled, poorly paid and overloaded teachers, whose job is to maintain order, teach to the test, and follow a standardised curriculum, then teachers will "become the drones and clones of policymakers' anaemic ambitions for what underfunded systems can achieve" (p. 2). However, as schools do receive funding, no matter how inadequate, they are legitimately accountable to multiple audiences for multiple purposes.

This multiple-layered accountability is explained by Beare (2001) when he suggests that "the school, then, will be forced systematically to collect basic information to give an account of itself in different ways and in different settings and formats, according to whichever audience it happens to be addressing" (p. 129). Instead of promoting deep learning and students' engagement with their learning, teachers find themselves increasingly preoccupied with coaching students for standardised tests and often see themselves as deliverers and testers of the curriculum.

Socrates said that the unexamined life is not worth living. For teachers, it is the overexamined life that is the problem. Teachers feel that they are frequently treated as the problem rather than as part of the solution, with the consequence that many feel disillusioned, demoralised and disempowered (Hargreaves, 2003). When teachers are feeling so negative, it becomes difficult to recruit them to become leaders in schools, thus further exacerbating the critical shortage of quality applicants for the principalship. These feelings of negativity also impact on incumbent principals and have caused them to feel similarly negative to their jobs (Hargreaves, 2003; Keller, 1998; Tirozzi and Ferrandino, 2000) and consequently, they are less likely to want to remain in principalship while the present model is the only way of conceptualising the role (Whitaker, 2003).

The Impact of Standardisation and Accountability on Leaders

For leaders in schools, the requirements of the reform agenda, as well as the burnout and disillusionment experienced by their staff, combine to create a powerful dilemma. Beare (2001) sums up the principal's dilemma with accountability when he writes:

> There is not much poetry in 'accountability', and it is often applied in ways which do not provoke much enthusiasm, joy or excitement. If you had to assign a colour to it, it would be a dull, steely grey – cold, unimaginative, a trifle threatening, routine, mechanical and unfeeling. (p. 128)

This concentration on standardisation and accountability has demoralised educators and is one of the dominant tensions for school leaders (Darling- Hammond, 2003; Hargreaves, 2003; Simkins, 2002; Stoll, Fink & Earl, 2003; Reeves, 2004). It is also one of the main reasons for teachers refusing to put themselves forward for principalship (d'Arbon *et al.*, 2000; Gilman & Lanman-Givens, 2001; Whitaker, 2003). The effects on schools and school leaders of this reform agenda have been investigated by Sergiovanni (2000) who articulated a way of contrasting the standardisation and accountability agenda, with the innovation, flexibility and creativity that characterise the things that give significance and meaning to teachers' work. He refers to the former as the "systemsworld" and the latter as the "lifeworld", terms that originally were described by Habermas.

Sergiovanni (2000 p. 4) draws on Habermas (1987) who used the terms to describe two mutually exclusive yet ideally interdependent domains of all of society's enterprises from the family to the complex formal organisation. Sergiovanni's premise is that when the balance is skewed and the systemsworld dominates, the purpose and values of the school can be compromised. The preoccupation of some sections of the educating community and some governments with the 'systemsworld' instrumentalities is a major source of disaffection for teachers and a dominant tension for leaders in schools (Darling-Hammond, 2003; Hargreaves, 2003; Simkins, 2002; Stoll, Fink & Earl, 2003; Wallace, 2001). Creating a balance between the 'lifeworld' of schools, and the 'systemsworld' is one of the most serious challenges for school leaders. Sergiovanni summarises the challenge in this way:

> Achieving a balance may be the most important purpose of leadership…It will
> require some new thinking about layered loyalties, layered accountability and
> layered allocations of democratic responsibility. Are we up to this new thinking?
> (2000 p 4)

There is a perception, among some principals and some senior educators in the Sydney Archdiocese, where this study was conducted, that the balance is presently skewed towards the 'systemsworld' and is cited as one of the reasons recruiting quality applicants

to the principalship in Sydney is so difficult (Conversations by the author with potential applicants, 2002; 2003). It would seem appropriate, then, in seeking to encourage more applicants for leadership that redressing the balance between the 'lifeworld' and the 'systemsworld', between accountability and autonomy, is critical (Edwards, 1991; Sergiovanni, 2000; Simkins, 2002).

In the midst of this plethora of policy mandates, accountability measures and public pressures, school leaders, however, are not waiting for systems to redress the balance, but are finding their own ways of managing competing agendas.

Leaders Managing Competing Agendas

Leaders are managing competing agendas by using a range of strategies. One American study concluded that principals handle these pressures in one of three ways (Tye, 2000). First, by limiting themselves to managing the school and responding to directives from higher sources, some leaders adopt a coping strategy. Second, and conversely, others are aware of new trends and indiscriminately set goals and targets for their schools. This diffusion strategy occurs in what Bryk *et al.* (1998) describe as "Christmas tree schools". The leaders in such schools just keep hanging new ideas and innovations on top of old ones in the hope that a few will survive. The third leaders' orientation is goal focused in which the leaders and staff select a few reasonable goals, establish priorities and ignore or manage other pressures. This type of leadership draws on the expertise of staff and recognises that in any organisation, schools included, leadership is not vested in just one person.

Schools, like other organisations, comprise executive leaders, line leaders and informal leaders (Senge, 2000). Executive leaders include principals, assistant principals and other senior managers who possess formal and legitimated power. Line leaders include subject coordinators, heads of departments and year coordinators while informal leaders are those with the potential and flexibility to cross organisational boundaries and promote whole-school initiatives, often more effectively than formal leaders. Wise leaders seek the

substantial participation of other educators, from within the school community, to assist them, not only in managing the pressures of standardisation and accountability, but also in promoting the understanding that leadership is a shared phenomenon and is the professional work of everyone in the school (Andrews & Crowther, 2002; Crowther, Kaagan, Ferguson & Hann, 2002; Lambert, 2002; Reeves, 2004).

SUMMARY OF PART 1: THE CHALLENGES

For a number of decades, the literature has documented the changing role of school principals. Principal role changes frequently cited in the literature include increasing pressures related to societal changes (Flockton, 2001; Rallis & Goldring, 2000; Murphy & Seashore Louis, 1994; Pierce, 2003; Stoll, Fink & Earl, 2003); the tensions and anxieties related to the changing context of the Catholic school (d'Arbon *et al.,* 2002; D'Orsa and D'Orsa, 1997; Fox, 2000; Grace, 1996; McLaughlin *et al.*, 1996; Perry, 2002; Wallace, 2000); and increased pressures related to accountability and standardisation (Darling-Hammond, 2003; Earl, Moore & Manning, 2001; Hargreaves, 2003; Reeves, 2004;). Despite some positive impacts, these role changes have led to an increase in overall workloads and have contributed to increased stress for principals (Pounder and Merrill, 2001).

The role changes have affected recruitment and retention of principals across many Western countries. Data suggest that there is greater difficulty in recruiting new candidates for the principalship, in addition to retaining the ones already in the role (Bianchi, 2003; d'Arbon *et al.,* 2000; Educational Research Service, 1998, 2000; Pierce, 2000, 2003).

Several challenges exist for policymakers and school systems as they attempt to ensure that schools attract and retain high quality leaders. Educational leadership is at a crossroads, but a response to the present crisis in the principalship, and some suggestions for ways to overcome the present challenges can also be found in the literature, particularly in three areas, namely, shared leadership, building leadership capacity and creating frameworks for leadership development.

PART TWO: THE RESPONSE

1.   SHARED LEADERSHIP

Effective leadership in schools has always been crucial for effective teaching and learning but, in the present political climate, leadership in schools matters more than ever (Fullan, 2003; Pierce, 2003; Hargreaves, 2002). The demands on leadership are increasing: societal changes, standardisation and accountability, parental expectations, constant pressure for student achievement, and the ever-changing knowledge base on which learning is built, all impact on schools. School leaders, therefore, must be able to build capacity in themselves and others to respond swiftly, knowledgeably, and responsibly, to the constant currents of uncertainty and change (SOLR Project, 2003; Hargreaves, 2002).

The inclusion of people other than the principal in decision-making, power-sharing and leadership has been advocated by a number of writers. "Shared leadership" (Feiler, Heritage & Gallimore, 2000; Lambert, 2002; Wallace, 2001), "distributed leadership", (Handy, 1996; Hargreaves & Fink, 2000; King & Newman, 2000, 2001) "teacher leadership" (Barth, 2001; Crowther, 2001; Lecos, Evans, Leahy, Leiss and Lucas, 2000) and "parallel leadership" (Andrews & Crowther, 2002; Crowther, Kaagan, Ferguson & Hann, 2002) are some of the terms that have been used to describe this emerging way of conceptualising school leadership. However it is named, the concept of sharing leadership is foundational to the response being suggested in this study, as a means of redesigning the principalship. Several principles have been advanced in the literature to support the claim that school leadership should be shared and a number of these principles centre on staff entitlement (Sergiovanni, 1996; Southworth, 1995; Starratt, 1995; Wallace, 2001).

Staff Entitlement

The principles of staff entitlement means that staff are entitled to contribute to decisions about development of the school which affect their work. They are entitled to be empowered to collaborate in creating an excellent institution (Wallace, 2001) because shared leadership is morally just in a democratic society (Blasé & Anderson, 1995; Sergiovanni, 1996; Southworth, 1995; Starratt, 1995). Participating in shared leadership has intrinsic value and can be a professionally fulfilling experience for all involved (Wallace & Hall, 1994). Staff are also entitled to leadership experience to further their professional development and career aspirations (Marsick & Watkins, 1990; Wallace, 1991).

Another re-occurring principle in the literature is that shared leadership is potentially more effective than principals acting alone as leaders. Staff are interdependent and every member has a contribution to make because the complexity of leadership tasks can be accomplished only with and through other people (Stoll, Fink & Earl, 2003; Hargreaves, 2002; Stoll, Bolam & Collarbone, 2002; Hill & Crevola, 1997). Sharing leadership with others, however, requires a rethinking of what constitutes leadership in a school and how best to enable staff to feel a sense of commitment and ownership.

Assumptions underpinning the central issues of leadership, such as power, authority, position, responsibility, accountability, as well as personal and professional relationships, need to be reviewed and modified, where necessary, to build leadership capacity and make shared leadership possible (SOLR Project, 2003). Moving to shared leadership, however, particularly in countries with a prescribed curriculum, creates certain dilemmas for principals. Such dilemmas are relevant to this study as they raise some issues of concern for any redesigning of the principalship. Three dilemmas are particularly relevant if a shared leadership approach is to be considered.

Dilemmas for the Principal

The first dilemma has been characterised as the autonomy dilemma (Wildy & Louden, 2000). In the rhetoric of shared leadership, sharing power requires the principal to

delegate leadership responsibilities, develop collaborative decision-making processes and bring shared authority to life (Murphy, 1994). The dilemma arises when the demand for the principal to be the facilitator of shared decision making is coupled with the demand to be the autonomous educational leader and school site manager. The dilemma for principals is to exercise leadership that is both strong and shared.

The second dilemma has been characterised as the efficiency dilemma (Wildy & Louden, 2000). Collaborative decision-making structures and processes are expected to encompass the views of teachers, community members and sometimes students (Angus, 1995). Such processes require the commitment of time, energy and resources. The dilemma for the principal is to be both efficient and collaborative. For many principals, efficiency is valued above collaboration (see Louden & Wildy, 1999a, 1999b). Making decisions alone takes less time than setting up structures and processes to involve staff, parents and students. Efficiency is secured but at the cost of democratic and collaborative decision making. The challenge for principals is to implement a collaborative approach without being judged by more traditional colleagues as indecisive or inefficient.

The third dilemma has been characterised as the accountability dilemma (Wildy & Louden, 2000). Principals, in the current political climate, have, in many systems, less room to manoeuvre than in previous times (Wallace, 2001). Their understanding of principalship is increasingly being constructed for them by external forces and while they still enjoy the authority to decide how far to share leadership, they are also held uniquely accountable for the outcomes of their decisions. Increased external accountability makes principals more reliant on staff to achieve desired outcomes and imposed targets. Their greater dependence on colleagues disposes principals towards sharing leadership but, in a context of unprecedented accountability, they may be inhibited from sharing.

Despite, or perhaps because of, this unprecedented level of accountability, principals need to let go of old structures and roles. In a complex, fast-paced world, leadership cannot rest on the shoulders of the few. The burden is too great (Boris-Schacter & Langer, 2002; Pierce, 2000). In highly complex, knowledge-based organisations, such as

schools, everyone's intelligence, everyone's leadership capacity, is needed to help the organisation flex, respond, regroup, and retool in the face of unpredictable and sometimes overwhelming demands (Hargreaves & Fink, 2000; Stoll, Fink & Earl, 2003).

If these demands are to be met schools and systems will need frameworks for shared leadership. Frameworks for shared leadership that help build the leadership capacity of all members of the school community have been suggested by a number of writers (Andrews & Crowther, 2002; Crowther *et al.,* 2002; Hargreaves & Fink, 2000; Lambert, 2002; SOLR Project, 2003; Wallace. 2001).

The extensive research on teacher leadership conducted by Crowther over a number of years (1997, 2001), and Andrews and Crowther (2002) has provided a framework for teacher leadership and some insights into the relationship that must exist between the principal and the teacher-leader for teacher leadership to flourish. Crowther's extensive research is useful in helping to answer a number of the questions being investigated by this study, particularly the questions that ask what models of leadership would attract potential applicants to the principalship and what are the implications of having different models of principalship for preparing potential applicants and supporting those already in the role.

Teacher Leadership

The distinctive leadership phenomenon involving principals and teacher leaders has been conceptualised by Andrews and Crowther (2002) as "parallellism" which manifests itself differently in different situations, reflecting the diversity of contexts, personal qualities and philosophical orientations of educators. It is through parallel leadership, according to Crowther (2002), that the knowledge-generating capacity of schools can be most effectively activated and sustained. Parallel leadership is defined as "a process of teacher leaders and their principals engaging in collective action to build capacity" (Crowther *et al.,* 2002 p38*).* All examples of successful parallel leadership, in their research, were

underpinned by relationships characterised by three distinct qualities: mutual trust and respect; a sense of shared directionality; and allowance for individual expression.

An environment characterised by mutual trust and respect is conducive to the generation of new ideas and reflective of a willingness to support and acknowledge others' ideas**.** A sense of shared directionality aligns the school's stated vision and the teachers' preferred approaches to teaching, learning and assessment. The responsibility for the alignment is shared by teachers and administrators. Allowance for individual expression was associated with recognition of and collaboration among, strong, skilled, autonomous individuals who are exercising teacher leadership (Crowther *et al.,* 2002).

Teacher leadership is seen as a means of raising the morale of teachers, gaining greater commitment from teachers in carrying out the goals of the school, of assisting other teachers in improving their practices by having teacher-leaders plan with them, demonstrate lessons and provide feedback. Giving teachers leadership opportunities can also be seen as enhancing teacher professionalism, and empowering teachers. (Barth, 2001; Feiler *et al.,* 2000; Lecos *et al.,* 2000).

Teacher-leaders have also been suggested as the most reliable, useful, proximate and professional help for overworked and overwhelmed principals (Barth 2001). Barth comments that "when teachers lead, principals extend their own capacity, students enjoy a democratic community of learners, and schools benefit from better decisions" (p. 445). Teacher leadership would appear to be critical to answering the research questions posed by this study, both from the perspective of aspirants to the principalship and incumbents already in the role.

Any model of shared leadership, does, however, require a rethinking of the role of the principal to accommodate new ways of working.

The Changing Role of the Principal in Shared Leadership

In the creation of a democratic community of learners and building leadership capacity within schools, it is incumbent on principals to share school leadership as widely and equally as possible to maximise the benefit for students' learning and teachers' job satisfaction and professional growth. Shared leadership means more than simple delegation. Delegation often involves passing on lesser and sometimes, unwanted tasks to others. The individual leader decides what will be delegated and to whom. Shared leadership means creating a culture of initiative and opportunity, in which teachers propose new directions and start innovations and principals build the leadership capacity of the school.

The work of developing leadership capacity brings clarity to the changing role of the principal. A principal who goes it alone will find that the school becomes overly dependent on his or her leadership (Wallace, 2001; Wildy & Louden, 2000). Today's effective principal constructs a shared vision with members of the school community, convenes the conversations, insists on a student learning focus and high expectations, evokes and supports leadership in others, and models and participates in collaborative practices (Hargreaves & Fink, 2000; Lambert, 2002). This work requires a new repertoire of skills and new understandings of leadership, relationships and the relinquishing of old roles and power (Shaw, 2002).

Recent research (Blasé & Blasé, 1997, 1999) demonstrates that letting go of old roles and power necessitates the development of collaborative decision-making processes, the creation of a shared vision, and the construction of a support network of professional relationships. Such significant role changes can produce feelings of loss of control, uncertainty, fear of failure, impatience and frustration (Bredson, 1995). In spite of the uncertainty and anxiety that result from moving into shared leadership, principals reported that they were less lonely and more motivated (Blasé & Blasé, 1999). They also reported that shared leadership is difficult and time-consuming but it provides rewards for those prepared to persevere.

Shared leadership requires ethical, courageous, honest leaders who demonstrate initiative, ingenuity, creativity and authenticity (Blasé & Blasé, 1999; Duignan, 2002a; Hargreaves, 2003; SOLR Project, 2003). Many of the participants in this study indicated a willingness to explore shared leadership but also acknowledged the necessity for developing an enhanced repertoire of skills and capabilities. Developing leaders with such attitudes, skills, values, knowledge and capabilities is a major challenge for organisations. If organisations are to, not only survive, but also, thrive, in times of uncertainty and paradox they must develop the leadership capabilities of everyone in the organisation, thus building the leadership capacity of the organisation as a whole.

Shared leadership would appear to be critical in answering the main research question posed by this study. In seeking to find out how the principalship can be redesigned to attract more quality applicants to the role and retain incumbents already in the role, shared leadership is a significant part of the necessary scaffolding.

2. BUILDING LEADERSHIP CAPACITY

Critical Features for Building Leadership Capacity

Lambert (1998 p. 16) has developed five critical features necessary for a school wishing to build high leadership capacity. The five critical features are:
1. Broad-based, skilful participation in the work of leadership;
2. Inquiry-based use of information to inform shared decisions and practice;
3. Roles and responsibilities that reflect broad involvement and collaboration;
4. Reflective practice/innovation as the norm; and
5. High student achievement.

A school with high leadership capacity has a principal capable of collaboration and inclusive leading. The school-wide focus is on both student and adult learning and decision making is shared (Lambert, 1998).

The dispositions, knowledge, and skills essential to the achievement of these features are learned in a variety of ways: by observation and reflection, modeling and metacognition, guided practice, collaborative work and training (Lambert, 1998 p. 80).These dispositions, knowledge and skills are important to this study as building leadership capacity is essential to shared leadership. Shared leadership requires staff who are capable of participating in the broad-based work of leadership. The work involves new roles and responsibilities that reframe all interactions within a school community. Both shared leadership and building leadership capacity are critical elements of the response proposed in this study to challenges inherent in the principalship.

Contemporary school leaders need more support than ever from systems and other governing bodies to help achieve these critical features. The challenges facing leaders are complex and multidimensional and call for qualities, mindsets and dispositions that help leaders form creative frameworks for choice and action that go beyond the more traditional leadership competencies (SOLR Project, 2003). To assist with the design of professional support necessary for today's leaders, Duignan (2002b) has identified a number of attributes that effective leaders require for leading in contemporary organisations.

Attributes of Effective Leaders

Ten attributes required by effective leaders when dealing with complexity and incertainty in contemporary organisations have been identified by Duignan (2002b). Some of these attributes, which are particularly relevant to this study, include being:

1.   *critically reflective.* This is the capacity to critically reflect on the challenges and experiences of life and work. It constitutes a habit of reflecting critically on values and taken-for-granted assumptions as well as actions and interactions. Its primary purpose is self growth and improvement.

2. *intuitively connected.* This is the ability to tap into the wisdom distilled from life's experiences. Too frequently, intuition is dismissed a 'soft' logic or 'gut' feelings. On the contrary, intuition constitutes the fund of wisdom accumulated through experiental learnings that have stood the test of time.

3. *ethically responsible.* This refers to the capability of applying ethical standards to complex and perplexing situations. Acting ethically usually means acting as thoughtful, caring human beings, and not as self-serving narcissists.

4. *spiritually courageous.* Authentic leaders are depthed human beings who have struggled with the meaning of life and have spiritual scars from agonising over what is the 'right' thing to do when the ethical path may be fuzzy or grey.

5. *intellectually capable.* Leadership demands a high level of mental acuity and discernment. Leaders need disciplined minds and must be knowledgeable and rigorous in their methods of analysis and reasoning.

These five attributes are central to this research because leaders choosing to work within a redesigned principalship model would need to be critically reflective, intuitively connected, ethically responsible, spiritually courageous and intellectually capable. The wisdom that accrues with each of these attributes is critical in the journey towards successful shared leadership and in building the capacity of the school community to embark on a journey into uncharted waters. Developing these attributes is crucial in leaders who are interested in pursuing the challenges associated with sharing leadership.

These attributes are best developed through programs, activities and experiences that are formational in terms of their processes and intended outcomes (Duignan, 2002a). Some of the programs, activities, experiences and processes an organisation can implement to develop the attributes of authentic leaders and to build leadership capacity in the organisation are succession planning and the implementation of leadership programs that operate in partnership with universities and are underpinned by frameworks that move

from competency to capability. A comprehensive succession planning initiative is necessary in any organisation that wants to develop a pool of quality people who are interested in and capable of filling leadership vacancies as they occur (Lacey, 2000, 2001). Succession planning is, however, critical in educational organisations, such as the one in which this research was carried out, where there is a shortage of suitable applicants for leadership positions.

Succession Planning

Succession planning began in the corporate and business world as a reactive process of job replacement. It later evolved to developing the skills of a pool of individuals for future positions within the organisation (Hall, 1986). More recently, succession planning has become a proactive process that takes a longer-term view. Succession planning is the deliberate and systematic effort made by an organisation to identify, develop, and retain individuals with a range of leadership competencies who are capable of implementing current and future organisational goals (Leibman, Bruer & Maki (1996, p. 22).

Succession planning should be based on agreed principles, provide a breadth of experiences critical to leadership, and be active at all levels of the organisation (Friedman, Hatch & Walker, 1998). Effective succession planning identifies future organisational needs and potential future leaders; inspires leadership aspirations in people; bases the selection processes on future leadership capabilities; creates pools of talent; and recognises multiple paths to leadership (Canavan, 2001; Lacey, 2001; Leibman *et al.,* 1996). It provides opportunities for current leaders to develop their leadership capacities by accessing new challenges.

Strategic succession planning should align organisational thinking, the external environment, and the needs of individuals (Brigland, 1999; Leibman *et al.,*1996). While this is the ideal, the reality in most education systems is that succession planning is *ad hoc* and there is little in the way of a coordinated approach to recruit, develop and retain leaders (Lacey, 2001). To create a climate that encourages leadership aspirations and is

likely to increase application rates for principal's positions, schools and education systems need to ensure that they implement strategies to develop and support aspirants and, at the same time, reduce or remove factors that inhibit leadership aspirations, particularly for women, who make up the bulk of employees in most education systems.

To encourage women to take up, or continue with, leadership positions earlier in their career, there needs to be a much wider range and easy access to shared and part-time leadership positions (Lacey, 2001). Job-sharing, particularly in leadership positions, has some inherent communication and administrative complexities. Because of these complexities, it is sometimes considered an inefficient use of time to implement such job shares. Efficiency, however, is not always effective and there are considerable benefits, for both the organisation and the individual, from strategies that support the work/life balance (Pocock, 2003; Lacey, 2001).

Another useful strategy, suggested by Lacey (2001), is for teachers and assistant principals to have experience acting in a leadership role. Acting in a leadership role has a significant and positive impact on teachers' leadership aspirations (Lacey, 2001). Acting opportunities can be short term, such as acting principal for three or four days while the principal is attending a conference, or longer term while a senior member of staff is on leave. Even short term acting experiences can have a positive impact if they are genuine leadership opportunities and not just a 'baby-sitting' the school exercise (Lacey, 2001).

Once a person is confirmed in a substantive leadership position, however, a process of ongoing support and development needs to be implemented. That ongoing support needs to include leadership programs and networks of learning that are designed specifically for people new into the leadership role. As people grow in their understanding of the complexities of leadership, the design and support should be varied to meet their needs. Professional learning that operates in partnership with universities and is underpinned by frameworks for building leadership capabilities appears to be effective and useful in supporting leaders (SOLR Project, 2003; Queensland Catholic Education Commission,

2004). Frameworks for building leadership capabilities are a critical element of the response proposed in this study to challenges inherent in the principalship.

3. FRAMEWORKS FOR BUILDING LEADERSHIP CAPABILITIES

Leaders in schools require preparation and ongoing support that goes beyond competency training to broader frameworks that support the development of leadership capabilities. Principalship has evolved to a point where the role has broadened, deepened and become more complex. It has become more demanding of the principal's time, energy and resources, and incorporates elements of administration, management and leadership. For some principals, this evolution has resulted in role overload, role ambiguity and role conflict leading to increased stress and diminished job satisfaction (VSAT Project, 2003).

The notion of shared leadership and the ways in which it can support the principalship in turbulent and challenging times have been discussed above. Shared leadership requires courageous, honest leaders who demonstrate initiative, ingenuity, creativity and authenticity (Hargreaves, 2003; SOLR Project, 2003; Duignan, 2002a; Blasé and Blasé, 1999). The attributes required by effective leaders (Duignan, 2002b) have also been discussed. To nurture such attributes and to foster shared leadership, it is essential to develop frameworks to guide the provision of professional learning and development for aspiring leaders as well as those already in principalship.

Some organisations already use frameworks that have been developed for educational leaders, for example, *Standards Framework for Leaders* (Education Queensland, 1997); *National Framework of Competencies for School Leaders* (Australian Principals Associations Professional Development Council, 2000); and *A Framework for Leadership in Queensland Catholic Schools* (Queensland Catholic Education Commission, 2004). Given the complexity of the principal's work and the changing context in which schools must operate, the frameworks required need to be based on in-depth understanding of human nature and of the values, ethics, and moral dimensions inherent in human interaction and choice (SOLR Project, 2003)

In many places around the Western world, transformational leadership is considered a desirable form of leadership to change an educational organisation (McGuinness) and to "frame new meanings and to mobilise support" (Gronn, 1996 p. 8).

Transformational Leadership

Transformational leadership is part of a cluster of related approaches termed 'new leadership' by Bryman (cited in Leithwood, 1999). Originally described in relation to leaders in the political and business sectors, it has, in more recent times, been applied to educational settings (McGuinness, 2003; Leithwood, 1994, 1997, 1999). Transformational leadership can be described as

> A process that changes and transforms individuals. It is concerned with values, ethics, standards and long-term goals. Transformational leadership involves assessing followers' motives, satisfying their needs and treating them as full human beings….Although the transformational leader plays a pivotal role in precipitating change, followers and leaders are inextricably bound together in the transformational process (Northouse, 1997 p. 130)

According to Northouse (1997) Downton was the first to coin the term 'transformational leadership', but it was the work of Burns (1978) which saw its emergence as an important approach to leadersip. Further development of a transformational leadership perspective in organisations can be seen in the work of a range of writers (Bass, 1985; Bennis & Nanus, 1985; Tichy & DeVanna, 1986). By the late 1980s and early 1990s, the relevance of transformational leadership for schools as organisations was being articulated (McGuinness, 2003).

Collard (1997) believes that Leithwood (1994) was the first theorist to link transformational theory to school leadership. Sergiovanni was also influential in the development of transformational leadership in education (McGuinness, 2003). Sergiovanni's view (1990) is that transformational leadership works in schools because it fits better the way in which schools are organised and because of its ability to tap higher levels of human potential. Transformative leaders practice the principle of power

investment. They distribute the power among others in an effort to get more power in return (Sergiovanni, 1999). They know it is not power over people and events that counts but power over accomplishments and the achievement of organisational purposes. To gain control over the latter, they delegate or surrender control over the former. Principals who are transformative leaders understand that teachers need to be empowered to act, to be given the necessary responsibility that releases their potential and makes their actions and decisions count.

Transformative leadership appears to be a useful framework for leaders who are seeking to build the leadership capacity of their schools through the implementation of shared leadership models. Transformative leadership can tap depths of human potential and produce levels of performance that are beyond expectations (Hart, 2000). Transforming leadership occurs when leaders and followers engage with each other in ways which raise one another to higher levels of motivation and morality thus having a transforming effect on both (Burns, 1978). This raising of each other to higher levels of motivation and morality is also explored through another framework for leadership formation, namely, authentic leadership.

Authentic Leadership

Another framework for the formation of leaders in Catholic schools can be found in the model of authentic leadership. Duignan (2003, 2002a, 2002b, 1998,) and Duignan and Bhindi (1998, 1997) have written extensively about authentic leadership. The authentic leader, who leads "from the heart and soul as well as from the head and hands" (Duignan, 2002a p. 183) would appear to be what is required at this time of transition and challenge in Catholic education. Duignan believes that authentic leaders earn the allegiance of others, not by coercion or manipulation, but by building trusting relationships and by being credible in their words and deeds. Authentic leaders are aware of their own limitations and are tolerant of imperfections in others and assist others to learn, grow, mature and succeed. Duignan describes authentic leaders in the following way:

> Authentic leaders *take action* to bring change, to move us closer to the ideal of authenticity. They raise themselves and others to higher levels of motivation and morality. They infuse their leadership practices with a higher purpose and meaning. They are able to identify and articulate this higher ideal in order to elevate the human spirit of those with whom they engage (2002a, p. 183).

Authenticity in leadership calls for a radical shift away from much of the traditional, conventional wisdom about leadership. It is based on personal integrity and credibility, trusting relationships and commitment to ethical and moral conduct. Authentic leaders are centrally concerned with ethics and morality and with deciding what is right and what is worthwhile (SOLR Project, 2003).

Authentic leadership that promotes and supports authentic learning, requires, according to Starratt (2004), a commitment to three ethics: the ethic of authenticity, the ethic of responsibility and the ethic of presence. He suggests that leaders have responsibility for developing and sustaining authentic working relationships with students, teachers, parents and the wider community, as well as cultivating a caring and productive learning environment. To do this, leaders need to be present to those with whom they work. Being more fully present to these people enables healthy relationships to develop. It is then possible to share ideas and solve problems together. Being more fully present requires the removal of self from the centre stage, replacing self with others whom the leader is called to serve. Starrat (2004) asserts that authenticity needs both presence and responsibility. He sees the linking in this way:

> Thus, to be authentic, I have to take responsibility for the self I choose to be. To be responsible, I have to choose to be authentic. But to be authentic and responsible, I have to be present to my authentic self and be present to the circumstances and situations so that I can connect my authentic self to the roles I have chosen to play (2004, p. 105).

Schuttloffel (1999) has developed tool or practice that could assist with the journey towards authentic leadership. She refers to this tool as contemplative practice, a process-oriented habit of mind. She describes contemplative practice as a form of reflective practice that can synthesise a principal's beliefs about educational theory and practice

and the values that underpin the principal's world view. Particularly because of the Catholic context of this study, Schuttloffel's work, in assisting the development of this habit of mind, is significant. One of the dilemmas for Catholic school principals is to find ways of developing authenticity in leadership that guides them to "resolve moral dilemmas in ways that enable them to exemplify the school's mission and to foster the development of its culture" (Schuttloffel, 1999 p.1). While contemplative practice is a useful tool, some systematic formation is necessary to support school leaders.

Engaging in partnership initiatives with university leadership programs has proved a useful strategy to assist leaders to grow in authentic, wise leadership. Within the Sydney Archdiocese, where this study was conducted, high potential staff have been sponsored to undertake formal leadership studies as a way of supporting their personal and professional growth and building the leadership capacity of the organisation. The organisation within which this research was conducted was the Archdiocese of Sydney which has developed its own framework for leadership development.

The Sydney Archdiocesan Framework

Within the Sydney Archdiocese, a leadership framework already exists (Catholic Schools Leadership Framework, 1998). This framework has, at its heart, six foundations, namely, religious leadership and leadership for learning as the core foundations, and human resources leadership, organisational leadership, strategic leadership and the personal dimensions of leadership as the supporting foundations. These foundations are underpinned by an extensive range of competencies that are used to guide career planning for leaders and inform the content of the teaching programs for each of the foundations. While adequate for the times in which they were written, the competencies are not reflective of the complexity of the principal's role or of the attributes necessary for a leader in Catholic schools at this present time. The foundations may still have a logic to them, in that they represent a way of grouping the principal's work and are used in the Sydney Archdiocese as organisers for the principal's role description. The competencies, however, are quite inadequate as descriptors and indicators of the work of principals.

From Competency to Capability

Rather than key competencies, the framework needs to be underpinned and depthed by key capabilities. Stephenson (2000) argues for a clear distinction between 'competency' and 'capability' in leadership development. He believes that:

> Competency is about delivering the present based on past performance; capability is about imaging the future and bringing it about. Competency is about control; capability is about learning and development. Competency is about fitness for (usually other people's) purpose; capability is about judging fitness of the purpose itself (p. 4).

Stevenson (1992, p. 1) maintains that "capability depends much more on our confidence that we can effectively use and develop our skills in complex and changing circumstances than in our mere possession of these skills". He defines the concept of capability as:

> An all round human quality, an *integration* of knowledge, skills, personal qualities and understanding *used appropriately and effectively* – not just in familiar and highly focused specialist contexts but in response to *new and changing* circumstances (Stephenson, 2000, p. 2 – italics in original).

The assumption underpinning the concept of capability is that "leaders not only need to be competent at their jobs, but they also need to be 'capable human beings' who can use their skills and competencies confidently, logically, and with good judgement and wisdom" (Duignan & Marks, 2003). Some of these key capabilities are emotional maturity, practical wisdom, passion and courage, collaborative commitment, contextual awareness, change mastery and gospel discipleship (Duignan & Marks 2003). Many such capabilities are fundamental for any principal who has the drive and passion to lead a Catholic school in these difficult times. All capabilities are indispensable for any principal contemplating the complexity of shared leadership as it is being advocated in this study.

Shared leadership, in its many different manifestations, has been advocated by writers who have examined the principal's role and concluded that the role has become overwhelming and needs to be redesigned. As part of the redesigning process some of the research has suggested that alternative models of principalship need to be explored (Boris-Schacter & Langer, 2002, 2003; Collarbone & Shaw, 1998; Hirsch & Groff, 2002; Pierce, 2000; Whitaker, 2003).

4. ALTERNATIVE MODELS OF PRINCIPALSHIP

Alternative models of leadership in the school context have been explored by Court (2001) who examined some models of school leadership that not only allow, but encourage the emergence of leadership involving a variety of people who can lead from different positions. She has explored the complexity of the principal's role with particular reference to co-principalship and shared leadership initiatives and reviewed a number of international studies that examined some different models of leadership. Court (2001) has used a model developed by Kagan (1994) that suggests leadership can be viewed as a continuum. Kagan's continuum moves through four different views of leadership: sole leadership, supported leadership, dual leadership and shared leadership.

A Continuum of Leadership

A Continuum of Leadership

Sole Leadership   Supported Leadership   Dual Leadership   Shared Leadership
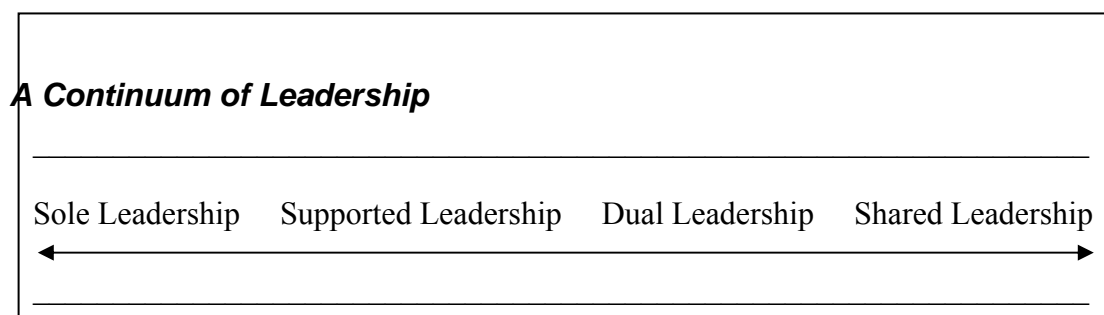
Figure 1 (Kagan, 1994 p. 53)

Kagan (1994 p. 53) described her continuum as follows. In *sole leadership*, one person, as the real and titular head, has the dominant voice and leadership is not shared. *Supported leadership* (sometimes called consultative leadership) exists where the

recognised single leader draws on and acknowledges input and advice from a wide range of people. *Dual leadership* involves a partnership between two people, both recognised as leaders. *Shared leadership* is diffuse, "becoming an holistic property shared to some degree by all persons and groups involved in the collaboration." (Kagan, 1994, p. 53)

Examples from the International Context

Based on Kagan's approach, Court (2001) has drawn on examples from the US (Dass 1995; Groover, 1989), the UK (Court 2001), the Netherlands (Van de Grift & Kurek-Vriesema, 1990; Vlug & Geerlings, 1990), Canada, (White, 1991) New Zealand (Court, 2001; Glenny *et al.*, 1996) and Norway (Tjeldvoll, 1985; Øverbye, 1984) to inform her review.

Some examples are based on split task specialisation with a principal for administration and a principal for educational leadership. Some of these models were mixed gender teams and, in some models, gender divisions resulted in one principal (mostly the male principal) managing finances, strategic planning and external relations and the other principal (mostly the female principal) primarily focused on curriculum and student responsibilities. Some were models of co-principalship as job-sharing with a blend of separate responsibilities and shared responsibilities. Others were more transformative and integrated because the two principals worked simultaneously with equal authority and shared all aspects of the principalship, while some further examples were attempts to devolve decision-making across a wider group of people thus coming closer to Kagan's (1994) definition of shared leadership.

Each of Court's (2001) examples provides some insights into creative ways in which the complexity of the principal's role is being addressed in different countries. From these examples, five models were constructed for this study, to explore possible ways to redesign the role of the principal to make it more manageable for incumbents and more attractive to potential applicants.

The Five Models

The five models, drawn from Court's research findings, that were constructed for this study, were:

6. Supported Leadership (A), the business matrix model;
7. Supported Leadership (B), a distributed leadership model;
8. Dual Leadership with split task specialisation;
9. Dual Leadership with job-sharing; and,
10. Integrative Leadership, a two-principal model with responsibilities integrated.

The first model, called Supported Leadership (A), is also known as the business matrix model. The key feature of this model is the inclusion of a business manager, responsible to the principal, in the administration of the school. The second model, called Supported Leadership (B), is based on shared or distributed leadership. The key feature of this model is the sharing or delegation of leadership functions to staff with particular expertise. The third model is Dual Leadership with split task specialisation. The key feature of this model is that there are two principals in a school, namely, a principal for administration and a principal for educational leadership.

The fourth model is also a variation on the dual leadership model. The key feature of this model is that two people job-share the principalship and alternate in the position. Rather than allocating administrative and educational leadership to different people, each principal, at different times, carries out all of the principal's functions. The final model is known as Integrative Leadership and is also a two principal model. The key feature of this model is that two principals work simultaneously with equal authority and share all aspects of the principals' work in a collaborative, flexible way.

These five models have been used as a basis for this study to examine how the principalship can be redesigned to attract more quality applicants to the role and retain incumbents already in the role. Along with building leadership capacity, sharing leadership and frameworks for building leadership capabilities, alternative models of

principalship are an integral part of the response, proposed in this study, to the challenges impacting on the principalship.

SUMMARY OF PART 2: THE RESPONSE

Four areas emerge from the literature as possible ways of responding to the challenges impacting on the principalship, namely, building leadership capacity, sharing leadership, frameworks for building leadership capabilities, and alternative models of principalship. The more developed understandings of shared leadership that have emerged with recent research (Hargreaves, 2002; SOLR Project, 2003; Stoll, Fink & Earl, 2003; VSAT Project, 2003; Wallace, 2001) are important influences in the future shape of the principalship.

The extensive research on teacher leadership conducted by Crowther (1997, 2001), and Andrews and Crowther (2002) has provided a framework for conceptualising shared leadership in terms of teacher leadership. The relationship that must exist between the principal and the teacher-leader for teacher leadership to flourish should be characterised by three distinct qualities: mutual trust and respect; a sense of shared directionality; and allowance for individual expression.

Other suggestions from the literature for redesigning the principalship include using shared leadership approaches for succession planning purposes and to build the leadership capacity of schools and systems of schools. Lacey (2001) suggests a coordinated approach to strategic succession planning to create a climate that would encourage leadership aspirations and increase application rates for principal's positions. While women are a large proportion of employees in most education systems they are often under-represented in leadership positions.

To encourage women to take up, or continue with, leadership positions earlier in their career, there needs to be a much wider range and easy access to shared and part-time leadership positions (Lacey, 2001). Strategies that support the work/life balance for both

men and women in leadership should also be included in the response to redesigning the principalship (Pocock, 2003; Lacey, 2001).

The literature also suggests that the use of frameworks, such as those based on transformative leadership (Burns, 1978; Bass, 1985, Bennis and Nanus, 1985; Tichy and DeVanna, 1990; Leithwood, 1994; Sergiovanni, 1990, 1999) and authentic leadership (Duignan, 2002a; 2002b; Duignan and Bhindi, 1997; 1998) are of paramount importance for the formation of leaders in any redesigning of the principalship. These frameworks need to be capability-based rather than competency-focused. The underpinning assumption serving such frameworks is that "leaders not only need to be competent at their jobs, but they also need to be 'capable human beings' who can use their skills and competencies confidently, logically, and with good judgement and wisdom" (Duignan & Marks, 2003).

Some of the literature has suggested that in redesigning the principalship alternative models of principalship need to be explored (Boris-Schacter & Langer, 2002, 2003; Collarbone & Shaw, 1998; Hirsch & Groff, 2002; Pierce, 2000; Whitaker, 2003). Court (2001, 2002) explored a number of alternative models of principalship that have been successfully implemented in various parts of the world. Many of the models were based on shared leadership in a variety of manifestations, from teacher leadership to dual principalships.

The challenges impacting on the principalship are complex and emanate from multiple sources. The four aspects of the response to these challenges, suggested by the literature, can together provide the scaffolding needed to redesign the principalship to make it more attractive to quality applicants and more manageable for incumbents in the role.

The conceptual framework was developed from the concepts discussed above in an attempt to explain both the challenges impacting on the principalship and the response that could assist with redesigning the principalship.

THE CONCEPTUAL FRAMEWORK

This research project was primarily concerned with trying to find out how the principalship could be redesigned to attract more quality applicants to the role and retain incumbents already in the role. To assist with answering the research questions, a conceptual framework, (see Figure 2, p. 61) that derived from the literature reviewed in this chapter, was developed. The conceptual framework is in two parts. The first part details three profound changes which are impacting on the principalship. In the framework, these three profound changes are referred to as challenges. The second part gives an overview of some ways, suggested in the literature, to respond to the challenges facing the principalship. In the framework, this is referred to as the response.

Part 1: The Challenges

The three changes, termed challenges, are the societal changes that have been experienced in most parts of the western world, the changing context of the Catholic school and the changing educational context. These challenges are impacting on the role of the principal to such an extent that people are not seeking principalship and incumbents are finding the role unmanageable and ungenerative (d'Arbon, Duignan & Duncan, 2002; Educational Research Service, 1998, 2000; Gilman & Lanman-Givens, 2001; VSAT Project Final Report, 2003). To answer the main research question and ascertain how to redesign the principalship to attract more quality applicants and retain those already in the role, it was necessary to understand the challenges presently impacting on the principalship.

Societal Changes

The first of the challenges details the societal changes that have impacted on the principalship. These include such things as the changing nature of family, students who are affected by poverty and unemployment, and the fragmenting of communities. As society changes, so the expectations of schools change. Schools are required to be stable

anchors in a tumultuous community setting (Rallis & Goldring, 2000) but are also required to prepare students for an increasingly complex society. That society is fast becoming a knowledge society with a rapidly changing job market and technological realities for which schools must prepare students. Changing and ever-increasing parental expectations of schools are also a significant challenge for principals. These changes have redefined the role of the principal far beyond their core business of leading teaching and learning. There are some other challenges for the principalship, specifically because of the Catholic context of this study.

The Changing Context of the Catholic School

The changing context of the Catholic school has had significant impact on the role of the principal and the willingness of potential applicants to seek principalship. Some of the major issues that emerged from the literature included: the movement from religious to lay leadership; the requirement that the Catholic school principal is the faith leader of the school community; the changing nature of Catholic practice; and a growing marginalisation of the Christian faith as a point of reference for many people in the community (McLaughlin, 1998). These are all relevant to the focus of this research study because of the effect each has on not only the recruitment of quality applicants to the principalship but also on the retention of leaders already in the role. The final challenge included in the conceptual framework is the significant challenge posed by the demands from governments and systems for accountability and standardisation in schools.

The Changing Educational Context

The current educational context presents a disturbing picture (Starratt, 2004). The demands of the global knowledge society and the imposed agenda for school reform and accountability present significant challenges for school leaders (Fullan, 2003; Hargreaves, 2003). The calls for accountability within the school sector come from multiple sources including state and federal governments, policy makers, school systems,

tax payers, parents (Beare, 2001). These groups link accountability to school performance as they assume strong accountability will improve student performance.

The stronger and louder the calls for accountability become, the more accountability becomes a disincentive in the recruitment of quality applicants for the principalship and, therefore, an issue relevant to this study. The same can be said of the drive by some governments for standardisation and high stakes testing. In some parts of the world, the rightful quest for higher educational standards has degenerated into a compulsive obsession with standardised test scores, achievement targets and league tables (Hargreaves, 2003).

These three profound changes impacting on the role of the principal have been named in the conceptual framework as the major challenges for the principalship. Together, they answer the first sub-question posed by this study: What are the challenges for the role of the principal? Understanding the challenges is a necessary first step in the process of redesigning the principalship. The next step in the process was to explore the literature that might provide a foundation for any redesigning of the principalship. In the conceptual framework this is referred to as the response.

Part 2: The Response

Four areas emerge from the literature as possible ways of responding to the challenges impacting on the principalship, namely, sharing leadership; building leadership capacity; frameworks for building leadership capabilities; and alternative models of principalship. If the principalship is to be redesigned to attract more quality applicants as well as retain those already in the role, the process needs to be based firmly on the literature.

Sharing Leadership

One of the keys to managing the increasing complexity and demands of leadership is to share leadership with others (Crowther, 2001; Crowther *et al.,* 2002). The inclusion of

teachers in decision-making and power-sharing is foundational to the response being suggested by this study as a means of redesigning of the principalship to attract more applicants and retain incumbents. This creates certain dilemmas for the principal in how to balance autonomy and efficiency, to exercise leadership that is both strong and shared (Wildy & Louden, 2000). The present context of unprecedented levels of accountability could be argued to inhibit sharing leadership but the literature suggests that in complex, knowledge-based organisations such as schools, leadership cannot rest on the shoulders of the few (Boris-Schacter & Langer, 2002; 2003; Pierce, 2000). Rather, everyone's intelligence and leadership capacity is needed to respond in the face of unpredictable and sometimes overwhelming demands (Hargreaves & Fink, 2003)

Building Leadership Capacity

Building leadership capacity is essential to shared leadership. Shared leadership requires staff who have the desire and capabilities to participate in the broad work of leadership. This involves new roles and responsibilities that reframe all interactions within the school community (Lambert, 1998). One way of building the leadership capacity of an organisation is to implement a comprehensive, strategic succession planning initiative that encourages high potential employees into leadership (Leibman *et al.,* 1996). Given the highly feminised workforce in education particular cognisance must be taken of women in leadership (Lacey, 2001) and for all aspirants to leadership, an entitlement to a work/life balance must also be acknowledged (Pocock, 2003). Shared leadership and building leadership capacity are interdependent and both are critical elements of the response proposed in this study to the challenges inherent in the principalship. Building the leadership capacity of an organisation requires individuals within the organisation to develop their own leadership capabilities.

Frameworks for Building Leadership Capabilities

Some educational organisations have already developed frameworks to support leaders in the maqnagement of their work. Given the complexity of the principal's work and the changing context in which schools must operate, the frameworks required need to be based on in-depth understanding of human nature and of the values, ethics, and moral dimensions inherent in human interaction and choice (SOLR Project, 2003). A number of frameworks have been suggested in this study for principals seeking to develop their own leadership capabilities, the capabilities of their staffs and, therefore, the capacity of their organisations.

Transformational leadership is one such framework that appears to be suitable to education (Hart, 2000; Leithwood, 1994; Sergiovanni, 1999). Another framework particularly appropriate for the formation of leaders in Catholic schools can be found in the model of authentic leadership (Duignan, 1998; 2002a; Duignan and Bhindi, 1997, 1998; and Starratt, 2004). Whatever the framework, it needs to be underpinned by key capabilities rather than competencies (Duignan & Marks, 2003).

The three aspects of the response detailed above were particularly relevant in providing a theoretical basis for the fourth sub-question: What are the implications of having different models of principalship for preparing potential applicants and supporting those already in the role?

Shared leadership, in its many different manifestations, has been advocated by writers who have examined the principal's role and concluded that the role has become overwhelming and needs to be redesigned. As part of the redesigning process some of the research has suggested that alternative models of principalship need to be explored (Boris-Schacter & Langer, 2002, 2003; Brooking *et al.,* 2003; Collarbone & Shaw, 1998; Court, 2001, 2002; Hirsch & Groff, 2002; Pierce, 2000; Whitaker, 2003).

Alternative Models of Principalship

The fourth area to emerge from the literature as a possible way of responding to the challenges impacting on the principalship was the need to consider alternative models of principalship. Some of these models have been explored by Court (2001) who examined some models that encourage the emergence of leadership involving a variety of people. These models were drawn from examples that were being successfully implemented in many parts of the world. Some of these alternative models were used in this study to answer two of the sub-questions: What alternative models of principalship would principals recommend? What models of principalship would make the role more attractive to both incumbents in the role and potential applicants?

All dimensions of the conceptual framework, (see Figure 2 p61), have been utilised to answer the main research question: How can the principalship be redesigned to attract quality applicants to the role and retain incumbents already in the role?
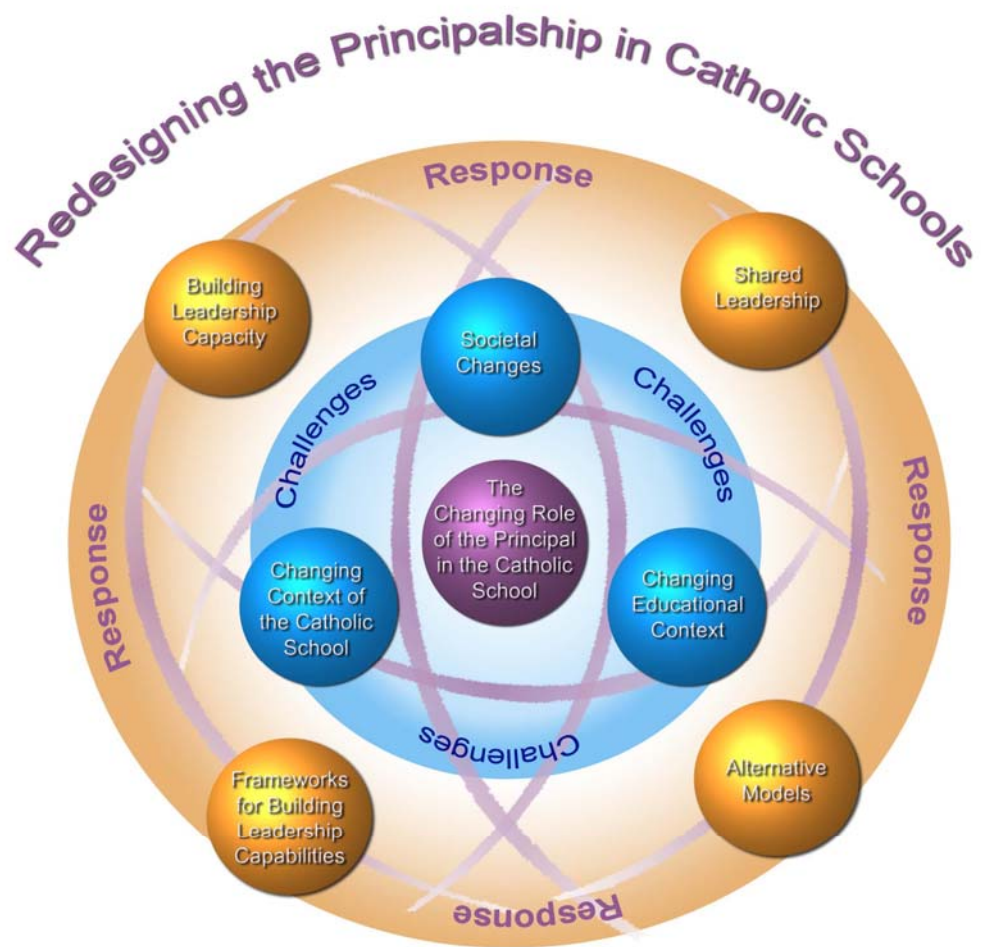
Figure 2: The conceptual Framework

CHAPTER 3

RESEARCH METHODOLOGY

INTRODUCTION

The purpose of Chapter Three is to present the methodology used in the research. This includes: the design of the research and the theoretical framework; the methodology and data gathering techniques that were used in the study to gather the qualitative data; the design of the survey instrument that emerged from the analysis of the qualitative data; a description of the participants; and, the role of the researcher.

Also addressed in this chapter is the use of QSR N6, a qualitative data analysis computer software program that assisted the researcher "to manage and synthesise ideas, providing a range of tools for clarifying understanding of the data and for arriving at answers to research questions" (Richards 2002, p. 4). Finally, verification of the methodology is justified and ethical issues are considered.

DESIGN OF THE RESEARCH

Introduction

The choice of methodology for the study stemmed from the purposes of the research and the type of research data most appropriate to these purposes (Cohen and Manion, 1994; Neuman, 2000). The aim of this research was to explore how the principalship could be redesigned to attract a larger pool of suitable applicants for principal positions. Different models of principalship and the implications for preparing potential applicants for these different models were explored with participants. These were complex questions that required in-depth data to answer them so a qualitative approach to the research was taken.

Qualitative Research

Qualitative research is an inquiry approach useful for exploring and understanding a central phenomenon. To learn about this phenomenon, the inquirer asks participants

broad, general questions, collects the detailed views of participants, and analyses the information for description and themes. From this data, the researcher analyses and interprets the meaning of the information, drawing on personal reflections and past research to build a complex, holistic picture of the phenomenon being studied (Creswell, 1998, 2002; Denzin and Lincoln, 1994). The central phenomenon investigated in this research was the shortage of applicants for the principalship and how the principalship could be redesigned to attract more quality applicants and retain incumbents already in the role.

Qualitative research was particularly appropriate in this study because little was known about the central phenomenon and the researcher was attempting to gain an understanding of the field of study (Minichiello, Fulton & Sullivan, 1999). There have been numerous studies which have established *why* people are not choosing principalship (Boris-Schacter & Langer, 2002; d'Arbon *et al.* 2001; Educational Research Service, 1998; Ferrandino & Tirozzi, 2000; Gilman & Lanman-Givens, 2001; Yerkes & Guaglianone, 1998) but there have been few studies that have investigated *what* to change about the principalship or *how* to make the principalship more attractive to potential, quality applicants and retain those already in the role. Therefore, gaining an understanding of the problem, using qualitative research, is foundational to this study. The particular methodology chosen, from the qualitative approach, was case study.

Case Study Methodology

The primary purpose of a case study is to determine the factors, and relationships among the factors, that have resulted in the current status of the central issue or subject of the study (Gay, 1992). The elements of this research that suggest the desirability of a case study design, according to Yin (1989), are outlined below.

Yin (1989) defines case study as an empirical inquiry that:
1. investigates a contemporary phenomenon within its real life context; when
2. the boundaries between phenomenon and context are not clearly evident;
3. and in which multiple sources of evidence are used (p. 23)

The research reported in this study was true to each component of Yin's definition. The investigation was an *empirical* inquiry. At the time of writing, the area under scrutiny in this research project had been the topic of little research. Studies that investigated why there was a shortage of applicants were plentiful but studies that examined possible ways of redesigning the principalship as a means of mitigating the shortage of applicants, were few.

The *phemomenon* under consideration was *contemporary*. The shortage of applicants for the principalship is a phenomenon that has emerged in recent times. It has occurred because of the increasing complexity of the principal's role and the particular challenges facing the principalship because such contemporary issues as societal changes and the changing educational context as well as the changing context of the catholic school. The *real life* context of the project was evident in that the participants were all practitioners in the field who brought first-hand knowledge of the phenomenon to the research.

That the *boundaries* between the phenomenon and the context were not clearly evident made this research of interest. The inter-relatedness of the context in which principal's work and the dilemmas and challenges that appear to be deterrents to aspirants to the role is neither entirely clear nor fully understood and is one of the complexities of this project.

Multiple sources of evidence were used. This was achieved by inviting all principals, both primary (N=112) and secondary (N=36) in the Archdiocese of Sydney to participate in the research. Of a possible one hundred and forty eight participants, one hundred and twenty six agreed to participate, thus providing multiple sources and perspectives. Data were also gathered from both primary (N=112) and secondary (N=36) assistant principals in the Archdiocese. Of the possible one hundred and forty eight participants, eighty eight participated thus providing more sources of evidence. This data is detailed in Table 2 (p. 69).

Yin's (1989) argument, therefore, provided support for the choice of case study design for this research project.

While the focus for this study was a particular issue, namely the difficulty in attracting quality applicants to the principalship, there were many approaches from which to choose to develop a case study. Yin, (1989), for example, espouses both qualitative and quantitative approaches to case study development with particular reference to the exploratory mixed method study. Other researchers also favour the combination of qualitative and quantitative data collection techniques as complementary modes of investigation, which can result in deeper understandings of the issue being investigated (Duignan, Collins, Coulon & Fagan, 2003; Herman and Egri, 2003). For this research, the exploratory mixed method design was selected in the order to attain deeper understandings of the problem being investigated.

Exploratory Mixed Method Design

An exploratory mixed method design was chosen for this study, because, as Yin (1989) suggested, "this design is the logical sequence that connects the empirical data to a study's initial research questions and, ultimately, to its conclusions" (p. 28). The purpose of an exploratory mixed method design is to gather qualitative data that enables the exploration of a phenomenon or issue, and then to collect quantitative data to help explain relationships found in the qualitative data (Creswell, 2002).

In mixed method research, there is a sequence to data collection that involves the collection and analysis of qualitative data (Phase 1) followed by quantitative data collection (Phase 2), often in the form of a survey. According to Creswell (2002), mixed method studies are often in two phases, one qualitative and one quantitative, as is the case with this research. An advantage of this approach, is that it allows the researcher to identify themes grounded in the data obtained from participants in the earlier phase of the study (Creswell, 2002). In this research, the data emerging from the focus group interviews informed and influenced the design of the survey that was used in Phase 2 of the study. Figure 2 shows the steps in the process of conducting a mixed method study.

Steps in the Process of Conducting a Mixed Method Study

Step 4
Develop Quantitive and Qualitative Research Questions

Step 5 **Collect Quantitive and Qualitative Data**

Step 3 **Idenfity the Data Collection Strategy and Type of Design** ← Priority ← Sequence ← Visualisation

Step 6 **Analyse Data Separately or Concurrently**

Step 2 **Identify a Rationale for a Mixed Method Study**

Step 7 **Write the Report as One- or Two- Phase Study**

Step 1 **Determine if a Mixed Method Study is Feasible**

Figure 3: Steps on the process of conducting a mixed method study (Creswell, 2002)

Rather than view various research methods as part of an incompatible qualitative-quantitative dichotomy, in this project, the researcher has approached them as complementary modes of investigation, resulting in a deeper understanding of the phenomenon being studied (Herman & Egri, 2003).

In this mixed method design, the data were collected from the various participants in two phases.

PHASES OF THE DATA COLLECTION AND RESEARCH PARTICIPANTS

The data collection for the study was divided into two phases and eight steps. The first phase (Steps 1-4) was the qualitative phase, wherein the qualitative data were collected using focus group interviews and analysed using QSR N6. The second phase (Steps 5-8) was the quantitative phase, wherein data were gathered using a survey constructed from the data collected and analysed in the first phase. The following table (Table 1) provides a synopsis of the data collection methods used in this mixed method study. It also provides a step-by-step overview of the phases in the data collection.

Table 1: Phases in the Data Collection and Analysis

Data Collection Methods	Steps in the Process	Phases for Data Collection and Analysis in a Mixed Method Study
Phase 1 Qualitative **Focus Group Interviews**	Step 1	Selection of participants for focus group interviews
	Step 2	Focus group interviews of principals of secondary schools
	Step 3	Focus group interviews of principals of primary schools
	Step 4	Analysis of data collected in Steps 2 and 3
Phase 2 Quantitative **Survey**	Step 5	Selection of informants to the survey
	Step 6	Construction of survey instrument using data collected and analysed in Steps 2 – 4 and consultation process
	Step 7	Administration of survey
	Step 8	Analysis of data collected in Step 7

The participants for Phase One of the study were primary and secondary principals in the Archdiocese of Sydney and the participants in Phase Two of the study were primary and secondary assistant principals in the Archdiocese. Reasons for choosing principals are

detailed in this chapter on page 74 and reasons for choosing assistant principals are detailed on page 81.

Research Participants

Of the one hundred and twelve (112) primary principals in the Archdiocese of Sydney, ninety three (93) agreed to participate in the study. Of the thirty six (36) secondary principals in the Archdiocese, thirty three (33) agreed to participate in the study. There are the same number of assistant principals in the Archdiocese and sixty five (65) primary assistant principals and twenty three (23) secondary assistant principals returned the surveys. As well as the principals and assistant principals who participated in the two phases of the study, a number of other people contributed to the study in other ways.

Three senior Catholic Education Office staff critiqued the models used in the focus group interviews in Phase One of the study. These people were all experienced principals who also understood the dilemmas and complexities of the principal's role and also, because of their experience and positions, understood the policy implications that would be involved in any redesigning of the principalship.

Two primary and two secondary principals helped construct the survey used with the assistant principals. These principals had demonstrated great enthusiasm for the research topic, as observed and noted by the researcher during the focus group interviews. The four principals volunteered to work with the researcher to construct the survey used with the assistant principals in Phase Two. Table 2 provides a summary of all participants.

Table 2: Participants in the Research

Categories of participants	Focus Group Interviews No of Groups	Focus Group Interviews No of persons	Pilot Study for Survey	Surveys returned	Critique of models used in focus group interviews	Total No of partcipants
Primary principals	18	93	2	0	0	95
Secondary principals	6	33	2	0	0	35
Primary assistant principals	0	0	0	65	0	65
Secondary assistant principals	0	0	0	23	0	23
Senior CEO staff	0	0	0	0	3	3

The next sections outline the two phases of the study including the data gathering methods, the choice of participants, the role of the researcher and the use of QSR N6 to analyse the data.

PHASE ONE: QUALITATIVE DATA GATHERING

Focus Group Interviews

Powell and Single, (1996, p. 499) define a focus group as "a group of individuals selected and assembled by researchers to discuss and comment on, from personal experience, the topic that is the subject of the research." Focus group interviews were chosen as the primary data gathering method for this study because it was possible to include the whole principal cohort (N=148) in the focus groups.

Focus groups are a form of group interviewing but it is important to distinguish between group interviews and focus group interviews. Group interviewing involves interviewing a number of people at the same time, the emphasis being on questions and responses between the researcher and the participants. Focus groups, however, rely on "interaction within the group based on topics that are supplied by the researcher" (Morgan, 1997, p. 12). This was important in this study as the group interaction provided some of the most original and imaginative data, particularly when the groups were creating their ideal models (see Chapter 5).

Purpose and Benefits of Focus Group Interviews

The main purpose of focus group research is to draw upon respondents' attitudes, feelings, beliefs, experiences and reactions in an interactive setting (Gibbs, 1997). Focus groups elicit a multiplicity of views that enable the researcher to gather a large amount of information in a short period of time. For this study, the use of focus groups provided the opportunity for the inclusion of all principals in the Archdiocese. The size of the groups, as well as the number of groups involved in the study, enabled robust discussions and interactions with each other during the interviews.

Interaction is the crucial feature of focus group interviews because the interaction between participants highlights their view of the world and their values and beliefs about a situation (Kitzinger, 1994, 1995). Interaction also enables participants to ask questions of each other, as well as to reevaluate or reconsider their own understandings of their experiences. This "synergised effect of the group setting may result in the production of data or ideas that might not have been uncovered in individual interviews" (Stewart & Shamdasani, 1992 p. 16). For example, one participant in this study commented that he could not understand how a particular model of principalship would work, so other participants were able to offer their perceptions of how different models could be operationalised, thus enabling the first participant to clarify and/or reconsider.

An additional advantage of focus groups is that they elicit information in a way which allows researchers to find out why an issue is salient, as well as what is salient about it (Morgan, 1988). As a result, multiple understandings and meanings are revealed by participants, and multiple explanations of their behaviour and attitudes can be articulated. When groups work well, trust develops and the group may explore solutions to a particular problem as a unit rather than as individuals (Kitzinger, 1995). This occurred when the groups worked together to create their ideal models, an activity they engaged in with enthusiasm. They were prepared to disclose some of their hopes and dreams about the principalship and to discuss some ways of reconceptualising their roles.

Focus groups capitalize on group dynamics where evolving relations can be a stimulus to elaboration and expression. Individuals can become clearer about their own views after hearing other participants and identifying the degree to which what they are hearing fits their situation. The interaction in focus groups often creates a cuing phenomenon that has the potential for extracting more information than other methods (Morgan, 1988; Stewart & Shamdasani, 1992). This type of interaction was evident throughout this phase of the study, as participants sought clarification from each other, about how a particular model might work in differing circumstances.

There can also be benefits for the participants of focus group research. The opportunity to be involved in decision making processes (Race, Hotch & Parker, 1994), to be valued as experts, and to be given the chance to work collaboratively with researchers (Goss & Leinbach, 1996) can be empowering for participants in focus groups. Many participants in this study commented that they felt pleased to be invited to participate in research that was exploring possible solutions to such a challenging problem. The participants also commented that, ultimately, they could be affected by the outcomes of the research, so involvement in redesigning the principalship, at this initial stage, could have long-term benefits. Although focus group research has many advantages, as with all research methods, there are limitations.

Limitations of focus group interviews

Some of these limitations can be overcome by careful planning and skillful moderating, but others are unavoidable and peculiar to this approach. The researcher, for example, has less control over the data produced than in either quantitative studies or one-to-one interviewing. The researcher has to allow participants to talk to each other, ask questions and express doubts and opinions, while having little control over the interaction other than generally keeping participants focused on the topic. By its nature, focus group research is open ended and cannot be pre-determined. To help mitigate this limitation, participants in this study were given some questions to help focus and direct their discussion and interactions with other group members. This proved to be successful as groups answered each of the questions and, if their attention was diverted, the researcher was able to re-direct them to the next question to be answered.

It should not be assumed that individuals in a focus group are expressing their own definitive individual view (Gibbs, 1997) so, sometimes, it may be difficult for the researcher to clearly identify an individual message. To help mitigate this limitation, the participants in this study were asked to complete individual booklets during the course of their discussion. The booklets (see Appendix 2) contained descriptions of the five models as well as the questions about each model that each participant was asked to answer.

Albrecht, Johnson, & Walker (1993) have suggested another limitation of focus groups is that some group members may identify with a group member who is admired or if members of the focus group are in work related superior/subordinate relationships with each other or with the researcher. In this study, there were no superior/subordinate relationships. The participants and the researcher all worked for the same organisation but the relationship among the participants (all school principals) and between the participants and the researcher was collegial rather than superior/subordinate so the limitation suggested by Albrecht *et al.* was unlikely to impact on the data.

Focus groups can also be limited because opinions that are internalised and deeply held may not be expressed (Kelman, 1961). Such opinions are less prone to the effects of

social interaction or perceived rewards and are potentially the most valuable, though the most difficult to obtain. The key challenge for the researcher, therefore, was to facilitate the reporting of internalised opinions. One well-established technique is for the researcher to provide participants with an opportunity to write a response or an idea rather than verbalising as an initial strategy (Albrecht *et al,* 1993). This technique was used with all focus groups in this study.

The way in which focus groups are organised can influence their effectiveness so the researcher put considerable thought and time into negotiating, with the group of principals responsible for planning their meetings, for maximised outcomes.

Practical Organisation Of The Focus Groups

One of the reasons that focus groups are under used in social research, is a practical one. Focus groups can be quite difficult to organise and generally require more planning than other types of interviewing (Gibbs, 1997). Finding a suitable venue, recruiting participants, negotiating for them to come together as a group at a specific time for one to two hours, and looking after their creature comforts during the interviews are all part of the organisation that must take place prior to focus group meetings.

For this study, however, many of these potential difficulties were overcome because the participants and the researcher worked for the same organisation and the research topic was considered of particular interest and significance to all involved. The venues were readily available to the researcher and included suitable places for the focus groups to meet. Recruiting participants was not difficult as the topic was of considerable interest to the participants (school principals) and the opportunity to contribute their expertise and experience to research on the topic was appealing. Participants also thought that, long-term, there was something to be gained for themselves from the research. The following comment is typical of comments made by a number of participants:

> Congratulations to everyone involved in looking at this whole area – something needs to be done. I am pleased to be involved in the research. Principals need to support any trials and innovations and monitor what works. I would volunteer to try some of the models.
>
> (P057-experienced principal, primary, female)

Assembling the focus groups at a particular time for the required number of hours was negotiated without difficulty for a number of reasons. The study was investigating an area of particular significance to the organisation for which both the participants and the researcher worked; the researcher's own work was very much involved with the whole area of the recruitment of quality applicants to the principalship; and time, during one of the regular meetings of the participants, was allocated by the planning committees to the research project.

The participants in the focus group interviews were all principals and these participants were chosen for specific reasons.

Selection Of Participants For Focus Group Interviews

Primary and secondary principals of systemic schools in the Archdiocese of Sydney were chosen as the participants for the focus group interviews in this study. The reasons for their selection were:

> ➢ principals already in the role have experienced the tensions and complexities of the role and could discern different ways of conceptualising the role;
>
> ➢ principals were aware of the shortage of applicants for the principalship and were prepared to offer their expertise to help solve the problem;
>
> ➢ the researcher works in the Catholic Education Office of the Archdiocese of Sydney which administers systemic primary and secondary schools so access to

this group of principals was more readily negotiated than for any other group (for example, state school principals, principals of independent schools); and

➤ the need to attract a pool of quality applicants to the principalship is a problem for both the primary and secondary sectors of schooling so participants from both sectors were needed to inform the study.

The primary principals (N 112) meet regularly in three regional groups and the researcher negotiated with the planning committee of each region to take approximately one and a half hours of the Term 2, 2002 meetings for the focus group sessions. All regions agreed to this arrangement. The secondary principals (N 36), meet three times a year, and the same negotiations were undertaken successfully with the secondary planning committee so all focus groups met in Term 2, 2002. Because of the smaller size of the group, the secondary principals meet as an Archdiocesan group rather than in regions.

All principals were sent an invitation to participate in the focus groups as well as an information letter about the study and two consent forms, one for the participant to keep and one for the researcher (in accordance with Australian Catholic University research ethics requirements). Of the one hundred and twelve primary principals who were sent invitations, ninety three (83%) chose to participate in the focus groups. Of the thirty six secondary principals, thirty three (92%) chose to participate.

Four separate meetings were organised, three with primary principal participants and one with secondary principal participants. For this study there were approximately five to six people in each of the groups and there were twenty four groups in all. Five or six people were allocated to each group as this was within recommended range for focus group interviews (Kitzinger, 1995; MacIntosh, 1981) and the numbers could be comfortably accommodated around the tables to facilitate discussion.

For the purposes of this study, the researcher acted as facilitator and moderator of the focus groups so the role of the researcher in the focus group interviews was significant.

The Role Of The Researcher in Focus Group Interviews

For this study, the researcher was also the facilitator of the focus group interviews. Once meetings were arranged, the role of the facilitator, became critical, especially in terms of providing clear explanations of the purpose of the study, helping participants feel at ease, and facilitating interaction between group members (Gibbs, 1997).

At the beginning each of the four meetings, the researcher gave the same explanation about the purpose of the study, the context of the study and the role of the focus groups in the study. To ensure consistency across groups, the same power point slide presentation (see Appendix 4), using the same script, was presented by the researcher, on all four occasions. During the meetings, the researcher answered questions, clarified processes and promoted debate by asking open-ended questions, as needed, to challenge participants, to draw out their perceptions and to tease out meanings Kreuger, 1988; Gibbs, 1997). Sometimes, it was necessary to probe for details, or move things forward when conversation was drifting from the topic. The questions in the booklets proved useful in this regard.

The researcher had worked in a range of capacities with many of the participants over many years. The researcher and the participants had no direct line relationship, that is, there was no superior/subordinate relationship. The relationship was, rather, one of mutual respect based on collegiality and collaboration. The researcher's appraisal (Catholic Education Office, 2000), to which many of the participants contributed by way of survey, indicated that the she possessed high credibility with the participants, good interpersonal relationships, and highly-developed facilitation skills. These qualities helped promote the participants' trust in the focus group interview process and increase the likelihood of open, interactive, dialogue (Gibbs, 1997).

To ensure the smooth running of the focus groups, the researcher prepared materials ahead of time, had the physical environment set up to ensure comfort of participants and explained the rules and directions for carrying out the structured experience as simply and clearly as possible. Any questions were answered clearly and simply so that everyone could hear what was being said. These procedures, recommended by Benjamin, Bessant, and Watts (1997), were followed with each of the groups.

As a result of following this advice closely, the focus groups were organised and productive. Each participant in the focus groups contributed to the discussion and also had sufficient time to complete his/her individual booklets on the five alternative models of principalship, developed from the literature, that were used to guide the discussion of the focus groups.

As the moderator of the focus groups, the researcher was in a position to observe the focus groups during the time they were meeting and to keep a record of these observations noted as the researcher walked around the room(s) where the focus groups met. The discussions of the focus groups were not recorded electronically because the level of noise generated by having multiple focus groups in one room made it difficult to differentiate voices.

Observations Of The Researcher

There was a high level of interest in the topic from the very beginning of the meetings. The information included with the invitation to participate in the focus groups had captured participants' imagination and they were eager to contribute to research that they felt was of particular significance to them as a professional group. The invitation had also generated curiosity about the way in which the data would be collected. The participants said that they liked the idea of interaction with colleagues (Morgan, 1988; Kitzinger, 1994, 1995,) and the opportunity to work collaboratively with the researcher (Goss & Leinbach, 1996).

During the explanation about the purpose of the study, the participants asked a number of insightful questions that indicated a high level of understanding of the problem and its context. The participants were pleased that the method of data collection enabled them to give a personal response to each of the models, by using the booklets provided, as well as to participate in discussion.

The discussions in the focus groups were informative and lively. Considerable differences emerged, especially between the secondary male principals and the secondary female principals. An example of a frank exchange occurred when discussing one of the models in which leadership was shared. Comments such as "I believe this is the answer" (SO3, experienced principal, secondary female) contrasted with "Equal authority is a myth" (SO2, experienced principal, secondary, male). While the discussion consisted of a good-natured exchange among colleagues, it was quite robust and indicated some basic philosophical differences that emerged again through the written data. These are discussed in detail in the results chapters.

Participants were asked to construct their ideal model of principalship. This aspect of the data gathering seemed to engage most participants with great enthusiasm. This entailed writing their own descriptions, enumerating the strengths and weaknesses of their models and naming any appropriate professional development that would support the implementation of such models. Of the twenty four focus groups, twenty groups produced their own models, some of which drew on parts of the five models presented to them in the booklets. Four groups chose not to create their own model as they were satisfied that the five models presented offered sufficient flexibility to meet most needs. Many of the new models were highly original. The construction of these new models engaged the participants in stimulating and often amusing but insightful debate and discussion.

During the course of the focus group interviews, a number of participants indicated their willingness to contribute to the research in other ways if the opportunity arose. These participants appeared to have an interest in, even a passion for, the topic and stated that

they had previously spent time reflecting on the principalship and different ways of conceptualising it. Four people from this group agreed to be part of the consultation for developing the survey that would be used with the assistant principals. These four principals assisted with the construction of the survey that was later sent to all primary and secondary assistant principals in the Archdiocese of Sydney.

The booklets used with the focus groups consisted of a description of five alternative models of principalship, some questions about each model and an opportunity to rate each model for its usefulness as an alternative model of principalship. These models were discussed in Chapter 2 and are included in Appendix 2.

Use Of Models For Data Collection

The five different models of principalship used with the focus groups were developed from the literature. The models were drawn from alternative examples of the principalship operating successfully in countries such as Canada, New Zealand, the Netherlands, Norway, the UK and the USA. A description of each model was developed from the literature and was critiqued by some senior Catholic Education Office colleagues, prior to presentation to the focus groups.

The researcher invited three senior colleagues from the Catholic Education Office to critique the descriptions of the models for clarity and usefulness as alternative models of principalship. The colleagues were all senior administrators, all of whom had previously had extensive experience as principals and who were not included in the research. As a result of these consultations, some revisions were made to the descriptions and some questions were formulated to put to the focus groups. The questions were:

What are the strengths and weaknesses of each model?
Could you suggest any improvements?
What would be appropriate leadership development for this model?

What rating would you give each model for its usefulness as an alternative model of principalship?

After commenting on each of the five models, the focus groups were invited to create their ideal model, to describe it and name its strengths and weaknesses (if any), as well as any appropriate leadership development that would prepare principals to implement the model. These models are included in Appendix 3.

Analysis of the data collected through the focus group interviews completed Phase One (Steps 1-4) of the study. Analysis of the data was undertaken using a computer software program called QSR N6.

Use Of QSR N6 For Data Analysis

The qualitative data were analysed using QSR N6, the sixth version of a computer software package for analysis of qualitative data. Earlier versions were known as NUD*IST, an acronym for Non-numerical Unstructured Data Indexing Searching and Theorising. QSR N6 is structured to manage the data from individual interviews, focus group interviews, structured qualitative questionnaires or many others. N6 is a toolkit designed to assist the researcher "to manage and synthesise ideas, providing a range of tools for clarifying understanding of the data and for arriving at answers to research questions" (Richards, 2002, p. 4).

Qualitative research always requires that the researcher explores and sensitively interprets complex data, and avoids pre-emptively reducing the data to numbers. Qualitative research "usually has two faces, the creation of ideas from data and the management of complexity" (Richards, 2002, p. 4). The NUD*IST software was designed to remove rigid divisions between data and interpretation, and to assist researchers in managing and changing the growing body of their ideas. To assist with this "management of complexity", QSR N6 has two complementary systems, "*the document system* for holding all the documentary data and research notes, and *the node system* for representing

all the topics and categories that matter to the research project, and memos of the researcher's ideas about these" (QSR International, 2002 p. 2). Nodes are the containers for ideas, concepts, themes and interpretations of information emerging from the data (Richards, 2002, p. 35).

The researcher had to learn how to enter the data into these two systems and then how to search the data using the tools available. This was accomplished by working with an expert in QSR N6 who provided tuition particularly designed for researchers working with qualitative data. This expert coaching was accessed a number of times over many months as the research project progressed. The QSR website is also available for online mentoring to purchasers of the QSR products.

The *document system* was activated by assigning a code number to every participant who contributed to the study. The contents of the document written by each individual participant during the focus group interviews, were coded to that number. Demographic data for each participant were also coded to that same number. For example, P057 was a primary principal, female, with more than ten years experience as a principal. She was between fifty one and fifty five years old, was married, had non-dependent children but had dependent parents. Her perceptions and her ratings of each model were also coded to her number. Using the tools provided with QSR N6, the document system could be searched in a variety of ways combining base (demographic) data with any other coded data.

For this study, the *node system* created to contain all the topics and categories of significance, consisted of one hundred and six nodes. (See Appendix 5 for the full list of nodes and the node tree which shows the relationships between the nodes). The nodes were created as the data was coded. Themes and categories emerged from the data. The significance of some of the categories emerged only as the documents were being coded. For example, human resources functions in any redesigning of the principalship emerged strongly from the data. The significance of this will be elaborated on in the results chapters. The document and node systems provide a flexible, simple and comprehensive

structure for project management, that is, keeping, organising and modifying all the data, topics, categories, results and research notes.

After the node system has been created, the node search, can then be activated. Using some of the set of seventeen tools available in N6 for such purposes, the one hundred and six nodes could be combined, searched and analysed in multiple ways. Node search is a way of answering questions about the coding. Node search, arguably, is what qualitative data analysis is all about (QSR International, 2002, p. 105). The exercise of coding has only minimal point if all that is done is to look at the text coded to each node. That is just retrieval. Analysis begins when the researcher examines what a sub-group of participants (for example secondary male principals) said about a model and the difference from what the secondary female principals said. N6 provided a means of carrying out many related searches at once and presenting the results in table form so the researcher could compare and contrast the related searches. The results of these searches are presented in the next two chapters.

Analysis of the data collected through the focus group interviews completed Phase One (Steps 1-4) of the study. Phase Two (Steps 5-8) began with the selection of the participants for the quantitative data gathering.

PHASE TWO: QUANTITATIVE DATA GATHERING

Selection Of Participants for Quantitative Data Gathering

Primary and secondary assistant principals in the Archdiocese of Sydney were selected for Phase Two (Steps 5-8) of the study. The reasons can be summarised as follows:

1. One of the aims of the research was to redesign the principalship to make it more attractive to potential applicants. The most obvious group of potential applicants for the principalship are the assistant principals.
2. The assistant principals work closely with principals and, would have, from time to time, experience as acting principals. Assistant principals, therefore, are a group of

stakeholders with an informed opinion and who had a good working knowledge of the principal's role.

3. The assistant principals would have a view about which model(s), for them, would make the principalship more attractive and possibly encourage them to apply for the position of principal.

As the participants in the focus group interviews work closely with the assistant principals, the researcher consulted them about the most appropriate way(s) to access the views the assistant principals. They were generally of the opinion that this should be done through use of a survey. The reasons for this were that, as suggested by Leedy (1985), the collection of data in the form of a survey would be efficient and would enable the inclusion of a large number of respondents and the survey could be accessed by the assistant principals online through the organisation's intranet, and in hard copy, by direct mailing. The survey was designed using the qualitative data from Phase One. A consultation process, using the four volunteers mentioned above, was facilitated by the researcher.

Consultation Process for the Survey Instrument

The analysis of the data from the focus group interviews indicated that no one model was preferred by the participants in the focus group interviews. Instead, different groups of participants preferred different models for different reasons, all of which are discussed in detail in the next chapter. The focus groups also devised twenty ideal models, as mentioned above. Of these models, one had considerable currency across groups, namely, a model with two assistant principals. A draft survey, therefore, was constructed from the five models discussed during the focus group interviews, with the addition of the model which included two assistant principals.

Four principals, who had been participants in the focus groups, volunteered to critique the survey. These principals were chosen because of their enthusiasm for the research topic and their willingness to engage in discussion, as observed and noted by the researcher

during the focus group interviews. Each of them had raised some interesting issues in the focus groups and had indicated willingness to contribute further to the research.

All four principals agreed that survey was the best method to enable the assistant principals to participate in the research. They also suggested that the survey include space for comment on each of the models presented to the participants. It was thought that this might provide an opportunity for qualitative responses that could supplement the research findings from the focus group interviews.

The principals suggested that the survey be offered both on-line, using the organisation's intranet, Schools' Administration Online (SAO), and in hard copy through the post, with a reply paid envelope included for ease of return of the survey. Each of them made suggestions, such as describing the models in a series of dot- points to enhance the clarity of the descriptions, and a question seeking an indication of a preferred model with reason(s) for the choice. These suggestions were incorporated into the final survey which is included in Appendix 6.

Administration of the Survey

The survey was posted online on the organisation's intranet and was also mailed directly to all assistant principals in the Archdiocese of Sydney. The online survey was notified to the assistant principals according to custom and practice for the organisation's intranet usage, namely, a notification in the "Daily News" headlines and an invitation to be part of the project by the researcher. The hard copy, which was mailed directly to all the assistant principals, also contained the university protocols for research and a reply paid envelope, for ease of return. Hard copies of the surveys were returned to the ICT department personnel, who collated them and then sent the collated results to the researcher, thus ensuring anonymity of respondents.

The survey was sent to all assistant principals, both primary and secondary, (N 148) in the Archdiocese of Sydney. The return rate from the primary group (N 112) was 58% and

from the secondary group (N 36) was 64%**.** The survey data were analysed and the results are discussed in chapter six.

A number of procedures were utilised to establish the validity and credibility of the data gathered in the research. The term used in this study instead of validity or credibility is verification and the reasons for this are outlined in the next section.

VERIFICATION

There is a general consensus among researchers that those working within the qualitative paradigm need to demonstrate that their studies are credible and have validity (Creswell & Miller, 2000). Validity is defined as "how accurately the account represents participants' realities of the social phenomena and is credible to them" (Creswell & Miller, 2000, p. 124). Multiple perspectives exist regarding the importance of validity or credibility in qualitative research, its definition, and procedures for establishing it. Writers such as LeCompte and Goetz, (1982); Lincoln and Guba, (1985); Eisner, (1991); Woolcot, (1994); Schwandt, (1997) and Merriam, (1998) have suggested alternative terms, including reliability, credibility, dependability, validity, trustworthiness and authenticity that are reflective of the qualitative approach.

These alternative terms are referred to by Creswell, (1998, p. 200) as "multiple views of verification" and his alternative term for validation is verification because verification underscores qualitative research as a distinct approach in its own right. The term chosen for use in this study was, therefore, verification and a number of procedures were used for establishing the verification of the data.

From a review of numerous qualitative studies, Creswell and Miller (2000, pp. 126-129) named nine procedures that are commonly used for verification of data in qualitative research. They recommend that qualitative researchers engage in at least two of the procedures, to establish verification, in any given study. In this study, five of the nine procedures were used. The five procedures used in this study were (i) *triangulation*; (ii)

researcher reflexivity; (iii) *member checking*; (iv) *thick description*; and (v) *peer review*. The way in which each was applied in the study, is outlined below.

Triangulation

Triangulation is a verification procedure where researchers search for convergence among multiple and different sources of information to form themes or categories in a study. It is a systematic process of sorting through the data to find common themes or categories by eliminating overlapping areas. This was done, in this study, as the one hundred and twenty six participants in the focus group interviews, and the eighty eight respondents to the survey were male and female, primary and secondary, from different size schools in differing locations, provided multiple sources of information from which to form themes. QSR N6 was used extensively in the triangulation of the data. An exploratory mixed method design typically uses triangulation of the multiple sources of both the qualitative and quantitative data for verification (Creswell, 2002).

Researcher Reflexivity

A second verification procedure used in this study is known as *researcher reflexivity* and involved the researcher in disclosing to the participants her assumptions, beliefs, and biases from the outset of the study, particularly during the moderation of the focus group interviews. In this clarification, the researcher commented to the participants on past experiences that have shaped the approach to the study. The researcher used several options for incorporating this reflectivity into her writing including creating a separate section on the role of the researcher (Moustakas, 1994).

Member Checking

In this study, the verification procedure known as *member checking* was also used extensively. Member checking is described by Lincoln and Guba (1985) as "the most crucial technique for establishing credibility" in a study (p. 34). It consists of taking data

and interpretations back to the participants in the study so that they confirm the credibility of the information and narrative account. In this study, this was done with both the primary and secondary principals at meetings where the findings were reviewed, modified and confirmed by participants in the study. This process was also used with the participants in Phase Two of the study. Another method of ensuring member checking is by incorporating participants' actual comments into the final narrative. This method has been adopted in this study and occurs regularly in the results chapters.

Thick Description

Another procedure for establishing verification in a study is to describe the setting, the participants, and the themes of a qualitative study in rich detail. This is known as "thick description" and has been used in this study in the presentation of results where the participants' own words provide are used constantly. The purpose of thick description is that it creates 'verisimilitude', that is, statements that produce for the readers the feeling that they have experienced, or could experience, the events being described in the study. The process of writing this thesis using thick description is to provide as much detail as possible for the readers. It also enables the readers to make decisions about the applicability of the findings to other settings or similar contexts.

Peer Review

The fifth verification procedure used extensively in this study, is known as peer review (Creswell & Miller, 2000). Peer review is the review of the data and research process by someone who is familiar with the research or the phenomena being explored. A peer reviewer provides support, plays devil's advocate, challenges the researcher's assumptions, pushes the researcher to the next step, and asks hard questions about methods and interpretations (Lincoln & Guba, 1985). This procedure was used over a long period of time, with the data from both Phase One and Phase Two, during the process of the entire study. The peer reviewer was an experienced colleague who had been a principal in a number of schools, an area administrator, and a senior policy maker. In these roles, the peer reviewer was familiar with the phenomena being studied and the

participants contributing to the research. The researcher and the peer reviewer met regularly to discuss the research. During intense phases of data collection or analysis, the meetings occurred every week.

The peer reviewer provided quality advice and feedback, had great expertise and knowledge of the subject matter of the thesis, was available and accessible and constantly challenged the researcher to move to higher levels of reflection and analysis. This was done in a collegial, supportive environment over the entire period of the research project.

While some procedures in this study have been used in greater depth than others, each of the procedures used, adds to the verification of the study. The five procedures together help ensure the reliability, credibility, dependability, trustworthiness and authenticity of the data.

Generalisability

Generalisability refers to the extent to which one can extend the account of a particular situation or population to other persons, times, or settings than those directly studied (Maxwell, 1992). This study was conducted in the Archdiocese of Sydney, therefore, the number of potential contributors to the data was limited to the number of principals and assistant principals employed in the Archdiocese. The results are applicable to this population in this setting.

Generalisability in qualitative research usually takes place through the development of theory that makes sense of the particular persons or situations being studied (Morse, 1994). Generalisability is normally based on the assumption that this theory may be useful in making sense of similar persons or situations (Yin, 1989). In this study, the researcher has developed a theory for a new paradigm of principalship that could underpin any redesigning of the principalship. This theory may or may not be useful in making sense of a similar situation (the shortage of applicants for the principalship) in other contexts with other populations.

ETHICAL CONSIDERATIONS

Ethical considerations for focus groups are the same as for most other methods of social research (Homan, 1991). For example, when selecting and involving participants, researchers must ensure that full information about the purposes and uses of participants' contributions is given. In this study, this aspect was covered in two ways: first through the written information to participants and second through the presentation with which each focus group session began. Anonymity could clearly not be ensured, given the number of participants in and the organisation of the focus group interviews, but participants were ensured of confidentially as all data were coded using QSR N6 and aggregated. Quotations from participants are used but are coded according to QSR N6 methods, and consequently, individuals are not identified.

This study was carried out within the ethical protocols of the Australian Catholic University for research involving human beings. Its design was formally approved by the Ethics Committee of the Office of Research of the University before being undertaken.

CONCLUSION

In this chapter, the exploratory mixed method design and methodological approach of this research have been discussed. The design included the use of multiple data collection using both qualitative and quantitative techniques. The qualitative data were gathered using focus group interviews of school principals and were supplemented by the quantitative data derived from the questionnaire used with the assistant principals.

The main features of focus group interviews, as the main data gathering method, have been discussed. Particular attention has been paid to the benefits of interaction and group dynamics which only this method can offer. Practical considerations and the time it takes to conduct focus group method research may discourage many from attempting to collect data using this method. For the researcher, however, because of her position in the organisation for which she worked, and the willingness of the participants to engage with

the research questions, neither of these considerations, was a deterrent, but rather, a catalyst to use focus groups to gather the data.

QSR N6 proved to be an invaluable tool for data analysis and to assist with the management and synthesis of the data. The next three chapters contain the presentation of results and analysis of the data about each of the five models that were presented to the focus groups of principals for comment and rating. The "ideal" models created by the focus groups are also presented.

CHAPTER 4

PRESENTATION OF RESULTS, ANALYSIS AND DISCUSSION
OF QUALITATIVE DATA
MODELS 1, 2 AND 3

INTRODUCTION

The results, analysis and discussion of the qualitative data on the first three of the five models that were presented to the focus groups of principals for comment and rating are presented in this chapter. The results, analysis and discussion of the qualitative data for models four and five and the "ideal models" are presented in the next chapter.

As detailed in the previous chapter, data has been analysed using QSR N6 and all (1) numbers of comments by participants, and (2) percentages result from QSR N6 searches.

A description of the five models, which were developed from the literature, is included at the beginning of this chapter for the convenience of the reader. Results and analysis of the ratings for all five models are also included in this chapter. This has been done to provide an overview of the five models prior to the presentation of the detailed results for the first three models. Following the description of the models some general comments are included.

Results, analysis and participants' comments are organised under (1) strengths, (2) weaknesses, (3) suggested improvements and (4) appropriate leadership development for each model. Where direct comments are used, when reporting results, principals in their first two years of principalship are referred to as *beginning* principals; participants who have been principals for three or four years are referred to as *inexperienced* principals; and participants with five or more years experience are referred to as *experienced* principals.

THE FIVE MODELS

The descriptions of the five models outline the suggested executive structure for each model. The five models are as follows: Model 1: Business Matrix Management Model; Model 2: Supported Leadership; Model 3: Dual Principals-Split Task Specialisation; Model 4: Dual Principals-Job Sharing; and Model 5: Integrated Leadership.

Model 1: Business Matrix Management Model

The key feature of this model is the business manager
responsible to the principal. This model constitutes:

- one principal with full-time release;
- an assistant principal with balance between teaching and administration;
- *a business manager responsible to the principal*

    for administration including:

    - supervision of non-teaching staff;
    - OH&S, buildings and grounds;
    - budget, resource requisitions and maintenance; and

    - student attendance records.

Model 2: Supported Leadership

The key feature of this model is the expanded executive

with whom the principal can share some aspects of leadership.

This model constitutes:

- one principal with full-time release
- an assistant principal with full-time release
- expanded executive team who have allocated time release for specific, delegated responsibilities; and
- Opportunities for teachers to lead specific areas of the curriculum.

Model 3: Dual Principals – Split Task Specialisation

This model constitutes a dual leadership model with two principals sharing leadership. It involves:
- a principal for administration responsible for:
- development of policies and procedures for the management of finances, buildings and plant;
- student attendance, time-tabling, ancillary staff ; and
- community relations.
- a principal for educational leadership responsible for:
- overall planning and goals for curriculum development;
- course offerings, classroom pedagogy, teaching resources; and
- teaching staff appraisal and development and community relations.
- an assistant principal with a balance between teaching and administration.

Model 4: Dual Principals – Job Sharing

The key feature of this model is two principals who share administrative and educational leadership functions. It involves:
- the possibility of part-time work;
- the allocation of responsibilities negotiated and determined according to strengths and workloads of each principal;
- equal responsibility and accountability for decisions and consequences; and
- an assistant principal with a balance between teaching and

Model 5: Integrated Leadership

> The key feature of this model is two principals with equal authority.
> Roles are not pre-determined but based on the strengths of each principal
> and negotiated. It involves:
> - shared values, goals and mutual trust;
> - equal responsibility and accountability for decisions and
>   consequences; and
> - an assistant principal with a balance between teaching and
>   administration.

RESULTS, ANALYSIS AND DISCUSSION

There was a high level of interest from the participants in the topic from the very beginning of the focus group interviews. The information included with the invitation to participate in the focus group interviews had captured participants' imagination and they were eager to contribute to research that they felt was of particular significance to them as a professional group. This was demonstrated by comments such as:

Congratulations to everyone involved in looking at this whole area – something needs to be done. I am pleased to be involved in the research. Principals need to support any trials and innovations and monitor what

works. I would volunteer to try some of the models.

(P057, experienced principal, primary, female)

The participants were challenged by some of the alternative models presented but they thought it important that different models be considered. An experienced principal summarised the attitude of many in the focus groups when she commented that "it is important to consider these models. Education is changing and will change dramatically in the next few years so we need flexible models of leadership and ways to organise schools differently". (P029, experienced principal, primary, female). The comments were not limited to female participants as two experienced male principals, one primary and one secondary, also commented on the need to explore alternative models of principalship: "These models challenge the paradigm and require a change of thinking on the part of principals and school administrators". (S28, experienced principal, secondary, male) and "Changing times call for different ways of doing things-changing models of leadership are necessary to attract people to apply for the principal's job". (PO47, experienced principal, primary, male)

When the models were presented for discussion and written comment, the participants engaged with each other and the tasks with considerable enthusiasm. Participants were invited to comment on the strengths and weaknesses of each model and to offer any suggestions for improvement and appropriate leadership development for each of the models. They were then invited to rate each model for its usefulness as an alternative model of principalship.

THE RATING SCALE

Using a rating scale of one through to seven, with one being low and seven being high, participants were asked to rate each model for its usefulness as an alternative model of

principalship. Figure X shows the rating scale as it appeared in the participants' booklets in the focus group interviews.

Rating	Usefulness as an alternative model of principalship (please circle)
	Low 1 2 3 4 5 6 7 High

Figure 4: Rating scale used in focus group interviews

Not all participants completed the rating scale for all models. Of the 127 participants, 86 chose to complete the rating scale for Model 1, 93 completed the rating scale for Model 2, 78 completed the rating scale for Model 3, 83 completed the rating scale for Model 4 and 88 completed the rating scale for Model 5. Table 3 shows the mean rating for all models by all participants who chose to complete rating scales.

Table 3: The mean rating of all models by participants

Model	Mean Rating
Model 1	5.418
Model 2	4.956
Model 3	4.397
Model 4	3.891
Model 5	4.647

The order in which the whole group of participants rated the models is as follows:

(1) Model 1 (Business Matrix Model) had the highest mean rating of 5.418;

(2) Model 2 (Supported Leadership) with 4.956;

(3) Model 5 (Integrated Leadership) with 4.647;

(4) Model 3 (Dual Leadership-Split Task Specialisation) with 4.397 and

(5) Model 4 (Dual Principals-Job Sharing) with 3.891.

None of the models attracted ratings at three or four on the scale, indicating that participants were making definite choices and thought the models were either useful or not useful with no middle ground.

Using QSR N6, the ratings were further analysed according to the gender (male or female) and sector (primary or secondary) of the participants in the study. The following tables show the mean rating for all models for secondary male principals, primary male principals, secondary female principals and primary female principals.

Secondary Male Principals

Table 4: The mean rating of all models by secondary male principals

Model	Mean Rating
Model 1	4.800
Model 2	5.882
Model 3	2.625
Model 4	2.866
Model 5	2.090

Secondary male principals had a preference for Model 2 (Supported Leadership) giving it a mean rating of 5.882. Their second preference was for Model 1 (Business Matrix Model) with a mean rating of 4.8. The other three models with mean ratings under three, were rated well behind the first two models The lowest rating model was Model 5 (Integrated Leadership) with a mean rating of only 2.090.

Primary Male Principals

Table 5: The mean rating of all models by primary male principals

Model	Mean Rating
Model 1	4.727
Model 2	4.428
Model 3	3.857
Model 4	4.000
Model 5	5.071

Primary male principals rated Model 5 (Integrated Leadership) as the highest with a mean rating of 5.071. This was in contrast to their secondary counterparts who rated Model 5 (Integrated Leadership) last with a mean rating of only 2.090. The second preference of

primary male principals was Model 1 (Business Matrix Model) with a mean rating of 4.727. Model 2 (Supported Leadership) was rated as the third preference with a mean rating of 4.428, while Model 4 (Dual Principals-Job Sharing) was rated fourth with a mean rating of 4.000 and Model 3 (Dual Principals-Split Task Specialisation), with a mean rating of 3.857, was the only model rated under 4 by the primary male principals.

Secondary Female Principals

Table 6: The mean rating of all models by secondary female principals

Model	Mean Rating
Model 1	5.875
Model 2	4.636
Model 3	5.333
Model 4	3.800
Model 5	4.000

Secondary female principals rated Model 1 (Business Matrix Model) as the highest with a mean rating of 5.875. Their second highest rating model was Model 3 (Dual Principals-Split Task Specialisation) with a mean rating of 5.333. Model 2 (Supported Leadership) was rated as the third preference with a mean rating of 4.636. Model 5 Integrated Leadership) was rated next with a mean rating of 4.000 and their lowest rated model, Model 4 (Dual Principals-Job Sharing), had a mean rating of 3.8 and was the only model to rate under 4.

Primary Female Principals

Table 7: The mean rating of all models by primary female principals

Model	Mean Rating
Model 1	5.420
Model 2	4.862
Model 3	4.720
Model 4	4.204
Model 5	5.188

Primary female principals, along with secondary female principals, rated Model 1 (Business Matrix Model) first with a mean rating of 5.420. Primary female principals rated Model 5 (Integrated Leadership) as their second choice. Model 5 was rated first by the primary males, and fourth and fifth by the secondary female principals and secondary male principals, respectively. The primary female principals rated Model 2 (Supported Leadership) as their third choice with Model 3 (Dual Principals-Split Task Specialisation) and Model 4 (Dual Principals-Job Sharing) as their fourth and fifth choices. Primary female principals rated all models highly with their lowest mean rating 4.204. The lowest mean ratings given by the other groups were primary male principals: 3.857, secondary female principals: 3.8, and secondary male principals: 2.09.

In the next sections, three of the five models are examined individually under the headings that were used in the focus group interviews, namely, strengths, weaknesses, suggested improvements and appropriate leadership development. The descriptions are repeated, in abbreviated form, at the beginning of the discussion on each model as a reminder of the structure of each model.

MODEL 1: BUSINESS MATRIX MANAGEMENT MODEL

Description:
- one principal with full-time release;
- an assistant principal with balance between teaching and administration;
- *a business manager responsible to the principal for administration including:*
  - supervision of non-teaching staff;
  - OH&S, buildings and grounds;
  - budget, resource requisitions and maintenance; and

Model 1: Introduction

This was the model most favoured overall by the principals in the focus group interviews with a mean rating of 5.418. Each of the other groups also rated this model highly as the table below indicates.

Table 8: Mean rating of Model 1 by all participants

Sector	Mean rating
Secondary female principals	5.875
Primary female principals	5.42
Secondary male principals	4.8
Primary male principals	4.727

It was the preferred model of both the secondary female principals with a mean rating of 5.875 and primary female principals with a mean rating of 5.42. The secondary male principals rated this model as their second preference with a mean rating of 4.8 and the primary male principals also rated this model as their second preference with a mean rating of 4.727.

Principals indicated that the new legislation with which schools must comply, together with increasing financial accountabilities, cause them to be diverted from what many of them name as their "core business", which is being the educational leader in the school. The preference for this model, overall, suggests that principals, and especially female principals, perceive this model as a viable means of restoring the balance in their use of time. Time saved by implementing this model could be redirected towards educational leadership.

The preference for this model could also indicate that financial area is the area in which people coming into principalship have had least experience. The complexity of the financial accountabilities and the financial computer packages that are used in most schools require expertise that many educators do not have. The possibility of engaging a business manager is therefore appealing for many principals.

The popularity of the Business Matrix Model is in accord with the findings from a number of studies (Gilman & Lanman-Givens, 2001; Long, 2000) which indicated that asking principals to be the business managers and enforcers of regulations and legislation were deterrents to people seeking principalship. The appointment of a business manager to assist with the management of these tasks was seen, by the participants in this study, as a pro-active means of enabling them to spend more time on the principal's primary task, and the area of their greatest expertise, educational leadership.

Strengths

A search of the data using QSR N6, indicated that the greatest strength of this model was perceived as enabling the principal to give more time to being the educational leader of the school. This characteristic was named as a strength by seventy seven (61%) of the respondents and the table below indicates the number of positive comments made by the different groups of participants.

Table 9: Number and percentage of positive comments relating to educational leadership N=77

	Secondary males	Primary males	Secondary females	Primary females
Educational Leadership	6 (32%)	11(58%)	11(79%)	49(65%)

When those seventy seven responses were further analysed using QSR N6, it was revealed that six (32%) responses were from secondary males, eleven (58%) responses

were from primary males, eleven (79%) responses were from secondary females and forty nine (65%) responses were from primary females. The female principals, both secondary and primary, named educational leadership as of paramount importance and also regard this model as a means of having more time to exercise such leadership. The primary male principals also designated educational leadership as important and believe this model can help in giving more time to enable this to happen.

While the prospect of having more time to spend on educational leadership was named as the main strength of the model, participants' comments indicated that they recognised their own lack of expertise in the financial area. One experienced female secondary principal indicated that "the appointment of a business manager would allow the leader to focus on our (sic) own area of expertise, educational leadership. Most of us are not financial managers" (S11). An experienced female primary principal expressed a similar view when she stated:

> "This model would be excellent. It would free us up to remain focussed on the teaching and learning rather than being bogged down in paperwork. It also recognises that we get promoted and work in many areas that are not our areas of expertise eg OH&S, budgeting, maintenance.
> (PO57, experienced principal, primary, female)

While the model was favoured by both the primary and secondary female principals as their preferred model, this view was not limited to female participants. An experienced secondary male principal also expressed a similar view when he commented that "this model provides clarity of leadership. The vision and mission remain the focus of the principal's work, and the principal would have more time to give to being the educational leader. Schools are a business and need someone with business expertise to run them efficiently" (S08, experienced principal, secondary, male)"

The next strength named by participants is allied closely with the first strength. Principals have more time to be the educational leaders because of the increased expertise available to the school community through this model. The existence of greater expertise in a school was named as a strength by forty four participants (35%). Comments in support of

this view also acknowledged principals' limitations in the financial area. An experienced female secondary principal commented:

> The strength of this model is that it acknowledges that most principals have moved to the position because of their excellence in education. There would be great advantage to the school community in having someone with expertise to focus on essential but non-core activities.
> (S31, experienced principal, secondary, female)

Twenty nine participants (23%) suggested that this model would save valuable time for the principal but did not name explicitly (as with the educational leadership strength) what the principal might do with the extra time available. The time-related stressors of the principal's were also highlighted by a study undertaken by Ferrandino and Tirozzi (2000) who found that the principal's time, during the school day, is "so fragmented that there is little opportunity to reflect on problems or improve performance". In another study, (Rodda, 1999), many principals reported that they work from 56 to more than 70 hours per week and yet never feel that they are "on top of their responsibilities".

There were comments from twenty three participants (18%) that a strength of this model would be to recruit people with specific expertise from outside education. As the profession is experiencing a teacher shortage, it was thought that recruiting for this position from outside education would not take teachers away from the classroom. A beginning principal commented that "these duties could be handled by people from a business background with the appropriate expertise rather than by teachers. Let the teachers teach" (P005, beginning principal, primary, female). An experienced principal expressed a similar point of view when she observed that "the person taking on leadership of administrative matters would not need to be a teacher but could come from the administrative support staff thus creating a career path. A teacher taking on this role could lose touch with curriculum" (P038, experienced principal, primary, female).

The participants also named some weaknesses of this model and these are discussed in the next section.

Weaknesses

A search using QSR N6 revealed a number of weaknesses in this model identified by the participants. These are summarised in the following table.

Table 10: Weaknesses of Model 1

Weakness	No of comments	Percentage
Time pressure	34	27%
Decisions based on financial considerations	25	19.7%
Changed little of the structure as the principal is still accountable for everything	24	18.9%
Cost	18	14.2%

While time saved was named as a major strength of the model (61% of participants), time pressure was named as a weakness. Thirty four participants (27%) stated that the implementation of this model would take up a considerable amount of their time. They were explicit in the ways in which they believed their time would be spent. Twenty one people (17%) thought negotiating role descriptions for the people in administrative support position(s) would be very time consuming with comments such as:

> [It] requires a lot of the principal's time to negotiate roles, collaborate, meet with and oversee people in administrative support role.

> *(P016, experienced principal, primary, female)*

Thirteen participants (10%) believed that the amount of time taken to induct people from outside the education sphere into the culture of schools was a factor to be considered. "It would be time consuming, but necessary, to induct anyone employed from outside of education into the ethos of the school and the educational vision and philosophy that

drives the school". (P035, experienced principal, primary, female).The next greatest weakness of this model was perceived to be the danger that significant decisions that impact on the school could be based on financial considerations rather than on improved educational outcomes for students. Twenty five participants (19.7%) believed that this model had the potential to skew the decision making processes in the school towards a "bottom-line approach" rather than a holistic approach. A comment from a primary female principal echoed the concern of a number of colleagues: "Decisions must be underpinned by compassion not just figures and the bottom line" (P050).

Another weakness identified in the table, was a concern that this model changed little of the structure in schools and that the principal was still accountable for everything. These respondents were more inclined to favour models three, four and five as they appeared to think that a more radical change to the principalship was preferable, a change wherein accountability was shared. This was demonstrated by comments such as "the principal still needs to be kept informed of all the different aspects of administration. Despite delegating these tasks, the principal is still responsible and is still the one totally accountable for everything in the school" (P013, experienced principal, primary, female). Another experienced female primary principal expressed a similar view when she stated that "the principal still needs to have a "handle" on everything and is still accountable for everything" (P015, experienced principal, primary, female).

Eighteen participants (14.2%) noted that the costs to employ people with expertise in administrative and financial areas were a deterrent to establishing this as an alternative model. They felt that a substantial salary would have to be offered to attract suitable applicants and that would probably mean diverting money from teaching and learning. Some participants made suggestions for improving this model including some suggestions for making the model more cost effective.

This model was generally highly rated by participants but some suggested ways to improve the model as the following table indicates.

Table 11: Suggested Improvements for Model 1

Suggested Improvements	No of comments	Percentage
Inclusion of compliance issues	26	20.4%
Employment of paraprofessionals	18	14%
Employ business manager across a cluster of schools	16	12.6%

The improvement most often suggested (twenty six participants or 20.4%) was to include in the range of the administrative supports advocated in the model, responsibility for some of the compliance and legislative requirements that have been imposed on schools in recent times. Since 1995, over thirty pieces of legislation that impact directly on schools have been enacted, along with numerous interventions, both State and Commonwealth.

Some of the principals indicated that compliance issues take them away from their core business of providing educational leadership for the school and these participants suggested that the legislative requirements and associated compliance issues could be managed by a business or administrative manager who had an understanding of how these legislative requirements impact on schools. One experienced, primary, female principal believed that "the person appointed to this role must have a thorough knowledge of legal accountabilities and legislation as it applies to schools (P075).

Three focus groups (eighteen principals) in the secondary cohort of principals suggested that a manager of administration be appointed to take responsibility for what they termed a "staff of paraprofessionals" who managed such things as finances, facilities, maintenance of technology, supervision of examinations, transport, attendance and the administration of assessment. The manager of administration could be included on the school executive to ensure that the services offered by the paraprofessionals were more directly connected to the school's planning and strategic direction.

Sixteen primary principals (12.6%), both male and female, suggested that a cost effective way of implementing this model in the primary sector was to have a business manager

work in a number of small schools or even in a cluster of schools. An experienced primary principal suggested that this model could be financially viable by "having less (sic) executive members and having the business manager work across a number of small schools (P082, experienced principal, primary, female). They believed that the workload in a small school would not warrant the appointment of a business manager but if the manager worked in a number of geographically close small schools the appointment would be more viable and this would enable the principal to be freed from many of the administrative tasks to concentrate on being the educational leader in the school.

Another primary principal commented in favour of this model but was also mindful of the criticism that teachers should be allowed to teach when he suggested that employers should "leave the teachers in the classroom and rather than appoint a teacher to this role, draw on expertise from the business world and, in small primary schools, employ the business manager to work across a cluster of schools and be available to visit the schools regularly (P002, experienced principal, primary, male).

As well as suggestions for improvement, participants were also asked to identify some appropriate leadership development that would facilitate the implementation of this model.

Appropriate Leadership Development

Using QSR N6, appropriate leadership development identified by participants for assisting the implementation of this model of principalship included upgrading of skills in specific areas such as delegation, communication and collaborative decision making. One participant added a caution that a "mindset of delegation, not abdication" (S03, experienced principal, secondary, female) was necessary to implement this model. The management of a team of para-professionals and their associated development and career-path structure was an area for leadership development that the focus groups believed would need to support that particular suggestion.

There was a general consensus among the participants that any change in leadership, management or administration of the school would need to include a comprehensive program for including the school community in discussion about the changes and the ways in which the model would be implemented. This aspect of educating the school community was a theme that emerged with all models and became of critical importance with some of the later models, particularly models four and five, that would have a more radical impact on the school community than this model.

MODEL 2: SUPPORTED LEADERSHIP

Description:

The key feature of this model is the expanded executive with whom the principal can share some aspects of leadership. This model constitutes:

- one principal with full-time release

Model 2: Introduction

This model was rated second overall by all the principals in the focus group interviews with a mean rating of 4.956. Each of the other groups also rated this model highly as the table below indicates.

Table 12: Mean rating of Model 2 by all participants

Sector	Mean rating
Secondary male principals	5.882
Secondary female principals	4.636
Primary male principals	4.428
Primary female principals	4.862

This model was seen as a means of implementing shared leadership in a school community. Many participants expressed the view that the complexity of, and tensions impacting on, the principal's role could be considerably alleviated if leaders worked more collaboratively with a larger number of staff. One participant expressed the view this way:

> This model would skill and encourage other staff who may then seek principalship but it takes lots of time to delegate effectively. The principal must be committed to delegation and shared leadership and have trust in other staff.

> (S19, experienced principal, secondary, female)

This is in accord with the findings reported in the VSAT Project Final Report (2003) wherein it was stated that "there is little doubt that the evolving complexity and uncertainty of life and work in schools compels educational leaders to work more collaboratively with a growing number of people"(p.51). The participants specifically named a number of strengths for this model, most of which revolved around the notion of shared leadership.

Strengths

A search of the data using QSR N6 revealed that the overwhelming strength named by principals for this model was the opportunity the model presented for developing leadership capacity within the school and across the system of schools. Seventy six participants (60%) commented on the opportunities presented by this model for staff to be given the delegated responsibility for a particular curriculum area or a specific leadership task. The secondary male principals viewed this model as a structured way to formalise and extend some current practices. The table below indicates the number of positive comments made by the different groups of participants that were coded to the QSR N6 node entitled "developing leadership capacity".

Table 13: Number and percentage of comments coded to node for developing leadership capacity

	Secondary males	Primary males	Secondary females	Primary females
Developing Leadership Capacity	13 (68%)	13(68%)	7(50%)	44(59%)

When analysed further using one of the tools for node searching available in QSR N6, the strength named as developing leadership capacity, was named by 68% of male principals, both secondary and primary and by 59% of primary females and 50% of secondary females. Principals, generally, and male principals particularly, appear to see this model of delegating responsibility to others as a viable means of developing leadership capacity in a range of staff members. These findings are in accord with writers such as Feiler *et al.* (2000); Barth (2001); Lecos *et al.* (2000); and Andrews and Crowther (2002) who advocated distributed or shared leadership as a means of building leadership capacity and raising teacher morale.

A search of the QSR *document system* revealed that this model of shared leadership was particularly favoured by beginning principals. One participant stated that "this model empowers staff and prepares many staff for future leadership roles" (S14, beginning principal, secondary, female) while another believed that "delegating responsibility for particular tasks to staff members with expertise in the area promotes ownership of the initiatives in more staff members, uses individual talents and develops the leadership skills of teachers (P007, beginning principal, primary, male).

Further interrogation of the QSR N6 document system indicated that while there were many experienced principals who also favoured this model of shared leadership, it was leaders in their early years of principalship who indicated a strong preference for this model. This comment from an inexperienced principal would seem to summarise the views of many participants:

> (This model) develops peoples' skills for future leadership positions eg assistant principal and principal, gives more people a sense of ownership and belonging, can apply to any size school. This model already exists in some form in some schools without any rewards or remuneration but operating on goodwill. Would be great to create structures to formalise the model.
> (S13, inexperienced principal, secondary, male)

There could be a number of reasons for this preference for shared leadership expressed by people new into the role of principal. The complexity of principals' work is a common theme in recent literature (Copland, 2001; Flockton, 2001; Hargreaves, 2003; Rallis & Goldring, 2000; Stoll, Fink and Earl, 2003; Wildy & Louden, 2000) and in the conversation of aspiring and new principals. Many of these new leaders have completed or are completing Masters degrees in Educational Leadership wherein they are being exposed to the views of leading scholars in the field who advocate more collaborative forms of leadership. The understanding that the principal's role can be best accomplished with and through other people sharing in the leadership of the school, is accepted thinking for many new principals.

Some additional searching of the QSR N6 node system brought to light two further strengths of this model. The first was the opportunity the model provided for team building and collaboration (nominated by 38% of participants) and the second was that it used the talents and expertise of the people already on staff (nominated by 31% of participants). These strengths were seen as worthwhile and beneficial for the school. As one beginning principal wrote; "I rated this model highly because it involves a whole school approach to learning where all staff collaborate and work as a team to maintain the educational vision as the priority" (P051, beginning principal, primary, female). Participants also commented that this use of internal people was an effective way of having staff take ownership of initiatives, particularly curriculum change initiatives where the people leading the change have recognised expertise in an area. A comment from a participant who had been a principal for between three and four years summed up the enthusiasm expressed by advocates of this model:

> This is an excellent model as key people on staff are often very talented in particular areas. This broader model would create more career paths in teaching whilst sharing responsibility and ownership for initiatives.
> (S15, inexperienced principal, secondary, male)

While this model was popular with participants, particularly with those who could see the benefits of shared leadership, participants identified some weaknesses of the model.

Weaknesses

A search using QSR N6 revealed a number of weaknesses in this model identified by the participants. These are summarised in the following table.

Table 14: Weaknesses of Model 2

Weakness	No of comments	Percentage
Resourcing	56	44%
Time allocation	54	42%
Expertise	28	22%

Recruitment and retention of staff	27	21%
Accountability	14	11%

The category that evoked the most responses with fifty six participants (44%) commenting was *resourcing*. Included in this category were two related themes. The initial theme was that to make shared leadership a reality, the staffing allocation, as it presently operates in Sydney Catholic schools, would need to be increased. The secondary, but related, theme was that staff who have the relevant expertise need to be suitably remunerated for taking a leadership role and for sharing their talents and expertise. One principal expressed it this way:

> Schools would need to have their staffing formula and allocation reviewed to make this model work. The present allowance doesn't have enough flexibility to enable this model to be implemented justly. Those staff who contribute their expertise should receive an appropriate salary increase.
> (P013, experienced principal, primary, female)

The next category, *time allocation*, elicited comments from fifty four participants (42%). The major areas commented on included the amount of the principal's time this model would require to delegate tasks and then follow up on the implementation and evaluation of the delegated responsibilities. Participants also stated that when particular staff were delegated responsibilities that would enable them to participate in a shared leadership initiative, they would also need a time allocation for planning, implementation and evaluation. The third issue raised by the participants about time allocation appeared to be more a primary issue than a secondary issue. A number of participants commented that time out of class for teachers leading an initiative was seen, particularly by parents, as disruptive to class routine and detrimental to student learning.

Staffing allocation is an issue that causes much comment and passion with school leaders managing staffing for the present model of principalship. Managing staffing allocation for a model of shared leadership provoked numerous comments. The following are a selection of comments, drawn from the QSR N6 document system, which indicate some of the difficulties participants would anticipate in implementing this model of shared leadership.

The principal would still need to coordinate all areas. This would be difficult at times, especially finding time to meet with all the people with delegated leadership responsibilities. Salary and recognition would need to be given to staff contributing their expertise.

(P012, beginning principal, primary, female)

This could be very difficult and time-consuming for the principal to be pulling all the threads together. It would be hard for staff members to do various parts of the whole in isolation when they are only half informed of the whole picture.

(S14, beginning principal, secondary, female)

This model would require time release for staff to lead and monitor initiative and should also have an increase of salary to match the extra responsibilities.

(P014, inexperienced principal, primary, female)

Release of appropriate persons from the classroom is disruptive to classes and divides a staff member's time and priorities.

(P016, experienced principal, primary, female)

Twenty eight participants (22%) commented that the required *expertise* is not always available on staff and, even if staff have the expertise, they are often overworked and disinclined to take on more responsibility. The lack of expertise on staff seemed to be a particular issue for small primary schools where the expertise and the number of people with whom to share leadership may be limited. One experienced primary principal offered this caution when she observed that "the principal under this model is spread time-wise too thinly coordinating all the activities. There is a lack of people with experience to support the principal. Quality teachers for classrooms are becoming more difficult to find and strengths among staff are decreasing" (P052, experienced principal, primary, female). This theme was echoed by another experienced primary principal who stated that "our staff is small and the teachers are predominantly young and inexperienced. While they may be willing, they just don't have the expertise" (P041, experienced principal, primary, female).

A secondary principal raised a slightly different, but connected, concern when he commented that "staff in the current climate do not want to take on added responsibilities" (S08, experienced principal, secondary, male). Even if the expertise is available, staff are not always prepared to take on additional responsibilities. Some of the previous comments would suggest that this difficulty may be overcome if teachers were paid extra for sharing their expertise.

Twenty seven participants (21%) offered comments that were related to the difficulties with *recruitment and retention* of suitably qualified and experienced staff. Structures which support and foster shared leadership in a school are often built on the individual expertise of certain staff members. When key staff members change schools, the energy that sustained the initiatives which depended on their expertise, often dissipates. There were also comments that indicated in certain curriculum areas, such as technology, mathematics and physics, the required expertise is not available. One participant summed up this dilemma in this way:

> Time and resources are used in recruiting, training and trying to retain suitable personnel. What happens when key people leave for promotion or other reasons?
>
> (P063, experienced principal, primary, female)

Recruitment, retention and staffing were just three of the human resources functions that appeared in various searches of the QSR node system for Model 2. With this model, and with other models that advocated sharing leadership in some way, the human resources functions became increasingly significant. The following table was created from a search of the node system and shows the number of comments and documents coded to the various human resources functions intersected with all five models.

Table 15: Comments and documents coded to HR Function for all models

HR Functions	Strengths	Weaknesses	Improvements	Leadership Development

Induction	3	1	4	17
Selection	6	2	22	3
Recruitment	6	20	10	4
Family-friendly work practices	24	8	12	9
Employment practices	34	16	60	10
Appraisal	0	6	4	3
Retention	25	2	23	5

The table indicates that human resources functions are mentioned by participants over three hundred times as a strength, a weakness, an area for improvement or leadership development, in relation to the five models. While recruitment, retention and staffing were seen as significant for this model, some other functions were significant for other models and these will be discussed later in this chapter and in the next chapter. These results align with recent research findings (Effron, Gandossy & Goldsmith, 2003) that strategic and proactive human resources management is important for change and growth in future organisations.

The final category in the weaknesses table was *accountability*. Fourteen participants (11%) commented on varying aspects of *accountability* and how it related to shared leadership. Some felt that 'the buck stops with the principal' and sharing leadership confused accountability. Others felt the opposite, that sharing leadership also meant sharing responsibility and thus the principal's accountabilities were shared. Participants' comments reflected what Wildy and Louden (2000) refer to as the accountability dilemma.

The accountability dilemma concerns how to empower local decision making *and* to comply with external accountability requirements. One participant commented that "the buck has to stop with the principal or staff and parents become confused" (P090, beginning principal, primary, female), while another stated that "final accountability needs also to be shared amongst staff " (P008, beginning principal, primary, female).

Another challenged some rethinking of the way things currently work when she commented that "one individual still carries all the responsibility. This needs to be rethought". (P088, experienced principal, primary, female).

The dilemma for the principal who is wanting to share leadership is to be strong yet collaborative, compliant with external demands while sharing authority and responsibility with others in the school. Present structures, however, hold the principal, not the school community, accountable for the outcomes of collaborative decisions.

While participants were very forthcoming in noting the weaknesses of the model, they also put forward a number of suggestions for improving the model to make it more practical and viable.

Suggested Improvements

There were two suggested improvements that emerged from the data and they are interrelated. The first suggestion for improving this model related to *flexible employment processes*. Fifteen participants (12%) stated that if shared leadership were to be implemented, principals needed to have the flexibility to be able to employ staff with the required expertise on a needs basis. The second suggestion related to *remuneration.* Twenty three participants (18%) believed that flexible employment practices should include being able to remunerate staff who contribute their expertise in a leadership capacity and take carriage of leading a particular school initiative. Some participants' comments related specifically to staffing and resources. One commented that "funding would need to include adequate release for staff to take up new roles" (P024, inexperienced principal, primary, female), while another stated that "salaries need to be looked at – financial compensation is needed, a substantial increase with holiday trade-off (P009, experienced principal, primary, female).

Others concentrated suggestions for improving recruitment and retention with comments such as "there is a need to attract people from outside education to fill specific roles eg maintenance, OH&S, finance" (P035, experienced principal, primary, female) or "target specific staff who have the expertise for these leadership roles and reduce their teaching

allocation to O.5" (S03, experienced principal, secondary, female). One participant was thinking laterally when he suggested that "a wide range of people need to be on site to make this model work. They could move laterally between areas of leadership (S20, inexperienced principal, secondary, male). Most comments indicated that participants were advocating creative, flexible human resources practices, a pathway also advocated by writers such as McDonald (2003) and Dagnon, (2003).

As well as suggestions for improvement, participants were also asked to identify some appropriate leadership development that would facilitate the implementation of this model.

Appropriate Leadership Development

Participants identified a number of areas as appropriate leadership development for a school wishing to implement this model. The greatest strength of this model named by the participants was the possibility of building leadership capacity in a range of staff members. To achieve this, participants felt the ability to work collaboratively was an important aspect of leadership development for all staff involved in the model. Team building was also named as an important aspect of leadership development for this model.

For principals, the recognition and development of high potential staff and the acknowledgement that staff other than the principal can offer leadership, were seen as critical for the success of shared leadership. This is a central finding in the research conducted by Kouzes and Posner (1995) wherein they found that people can lead from any position if they have some vision and talent and are given opportunities and support. As one participant commented:

> The culture of a school needs to allow for an acknowledgement that staff members other than the principal can take leadership of a particular area.
> (P013, experienced principal, primary, female)

The opportunity to take on an acting role, as acting principal, acting assistant principal or acting coordinator was also seen as appropriate leadership development. Having a first-hand encounter of a role can enable a staff member to experience the positive and negative aspects of the role and can help them decide if leadership is something to which they wish to aspire. Evidence for the usefulness of the experience of an acting role can also be found in the literature and is advocated by writers such as Lacey, (2001); McCauley, Eastman and Ohlott, (1995); and Buckner and Slavenski, (1994).

MODEL 3: DUAL PRINCIPALS - SPLIT TASK SPECIALISATION

Description:
This model constitutes a dual leadership model with principals for administration and educational leadership. It involves:

- a principal for administration responsible for:
  -development of policies and procedures for the management of finances, buildings and plant;
  -student attendance, time-tabling, ancillary staff; and

  -community relations.

- a principal for educational leadership responsible for:
  -overall planning and goals for curriculum development;
  -course offerings, pedagogy and teaching resources;
  -teaching staff appraisal and development; and
  -community relations.

Model 3: Introduction

This model was rated fourth overall by all the participants in the focus group interviews with a mean rating of 4.397.

Table 16: Mean rating of Model 3 by all participants

Sector	Mean rating
Secondary female principals	5.333
Primary female principals	4.72
Primary male principals	3.857
Secondary male principals	2.625

This model was seen by some participants as a way of freeing themselves from some of the aspects of principalship that they find unattractive. This resonates with the findings from a number of studies (Gilman & Lanman-Givens, 2001; Whitaker, 2003) which reported that principals and aspiring principals found many of the administrative tasks associated with the principalship unattractive and a disincentive to remaining in or applying for a principal's position. Some participants in this study saw this model as a pro-active means of enabling them to spend more time on what they perceived to be the principal's main task, educational leadership. Others, however, saw it as an artificial splitting of the principal's role that would be difficult to negotiate and maintain. A number of specific strengths and weaknesses were named by participants.

Strengths

Using QSR N6 to search the node system, four main strengths emerged from the data for Model 3 as the following table indicates.

Table 17: Strengths of Model 3

Strength	No of comments	Percentage

Both aspects achieved effectively	31	24%
Decreases the workload	23	18%
Specific expertise available	19	15%
Alternative career path	10	8%

The greatest strength of this model was perceived as enabling both aspects of the principal's role, namely, the educational leadership and the administration, to be achieved effectively and thoroughly. This characteristic was named by thirty one participants (24%). Some participants believed that "this model represents a true sharing of the two main leadership functions so I rated it highly" (P015, experienced principal, primary, female). Another female principal thought the model would reduce the stress of the principal's role and she commented that "this model allows for time to be devoted to each area of the principal's role without the stress of trying to be all things to all people" (P064, inexperienced principal, primary, female).

While it was the female participants who had a stronger preference for this model, there were some male principals who could see a strength in splitting the role. His comment was that "this model has clearly defined areas of responsibility and allows a big job to be shared so that both sets of responsibilities are well developed (S12, inexperienced principal, secondary, male).

Twenty three participants (18%) stated very simply that splitting the role would decrease the workload, lessen the stress of the job and halve the responsibility. One participant suggested that "splitting the roles would share the workload and the stress, maintain the energy for the job and permit principals to have another "life" beyond school" (S04, inexperienced principal, male, secondary). Some participants thought that these measures could serve to make the role more attractive and potentially increase the size of the pool of applicants for the principal's job. Comments in support of this view were based on the

premise that "if this sort of specialisation is available for leadership, there should be, theoretically, more people available in the pool of applicants" (S05, beginning principal, male, secondary).

This view has also been expressed by a number of researchers (Educational Research Service, 1998, 2000; Evans, 1995, 1996; Ferrandino and Tirozzi, 2000; Gilman and Lanman-Givens, 2001; Long, 2000; Yerkes and Guaglianone, 1998;) who state that the complexity of the principal's role, the increase in administrative requirements and the principal having to be many things other than the educational leader have resulted in a decrease in the number of people seeking principalship.

Nineteen participants (15%) commented on the advantages of having someone with specific expertise in finance or plant management available to the school community. New principals readily acknowledge that they feel less confident in finance and administration than in educational leadership so "having a model that recognises that a principal may have particular strengths in one of these areas rather than the other" (S19, experienced principal, secondary, female), is a step closer to reality for some participants.

As one of the expectations of principals in Sydney Catholic schools is that they also take a leadership role in any building program in which the school might be involved, having expertise available in this area was seen as beneficial. One participant who was in this situation commented that "as a principal in the middle of a major building project, this model is very attractive. Administration and building and plant maintenance are a full time job without educational leadership" (P063, experienced principal, primary, female).

Ten participants (8%) commented that this model could provide an alternative career path to principalship. Currently in Sydney Catholic schools, there is an expectation that the principal is a credible educational leader. Some participants commented that this model could provide an avenue into principalship for a good administrator who was not necessarily a strong educational leader. The reality in Sydney Catholic schools is that there are a number of experienced principals who were appointed to the position before

the expectation of credibility as an educational leader was so explicit. The expectation when these principals were appointed was more to do with having a good administrator manage the school efficiently. This model could be a way of deploying these principals in a role more suited to their talents and experience.

There were also a number of weaknesses associated with the splitting of the role on which participants commented.

Weaknesses

A search using QSR N6 revealed a number of weaknesses in this model identified by the participants. These are summarised in the following table.

Table 18: Weaknesses of Model 3

Weakness	No of comments	Percentage
Roles: negotiating/overlapping	63	50%
Relationships	44	35%
Accountability	33	26%
Communication	20	16%

Sixty three participants (50%) made comments about the difficulties of *negotiating satisfactory roles* for the two principals and the fact that many aspects of the roles would overlap. It was thought that whoever was in the administrative role would be perceived by the school community as less important than the educational leader and, therefore, the roles, no matter how they were negotiated, would be seen as unequal. One participant expressed her concern from the primary perspective when she said that "administration and educational leadership would have to be consistent in that the principal for administration works with, supports and enables the principal for educational leadership.

They could end up working against each other (P094, experienced principal, primary, female).

A secondary principal could see overlapping in particular areas that could lead to confusion for the school community. He also raised a concern about relationships, an area that is discussed in more detail with the aid of QSR N6. The participant expressed his anxiety and insights when he wrote that "there would be overlapping of significant areas such as time-tabling, funding and curriculum initiatives. There could be possible confusion in the school community. This model would require enormous trust and maturity between the two leaders" (S29, experienced principal, secondary, male).

One beginning principal expressed a view prevalent among many of the beginning principals when she asked " who would want the administrative role? It is all the least interesting aspects of the principal's role without any of the joys of educational leadership?" (S25, beginning principal, secondary, female).

It was also evident that participants were having difficulty conceptualising how such a model could operate. They felt there were potential grounds for conflict between the two principals in this model. Thirty two participants (25%) asked, in varying ways, the question "Who is the boss?" As one participant asked: Who makes the decisions when a compromise cannot be reached?" S21, inexperienced principal, secondary, male).

On further analysis, using QSR N6, the question being posed by the participants was not about being "boss" but about *accountability*. The pressure to meet accountability demands has been explored by numerous researchers including Darling-Hammond, (2003); Whitaker, (2003); and Wallace, (2001). Principals are very aware of the increased pressures of accountability and needed reassurance that within this model, the demands for accountability could be accommodated by either or both principals.

A theme emerged during discussion and comments on this model that appears again in the results presented in the next chapter for Models 4 and 5. The theme is that of

relationships and their importance in any model of shared or dual leadership. Thirty two participants (25%) commented that one of the most important aspects of the implementation of this model, was finding two compatible people who are prepared to build a relationship with each other and the school community. It was felt that this aspect of the model was one of the most difficult to get right.

Comments such as the following indicate the importance participants placed on relationships. One experienced principal commented that "the success of this model depends upon the quality of the relationship between the two people, just as it does between the principal and the deputy in a more conventional leadership model" (S31, experienced principal, secondary, female). A similar view was expressed by a beginning principal who wrote that "the two people in these roles will need to have a solid relationship, be able to communicate honestly, negotiate and be seen to be a united front" (P006, beginning principal, primary, female).

A search of QSR N6 provided some interesting insights into the importance of relationships in all five models. The following table shows all five models intersected with the node called relationships and the number of comments coded to each of the sub-nodes of compatibility, personality, communication, community and negotiation.

Table 19: Number of comments for all models intersected with relationships

Node: Relationships	Model 1	Model 2	Model 3	Model 4	Model 5
Compatibility	1	0	29	33	54
Personality	0	0	4	5	12
Communication	26	15	20	50	15
Community	9	2	6	14	10
Negotiation	4	8	5	5	5

The sub-node called compatibility developed increasing significance as the models moved from a single principal to dual principals. Personality was not mentioned for

Models 1 or 2 but was more important for the dual leadership models. Communication was significant in all models but particularly for Model 4: Dual Principals/Job Share. Both the sub-nodes of community and negotiation were areas that participants thought needed to be addressed in the implementation of all the models.

Many researchers (Blasé and Blasé, 1997, 1999; Bryk and Schneider, 2002; Crowther *et al.,* 2002; Duignan, 2002a; SOLR Project, 2003; Wheatley, 1992, 2002) have written about the importance of relationships for all leaders but particularly in any shared models of leadership. Relationships that are built on mutual trust and respect, collaboration, and a sense of shared directionality are foundational to any models of shared leadership. The building of such relationships requires a rethinking of power. Power needs to be thought of as something which circulates or functions as a chain, something that is never localised in one person's hands, never appropriated as a commodity but rather, is employed and exercised through a net-like organisation (Foucault, 1980).

The last significant sub-node for this model was *communication.* Twenty participants (16%) commented on the importance of communication for the successful implementation of this model. The communication needs were in multiple directions. Some participants made suggestions for improving this model, most of which could be categorised as human resources functions, particularly recruitment and deployment.

Suggested Improvements

Twelve participants (9%) suggested that it would be useful to recruit people with specific expertise from outside education to take on the role of principal of administration. In doing this, they cautioned that the people recruited would need to gain an understanding of the culture of Catholic schools. An experienced, primary, female principal thought that "if the principal for administration was not an educator then problems

could arise due (sic) to the lack of knowledge and understanding
of how school education works" (P063).

There were nineteen comments (15%) from participants who made suggestions for *deploying* people differently. Ten participants (8%) suggested that this model could be improved by having a single principal but two assistant principals, one of whom had responsibility for educational leadership and the other with responsibility for administration. Both assistants would be responsible to the principal who is ultimately responsible for both aspects of the school leadership. An experienced secondary principal commented that "you wouldn't want to glorify "paper" too much by appointing a principal to the administration position, so would it not be better to appoint two assistant principals, one of whom was an assistant in charge of administration?" (S07, experienced principal, secondary, female).

There are already a small number of schools, both primary and secondary, in the Sydney Archdiocese, which have two assistant principals. Because these are functioning successfully, the model is gaining currency with both principals and aspiring principals.

Nine (7%) participants suggested an improvement to the model would be to have the two principals alternate in the two different roles, with suggestions ranging from alternating each term to alternating on a yearly basis. It was felt that being solely in either the administrative or educational roles was limiting for an individual's development and long-term employability.

As well as suggestions for improvement, participants were also asked to identify some appropriate leadership development that would facilitate the implementation of this model.

Appropriate Leadership Development

Appropriate leadership development, suggested by the participants, for assisting the implementation of this model included upgrading skills in specific areas such as interpersonal relationships, communication, negotiation and managing conflict. Participants also recognised that a model of leadership, such as this, needed to be built on trust and maturity in relationships, and, therefore, appropriate leadership development needs to go far beyond traditional skill building, a conclusion also reached in the research carried out in the SOLR Project (2003). An organisation or system attempting to implement this model of shared leadership would need to support leaders in developing the attributes required by effective, authentic leaders when dealing with complexity and uncertainty in contemporary organisations as identified by Duignan (2002b).

As discussed with Model 1, the data indicated that there was a general consensus among the participants that any change in leadership, management or administration of the school would need to include a comprehensive program for including the school community in discussion about the changes and the ways in which the model would be implemented. Bringing the whole school community along on this learning journey would be critical to the successful implementation of Model 3: Dual Principals - Split Task Specialisation.

CONCLUSION

The results and analysis of the data for theses three models were generated through using the two systems available to the researcher through QSR N6. The two systems are *the document system* for holding all the documentary data and research notes, and *the node system* for representing all the topics and categories that matter to the research project, as well as memos of the researcher's ideas about these.

The data has yielded some rich evidence for redesigning the principalship. The participants have indicated that they favour alternative models of principalship. Their comments have illuminated the reasons for their choices, the perceived strengths and

weaknesses of each model, suggestions for improving each model and appropriate leadership development for each model.

Participants had a an overall preference for Model 1: Business Matrix Model. Female principals, both secondary and primary, rated this model as their first preference. Many female participants acknowledged that they lacked the necessary financial expertise to confidently manage the business side of running a school. Their passion was for giving leadership to teaching and learning. The expertise provided by a business manager, would, they believe, take away aspects of the principalship they find time-consuming and unenjoyable, and enable them to spend more time on being the educational leader.

Both male secondary and male primary principals rated Model 1 as their second preference. Their reasons were similar to the female principals but they were less likely to admit their lack of expertise. They thought the appointment of a business manager would free up their time to deal with other aspects of the principalship.

Participants also suggested some innovative ways to recruit and deploy personnel with the necessary expertise to implement this model successfully, thus raising a theme that appears again with Model 2 and Model 3. The theme is about creative human resources functions in the successful implementation of alternative models of principalship. Two more themes also surfaced through analysis of the data. The second theme was about relationships and the third theme was concerned with accountability. Both these themes also recur in later models.

Model 2:Supported Leadership was rated second overall by the participants who saw this model as a means of implementing shared leadership and developing leadership capacity within the school and across the system of schools. Participants embraced this model with great enthusiasm as they felt it would enable talented staff to use their expertise to take forward particular initiatives.

The human resources functions of recruitment, deployment and appropriate remuneration of talented staff was raised as an issue to be considered if this model of shared leadership were to be successfully implemented. Some participants raised concerns about accountability and how it related to shared leadership. Does sharing leadership mean that accountability is also shared or does the "buck stop with the principal?"

Participants rated Model 3: Dual Principals / Split Task Specialisation as their fourth choice overall. It was rated higher by female participants than by male participants. Some female participants saw this model, as with Model 1, as a way of freeing themselves from some of the aspects of principalship that they find unattractive and a disincentive to remaining in the role. Some participants thought splitting the role would decrease the workload and lessen the stress of the job while others believed that finding two compatible people who could work successfully together was difficult.

The themes of accountability and relationships emerged strongly from the data with this model. Participants raised concerns that the demands of accountability could be accommodated within the model. They also noted the difficulty of finding two people who were prepared to build a relationship with each other and the school community.

All three models were discussed by participants with enthusiasm. They engaged in discussion with each other about the models with serious intent. They were challenged by some of the models but were open to new ways of conceptualising the principalship that were responsive to local contexts and flexible enough to meet changing needs of people and communities.

The results and analysis of the qualitative data for models four and five and the ideal models are presented in the next chapter.

CHAPTER 5

PRESENTATION OF RESULTS, ANALYSIS AND DISCUSSION OF
QUALITATIVE DATA
MODELS 4, 5 AND THE "IDEAL MODELS"

INTRODUCTION

This chapter continues the presentation of the results, analysis and discussion of the qualitative data. The data on the last two of the five models that were presented to the focus groups of principals for comment and rating are included in this chapter. Data is presented in the same manner as the previous chapter, namely, results, analysis, discussion and participants' comments are organised under (1) strengths, (2) weaknesses, (3) suggested improvements and (4) appropriate leadership development for each model.

The results and analysis of the data on the "ideal model" have also been included in this chapter. All data has been analysed using QSR N6.

MODEL 4: DUAL PRINCIPALS – JOB SHARING

> **Description:**
> The key feature of this model is two principals
>
> who share administrative and educational
>
> leadership functions. It involves:
>
> - the possibility of part-time work;
> - the allocation of responsibilities negotiated and determined according to strengths and workloads of each principal;
> - equal responsibility and accountability for decisions and consequences; and

Model 4: Introduction

This model was the least favoured overall by the participants in the focus groups with a mean rating of 3.891.

Table 20: Mean rating of Model 4 by all participants

Sector	Mean rating
Primary female principals	4.204
Primary male principals	4.0
Secondary female principals	3.8
Secondary male principals	2.866

It was rated third by the secondary male principals with a mean rating of 2.866, and fourth by the primary male principals with a mean rating of 4.0. The secondary female principals rated this model as their lowest preference with a mean rating of 3.8 and the primary female principals also rated this model as their lowest with a mean rating of 4.204.

This model is flexible and negotiated according to the local context, and the circumstances and strengths of the two people sharing the principalship. The need to have flexible models of leadership that take into account principals' changing life circumstances was investigated by Boris-Schacter and Langer, (2002) who found that individual circumstances, a person's stage in life, and whether or not someone was responsible for a partner, a parent or children, all affected the principalship. The participants who commented on the strengths of this model commented precisely on many of the circumstances named by Boris-Schacter and Langer, (2002).

Strengths

A search of QSR N6 revealed that the strengths of Model 4 can be grouped into three categories, namely, (1) flexibility for (a) people moving towards retirement and (b) people with family responsibilities, (2) balance (3) two people sharing would have a freshness and energy for the role, (4) induction of new principals, and (5) appealing to females. The following table summarises these strengths.

Table 21: Strengths of Model 4

Strengths	No of comments	Percentage
Flexibility (overall) - *for people moving to retirement* - *for people with family responsibilities*	57 33 24	45% 26% 19%
Balance/time	31	24%
Freshness, energy for the role	12	9.5%
Induction of beginning principals	10	8%
Appealing to females	8	6%

The greatest strength of this model was perceived to be the *flexibility* it presented for those moving towards retirement as well as for those with family responsibilities. In all, there were fifty seven positive comments by participants (45%) on the flexibility offered by the model. Thirty three participants (26%) commented favourably on the flexibility the model presented for older principals and twenty four participants (19%) commented favourably on the flexibility presented for those with family responsibilities. The average age of principals in the Sydney Archdiocese has an impact on the perceptions of this model. The average age of secondary principals is fifty three years and the average age of primary principals is fifty four years. The prospect of retirement is part of the thinking of many participants and this model was seen as an alternative future. As one participant commented in support of this model:

I think this model really needs to be explored. If more than half the principals (in the Sydney Archdiocese) are over fifty years old, this may be a real option for the future. Perhaps some of our retiring principals would stay longer if they could work part time. It would be great to be able to share with someone who understands the job.

(P057, experienced principal, primary, female)

A number of other participants commented more briefly in support of this model and the flexibility it could allow to those approaching *retirement*. An experienced primary, female, principal observed that "this model allows slower movement towards retirement and also allows for different needs at different times of your life" (P020, experienced principal, primary, female). A similar view was expressed by an experienced, male, primary principal who suggested that "the model would allow experienced principals to stay longer in the role. There would be great synergy and creativity in having two people in the role" (P003, experienced principal, primary, male).

Another participant, who is one of the youngest principals in the Archdiocese, offered this comment in support of the *flexibility* this model could provide, not only for older principals, but also for younger *people with family responsibilities*:

[There is a need to] actively look at jobshare as a reality for a profession where (a) a large percentage of people are moving towards retirement and may wish to work longer at a reduced commitment of time and (b) females in their thirties and forties, with young families, who are not able to, nor wish to, take on roles of this multi-faceted position of principalship in a full time capacity but still aspire and have the capability to carry out the role in a part time capacity.

(P078, beginning principal, primary, female)

This view was also expressed by other participants who were aware of the need to make the role of the principal attractive to people with family responsibilities. One experienced principal summed up many of the views expressed when she stated that "this model is very important while the main pool of potential leaders is with young married people with families who cannot juggle full time principalship with family responsibilities" (P039, experienced principal, primary, female).

There were also thirty one comments (24%) on the benefits this model could offer to participants for giving them more *balance* in their lives, for increasing the *time* they would have to devote to other endeavours including time for study, time for family and more personal time. As one inexperienced principal put it "this would help a principal achieve a more balanced life with more time for family or other pursuits" (P006, inexperienced principal, primary, female). An experienced principal stated that "this model would help those principals who wish to work on a part-time basis" (experienced principal, primary, female). This accords with the findings from a number of studies (Educational Research Service, 1998, 2000; Lacey, 2000; Pierce, 2000; Whitaker, 2003; Williams, 2001) which found that lack of balance and time were some of the greatest stressors for principals and major deterrents to people seeking, or remaining in, the principalship.

A search of QSR N6, showed that twelve participants (9.5%) thought that having two people share the principalship meant that each would and bring renewed *energy* and enthusiasm to the school community. An experienced primary principal, close to retirement himself, thought that "this model incorporates the best of other models. Having two principals who are fresh and want to keep working is a real strength. Role negotiation is a big plus" (P002, experienced principal, primary, male). A beginning principal summed up the strengths of the model with just three words: "freshness, energy, sanity" (P051, beginning principal, primary, female).

Another beginning principal was thinking of flexibility for older principals as well as the higher energy levels two people could have when sharing the role when she observed that "this might work to encourage older principals to stay on for a longer period. It would mean that the two people would have more energy to offer to the school" (S25, beginning principal, secondary, female).

A search of the human resources functions node in QSR N6, indicated that ten participants (8%) thought that this model could be a good means of inducting a new

principal into the role. As one beginning principal commented "this would be a great way for newer principals to learn about the role. Having an experienced principal, who might be near retirement, share the role with a new principal would allow the wisdom of one to guide the other" (P008, beginning principal, primary, female).

A small number of participants (6%) thought the model was useful but felt it might be more appealing to females and made comments specific to women taking up this option. One experienced, female principal thought that "this [model] is more creative and could work beautifully with the right people. Perhaps with the greater flexibility more women would be attracted to the role of principal" (S19, experienced principal, secondary, female). An inexperienced female primary principal, observed that "this model could work well for women with families. Some would like to be in the role of principal but family commitments prevent them" (P043, inexperienced principal, primary, female). Lacey (2000) has commented that to encourage women to take up, or continue with, leadership positions earlier in their careers, there needs to be a much wider range of, and easy access to, shared and part-time leadership positions.

There were a number of comments that indicated support for the model but also flagged some perceived difficulties or weaknesses in the implementation of such a model. An inexperienced principal offered a caution about structures to support the model when she commented that "this model could work very well as long as the correct structures were in place" (P064, inexperienced principal, primary, female). Another primary principal commented about clear expectations when she wrote that "this [model] could work very well if both people were clear about what was expected of them" (P084, experienced principal, primary, female). A beginning principal commented on the need for compatibility when she stated that "with a person of like mind or one who complements the other the model would be fine" (P077, beginning principal, primary, female). These and other weaknesses, named by participants, are discussed in the next section.

Weaknesses

A search of the data using QSR N6, showed that the weaknesses of Model 4, named by the participants can be grouped, into four categories, namely, (1) communication, (2) compatibility, (3) continuity and consistency. The following table summarises the weaknesses of Model 4.

Table 22: Weaknesses of Model 4

Weaknesses	No of comments	Percentage
Communication	44	35%
Compatibility	32	25%
Continuity and consistency	30	24%

The category that evoked the most responses with forty four participants (35%) commenting was *communication*. Included in this category are the communication difficulties inherent in any job share, but are exacerbated by the job share being the principalship. Participants made numerous comments about the importance of communication, not only between the two principals, but also between them and the wider school community, for example:

> This model requires a lot of time for communication with staff, parents and students and to work on the division of duties. It also requires inner freedom, great trust and flexibility.
> (P016, experienced principal, primary, female)

> The two people would have to be able to work together very well and communicate frequently, just as in any job share.
> (S25, beginning principal, secondary, female)

The next category, *compatibility*, elicited comments from thirty two participants (25%). The major concern was the need to find two people who were compatible with each other in a range of ways, including having a similar vision or philosophy of education. Similar comments were made by participants about Models 3, 4 and 5, all of which have two principals. An example of such a comment follows:

> I think this model is excellent. I think it would work, but as with the previous model (Model 3) and the next model (Model 5) the two people would need to get on well, trust each other, and share a similar vision.
> (P057, experienced principal, primary, female)

A study (HRM, 1996) of over one hundred organisations which implement flexible work practices and, in particular, job-share, found that compatibility of job-share partners, strong communication skills, trust between job sharers and dependability were the most important qualities of good job share situations. The same study indicated that the greatest challenges to instituting job sharing include management resistance and the corporate culture. The study did not find significant problems based on resentment from coworkers, scheduling difficulties, duplication of work, or union negotiations. Difficulties did arise, however, from the job sharers' differences in work styles, communications styles and quality standards.

The third category, revealed through searching QSR N6, was the need that staff, parents and students have for *continuity and consistency* in their relationship with the principal and thirty participants (24%) commented that both of these characteristics could be difficult to maintain with this model. Participants believed that the difficulties could be overcome and many offered suggestions for doing so which are detailed in the next section on "suggested improvements".

There were some participants, however, who could see little to recommend in the model. They were more inclined to favour the *status quo* and found little to recommend in any alternative models. Comments in support of this view included:

> Confusion would reign supreme especially in a large school. There would be resentment by staff of a part-time principal when they have to work full time. Always changing the shape of school structures can be counter-productive for those trying to work in the school. Staff need certainty.
> (S07, experienced principal, secondary, female)

The improvements suggested by participants for this model were consistent across genders and sectors and were mainly to do with improving communication, consistency and continuity.

Suggested Improvements

Using QSR N6 to search the data, three categories, emerged as improvements suggested by the participants. The following table summarises these categories.

Table 23: Suggested improvements for Model 4

Suggested improvements	No of comments	Percentage
Time for communication	47	37%
Recruitment and selection	22	17%
Induction	10	8%

The improvement suggested most often by participants (47 comments or 37%) was to build in some overlapping time for the two principals to meet to face-to-face. Participants indicated that the overlapping time could help to mitigate the difficulties associated with communication, consistency and continuity in a job-share situation. Thirty eight participants (30%) suggested that, ideally, the overlapping time should be a day per week when both principals were at the school and were able to spend time together. Comments in support of this view were generally brief. This experienced principal's suggestion was that "each principal would need to work three days per week. They would need to overlap to make it work well" (P057, experienced principal, primary, female).

As with previous models, there were a number of issues with this model, that were raised as suggestions for improvement, that concerned human resources functions, namely *recruitment, selection and induction* issues. Participants indicated that the freedom to choose the person with whom to share the principalship was critical to the success of the model. Participants summed up the problem in this way:

> Communication and compatibility, both philosophical and personal, are vital. Therefore, who determines the partnership is critical. The principals need to have a role in determining their own selection processes.
>
> (P093, experienced principal, primary, female)

> Appropriate selection processes would need to be in place to ensure that all aspects of the role are understood and, more importantly, that the people are compatible.
>
> (P038, experienced principal, primary, female)

Gratton and Syrett (1990) agree that matching potential job share partners is complex and requires flexibility on the part of managers and human resources professionals. They advocate creatively thinking the process all the way through before beginning to recruit, considering all the possible problems and concerns that could eventuate. Having the job sharers involved in this process is critical. This involvement would be particularly important in a principal job share as the sharers would be creating a road that few have walked before them.

The process of selection of school leaders has been criticised by a number of researchers (d'Arbon *et al.*, 2000; Lacey, 2001; VSAT Project, 2003) who have suggested that selection processes are too complex and/or flawed and lack transparency. The selection processes for any dual principalship or alternative model of leadership need to be scrutinised closely and designed to be as open and transparent as confidentiality will allow.

Ten participants (8%) expressed the view that the *induction* of new principals could be enhanced by placing a beginning principal with an experienced principal who would take on a mentoring role. This accords with some of the findings from Lacey's (2001) research which suggested that on-the-job learning with an experienced mentor was a viable way to learn.

Some participants also indicated that a changed mindset would need to be in place for an alternative model, such as this, to work effectively. An experienced male principal suggested that "you would need to go into this situation with a different mindset for it to

work" (P047, experienced principal, primary, male) while an experienced female principal observed that "it will take a long period of time for teachers, parents and even principals to make this mindshift" (P093, experienced principal, primary, female).

Participants identified a number of areas for appropriate leadership development that could assist with the changing of the mindset and the general implementation of this model.

Appropriate Leadership Development

Twenty one participants (16%) suggested some development and refining of communication and collaborative decision-making skills as these are critical to the successful implementation of this model. Fourteen participants (11%) suggested leadership development at a deeper level, more that of building leadership capacity and capabilities rather than honing skill levels. Some of these key capabilities are emotional maturity; practical wisdom; passion and courage; collaborative commitment; contextual awareness; change mastery and gospel discipleship (Duignan & Marks 2003). Many such capabilities are fundamental for any principal who has the drive and passion to lead a Catholic school in these difficult times. All capabilities are indispensable for any principal contemplating the complexity of shared leadership.

Participants suggested that ways of developing these capabilities are of paramount importance if this model is to succeed. They suggested that principals involved in the implementation of this model should be encouraged to network and support each other and to be given time for critical reflection, both alone and with each other. Comments in support of this view included:

> For this model to succeed, networking between people who are taking on these models of leadership needs to be encouraged. Opportunities for joint

training and development to take place, both on and off site, should be part of the on-going support for job-sharing principals. This should be facilitated by someone who understands the complexities of shared leadership, particularly the relational aspects.

(P093, experienced principal, primary, female)

Participants also recognised that one of the most difficult aspects in the implementation of this model would be to ensure that the school community understood the model and how it was to be operationalised in the school. As discussed with previous models, any change in the leadership and management of the school needs to be supported by a comprehensive program of awareness-raising and inclusion of the whole school community.

MODEL 5: INTEGRATED LEADERSHIP

Description:

The key feature of this model is two principals

with equal authority Roles are not pre-determined

but based on strengths of each principal and

negotiated;

- Based on shared values, goals and mutual
  trust;

Model 5: Introduction

This model was rated third overall by the participants in the focus group interviews with a mean rating of 4.647. The following table summarises the ratings.

Table 24: Mean rating of Model 5 by all participants

Sector	Mean rating
Primary female principals	5.1888
Primary male principals	5.071
Secondary female principals	4.000
Secondary male principals	2.090

The primary male principals rated this model as their first preference with a mean rating of 5.071. The primary female principals rated Model 5 as their second choice with a mean rating of 5.188. The secondary principals did not find this model as attractive as the primary principals did. Secondary female principals rated this model as their fourth choice with a mean rating of 4.000 and secondary male principals rated it as their last choice with a mean rating of only 2.090.

This model was rated highly by the primary principals, both male and female, but it seemed to polarise the secondary principals. The two comments that follow are typical of the differences between the secondary female and secondary male principals in their perceptions of Model 5:

> I believe this is the answer. I, in fact, do this at the moment with my assistant principal who works as my co-leader. This is ideal but of course she is not recognised or paid for this. It is the way we work, though. Each person can use her own strengths and therefore the school is really moving along. It must be two compatible people or it could be a disaster. My AP is content to work like this but she is a rare person. It works so well, please consider this as a very viable option.
> (S03, experienced principal, secondary, female)

> There are no strengths in this model. I would not consider it. It is unworkable.
> (S21, inexperienced principal, secondary, male

The differences that are evident between the secondary male and female principals and between the secondary and primary male principals, may possibly be explained by a snapshot of their career journeys. A search of the base data in QSR N6, revealed that the male principals of many secondary Sydney schools, and particularly those that are single sex male schools, have at some time in their history been influenced either directly or indirectly by principals who were members of conservative religious orders. Nearly every male lay secondary principal has served as an assistant principal under such a conservative leader at some point in their careers. Consequently, even younger male principals have developed their leadership skills within a framework that has encouraged conservatism and the *status quo*.

The difference in the secondary male and female viewpoints were expressed by two other participants who both used the analogy of marriage to illustrate their perceptions. A female principal said "I like this model. It could work really well with the right people. It would be like a good small business partnership or marriage" (S19, experienced principal, secondary, female) while a male principal commented that the description of the model "sounds like a marriage - monogamy is a challenge. This is unlikely to work" (S04, experienced principal, secondary, male).

Some strengths, particularly from the primary sector, were identified by participants, for this model.

Strengths

A search of QSR N6 revealed that the strengths of Model 5 can be grouped into four categories, namely, (1) flexibility and adaptability, (2) sharing the workload, stress and responsibility, (3) collaboration, and (4) attraction to aspiring principals. The following table summarises these strengths.

Table 25: Strengths of Model 5

Strengths	No of comments	Percentage

Flexibility/adaptability	38	30%
Sharing workload/stress/responsibility	27	21%
Collaboration	19	15%
Attraction to aspiring principals	10	8%

This model was seen as a means of encouraging flexibility and adaptability. Thirty eight participants (30%) indicated that the greatest strength of this model is that it encourages flexible implementation that allows both principals to use their strengths. Because the model espouses no pre-determined set of roles, the two principals are free to negotiate roles that suit their skills, abilities, knowledge and wisdom. The support for this view was reflected in comments by two primary principals.

The first one observed that "this model gives the two principals the freedom to negotiate and perform a variety of roles across administration and education" (P015, experienced principal, primary, female). The second principal believed that "the Integrative Leadership Model allows everyone to bring their (sic) own giftedness to the role. It has an in-built learning partner as well as someone with whom to share the stress and the workload" (P034, experienced principal, primary, female).

The notion of having someone with whom to share the *workload, the stresses and the responsibilities* of principalship was considered a great strength by participants. Twenty seven participants (21%) commented on this aspect of the model with observations such

as "this model would be great if the two people are compatible and share a common purpose, vision, humour etc. The two people could be a great support to each other, and could share the stress, the workload and the wisdom accumulated over years of experience. Two heads are better than one" (P088, experienced principal, primary, female). Another experienced primary principal expressed the view that she and her assistant principal already work in this collaborative way when she commented that:

> This model is collaborative and has in-built support that is both practical and emotional. The two people can share the load of meetings, parish events etc. We practically operate this way already (principal and assistant principal). Only time allocation and community perceptions keep us back. We hereby volunteer to trial this model.
> (P020, experienced principal, primary, female)

The *collaborative* nature of the model drew remarks from nineteen participants (15%) who commented that as collaboration was their preferred leadership style, this model would suit them. Much of the current literature attests to the advantages of collaboration as a means of leading a school. Lambert (1998) developed five critical features necessary for a school wishing to build high leadership capacity. One of these features is having roles and responsibilities that reflect broad involvement and collaboration. Other writers and researchers including Fullan, 2003; Hargreaves and Fink, (2003); SOLR Project, (2003); Andrews and Crowther, (2002); Crowther *et al.,* (2002); and Wildy and Louden, (2000) have also documented the collaborative nature of shared leadership and the benefits that accrue to a school community where collaboration is modeled and valued.

Ten participants (8%) thought that the model could *attract more applicants* to the role "if the principal did not have to be all things to all people" (P080, experienced principal, primary, female). There are number of researchers (Boris-Schacter and Langer, 2002; Collarbone and Shaw, 1998; Hirsch and Groff, 2002; Pierce, 2000; Whitaker, 2003;) who have investigated the complexity of the principalship and concluded that alternative models, that share the leadership, are likely to attract more applicants to the role.

There were a number of participants who acknowledged the attractiveness of the model but offered a note of caution about implementation. One inexperienced primary principal expressed the concern this way: "I think that this would be the best of all models but also the most difficult to achieve. Human nature being what it is, how would you find two people who are compatible?" (P064, inexperienced principal, primary, female). As with Model 4, compatibility was again named as one of the biggest weaknesses of this Model.

Weaknesses

A search of QSR N6 revealed that the weaknesses of Model 5 can be grouped into five categories, namely, (1) compatibility, (2) relationships, (3) cost, (4) communication, and (5) community. The following table summarises these weaknesses.

Table 26: Weaknesses of Model 5

Weaknesses	No of comments	Percentage
Compatibility	54	43%
Relationships	44	35%
Cost	20	16%
Communication	15	12%
Community	10	8%

The weakness that was named most often by participants was the one identified in the *compatibility*. Fifty four participants (43%) commented that they thought finding a compatible co-principal could be an issue. The participants felt that for this model to work, the people involved would need to share a common vision, have a common educational philosopy and complementary strengths and expertise.

A beginning, female, primary principal expressed it this way: "I think it could be quite difficult to ensure that the two leaders employed in a school would share a similar vision for the school and complement each other's strengths" (P078). A more experienced principal thought something similar and stated that "two heads and hearts may be better than one, but as co-leaders the two principals would need to share vision, philosophy and passion" (P033, inexperienced principal, primary, female).

The participants' views that principals working together in this model would need to spend time together exploring their deepest-held beliefs about learning, schools and their philosophy of education are born out by other research. The study reported by HRM (1996) indicated that while flexible work practices have been implemented successfully in many organisations, some difficulties were reported from differences in work styles, communications styles and quality standards. Kouzes and Posner (1995) have also researched in this area and concluded that shared values are essential to the successful implementation of shared leadership. A search of QSR N6 revealed that "shared philosophy" was mentioned by participants two hundred and fifteen times in eighty nine different documents.

After compatibility, the next area of concern raised by participants was that of *relationships*. Forty four participants (35%) observed that the key to success with this model was the development of good relationships between the two principals and among the staff and parent community. This is not the only model for which relationships have been named as critical. In fact the critical nature of relationships occurs throughout the data on all models. A node search through QSR N6 reveals that relationships is mentioned by participants one hundred and four times across all models. If the sub-nodes (compatibility, personality, communication, community, and negotiation) in the relationship node are included in the count, the total number of mentions is over four hundred and fifty.

Twenty participants (16%) commented on the *cost* of employing two principals but they also made some suggestions for mitigating the costs by deploying the assistant principal

in different ways. This is followed up in the next section. Cost has been an excuse for schools and systems to avoid models that employ two principals, so some exploration of ways of deploying staff to mitigate the cost of employing two leaders is worthy of investigation.

Another weakness identified by fifteen participants (12%) has occurred in a number of the previous models, namely, the area of *communication*. In this model, the participants indicated that the communication issues were between the two principals as well as the principals and staff, and the principals and the wider school community. Ten participants (8%) also observed that some specific communication with the school community, in the form of education in understanding of the model of leadership, would be necessary. As with anything new or different in a school community, the inclusion of parents and the wider community in the learning journey is critical.

There were some specific suggestions for improvements offered by participants and, as with previous models, some of these suggestions centred on human resource functions. The need for creative human resource practices has emerged strongly from the data.

Suggested Improvements

Using QSR N6 to search the data, three categories, emerged as improvements suggested by the participants. The following table summarises these categories.

Table 27: Suggested improvements for Model 5

Suggested improvements	No of comments	Percentage
Flexible selection processes	31	24%
Deployment of assistant principal	22	17%
Breakdown of partnership	9	7%

The improvement most often suggested by participants was the need to have *flexible selection processes*. Compatibility of the two principals was named by participants as the greatest barrier to success with this model, so the suggestion put forward by thirty one participants (24%) was to make the selection processes flexible in a variety of ways. Participants suggested choosing your own partner and/or applying as a team for the positions of the two principals. An experienced, secondary principal, who indicated that she was operating in this way with her assistant principal as her co-principal stated that "the key is to get two people who can work together and who have complementary strengths. Ideally when the two people have found each other they should be able to apply for the positions as a team "(S03, experienced principal, secondary, female).

Lacey (2001) reminds human resources professionals that selection processes need to be structured so that they encourage and support the organisation in its attempts to locate and appoint highly qualified and appropriate applicants to leadership positions. The selection processes also need to encourage and support rather than deter leadership aspirants. Lacey (2000) found that principal selection processes need to be simplified to reduce the time required, complexity and stress. These findings, along with the findings of other researchers (VSAT Project, 2003; d'Arbon *et al.,* 2000) make a compelling argument for creating the flexible selection processes suggested by participants in this study. As another experienced principal advises "if the employing authority determines the partnership then I think this model is doomed" (P093, experienced principal, primary, female).

Another suggestion, made by twenty two (17%) participants, that also has human resource implications, was to *deploy the assistant principal in different ways*. One reason for doing this was to mitigate the cost of employing two principals. Participants suggested that if a school chose to employ two principals, they could dispense with the role of the assistant principal altogether, thus making the appointment of two principals almost cost-neutral in the overall staffing budget.

The second way of deploying the assistant principal, suggested by participants, was to create a collaborative model using one principal and the assistant principal instead of two principals. This was suggested by participants who favoured the collaborative model of leadership but felt the two principal model was either too expensive to implement, or was changing the paradigm too radically. Comments supporting these views included:

> This essentially is the ideal model which can and does exist now where a competent assistant principal is employed with little or no classroom teaching time added to the role. Essentially, although collaborative, one person should be finally responsible. If the assistant principal was not allocated a class then this model would work well within existing structures. The assistant principal would be a principal on "P" plates.
> (P076, beginning principal, primary, male)

> Having the assistant principal on full-time release could resource this model for immediate implementation within the existing structures.
> (P020, experienced principal, primary, female)

A small group of participants (7%) posed the question: "What happens if the partnership between the two principals breaks down?" One suggestion to counteract this possibility was put forward by a participant who suggested that "a collaborative contract is drawn up by the two principals and needs to be renegotiated when or if a change of partnership occurs" (P093, experienced principal, primary, female). A number of organisations, (see, for example, Bristol University's *Policy and Guidelines for Flexible Work Patterns*) who are already implementing flexible employment practices, suggest that when one of the partners resigns, the remaining partner should be involved in the recruitment and selection process in order to ensure compatibility.

Participants identified a number of areas as appropriate leadership development for principals and schools considering implementation of this model. Some recommendations were similar to those proposed for Model 4, which is also a dual leadership model.

Appropriate Leadership Development

Participants were of the view that leaders who might be interested in this model were likely to be experienced principals who were already competent, confident and well on the way to the getting of wisdom. The appropriate leadership development for this model should build on what these experienced leaders already know and can do, and focus on their formation as 'depthed human beings' (Duignan, 2002a).

A search of QSR N6 showed that there were three specific areas for leadership development suggested by participants. The following table provides a summary of the suggestions.

Table 28: Appropriate Leadership Development for Model 5

Appropriate leadership development	No of comments	Percentage
Capabilities	43	34%
Time	35	27%
Mentor	17	13%

Forty three participants (34%) commented that the capabilities (Duignan and Marks 2003) referred to in appropriate leadership development for Model 4 were also appropriate for Model 5. These capabilities are fundamental for any principal who has the drive and passion to lead a Catholic school in these difficult times. All capabilities are indispensable for any principal contemplating the complexity of shared leadership.

Thirty five participants (27%) suggested that *time* was critical for principals involved in the implementation of this model. Time to develop an understanding of each other's philosophy of education, time to develop a shared vision for the school and time to develop the mutual trust that underpins this model. They also need time to discover each other's strengths and then to negotiate the best ways of using these strengths for the benefit of the school community.

This model is based on shared values and goals, and it takes time for two people to reveal themselves sufficiently so that these fundamental values can inform wise decisions. An experienced primary principal suggested that "principals involved in this model need to spend time together and with other leaders who are working in shared leadership. Retreats and conferences where they can take the time to share ideas and feel supported would be most useful" (P010, experienced principal, primary, female). This finding is in line with the findings of writers and researchers working with shared leadership models.

Crowther *et al.* (2002, p. 38*)* found in their research, that all examples of successful shared leadership were underpinned by relationships characterised by three distinct qualities: mutual trust and respect; a sense of shared directionality; and allowance for individual expression. Implicit in these findings, is the understanding that these qualities need time to foster their development. Shared leadership requires ethical, courageous, honest leaders who demonstrate initiative, ingenuity, creativity and authenticity (Blasé & Blasé, 1999; Duignan, 2002a; Fullan, 2003; Hargreaves, 2003; SOLR Project, 2003). If this model of integrated leadership is to be successfully implemented, time and support for leaders working in such partnerships is of paramount importance.

A particular type of support, *mentoring,* was the next suggestion mentioned by seventeen participants (13%). The suggestion was for the two principals, as part of the induction into this model of leadership, working with a mentor. Participants commented that a mentor could help establish productive ways of working together and assist with the formulation of collaborative accountabilities. One experienced principal suggested that

> Having an ongoing relationship with a mentor particularly in the first few months would help to establish ways of working together, that could result in much better outcomes for the school community than if the two principals did this alone.
> (P029, experienced principal, primary, female)

Other research (SOLR Project, 2003) has also concluded that mentoring programs and practices have benefits for those involved in shared leadership especially if the programs are ongoing and are designed to develop the leadership capabilities of those involved.

As discussed with previous models, there was a general consensus among the participants that any change in leadership, management or administration of the school would need to include a comprehensive program for including the school community in discussion about the changes and the ways in which the model would be implemented. With a shared leadership model, such as Model 5, that could be considered a radical departure from the *status quo*, bringing the whole school community along on this learning journey would be critical.

SUMMARY OF RESULTS OF THE FIVE MODELS

The participants in the focus group interviews indicated interest in all of the models presented for discussion. Primary female principals rated all models highly, with their lowest mean rating 4.204, indicating an openness to new ways of designing the principalship. Primary male principals rated all models over four but rated Model 3 as their lowest with a mean rating of 3.857. This indicated an openness to redesigning the principalship. Female secondary principals rated all models over four except for Model 4 to which they gave a mean rating of 3.800. This, too, indicated an openness to redesigning of principalship. Secondary male principals rated two models highly and three models with mean ratings under three. This indicated a resistance to any model that espoused two principals working collaboratively, sharing leadership and power.

Using QSR N6, to search the qualitative data confirmed these findings and provided a rich source of comments and observations that indicated that changes to the principal's role are redefining the work of principals far beyond the core functions of teaching and learning. This is also reflected in much of the recent literature (Copland, 2001; D'Orsa, 2002; Flockton, 2001; Fox, 2000; Fullan, 2003; Hargreaves, 2003; Leithwood, Jantzi & Steinbach, 1999; Pocock, 2003; Rallis and Goldring, 2000; Spender, 2001; Stoll, Fink & Earl, 2003; Williams, 2001) that details the changes that have impacted on the principalship. As a result, there is a perception, among participants, that the principal's job has become too big and complex for one person. This, too, is reflected in recent

research (Boris-Schacter & Langer, 2002; Gilman & Lanman-Givens, 2001; Pierce, 2000; Whitaker, 2003). As Fullan (2003) succintly observed "school leadership is a team sport".

Findings indicate that multiple and flexible models of leadership are favoured. People's needs, as well as organisations' needs, are complex and therefore require an array of possible responses. As one participant observed:

> I don't think we can have just one model. Different schools may have a need for different models depending on size, socio-economic background of students and other variables. Leaders also have different family obligations at different times of their working lives and beginning principals have different needs from older, experienced principals.
> (S03, experienced principal, secondary, female)

Individual circumstances affect the principalship, as does gender, a person's stage in life, and whether or not someone is responsible for a partner, a parent, or children. New principals are less able to manage their workloads and balance their obligations at a time when both are at peak demand. Data also suggest that to encourage women to take up, or continue with, leadership positions earlier in their careers, there needs to be a much wider range and easy access to shared and part-time leadership positions. Lacey (2000) also concluded similarly in her research. Patterns emerging from the data about the aging nature of the principal workforce also indicated that ways of retaining older, experienced principals are required.

These data make a compelling argument for multiple and flexible principal models. that can accommodate changing school needs as well as the individual circumstances of principals.

Participants in the focus groups were requested to construct their ideal models. The view that the principalship needs to be constructed in a flexible way that takes into account changing school needs and the local context was evidenced in the models that emerged from the focus group discussions.

THE IDEAL MODELS

The construction of their ideal models seemed to engage most participants with great enthusiasm. This task entailed writing their own descriptions of the models, enumerating the strengths and weaknesses of their models and naming any appropriate leadership development that would support the implementation of such models. Of the twenty four focus groups, twenty groups produced their own models, some of which drew on parts of the previous five models. Four groups chose not to create their own models as they were satisfied that the five models already discussed offered sufficient flexibility to meet most needs.

Many of the new models were highly original. The construction of these new models engaged the participants in stimulating and often amusing debate and discussion. All models are included in Appendix 3. One focus group thought that, before looking at alternative models of leadership, schools need to be redesigned. The group expressed it this way:

> Before looking at models of leadership we need to look at redesigning schools for the future. We are still building schools as 19th century structures. We need to look at education for the future with flexible schools and creative staffing. We need to "re-imagine" our schools to cater for learning in the 21st century and beyond and for education in a technological age.
> (Ideal Model 4, primary principals)

There are numerous people working in education who would agree with this view. In some ways, changing models of leadership is tinkering around the edges of much bigger and more complex changes that need to happen in education and are already happening in society. The society for which students are to be prepared is fast becoming a knowledge society. The extent of the challenge that confronts schools to provide a new curriculum for the knowledge age is immense (Spender, 2001). The knowledge society is driven by an accelerating flow of ideas and technologies which are creating the industries and products of the 21st century but schools still resemble their 19th century forbears (Leadbeater, 1999).

The other nineteen models were predicated on some form of shared leadership. The models can be divided into five categories:

(1) seven groups suggested a model that included one principal with an extended executive with whom to share the leadership;

(2) five groups suggested models with a principal and two assistant principals with whom to share leadership;

(3) four groups suggested models with various forms of administrative support that would re-energise the principal to focus on educational leadership;

(4) three groups suggested models with dual principals who would share leadership but be organised a little differently from the five models previously discusse and;

(5) the twentieth group suggested closing small schools and re-deploying staff to implement a range of flexible, alternative models.

Most groups gave their models titles. These included "Supported Leadership"; "The Well-Supported Principal"; "Collaborative Leadership"; "Flexible Model of Leadership with Expanded Executive" and "A Flexible Model Responsive to Local Conditions". These titles indicated that most participants identified some form of shared leadership as the preferred model. There were some groups, however, whose ideal model was a better-resourced single principal model with an improved staffing allocation. While these models did not specifically advocate shared leadership, they recognised the importance of increased leadership opportunities for both building the leadership capacity of the organisation and for leadership succession.

Descriptions

The descriptions were presented in various ways. Most were text but some were in diagrammatic form (see Ideal Model 13). Participants sometimes incorporated aspects of the five models previously discussed but added their own variations and emphases. Some examples of the descriptions of ideal models include the following:

Ideal Model 1, "Supported Leadership", primary principals
A single principal who is supported by two full-time assistant principals, a PA and a bursar. The principal and assistant principals share responsibility for curriculum and religious leadership and the PA and bursar share responsibility for areas of administration including finance, technology, census, staffing and OH&S. The PA and bursar would not necessarily come from educational backgrounds.

Ideal Model 6, "Dual Leadership/Split Task Specialisation with Variations", primary principals
Education Principal – full time in school
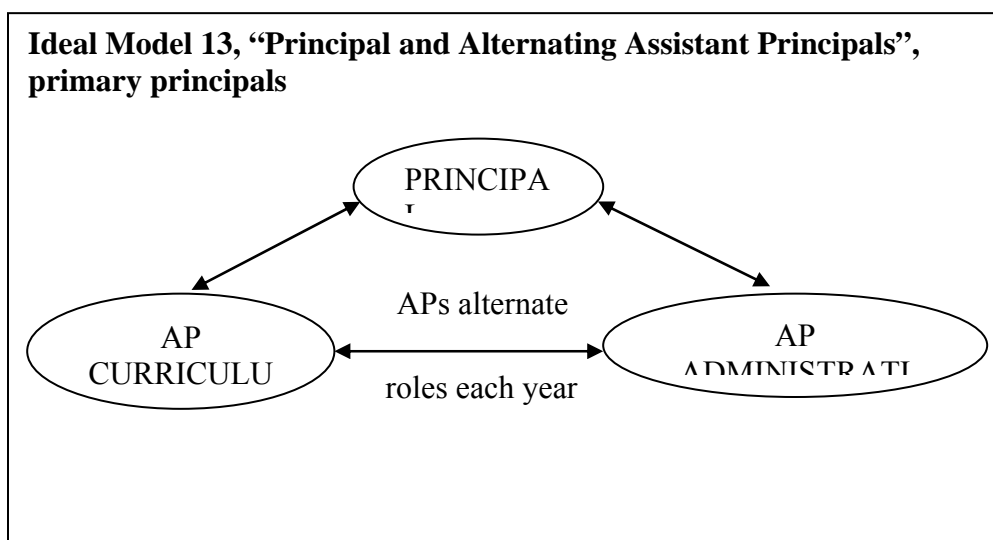Administration Principal – shared between two small / medium schools

Ideal Model 13, "Principal and Alternating Assistant Principals", primary principals

PRINCIPAL

AP CURRICULU

APs alternate

roles each year

AP ADMINISTRATI

Figure 5: Ideal Model 13

Ideal Model 14, "Principal as Educational Leader/Teachers as Leading Educators", secondary principals
- Principal is the educational leader;
- Assistant principal is collegial support to the principal and is focussed on educational leadership;
- Director of Administration has responsibility for a staff of para-professionals who manage:
  - ➢ Finances
  - ➢ Facilities
  - ➢ Attendance

> ➢ Administration of assessment;
- Full time counsellor; and
- All teachers have pastoral responsibilities.

The twentieth group took a radical view of what could happen to facilitate the implementation of new models of leadership. They described their ideal model this way:

> **Ideal Model 20, "Close Small Schools to Establish New Models of Leadership", primary principals**
> - Close all schools with an enrolment fewer than 200 students;
> - All re-deployed personnel available to establish new models of leadership;
> - Experienced leaders available to trial a variety of shared leadership models; and
> - Business managers appointed to work across a cluster of schools.

The groups critiqued their own models and named a number of strengths and potential weaknesses in their models.

Strengths

Using QSR N6 to search the data, three categories emerged that the focus groups named as strengths, namely, (1) sharing leadership, (2) flexibility, and (3) building leadership capacity. As this was a group activity, only the percentage of the groups advocating the category is given in the following table.

Table 29: Strengths of Ideal Models

Strengths of Ideal Models	Percentage
Sharing leadership	75%
Flexibility	70%
Building leadership capacity	45%

The strength named most often by the groups was *sharing leadership*. Fifteen groups (75%) commented that their ideal model shared leadership in one form or another. Some

described teacher leadership with teachers being empowered to share in decision making and power because the complexity of leadership tasks can be accomplished only with and through other people, concepts advocated by writers such as Duignan *et al.* SOLR Project (2003); Fullan, (2003); Stoll, Fink and Earl, (2003); Hargreaves, (2002); Andrews and Crowther, (2002); and Crowther, (2001). Others saw leadership being shared at different levels including an enhanced role for assistant principals in shared leadership and a number of alternative models of dual principalships.

The next most often cited strength was *flexibility.* Fourteen groups (70%) believed that their ideal models gave the principal and school greater flexibility to achieve better learning outcomes for students. The flexibility allowed for more creative deployment of staff that would be a better fit for the local context. As one group commented "the model must be flexible enough to suit different situations and circumstances" (Ideal Model 18, "Flexible Model of Leadership with Expanded Executive", secondary principals). This sort of freedom and creativity to structure flexible models of leadership has also emerged strongly in recent literature and research (see, for example, Boris-Schacter and Langer, 2002; Hirsch and Groff, 2002; and Whitaker, 2002).

Nine groups (45%) commented that a strength of their ideal model was its ability to develop others and *build the leadership capacity* of their schools and the system of schools. These groups commented that their models would contribute to the leadership succession strategy of the organisation and would encourage people to apply for leadership positions. Participants incorporated into their ideal models delegation of meaningful responsibility to others as a viable means of developing leadership capacity in a range of staff members. These findings are in accord with writers such as Lacey, (2001); Feiler *et al.* (2000); Barth (2001); Lecos *et al.* (2000); and Andrews and Crowther (2002) who advocated distributed or shared leadership as a means of building leadership capacity in a school and across a system of schools.

A group of primary principals thought that their ideal model "encourages competent, passionate people to apply for and take up the challenge of leadership in schools" (Ideal

Model 5, "A Flexible Model Responsive to Local Conditions", primary principals). Another group of primary principals thought their ideal model "develops the leadership potential and density of the staff. It enhances, empowers and gives passion to future leadership and develops more people earlier for future leadership succession" (Ideal Model 10, "The Well-Supported Principal", primary principals).

The twentieth group ("Close Small Schools to Establish New Models of Leadership") were all principals of small schools who felt that their radical suggestion for the closure of small schools would enable something better to come into being. The strengths they named reflected many of the strengths named by other groups. The closure of financially non-viable small schools was seen as an advantage for a system of schools as the money could be used in more creative ways across other schools. They also saw the model as a way of drawing on the wisdom and expertise of experienced leaders, who could team up in flexible ways to trial new models of leadership. They thought that re-deployed experienced leaders could be teamed with beginning principals as a way of mentoring new leaders, and they also saw a strength of this model being the diversity of models of leadership that could be tried.

Participants were realistic enough to acknowledge that even ideal models had some weaknesses. Seventeen of the twenty groups (85%) identified some weaknesses in their ideal models. The weaknesses involved three main factors: the (1) *cost of implementation*, (2) *availability and deployment of appropriate people to staff the models* and (3) *involvement of the school community* in understanding the functioning and implications of the different models.

Weaknesses

The following table, generated from QSR N6, summarises the weaknesses in the ideal models identified by the focus groups.

Table 30: Weaknesses of Ideal Models

Weaknesses of Ideal Models	Percentage
Cost	50%
Availability and deployment of appropriate staff	38%
Involvement of school community	35%

Half of the groups commented that their ideal models would have some *costs* involved in implementation. The costs were mostly around increased staffing allocation to maximise the functioning of the shared leadership models. A search using QSR N6, revealed that the costs could be divided into five categories, namely, (1) salary for staff in recognition for specific expertise, (2) more time release for the assistant principal to enable more sharing of leadership with the principal, (3) extra coordinator points for an expanded executive who were sharing leadership responsibilities, (4) an extra salary when a dual principalship was operating and (5) suitable remuneration for a bursar or business/administration manager.

Ways of offsetting the costs were suggested by some groups. Suggestions included employing an administration manager or bursar across a number of schools. It was acknowledged that in small schools there was insufficient work for a full-time bursar so deploying the person across a cluster of schools would render the benefits while making the cost more manageable. A number of studies (Carrigan, Brown & Jenkins, 1999; Cooley and Shen, 2000; Educational Research Service, 1998, 2000; Hirsh & Groff, 2002; Whitaker, 2002) that have investigated the increased costs associated with alternative leadership models have concluded that the costs are not only justified but also necessary. The shortages of applicants for the principalship will only increase until employing authorities recognise that the solutions, customised and contextualised as they must be, will also involve extra resourcing.

The second weakness identified by the focus groups was the *availability and deployment of appropriate people* to enable the different models to be implemented. It was noted by a

number of groups that the expertise required to implement some of the ideal models was not always available at every school site. Creative and flexible deployment of staff both within and across schools was suggested as a means of assisting implementation of some of the models. Some examples of this creative and flexible deployment of staff included the physics teacher who teaches in a cluster of schools and the extension mathematics and english teachers who may teach their classes before or after regular school hours and teach students from a number of different schools.

It was noted by a number of groups that in any school community there could be some resistance to new or different models of leadership. Therefore, for a different model of leadership to be implemented in a school, the *everyone in the school community* would have to understand the model and how it would function. A comprehensive program of awareness raising and inclusion would be required to support the implementation of different models. Parents and care givers would need to become partners in the new educational enterprise. When parents are positive about the model operating in the school they can serve as advocates for the school's efforts to change the *status quo.* As Dolan (1994) writes, "if parents are with you, they will bring the community with them. If they are not, they will stop you dead. You will need their protection when hostile winds begin to blow" (p. 157). The school community and the educators who serve that community share the same goal, namely, the success of the students. Thus, parents can be a powerful ally in the effort to create a school wherin a different model of leadership ultimately leads to enhanced learning outcomes for all students (Dufour & Eaker, 1998).

Participants in the focus groups named a number of areas for appropriate leadership development that could assist in the implementation of their ideal models.

Appropriate Leadership Development

A search of QSR N6 showed that there were three specific areas for leadership development suggested by participants. The following table provides a summary of the suggestions.

Table 31: Appropriate Leadership Development for the Ideal Models

Appropriate leadership development	Percentage
Developing collaborative skills	60%
Learning new ways of leading	45%
Role statements	40%

Many of the suggestions for appropriate leadership development for the ideal models revolved around different ways of developing an understanding of *collaborative leadership*. This was closely aligned with the second category, *learning new ways of leading* named by the focus groups. Participants suggested such ideas as networking with other schools which are also implementing alternative models of leadership, learning the art of collaborative decision-making and working with a mentor to establish shared understandings of roles within a collaborative leadership framework. One of the focus groups suggested that "a learning support network would need to be established for principals and school leaders who are working in new/ different/collaborative leadership situations" (Ideal Model 20, "Close Small Schools to Establish New Models of Leadership", primary principals). Another group observed that "the present generation of principals would need to be educated to an understanding of a different role" (Ideal Model 16, "Principal as Visionary with Expanded Support". secondary principals).

Writers such as Atkin (2004) and Fullan (2003) have worked over many years helping leaders come to a new understanding of shared leadership. As Atkin (2004) writes "the challenge for those in principalship in the twenty first century is to change the focus from dictating from the top to coordinating and supporting from the centre" (p 5). Atkin acknowledges that this is not an easy task as our models and experiences have been predicated on old paradigms of leadership.

There were also some focus groups who thought that the development of *role statements* that would assist people in implementing the ideal models would be useful. As one group commented "[This model] requires clear role statements that are dynamic and change and develop as roles grow and change" (Ideal Model 16, "Principal as Visionary with Expanded Support", secondary principals). The key insight in this comment is that the role descriptions are not set in concrete, but are dynamic, changing and responsive to the needs of the school and the individuals in the roles. This is consistent with current human resources practices (De Cieri & Kramar, 2003) which advocate flexible role statements that more closely reflect the work people actually perform.

SUMMARY OF IDEAL MODELS

The twenty focus groups who chose to create an ideal model engaged with the task in an animated and enthusiastic way. Many reported that they found the task interesting and stimulating. Many chose to give their models names and they enjoyed distilling the essence of their discussion into a title. They wrote the descriptions in many different ways including text, dot-points and diagrams. They also indicated that they tried to keep their ideal models within the realms of what could be possible given the limited resources within which most schools must operate. In creating their ideal models, the participants combined practicality with creativity.

Within the ideal models, there is ample evidence to suggest that most focus groups (75%) favoured models that were predicated on shared leadership with leadership being shared at different levels including an enhanced role for assistant principals and teachers and a number of alternative models of dual principalships. Participants recognised that the best way to accomplish the complex work of leading a school is to do it with and through other people (Andrews & Crowther, 2002; Crowther, 2001; Fullan, 2003; Hargreaves, 2002; SOLR Project, 2003; Stoll, Fink, & Earl, 2003).

Many models were predicated on a high degree of flexibility that responded to the local needs and enabled deployment of staff in creative ways (Day, Harris, Hadfield, Tolley, &

Beresford, 2000). Ideal models were based on the premise that the decisions for creative deployment of staff should be made at the local level rather than by any centralised bureaucracy (Hargreaves, 2003). The ideal models were flexible models that can accommodate changing school needs as well as the changing strengths, expertise and needs of those in leadership (Boris-Schacter & Langer, 2002; Pierce, 2000; Whitaker, 2003). The models also indicated that those in leadership can be as variable as the imagination and the resources will allow (Fullan, 2003; Hargreaves, 2003; Kouzes and Posner, 1995).

CONCLUSION

The results, analysis and discussion of the data for models four and five and the ideal models were generated through using the two systems available to the researcher through QSR N6. The two systems are *the document system* for holding all the documentary data and research notes, and *the node system* for representing all the topics and categories that matter to the research project.

The data has yielded some rich evidence for redesigning the principalship. While there are differences within the different sectors, the participants have indicated that they favour alternative models of principalship that are flexible, customised and contextualised. Their comments have illuminated the reasons for their choices, the perceived strengths and weaknesses of each model, suggestions for improving each model and appropriate leadership development for each model. The ideal models have provided more insights into the preferred future for the principalship as designed by the participants.

Three themes have emerged strongly from the data, namely, (1) creative, flexible, human resources practices, (2) relationships, and (3) accountability. These three themes impact on the implementation of any alternative models of leadership. The findings indicate that principals already in the role advocate multiple and flexible models of principalship that are customised, contextualised and share leadership. Instead of lamenting the shortage of

those aspiring to leadership, educators, employers, and policy makers should start actively redesigning the role of the principal and challenging the enduring assumptions about school leadership, of the profession, the community and society. In that way, the role will become more attractive to those aspiring to leadership and more manageable and generative to incumbents already in the role.

CHAPTER 6

RESULTS, ANALYSIS AND DISCUSSION OF THE SURVEY DATA AND SUMMARY OF FINDINGS FROM THE RESEARCH

INTRODUCTION

This chapter details the results and analysis of the survey data that were gathered as part of the mixed method design chosen for this study. The quantitative data were generated by a survey used with both primary and secondary assistant principals. One of the aims of

the research was to redesign the principalship to make it more attractive to potential applicants. Assistant principals were chosen for the survey as they are the most obvious group of potential applicants for the principalship.

The survey was constructed from the analysis of the qualitative data. The five models that were used with the focus groups were used in the survey. A sixth model, that emerged from the qualitative data, was also included in the survey. In the survey, participants were asked four questions about each of the six models. The questions were:

1. Would this model make the principalship more attractive to you?
2. Rate the model for its usefulness as an alternative model of principalship.
3. Which of the six models is your preferred model of principalship? and
4. Why do prefer this model?

THE SURVEY

The same five models that have been discussed and analysed in the previous chapters formed the basis of the survey. The five models were:

1. The Business Matrix Management Model
2. Supported Leadership
3. Dual Principals – Split Task specialisation
4. Dual Principals – Job Sharing
5. Integrated Leadership

A variation emerged in the qualitative data that was not covered by the five models used in the focus group interviews. While this model already exists in some places, it is not extensively implemented in the Archdiocese of Sydney where this research was conducted. There is only one secondary school presently operating with this model. Participants in the focus group interviews suggested the variation be included in the survey data to test its attractiveness as an alternative model with the survey participants. The variation was included in the survey as Model 6. A description of the model follows:

> **Model 6: Dual Assistant Principals with Negotiated Roles**
> - One principal
> - Two assistant principals – roles negotiated according to strengths of individuals and needs of school but would acknowledge:
>   - ➤ equitable workloads;
>   - ➤ balance between teaching and administration;
>   - ➤ equal authority, responsibility and accountability;
>   - ➤ shared attendance at out-of-hours school functions; and
>   - ➤ regular review of roles.

The survey with the four questions was sent to all assistant principals, both primary and secondary, in the Archdiocese of Sydney. The survey data was analysed using QSR N6.

THE RATING SCALE

Using QSR to analyse the data, it was found that all participants chose to complete the rating scale for Model 1, Model 2, and Model 3, while 96% completed the rating scale for Model 4, 95% completed the rating scale for Model 5 and 96% completed the rating scale for Model 6. The table below (Table 32) shows the mean rating for all models by all survey participants who chose to complete rating scales.

Table 32: The mean rating of all models by survey participants

Model	Mean Rating
Model 2	5.43
Model 6	4.49
Model 1	4.43
Model 5	2.91
Model 4	2.68
Model 3	2.61

The order in which the whole group of participants rated the models is as follows:

1. Model 2 (Supported Leadership) had the highest mean rating of 5.43;
2. Model 6 (Dual Assistant Principals with Negotiated Roles) with 4.49;
3. Model 1 (Business Matrix Model) with 4.43;
4. Model 5 (Integrated Leadership) with 2.91;
5. Model 4 (Dual Principals – Job Sharing) with 2.68; and
6. Model 3 (Dual Leadership – Split Task Specialisation(with 2.61).

The ratings were further analysed according to the gender (male or female) and sector (primary or secondary) of the survey participants in the study. The following tables show the mean rating for all models for secondary male assistant principals, primary male assistant principals, secondary female assistant principals, and primary female assistant principals.

Secondary Male Assistant Principals

Table 33: The mean rating of all models by secondary male assistant principals

Model	Mean Rating
Model 1	5.67
Model 2	5.42
Model 6	4.27
Model 3	3.07
Model 5	2.38
Model 4	1.91

Secondary male assistant principals rated Model 1 (Business Matrix Model) as their first preference. The preference for this model could indicate that the financial area is the area in which people coming into principalship have had least experience. The complexity of the financial accountabilities and the financial computer packages that are used in most schools require expertise that many educators do not have. The possibility of engaging a business manager could be appealing for many aspiring principals. As one experienced,

assistant principal observed "the business manager would bring skills to the school that most assistant principals don't have" (AP33, experienced assistant principal, secondary, male).

The popularity of the Business Matrix Model is in accord with the findings from a number of studies (Gilman & Lanman-Givens, 2001; Long, 2000) which indicated that asking principals to be the business managers and enforcers of regulations and legislation were deterrents to people seeking principalship.

The second preference of this group was Model 2 (Supported Leadership) with a mean rating of 5.42. Secondary male assistant principals saw this model as a means of sharing leadership but maintaining the authority of a single principal. One survey respondent expressed the view that this model "allows for collaborative leadership but the buck has to stop somewhere and this would be respected by staff students and parents" (AP4, beginning assistant principal, secondary, male).

Primary Male Assistant Principals

Table 34: The mean rating of all models by primary male assistant principals

Model	Mean Rating
Model 2	5.23
Model 1	4.85
Model 6	4.15
Model 3	2.85
Model 4	2.43
Model 5	2.28

Primary male assistant principals reversed the order of the first two preferences indicated by their secondary counterparts. Their first preference was for Model 2 (Supported Leadership) which was perceived as being flexible and responsive to school needs. Some interpreted the model as sharing leadership in a very real sense, while others interpreted the model as maintaining the status or authority of the principal while offering support to

principals and some aspects of leadership to other people. A beginning assistant principal commented that "Model 2 challenges the hierarchical nature of the principalship and allows the duality of the leadership team to be active with the principal and assistant principal working together" (AP27, beginning assistant principal, primary, male).

The reasons given by this group for choosing Model 1 (Business Matrix Model) are similar to the secondary male assistant principals but they also commented that having a business manager would free up the principal's time to do the things that they believe are core to the principal's role. A typical comment in support of this view follows:

> The Business Matrix Management Model appeals to me because it allows the principal to focus on educational leadership whilst another person can handle most of the administrative tasks that take so much time. I entered teaching because I like the challenge of education not to be a manager of budgets, OH&S etc.
> (AP85, beginning assistant principal, primary, male)

Secondary Female Assistant Principals

Table 35: The mean rating of all models by secondary female assistant principals

Model	Mean Rating
Model 6	5.50
Model 5	4.70
Model 1	4.70
Model 2	4.67
Model 4	4.42
Model 3	3.18

Secondary female assistant principals rated Model 6 (Dual Assistant Principals) as the highest with a mean rating of 5.50. There is presently a model of dual assistant principals operating successfully in the Archdiocese with two female secondary assistant principals in the role. This may have had some influence on their rating of this model. Many of the reasons cited for preferring this model centred on the workload of the assistant principal. As one participant commented "the day-to-day role of the assistant principal is extremely

hectic – it doesn't allow for pacing yourself, reflection on events coming up and those that have passed. The dual role should alleviate the hectic pace and allow for the building of a truly collaborative leadership structure" (AP20, experienced assistant principal, secondary, female).

The secondary female assistant principals rated Model 5 (Integrated Leadership) and Model 1 (Business Matrix Model) equally. Their reasons for choosing Model 1 were similar to other groups. They particularly liked the collaborative nature of Model 5 and the opportunities for sharing all aspects of leadership. One beginning assistant principal observed that "this model is collaborative and shares responsibility, accountability and authority. It is based on shared values and trust and the roles are based on the strengths of the people and are negotiated" (AP31, beginning assistant principal, secondary, female).

Other survey informants also valued the sharing of accountability as away of making the principalship more attractive to aspiring leaders. An experienced assistant principal expressed a view that "this model provides for real growth of the school – two people with common purpose, equal responsibilities and one would assume a sharing of that part of the principalship that is not all that appealing" (AP40, experienced assistant principal, secondary, female).

Another informant liked the sharing of responsibility but reminded that compatibility and recruitment could be an issue when she commented that she "preferred the integrated model because of the team approach to the position of principal with shared responsibility and accountability. The right people with whom to share would be paramount" (AP54, beginning assistant principal, secondary, female).

Primary Female Assistant Principals

Table 36: The mean rating of all models by primary female assistant principals

Model	Mean Rating
Model 2	**5.61**
Model 1	**4.44**
Model 6	**4.40**
Model 4	**3.13**
Model 3	**3.11**
Model 5	**2.64**

Primary female assistant principals, along with primary male assistant principals, rated Model 2 (Supported Leadership) as their first preference. This congruence is probably reflective of the culture of shared leadership that prevails in many primary schools. It is a formalisation of the informal structures that already underpin the way in which many primary schools operate. Some informants interpreted the model as maintaining the authority and status of the principal while offering support to the principal and sharing some aspects of leadership. An experienced assistant principal liked the model "as it makes clear who is in charge yet gives a school the freedom of more people sharing in leadership" (AP82, experienced assistant principal, primary, female). An inexperienced assistant principal expressed a similar view:

> In primary school, I feel Model 2 would work most efficiently.. In this model the principal has overall control of the school and can apply and adopt their (sic) own leadership style. The assistant principal would support the principal and share some of the leadership responsibilities.
> (AP37, inexperienced assistant principal, primary, female)

Other informants interpreted the model as sharing leadership as a means of building the leadership capabilities of people as well as the leadership capacity of the school. An experienced assistant principal observed that "the reasons I prefer this model are that it shares responsibility, has levels of leadership, allows for the empowerment of aspiring

leaders, develops a leadership team and a group approach to whole school planning and promotes ownership of and commitment to policies" (AP30, experienced assistant principal, primary, female). Another experienced assistant principal commented that "this model allows the principal to delegate tasks to a range of people and to develop leadership of the assistant principal and others" (AP5, experienced principal, primary, female)

The next question on the survey required a yes/no response and asked the assistant principals if the various models would attract them to the principalship. The results for this question are in the following section.

Attractiveness of Each Model to Participants

This question was a yes/no question and asked the participants to indicate if each model would make the principalship more attractive to them as possible aspirants to the position of principal. A description of each model was provided and participants were asked to indicate yes or no. The results of this question are presented in the following table.

Table 37: The % attractiveness of all models as an alternative model of principalship

Model	**Description**	**Yes**	**No**	**No reply**
Model 2	Supported Leadership	88%	12%	0%
Model 1	Business Matrix Model	66%	32%	2%
Model 6	Dual Assistant Principals	63%	33%	4%
Model 4	Dual Leadership – Job Sharing	28%	69%	3%
Model 5	Integrated Leadership	22%	77%	1%
Model 3	Dual Principals/Split Task Specialisation	8%	91%	1%

Three of the models presented to participants were found to be more attractive than the present model as alternative models of principalship. 88% of participants in this study

indicated that Model 2 (Supported Leadership) would make the principalship a more attractive option to them than the present model. Model 1 (Business Matrix Model) was favoured by 66% of participants as an attractive option and Model 6 (Dual Assistant Principals) was found to be an attractive option by 63% of participants.

The other three models were not found to be as attractive as alternative options by the participants. Model 4 (Dual Leadership – Job Sharing) was found to be a more attractive option than the present model by 28% of participants. Only 22% of participants indicated that Model 5 (Integrated Leadership) was a more attractive option than the present model. The lowest rated model as an attractive alternative to the present model of principalship was Model 3 (Dual Principals/Split Task Specialisation).

It is a significant finding of this study that 88% of informants to the survey indicated that they found a model predicated on shared leadership to be a more attractive option to them as potential aspirants to the principalship. Researchers (Boris-Schacter & Langer, 2002; d'Arbon *et al.*, 2002; Gilman & Lanman-Givens, 2001; Hargreaves & Fink, 2003; Pierce, 2000; SOLR Project, 2003) have found that people are not choosing to apply for leadership positions, and particularly the position of principal, because the job is too complex and difficult for one person to accomplish alone. Informants to this survey are indicating that they would be more attracted to the role of principal if a shared leadership model was an option.

The final question on the survey was a question in two parts. The first part of the question asked informants to indicate their *preferred* model overall and the second part asked them to provide a *reason* for their choice. The results of this two-part question are included in the next section.

Participants' Preferred Model

The first part of the final question on the survey asked participants to indicate their preferred model. The following table indicates all participants' preferred model.

Table 38: Preferred model of principalship by all participants

Model	Description	Preferred Model
Model 2	Supported Leadership	46%
Model 1	Business Matrix Model	25%
Model 6	Dual Assistant Principals	12%
Model 5	Integrated Leadership	10%
Model 4	Dual Leadership – Job Sharing	3.5%
Model 3	Dual Principals/Split Task Specialisation	3.5%

Model 2 (Supported Leadership) was the preferred model of 46% of participants. This was also the model in the previous question that 88% of participants found to be the most attractive alternative model of principalship and was also the model rated highest with a mean rating of 5.43 by all participants. These findings are consistent across three different questions and support the view that informants to the survey favoured a model of principalship that was predicated on some form of shared leadership that is flexible and responsive to school needs.

Informants second preference, with 25% was for Model 1 (Business Matrix Model). Informants third preference was for Model 6 (Dual Assistant Principals) with 12% while their fourth preference was for Model 5 (Integrated Leadership) with 10%. The final two models, Model 3 (Dual Principalship/Split Task Specialisation and Model 4 (Dual Leadership–Job Sharing) were each the preferred model of only 3.5% of participants.

Using QSR N6, the preferred model was further analysed according to the gender (male or female) and sector (primary or secondary) of the informants to the survey. The following tables show the preferred models for secondary male assistant principals, primary male assistant principals, secondary female assistant principals and primary female assistant principals.

The second part of the last question in the survey asked informants to provide a reason for their choice of preferred model. Some of these are also included in the next sections to give some insights into the thinking behind informants' choices.

Secondary Male Assistant Principals

Table 39: Preferred Model of Secondary Male Assistant Principals

Model	Description	Preferred Model
Model 1	Business Matrix Model	42%
Model 2	Supported Leadership	34%
Model 3	Dual Principals/Split Task Specialisation	8%
Model 5	Integrated Leadership	8%
Model 6	Dual Assistant Principals	8%
Model 4	Dual Leadership – Job Sharing	0%

Model 1 (Business Matrix Model) was the preferred model of 42% of participants. Participants second preference with 34% was for Model 2 (Supported Leadership). Model 3 (Dual Principals/Split Task Specialisation), Model 5 (Integrated Leadership) and Model 6 (Dual Assistant Principals) all scored 8% as preferred models. No secondary male assistant principals had a preference for Model 4 (Dual Leadership – Job Sharing).

This secondary male assistant principal's comment was typical of comments by this group in support of Model 1 as the preferred model.

Many of the duties associated with the position of business manager are very time consuming. Having someone take responsibility for these areas allows the principal the opportunity to devote more time to educational leadership and staff development.

(AP53, experienced assistant principal, secondary, male)

Another group of survey informants chose Model 1 because they perceived some of the shared leadership models as potentially divisive to the school community. One male assistant principal observed that "the dual assistant principal/principal model relies on an effective partnership between the two. I have witnessed the problems when that partnership is problematic. There needs to be clearly delegated responsibilities and Model 1 meets the needs of schools very effectively" (AP58, experienced assistant principal, secondary, male).

Primary Male Assistant Principals

Table 40: Preferred Model of Primary Male Assistant Principals

Model	Description	Preferred Model
Model 2	Supported Leadership	43%
Model 1	Business Matrix Model	29%
Model 6	Dual Assistant Principals	14%
Model 4	Dual Leadership – Job Sharing	7%
Model 5	Integrated Leadership	7%
Model 3	Dual Principals/Split Task Specialisation	0%

Primary male assistant principals reversed the preferred order of their secondary counterparts. Model 2 (Supported Leadership) was the preferred model of 43% of participants in this group. This model was seen as a means of implementing shared leadership in a school community. Many informants expressed the view that the complexity of, and tensions impacting on, the principal's role could be considerably alleviated if leaders worked more collaboratively with a larger number of staff. An experienced assistant principal wrote that "the principal's role is best accomplished when

the principal shares the burdens and joys of leadership with the executive and other talented teachers" (AP23, experienced assistant principal, primary, male).

Participants second preference with 29% was for Model 1 (Business Matrix Model). The third preference was for Model 6 (Dual Assistant Principals) with 14%. Model 4 (Dual Leadership – Job Sharing) and Model 5 (Integrated Leadership) both scored 7% while no primary male assistant principals had a preference for Model 3 (Dual Principals/Split Task Specialisation).

While there was not a lot of support for Model 4 (Dual Leadership – Job Sharing) from the primary male assistant principals, a small number felt strongly that this model had something to offer. One beginning assistant principal commented that "as someone approaching the position of principal in the future the idea of sharing the principalship with someone who could be a mentor is appealing. Also the benefit of freeing up my time so I can spend time with my family would be very beneficial" (AP17, beginning assistant principal, primary, male).

An equally small number primary male assistant principals had a preference for Model 5 (Integrated Leadership) but those who did were articulate about the benefits of the model for aspirants to the principalship:

> The workload and time commitments of a principal is one major reason why this step is not being considered by many people. As an Assistant Principal with a young family I am already feeling that I don't have enough time to watch my own children as they grow up. This model would make me reconsider my position and possibly apply for principalship.
> (AP6, beginning assistant principal, primary, male)

Secondary Female Assistant Principals

Table 41: Preferred Model of Secondary Female Assistant Principals

Model	Description	Preferred Model

Model 1	Business Matrix Model	30%
Model 5	Integrated Leadership	30%
Model 2	Supported Leadership	10%
Model 3	Dual Principals/Split Task Specialisation	10%
Model 4	Dual Leadership – Job Sharing	10%
Model 6	Dual Assistant Principals	10%

Secondary female assistant principals had a dual first preference. Model 1 (Business Matrix Model) and Model 5 (Integrated Leadership) both scored 30% as the group's preferred model. The reasons for choosing Model 1 were related to the informant's lack of confidence with the business/financial/administrative aspects of the principal's role. This lack of confidence appeared to be prevalent among beginning female assistant principals from both the primary and secondary sectors. A secondary, beginning assistant principal commented that "a business manager is an attraction, particularly with the legal ramifications which current trends indicate will only get worse. A specialised person in this role would be effective and allow the principal to get on with being the educational and faith leader of the school" (AP84, beginning assistant principal, secondary, female).

Informants who had a preference for Model 5 (Integrated Leadership) liked the sharing of responsibility with another leader as well as the flexibility of negotiated roles and working on the strengths of individuals offered by the model. One experienced assistant principal expressed this view when she wrote:

> I prefer this model because it is equal authority and I like the option of negotiated roles. These could change from year to year offering flexibility. Equal responsibility and accountability for decisions offers a lot of support so that one isn't always alone in the decision making.
> (AP12, experienced assistant principal, primary, female)

While smaller numbers of informants indicated preferences for the other models, those who selected the other models put forward their reasons. An inexperienced assistant principal who had a preference for Model 3 (Dual principals/Split Task Specialisation)

liked the model because it enabled sharing of responsibilities. She expressed her view this way: "I prefer this model because of the sharing of responsibilities with a peer and in particular being able to share the burden of difficult situations be they industrial or financial" (AP25, inexperienced assistant principal, secondary, female). Another secondary female assistant principal had a preference for Model 4 (Dual Leadership – Job Sharing) and she stated simply "as a mother with a young family, it is the only way I could manage my work/home commitments" (AP80, experienced assistant principal, secondary, female)

Primary Female Assistant Principals

Table 42: Preferred Model of Primary Female Assistant Principals

Model	Description	Preferred Model
Model 2	Supported Leadership	57%
Model 1	Business Matrix Model	19%
Model 6	Dual Assistant Principals	12%
Model 5	Integrated Leadership	8%
Model 3	Dual Principals/Split Task Specialisation	2%
Model 4	Dual Leadership – Job Sharing	2%

A search of QSR N6, showed that primary female assistant principals and primary male assistant both preferred the same two models as their first and second choices. This cross-gender congruence in the primary sector is probably reflective of the culture of shared leadership that prevails in many primary schools. It is a formalisation of the informal structures that already underpin the way in which many primary schools operate.

Model 2 (Supported Leadership) was the preferred model of 57% of informants in this group. Many could see the wisdom of sharing the complex role of the principal with other people, which, in turn, would encourage the development of those who shared in the leadership. One experienced assistant principal enumerated benefits for those involved in such a model when she wrote:

> This model has benefits for all who are enabled to contribute to the running of the school. The principal would feel more supported and less stressed and the assistant principal could take on a more comprehensive role. Other people with designated portfolios are able to use their talents more fully.
> (AP9, experienced assistant principal, primary, female).

Another informant expressed a view that the model would help build leadership capacity and would encourage the assistant principal to take up principalship when she wrote that "this model should empower members of the executive team to undertake leadership responsibilities. It could also provide the assistant principal with in the job training to eventually take on a principal role" (AP7, beginning assistant principal, primary, female). Lacey (2001) found that this sort of on-the job encounter was an effective way to give people a positive experience of leadership that may encourage them to seek a substantive leadership position.

The second preference of informants in this group was for Model 1 (Business Matrix Model) with 19%. A search of the data using QSR N6 indicated that most of the comments in support of this preference related two things, namely, (1) the relative *inexperience of principals in financial matters* and (2) *educational leadership* as the main focus of the principal's role. An experienced assistant principal observed that "the principal's expertise can concentrate on staff and the students, developing relationships and maintaining harmony in the school rather than being tied up with the many financial and administration jobs" (AP51, experienced assistant principal, primary, female). An inexperienced principal commented that "this model allows the focus of the principal to be education rather than areas that he/she may have no formal qualifications in but for

which you may be held legally accountable" (AP 52, inexperienced assistant principal, primary, female).

The third preference for primary female assistant principals was Model 6 (Dual Assistant Principals) with 12%. Some informants preferred this model not only for the positive effect it would have on the workload of the assistant principal but also for the support it offered to the principal and the possibility of sharing leadership. Comments in support of this view included:

> Two assistant principals would allow for a better model of shared leadership as well as allowing more sharing of administration and curriculum development between the two assistant principals. Two assistant principals would be able to support the principal more effectively.
> (AP43, experienced assistant principal, primary, female)

> The principal would have a strong support base with two assistant principals and the strengths they bring to the role. Equitable workloads and the sharing of out of school hours functions is also an attractive option.
> (AP3, experienced assistant principal, primary, female)

Their fourth preference was for Model 5 (Integrated Leadership) with 8%. Most comments centred on the flexibility of the model and the benefits of negotiating roles and working to the strengths of the people in the roles. An experienced assistant principal particularly liked the freedom implied in the model when she wrote "this is a more professional model giving equal authority and responsibility for the whole educational community. The roles may very well look like Model 3 but the leaders have the freedom to negotiate their roles" (AP16, experienced assistant principal, primary, female).

Another experienced assistant principal praised the flexibility of the model to be customised to the individuals in the roles when she observed that "the present role of principal has largely become unmanageable for one person. Having two principals would reduce the load, but I am particularly in favour of this model because of its flexibility. It allows for each of the two people to utilise their strengths" (AP26, experienced assistant principal, primary, female).

Only 2% of this group preferred both Model 3 (Dual Principals/Split Task Specialisation) and Model 4 (Dual Leadership – Job Sharing) but those who did choose the models articulated their reasons. An informant who preferred Model 3 chose it because it provided alternative pathways to the principalship for people with different expertise. A beginning principal commented that "it would enable one principal to focus on educational leadership, generally their area of expertise, and allow others who don't see themselves as educational leaders to specialise in administrative leadership. Not all principals have the necessary training or experience required for financial administration" (AP78, beginning assistant principal, primary, female).

Other informants chose Model 4 (Dual Leadership – Job Sharing) because of the flexibility it provided for those with family responsibilities. An experienced assistant principal observed that "this model takes into account the family responsibilities of principals and so puts the job into its right perspective. It allows the principals to give 100% to the job while not having to compromise their own families. Also having two principals would lessen the stress of the role" (AP65, experienced assistant principal, primary, female).

SUMMARY OF THE RESULTS OF THE SURVEY DATA

The respondents to the survey indicated some interest in all of the models presented for rating. Secondary female assistant principals rated all models highly, with only Model 3 (Dual principals/Split Task Specialisation) rating less than four, indicating an openness by this group to new ways of designing the principalship. Primary female assistant principals, secondary male assistant principals and primary male assistant principals all rated Model 1 (Business Matrix Model), Model 2 (Supported Leadership) and Model 6 (Dual Assistant Principals) highly. The other three models did not rate well with these three groups. This indicated a recognition of the complexity of the principal's role and a willingness to see it redesigned in some different ways. It also suggests a less favourable view of models where two principals share leadership.

The results of the question about the attractiveness of different models as alternative models of principalship were consistent with the results of the rating scales. Eighty eight per cent (88%) of participants indicated that Model 2 (Supported Leadership) would make the principalship more attractive. It is a significant finding of this study that 88% of informants to the survey indicated that they found a model predicated on shared leadership to be a more attractive option to them as potential aspirants to the principalship. Researchers have found that people are not choosing to apply for leadership positions, and particularly the position of principal, because the job is too complex and difficult for one person to accomplish alone(Boris-Schacter & Langer, 2002; d'Arbon *et al.*, 2001; Gilman & Lanman-Givens, 2001; Hargreaves & Fink, 2003; Pierce, 2000; SOLR Project, 2003). Informants to this survey are indicating that they would be more attracted to the role of principal if a shared leadership model was an option.

Sixty six per cent (66%) of participants indicated that Model 1 (Business Matrix Model) would make the principalship more attractive. This, too, aligns with research (Gilman and Lanman-Givens, 2001; Long, 2000) which indicated that asking principals to be the business managers and enforcers of regulations and legislation were deterrents to people seeking principalship.

Sixty three per cent(63%) indicated that Model 6 (Dual Assistant Principals) would make the principalship more attractive. This is indicative of the informants' perception of what one informant called the "hectic day-to-day role of the assistant principal" (AP20, experienced assistant principal, secondary, female). The other three models were not considered by the participants to be models that would make the principalship more attractive. These results indicated that models where there is increased levels of support for the principal, with some sharing of responsibilities and leadership, would make the principalship more attractive to participants but models that involved two principals sharing leadership would not make the principalship more attractive.

The three models that were not favoured by the informants to the survey were dual principalship models. As discussed in previous chapters, these models had some considerable support by the participants in the focus groups, all of whom were principals. Perhaps it is necessary to have first-hand experience of the principal's role before it is possible to reconceptualise how it could be operationalised with two people sharing the role.

When asked to indicate their preferred model, the overall preference was Model 2 (Supported Leadership) with 46% of the total participants in the survey indicating a preference for this model. The participants indicated a clear second preference for Model 1 (Business Matrix Model) with 25% of the total group giving this model their second preference. Model 3 (Dual Assistant Principals) was the participants' third choice as a preferred but with 12% of the total group preferring it as a model. Model 5 (Integrated Leadership) was preferred by 10% of the participants, while Model 3 (Dual principals/Split Task Specialisation) and Model 4 (Dual Leadership-Job Sharing) were each preferred by only 3.5% of participants.

Assistant principals have a preference for Model 2 and then Model 1 and, to a lesser degree, Model 6. These findings were consistent with both the (1) results for the rating scale question used in the survey and the (2) results of the question that asked participants to indicate which models would make the principalship more attractive. The survey informants, like the participants in the focus group interviews, have not advocated a single model of principalship. Instead, these results indicate that informants to the survey have a preference for models that recognise the complexity of the principal's role and offer alternative models of principalship that are flexible, customised and contextualised.

The results from both the qualitative data detailed in chapters four and five and the quantitative data from this chapter have been summarised below as the major finding from this research project.

SUMMARY OF FINDINGS FROM THE RESEARCH

The qualitative and quantitative data from this study have been analysed and synthesised to yield the following findings:

1. There is no one best way to be principal - *multiple and flexible models* of principalship are preferred to a single, one-size-fits-all-fits-nobody model.

2. The best way to achieve success in school principalship is to work *collaboratively with and through other people* because the principalship is too complex and multi-faceted to be accomplished by one person working alone.

3. Models of principalship need to be both *customised and contextualised*. They need to accommodate changing school needs as well as the individual circumstances of principals. These models may look different in different school communities.

4. *Teacher leadership or distributed leadership* underpin the participants ideal models of principalship. Sharing leadership with teachers can assist in lightening the principal's workload, giving more people a positive experience of leadership and thus may attract more applicants to apply for principalship.

5. Encouraging teacher leadership helps build the *leadership capabilities* of the individuals and the *leadership capacity* of the school and the system of schools.

6. Building *relationships* within and across the school community is foundational to success in the principalship. It is even more critical when implementing models that are based on shared leadership or in any dual principalship models.

7. In dual principalship models the *communication* between the two leaders was thought to be of paramount importance, and the communication by the two leaders with the staff and wider school community was also seen to be critical. Ample time and well thought-out procedures for communication is necessary for the successful accomplishment of these models.

8. The *accountability dilemma* emerged from the data as a major issue for consideration, particularly in implementing shared leadership models of principalship. The accountability dilemma concerns how to empower local decision making and, at the same time, to comply with external accountability requirements. The dilemma for the principal who is wanting to share leadership is to be strong yet collaborative, compliant with external demands while sharing authority and responsibility with others in the school.

9. The challenge for principals and system leaders is to help create a *balance* between the 'lifeworld' of the school and the 'systemworld' of accountabilities. When the balance is skewed and the 'systemsworld' dominates, the purpose and values of the school can be compromised. The preoccupation of some sections of the education community and some governments with the 'systemsworld' instrumentalities is a major source of disaffection for teachers seeking principalship and a dominant tension for principals in schools.

10. *Individual circumstances* affect the principalship, for example, gender, a person's stage in life, and whether or not someone is responsible for a partner, a parent, or children.

11. The *work/life balance* needs to be restored so that principalship is more manageable. Alternative models of principalship, whether they constitute enhanced teacher leadership, dual principalships, upgrading the assistant principal role or more high-level administrative support, can enable people in the role to balance work with home and family commitments.

12. There needs to be a much wider range of, and easy access to, shared and part-time positions to encourage *women* to take up, or continue with, principalship positions earlier in their careers.

13. *New principals* are less able to manage their workloads and balance their other obligations at a time when both are at peak demand. Individualised mentoring programs and ongoing support are necessary to ensure beginning principals experience the joys of principalship as well as the challenges of the role.

14. The *aging nature of the principal workforce* requires new ways of retaining older, experienced principals. Job-sharing as people move towards retirement is seen as a means of retaining the wisdom and experience of older principals.

15. Principals need the autonomy to be able to *deploy staff* in effective and creative ways to meet the needs of the local community. Centralised bureaucracies must be prepared to devolve decision-making about deployment of staff to the local level.

16. *Professional support and formation for principals* should be differentiated to suit the varying models of principalship and the needs and experience of the individuals. While this professional support and formation is necessary for all principals implementing all models, there must be differentiated support depending on the experience of the individuals and the type of model. A beginning principal, for example, will require a different type and amount of support from an experienced, highly capable principal.

17. Strategic and proactive *human resources management practices* are critical for the implementation of alternative models of principalship. These include new and creative recruitment and selection procedures; staffing; and performance appraisal.

18. *Resourcing*, both human and financial, of different models of principalship, needs to be planned for in a cohesive and coordinated way.

19. The fostering of the *school as a learning community* should be fundamental to the principalship. Any alternative model of principalship must take into account the learning needs of the school community as well as the needs of the principal and staff.

Student learning needs should be central to any decision about the structure of the principalship.

20. Any change in leadership, management or administration of the school would need to include a *comprehensive program for including the school community* in discussion about the changes and the ways in which any new or different models of principalship would be implemented.

The findings from both the qualitative and quantitative data were discussed at length with the peer reviewers. The participants in this research project are suggesting that nothing less than a new paradigm of principalship is necessary for sustained growth in recruitment and retention to the principalship. After considerable thought and reflection, the researcher integrated the findings from the research project into nine propositions, which, it is suggested, should underpin a new paradigm of principalship. These propositions also form the foundation for the recommendations that are included in the final chapter of this thesis.

CHAPTER 7

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

INTRODUCTION

The purpose of this chapter is to provide a summary of the research, the major findings and the conclusions that can be drawn from the findings. These conclusions have been conceptualised as eight guiding principles that are the foundation for a new paradigm of principalship. A number of recommendations that flow from the principles have been suggested as a means of implementing this new paradigm. Also considered in this chapter are suggestions for future research.

SUMMARY OF THE RESEARCH PROJECT

The purpose of this research was to determine how the role of the principal in the Catholic school could be redesigned so that more quality applicants are prepared to seek principalship and principals already in the role could be retained. The catalyst for this study derived from the shortage of suitable applicants for the position of principal, a problem that exists not only in Australia, but also in many Western countries.

Phase One of the Study

The major research question related to how the principalship could be redesigned to attract quality applicants as well as retain those already in the principal's role. Therefore, the study focussed on responses from current primary and secondary principals who had experience of the complexity and tensions inherent in the role and could offer suggestions and recommendations, grounded in reality, for redesigning the role. The participants were presented with five models, taken from the literature, and were asked to rate each model for its utility as an alternative model of principalship.

They were asked to offer comments on the strengths and weaknesses of each model, and then to suggest improvements and appropriate leadership development for each of the models. Participants were then given the opportunity to create their "ideal models" for the principalship. QSR N6, a qualitative data analysis computer software program, was used to manage and synthesise the data.

Phase Two of the Study

Assistant principals were selected for this phase of the data gathering because one of the aims of the research was to redesign the principalship to make it more attractive to potential applicants. Assistant principals were chosen for the survey as they were the most immediate group of potential applicants for the principalship.

The findings from both the qualitative data gathered during Phase One and the quantitative data gathered during Phase Two have been detailed in previous chapters but the major findings are summarised below.

SUMMARY OF MAJOR FINDINGS

The major findings from this research can be summarised as nine major themes, namely: (1) shared leadership; (2) flexibility, customisation and contextualisation; (3) the importance of relationships; (4) the centrality of learning; (5) balance; (6) gender sensitivity; (7) building leadership capacity; (8) formation of leaders; and (9) sustainability. These themes are summarised in the following table.

Table 43: Summary of Major Findings

THEME	SUMMARY OF FINDINGS
Shared leadership	Principalship is too complex and multi-faceted to be accomplished by one person working alone. Leadership needs to be shared with teachers to both lighten the principal's load and give more people a positive experience of leadership and a role in decision making.
Flexibility, customisation, and contextualisation	Participants preferred multiple and flexible models of principalship that are customised and contextualised to fit the needs of the school and the repertoire of capabilities of those in leadership at the local level.
Importance of relationships	Positive relationships across the whole school community are critical to the implementation of shared, flexible models of principalship.
Centrality of learning	Fostering the school as a learning community is fundamental to the principalship, and one of the main reasons the participants wanted shared, flexible, models of principalship.
Balance	Balance relates to both the work/life balance and the balance that is necessary between the 'systemworld' accountabilities and the 'lifeworld' of the school. Both need to be restored.
Gender sensitivity	There needs to be a much wider range of and easy access to shared and part-time positions to encourage women to take up, or continue with leadership positions.
Building leadership capacity	Sharing leadership and encouraging teacher leadership helps build the leadership capacity of the school and the organisation.
Formation of leaders	Professional support and formation of leaders should be differentiated to suit the varying models of principalship and the needs and experience of the individuals.
Sustainability	The present model of principalship is not sustainable. Shared, flexible models of principalship that are based on positive relationships, are gender sensitive and wherein the balance of both work/life and accountability are restored and learning is central are more likely to be sustainable for both aspirants and incumbents

These findings from the both the qualitative and quantitative data coalesce to answer the main research question: How can the principalship be redesigned to attract more quality applicants to the role and retain incumbents already in the role? The findings indicate that to achieve this, the participants in this research study were suggesting a fundamental rethinking of the principalship – a new paradigm of principalship.

A NEW PARADIGM OF PRINCIPALSHIP

A fundamental rethinking of the principalship requires nothing less than a paradigm shift. Over thirty years ago Kuhn (1970) gave an analysis of how systems change (or don't). Introducing the term "paradigm" he outlined how we operate from mental models – paradigms – that shape everything we think, feel, and do. How we perceive and interpret experience is shaped by internal structures of beliefs and concepts – paradigms. The revolutionary development comes when the paradigm reaches a crisis, as appears to be the case with the principalship. Anomalies, things that the paradigm can't explain, (such as the shortage of applicants for the principalship, and the under-representation of women in the principalship) start accumulating. That, according to Kuhn (1970), is when we are challenged to shift paradigms.

A new paradigm of principalship means changing the way the principalship is conceptualised. The old paradigm of principalship is primarily hierarchical, pressured, with increasing levels of complexity that result in increased workload, stress and reduced work/life balance. The time required to be a principal, and the pressures this places on family life, significantly inhibit the number of women who seek, or remain in, principalship. This old paradigm of principalship is essentially structured in the same way in most schools, with little significance placed on the differing contexts and needs of schools and little flexibility in the structures and resourcing of schools, i.e. 'one size fits all'. While many principals struggle to maintain their role as educational leaders and keep the leading of learning at the centre of their work, the increasing pressures related to standardisation and accountability mean that often there is considerable tension between

the 'idea and the reality', between what principals would like to do and what they actually do.

Consequently, potential leaders are not choosing principalship as a career option and incumbents in the role are reaching 'burn-out'. The old paradigm has spawned a crisis in the recruitment and retention of principals as is evidenced in the literature discussed earlier. This prevailing paradigm has reached a crisis because it is no longer able to meet the needs of individuals in the principal's role or aspirants to the role.

The participants in this study recommended a shift to a new paradigm of principalship. The new paradigm would be based on sharing leadership rather than on a hierarchical approach. It would have structures that are flexible and customised to the local context of the school and school community. Learning would be central and a work/life balance would be essential, for all principals. The new paradigm would also offer enough flexibility to encourage women to both take up and remain in principalship.

The findings from this research led to the development of nine propositions, which, it is suggested, should underpin the new paradigm of principalship. They are a distillation of the major findings from the qualitative and quantitative data. The following diagram illustrates these propositions:
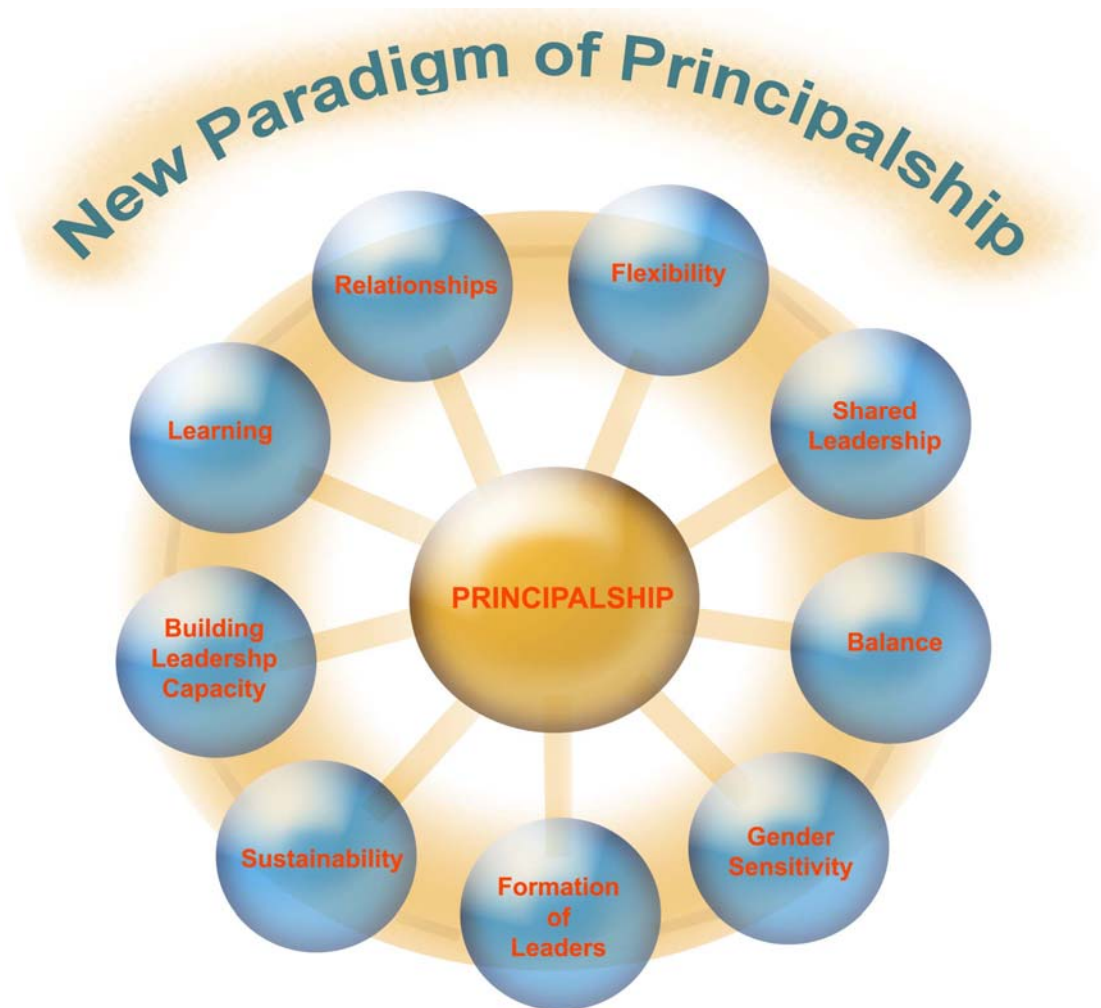
Figure 6: New Paradigm of Principalship

NINE PROPOSITIONS FOR THE NEW PARADIGM OF PRINCIPALSHIP

The Oxford Dictionary definition of a proposition is "a plan or scheme to be considered, discussed, accepted, or adopted". Thus, these propositions could provide a framework for discussion, consideration, acceptance and adoption of the new paradigm of principalship.

Proposition 1: Principalship needs to be shared.

Principalship is too complex and multi-faceted to be accomplished by one person working alone - the best way to achieve success in school principalship is to share leadership with teachers and work collaboratively with and through other people. Systems and governing bodies must find ways to alter the role and reduce the time

demands and stresses on those in the principal's role. A new paradigm of principalship requires the rethinking of the organisational structure of the role so that teacher leadership is enabled and other personnel can assume some of the responsibilities of principals. Sharing leadership with teachers can assist in lightening the principal's workload and giving more people a positive experience of leadership. This is also an effective means of building both the leadership capabilities of those who share in the leadership and the leadership capacity of the whole school or system of schools.

Proposition 2: Flexible models of principalship need to be customised and contextualised.

There is no one best way to be principal. Many people working in education have known this for sometime, yet structures and systems are still predicated on the belief that one model fits all school communities and all people filling the role of principal. The idea of a one-size-fits-all is flawed because it fails to account for the uniqueness of individuals and contexts. Multiple and flexible models are preferred to meet the needs of different school communities. Flexible models of principalship need to take into account such things as the aging nature of the principal workforce and be customised and contextualised to meet the specific needs of the new paradigm.

Just as the one model of principalship that presently operates in most schools is not sustainable, so any flexible models that are introduced should be customised to the local context. Flexible models that can accommodate changing school needs as well as the changing strengths, expertise and needs of those in leadership are more likely to succeed. Every school community has both similarities and differences. Flexible models of principalship that are customised and contextualised are the best way of meeting the needs of the school community.

Proposition 3: Shared, flexible models of principalship need to be underpinned by positive relationships.

Positive relationships are at the heart of successful principalship and are even more critical when creating flexible models of principalship that involve people working together in new and different ways. Relationships that are built on mutual trust and respect, collaboration, and a sense of shared directionality are foundational to the new paradigm of principalship. Creating these relationships requires developing new understandings of power that are more aligned to the new paradigm. Present understandings of power in many Catholic schools are still predicated on the monastic model that served the schools well for so many years. The new paradigm challenges these old assumptions and seeks to create a different culture and learning environment. An environment characterised by mutual trust and respect is conducive to the generation of new ideas and reflective of a willingness to support and acknowledge others' ideas**.**

Proposition 4: Flexible models of principalship should enhance the school as a learning community.

In the new paradigm of principalship, the focus must remain firmly fixed on learning, which is the central purpose of schooling. In the midst of a plethora of accountability measures, societal pressures and legislative requirements, this can be a daunting challenge. Any changes to leadership structures must be predicated on the belief that learning is central to the work of schools. To promote learning as a shared phenomenon and support others' learning, those wishing to implement flexible models of principalship need to have a deep, current, and critical understanding of the learning process. To equip future generations to respond and flourish in a frenetic and unpredictable world, learning for everyone in the school community is the imperative.

Proposition 5: Balance needs to be restored in the new paradigm of principalship.

There are two aspects of the principalship where the balance needs to be restored. The first is the work/life balance and the second is the 'systemworld'/'lifeworld' accountability balance. The work/life balance refers to the need to restore some balance in the work/life equation so that principalship is not the all-encompassing, time-consuming job that it has become within the old paradigm of principalship. A major deterrent to people seeking principalship is the amount of time it takes away from family

life. The work/life balance is as critical in attracting people to apply for the principalship as it is to retaining those currently in the role.

The accountability balance concerns how to empower local decision making and, at the same time, to comply with external accountability requirements. The dilemma for the principal who is wanting to share leadership is to be strong yet collaborative, compliant with external demands while sharing authority and responsibility with others in the school. The challenge for principals and system leaders is to help create a balance between the 'lifeworld' of the school and the 'systemworld' of accountabilities. When the balance is skewed and the 'systemsworld' dominates, the purpose and values of the school can be compromised. The preoccupation of some sections of the education community and some governments with the 'systemsworld' instrumentalities is a major source of disaffection for teachers seeking principalship and a dominant tension for principals in schools.

Proposition 6: Gender Sensitivity needs to be central to the new paradigm of principalship.

Women should be actively encouraged to take control of their careers and join their male colleagues in aspiring to principalship, confident that they will be similarly targeted and supported throughout their professional journey. Employing authorities need to listen to women's voices and incorporate their messages into support frameworks and structural flexibility. To accomplish this, there needs to be a much wider range of, and easy access to, shared and part-time positions to encourage women to take up, or continue with, principalship positions earlier in their careers. This proposition requires the rethinking of many of the traditional, hierarchical, structures that still characterise many schools. As well, employers must be prepared to develop creative, flexible human resources practices and procedures to ensure that women are not disadvantaged.

Proposition 7: Building the leadership capacity of the school and organisation is essential to shared leadership and therefore to the new paradigm of principalship.

Shared leadership requires staff who have the desire and capabilities to participate in the broad work of leadership. This involves new roles and responsibilities that reframe all interactions within the school community. A school with high leadership capacity has a principal capable of collaboration and inclusive leading. The school-wide focus is on both student and adult learning and decision making is shared. Roles and responsibilities reflect broad involvement and collaboration and reflective practice/innovation as the norm. One way of building the leadership capacity of an organisation is to implement a comprehensive, strategic succession planning initiative that encourages high potential employees into leadership.

Proposition 8: Professional support and formation for principals should be differentiated and based on frameworks for building leadership capabilities.

School leaders require preparation and ongoing support that goes beyond competency training to broader frameworks that support the development of leadership that is grounded in values. Professional support and formation for principals should be differentiated to suit the varying models of principalship and the needs and experience of the individuals. While this professional support and formation is necessary for all principals implementing all models, there must be differentiated support depending on the experience of the individuals and the type of model. A beginning principal, for example, will require a different type and amount of support from an experienced, highly capable principal.

Proposition 9: The new paradigm of principalship must be sustainable.

Sustainability is the capacity to engage in the complexities of continuous improvement consistent with the deep values of human purpose (Fullan, 2004). This proposition involves vision, perseverance, courage, and creativity. There is no quick and easy fix to this complex problem. To be sustainable, the new paradigm of principalship should be:

- Generative;
- Attractive to both aspirants and incumbents;
- Responsive to the changing needs of the workforce as well as the learning needs of the school;
- Manageable and supportable in terms of costs and resources;
- Able to respond to feedback and critique; and
- A journey towards wisdom for all practitioners and administrators involved in the principalship.

These propositions provide a plan or scheme for discussion and consideration for moving towards a new paradigm of principalship. It takes time and new frameworks to effect a paradigm shift. The following recommendations, it is suggested, can provide a scaffold for frameworks to support the new paradigm.

RECOMMENDATIONS

The recommendations are clustered under four headings: (A) Helping Current Principals Stay in the Role; (B) Encouraging Aspirants to the Role; (C) Assisting Systems and Governing Bodies in Moving Towards the New Paradigm; and (D) Involving the Community in the New Paradigm.

(A) HELPING CURRENT PRINCIPALS STAY IN THE ROLE

These recommendations have direct impact on current principals and how they are able to manage the complexity of principalship and at the same time gain satisfaction in the role. The implementation of these recommendations would enable current principals to feel supported and sustained in their work.

RECOMMENDATION 1
That a new paradigm of principalship is necessary to articulate a contemporary understanding of ways of redesigning the principalship.

It would seem that the paradigm that underpins the present worldview of the principalship is no longer working. The crisis in recruitment and retention of principals is one of the manifestations of this failure. Old paradigm thinkers must be challenged to accept new mental models, while those who are ready to make the shift must be supported as they withdraw from the old paradigm and take the necessary steps that create new ways of being and doing principalship.

RECOMMENDATION 2

That frameworks be developed to guide and support the professional and personal formation of all principals, from the newest of beginning principals to the most experienced and wise.

Principalship has evolved to a point where the role has broadened, deepened and become more complex. It has become more demanding of the principal's time, energy and resources, and incorporates elements of administration, management and leadership. For some principals, this evolution has resulted in role overload, role ambiguity and role conflict. Principals report increased stress and diminished job satisfaction. Principalship in these challenging times requires capable leaders who demonstrate attributes such as initiative, ingenuity, creativity and authenticity. To nurture such attributes, it is essential

to develop frameworks to guide and support the professional and personal formation of all principals, from beginning principals to the most experienced and wise.

RECOMMENDATION 3

That within Catholic schools, both principals and aspiring principals should have access to authentic formation programs that give them the courage and confidence to be the faith leaders in their school communities.

Principals in Catholic education, like principals everywhere, face many challenges and dilemmas in their role. Layered over and through these, however, are some challenges that impact on the principalship, particularly because of the Catholic context of this study. Principals are called to be faith leaders in the school community during these turbulent times. To enable principals and aspiring principals to answer this calling, formation programs are necessary to give them the courage and confidence to be authentic faith leaders in the school and the Catholic community.

RECOMMENDATION 4

That the aging nature of the principal workforce be taken into account when creating flexible models of principalship.

The aging nature of the principal workforce indicates that ways of retaining older, experienced principals are required. Job-sharing as people move towards retirement can be seen as a means of retaining the wisdom and experience of older principals. Job-sharing, with an experienced older principal sharing with a beginning principal, can have advantages for both. The sharing of wisdom in this context is some of the best induction possible for a beginning principal. Models where experienced principals mentor less experienced principals are useful for building leadership capacity and also contribute to succession planning.

RECOMMENDATION 5

That the balance between the autonomy of the school and centralised high stakes standardisation and accountability be restored.

The concentration on the high stakes standardisation and accountability has demoralised educators and is one of the dominant tensions for school principals. It is also one of the main reasons for teachers refusing to put themselves forward for principalship. Centrally prescribed curricula, with detailed performance targets, aligned assessments, and high stakes accountability, have defined the 'new orthodoxy' of educational reform worldwide, providing standardised solutions at low cost for a voting public keen on accountability. High stakes accountability and testing, in their present manifestations, appear to be a serious threat to student engagement in their own learning and to schools that foster creativity and ingenuity. Achieving a balance may be one of the most important purposes of leadership.

RECOMMENDATION 6

That creative deployment of staff underpin flexible models of principalship and decisions about deployment of staff within these flexible models be made at the local level.

Creative and flexible deployment of staff, both within and across schools, is an essential means of assisting implementation of some of the models. Using teachers as leaders of learning and pedagogy, and having the resources to do so in creative and flexible ways, is integral to flexible models within the new paradigm of principalship.

An example of creative deployment of staff could be a bursar shared by a cluster of small primary schools, a physics teacher who teaches extension classes across a number of secondary schools or an outstanding principal who shares principalship for part of the time in his or her own school and mentors new principals for part of the time. The combinations and permutations are endless and are limited only by imagination, expertise, resources and costs.

These flexible models will work best when based on the premise that the decisions for creative deployment of staff should be made, whenever possible, at the local level rather than by any centralised bureaucracy.

(B) ENCOURAGING ASPIRANTS TO THE ROLE

This group of recommendations would be likely to encourage aspirants to seek principalship. They would assist in building the leadership capabilities of potential principals and would enhance the leadership capacity of the school and the organisation.

RECOMMENDATION 7
That teacher leadership be fostered to promote a 'leaderful' organisation.
Teacher leadership is seen as a means of raising the morale of teachers, gaining greater commitment from teachers in carrying out the goals of the school and assisting other teachers in improving their practices by having teacher-leaders plan with them, demonstrate lessons and provide feedback. Giving teachers leadership opportunities can also be seen as enhancing teacher professionalism, and empowering teachers. Teacher-leaders have also been suggested as the most reliable, useful, proximate and professional help for overworked and overwhelmed principals. Research cited earlier suggests that, when teachers lead, principals extend their own capacity, students enjoy a democratic community of learners and schools benefit from better decisions.

RECOMMENDATION 8
That the new paradigm of principalship include flexible structures and a new mindset that encourage women to take up principalship earlier in their careers and remain in leadership while also fulfilling their caring responsibilities.
To encourage women to take up, or continue with, leadership positions earlier in their careers, there needs to be a much wider range of, and easy access to, shared and part-time leadership positions including principal positions. This acknowledges the career breaks in

service for child rearing and the fact that, in many cases, it is the woman who takes on the ongoing caring responsibilities for children and, increasingly, elderly parents. Flexible structures and a new mindset will give women a sense of their professional worth and better career path options.

RECOMMENDATION 9
That individual circumstances, including stage in life and professional experience, of both women and men, be taken into account in the new paradigm of principalship.
One of the major disincentives to people not seeking principalship is the negative impact the principalship, in its present conceptualisation, has on personal and family life. Redesigning the principalship for a new paradigm can take cognisance of the fact that for both women and men, different times in their lives bring different pressures. Peoples' needs are complex and require an array of possible responses. New principals, male or female, with young families, for example, are less able to manage their workloads and balance their personal obligations when both are at peak demand. Multiple and flexible models of principalship within a new paradigm can contribute to increased recruitment and retention.

(C) ASSISTING SYSTEMS AND GOVERNING BODIES IN MOVING TOWARDS THE NEW PARADIGM

Systems and governing bodies need assistance, both practical and theoretical, to move to a new paradigm of principalship. These recommendations would enable systems and governing bodies to implement and support a new paradigm of principalship that could include a range of flexible models.

RECOMMENDATION 10

That creative, flexible human resources practices and processes be developed and implemented to support the new paradigm of principalship.
Many current human resources functions would be inadequate to implement some of the findings and recommendations from this study. Multiple and flexible models that are customised and contextualised require new and innovative ways of recruiting, selecting, appointing and appraising. A single one-size-fits-all model of human resources functions

will no longer be adequate to meet the needs of schools and principals. Creative, flexible human resources practices and processes must be developed and implemented to support the new paradigm of principalship. Examples of flexible practices could include two people applying and being interviewed together for a dual principalship; and customising a leadership structure for a particular school context based on the needs of the school and the available expertise.

RECOMMENDATION 11

That criteria be established for a dual/shared principalship.

While criteria would need to be customised and contextualised for each situation, the following provides an example of criteria for a dual/shared principalship.

The two people involved in a dual/shared principalship would need to be compatible, have an excellent working relationship and be able to communicate effectively with each other, the staff, parents and students. They would also need to have:

- Shared philosophy of education;
- Shared understanding of and commitment to the mission and vision of the school/diocese/organisation;
- Informed and shared understanding of contemporary educational thinking;
- Shared understanding about effective learning and how it happens in the classroom;
- Shared understandings about power, authority and sharing leadership;
- Demonstrated capacity to develop and lead the school executive as an effective learning team;
- Demonstrated ability to lead the school community in a collaborative manner;
- Demonstrated high expectation of students and staff with evidence of high levels of support;
- A proven record of maximising student learning; and
- The ability to problem-solve in a collaborative way.

RECOMMENDATION 12

That the applicants for any shared leadership develop a proposal that addresses the established criteria and uses the propositions, outlined above, to inform and influence their thinking.

The proposal could include elements such as: the current leadership structure; a rationale, based on the nine propositions, for moving to a new model; the above criteria and how each would be addressed; the proposed new arrangements; the employment conditions of the applicants; dispute resolution; consultation with community; and an evaluation strategy for the proposed model.

RECOMMENDATION 13

That resourcing, both financial and human, of different models of principalship, be planned for in a cohesive and coordinated way.

Some of the models investigated in this study require only minor adjustments to the present model while others require a radical rethinking of how schools are staffed and structured. Whether the models require the employment of a business manager or para-professionals or a fundamental overhaul of selection, recruitment and retention processes, the successful implementation of alternative models of principalship requires a cohesive and coordinated approach to resourcing. The new paradigm of principalship will fail if the resourcing, both financial and human, is not integrated into the forward planning and budgetting of the school, system or governing body.

(D) INVOLVING THE COMMUNITY IN THE NEW PARADIGM

These recommendations recognise that the school functions within a community context. The school community and the educators who serve that community share the same goal, namely, the success of the students. Thus, parents can be a powerful ally in the effort to create a school wherein a different model of leadership ultimately leads to enhanced learning outcomes for all students.

RECOMMENDATION 14

That the school community be included in the learning journey when an alternative model of principalship is implemented.

In any school community there could be some resistance to new or different models of principalship. Therefore, for a different model of principalship to be implemented in a

school, everyone in the school community would have to understand the model and how it would function. A comprehensive program of awareness raising and inclusion would be required to support the implementation of different models. Parents and care givers would need to become partners in the new educational enterprise. When parents are positive about the model operating in the school they can serve as advocates for the school's efforts to change the *status quo.*

RECOMMENDATION 15

That the new paradigm of principalship assists with forming a more contemporary understanding of the principalship within the community.

With more women in principalship than ever before, and, in the Catholic sector, more members of the laity, it is time to challenge and educate some community perceptions about the principalship. The public image of the principal and the principal's work has remained virtually unchanged over many decades despite the fact that the people doing the job and the job itself have both changed radically. The historical model of the Catholic school principalship, up until the mid 1960s and the conclusion of the Second Vatican Council, was based on the assumption that the principal was a member of a religious congregation. This is no longer the case, but the expectations surrounding this monastic model still persist with many people in the community.

While the context of Catholic schools has changed considerably, there is still an expectation from parents that principals must demonstrate total commitment to the school community to which they have been appointed. The fact that many principals are married, have children, parish commitments of their own, and financial and community responsibilities is largely ignored by many members of the school community. The transition from religious to lay leadership has been accomplished, but the paradigm shift in the expectations and attitude of the community and employers to the principalship, that should have accompanied such a transition, still needs to be effected.

These recommendations, underpinned by the propositions, it is suggested, will assist in effecting the shift to a new paradigm of principalship.

Contribution of the Research

The findings from this research, together with the propositions, represent a substantial, original contribution to the body of knowledge of how the principalship could be redesigned. What is now required is the paradigm shift that will accompany the widespread acceptance and recognition of different ways of conceptualising the principalship. This research can not only inform and influence the paradigm shift but also provide a guide to action for redesigning the principalship.

When applied to both aspirants to, and incumbents already in the principal's role, the findings from this research have the potential to change the educational landscape in two significant ways. It is the contention of this researcher, that if the principalship is redesigned along the lines suggested, more quality applicants will be attracted to the role and incumbents already in the role will be retained. By encouraging and enabling more aspirants to seek principalship and by giving experienced principals the opportunity to renew the passion for education that motivated them to seek principalship in the first place, the principal shortage could be substantially reduced, or even eliminated.

This research and its attendant recommendations open up a number of possibilities for further research.

SUGGESTIONS FOR FUTURE RESEARCH

The research and conclusions of this study suggest there are avenues for further research. Five areas are suggested:

1. Other Catholic dioceses.

This research has been limited to the Archdiocese of Sydney. It would be useful to conduct a similar study within other Catholic dioceses to ascertain if the perceptions of participants in the study in the Archdiocese are representative of similar cohorts in other dioceses.

2. School systems that are not Catholic.

It may be useful to extend the research beyond the Catholic sector to a broader range of schools and systems. School systems that are not Catholic are also affected by the shortage of applicants for the principalship, so worthwhile knowledge could be gained from conducting similar research in another setting.

3. Frameworks for leadership formation.

While considerable work has been accomplished in this area, it is a dynamic field of study and new frameworks are needed to meet the formation needs of leaders and aspiring leaders, especially in relation to shared leadership, and to help schools and systems develop their own frameworks that can be adapted and customised for the local context.

4. The role of women in principalship.

This research has identified some structural and societal impediments to women in principalship and has suggested some alternative ways forward. While certain alternative models have appeal to women at different stages of their lives, the barriers to women taking up and remaining in, principalship need further investigation.

5. The implementation, monitoring and evaluation of alternative models of principalship.

The implementation, monitoring and evaluation of alternative models of principalship would warrant ongoing research to establish which models of principalship are likely to sustain a generative work environment for incumbents already in the role as well as attracting a pool of quality applicants to the principalship.

CONCLUDING REMARKS

This research project asked the question: How can the principalship be redesigned to attract more quality applicants to the role and retain incumbents already in the role? The research revealed that, to answer the question a fundamental rethinking of the principalship is necessary and that such momentous change requires nothing less than a paradigm shift. The new paradigm would be based on sharing leadership rather than on an hierarchical approach. It would have structures that are flexible and customised to the local needs of the school and school community. Learning would be central and a work/life balance would be essential, for all principals. The new paradigm would also offer enough flexibility to encourage women to both take up, and remain in, principalship, while taking on caring responsibilities, which still fall largely to women.

The findings from this research led to the development of nine propositions, which, it is suggested, should inform and influence the new paradigm of principalship. Together with the recommendations, they provide a scaffold and a guide to action for redesigning the principalship. Those who would take up the challenge to do so, require the disposition to look at old landscapes with new eyes, an open mind and heart, and the capability to think outside the square.

This research has shown how the principalship can be redesigned to attract more quality applicants and retain those incumbents already in the role but there is no quick and easy fix to this problem, which is of significance in much of the Western world. Sustained growth in recruitment and retention to the principalship requires nothing less than a paradigm shift.

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Leadership Succession in NSW Dioceses: 2002 – 2004

	2002		2003		2004	
Diocese	**Principal Vacancies**	**Ratio Applicants: Vacancies**	**Principal Vacancies**	**Ratio Applicants: Vacancies**	**Principal Vacancies**	**Ratio Applicants: Vacancies**
Armidale ***N=25**	8	2.88	5	3.00	2	3.1
Bathurst **N=34**	3	1.33	2	1.00	3	3.00
Broken Bay **N=43**	7	4.71	4	5.25	3	4.00
Canberra **N=29**	7	2.00	7	2.29	5	5.00
Lismore **N=47**	5	4.2	7	6.15	2	7.5
Maitland **N=55**	6	4.00	2	4.5	3	4.6
Paramatta **N=71**	15	4.53	12	3.25	6	3.3
Sydney **N=148**	31	1.45	24	2.08	13	2.92
Wagga **N=30**	6	4.00	4	3.5	10	2.9
Wilcannia **N=21**	4	1.75	1	2.00	3#	1
Wollongong **N=35**	8	5.5	3	5.34	5	4.8
Totals **N=537**	100	3.07	71	3.2	55	3.55

Table 1: Ratio of principal vacancies to applicants for NSW dioceses

Note: *N=Number of schools in each diocese. #Includes a job-share arrangement.

APPENDIX 2

Model 1	**Business Matrix Management Model**

Description	The key feature of this model is the business manager responsible to the principal. This model constitutes:
	
	• one principal with full-time release;
	• an assistant principal with balance between teaching and administration;
	• *a business manager responsible to the principal for administration including:*
	   - supervision of non-teaching staff;
	   - OH&S, buildings and grounds;
	   - budget, resource requisitions, maintenance; and
	   - student attendance records.

Strengths	
Weaknesses	
Suggested Improvements	
Appropriate Leadership Development	
Rating	Usefulness as an alternative model of principalship (please circle) **Low** 1 2 3 4 5 6 7 **High**

Model 2	Supported Leadership
Description	The key feature of this model is the expanded executive with whom the principal can share some aspects of leadership. This model constitutes: • one principal with full-time release • an assistant principal with full-time release • expanded executive team who have allocated time release for specific, delegated responsibilities; and • Opportunities for teachers to lead specific areas of the curriculum.
Strengths	
Weaknesses	
Suggested Improvements	
Appropriate Leadership Development	
Rating	Usefulness as an alternative model of principalship (please circle) **Low** 1 2 3 4 5 6 7 **High**

Model 3	Dual Leadership /Split Task Specialisation
Description	This model constitutes a dual leadership model with two principals sharing leadership. It involves: • a principal for administration responsible for: - development of policies and procedures for the management of finances, buildings and plant; - student attendance, time-tabling, ancillary staff ; and - community relations. • a principal for educational leadership responsible for: - overall planning and goals for curriculum development; - course offerings, classroom pedagogy, teaching resources; and - teaching staff appraisal and development and community relations. • an assistant principal with a balance between teaching and administration.
Strengths	
Weaknesses	
Suggested Improvements	
Appropriate Leadership Development	
Rating	Usefulness as an alternative model of principalship (please circle) Low 1 2 3 4 5 6 7 High

Model 4	Dual Principals - Job-Sharing
Description	The key feature of this model is two principals who share administrative and educational leadership functions. It involves: • the possibility of part-time work; • the allocation of responsibilities negotiated and determined according to strengths and workloads of each principal; • equal responsibility and accountability for decisions and consequences; and • an assistant principal with a balance between teaching and administration.
Strengths	
Weaknesses	
Suggested Improvements	
Appropriate Leadership Development	
Rating	Usefulness as an alternative model of principalship (please circle) **Low** 1 2 3 4 5 6 7 **High**

Model 5	Integrated Leadership
Description	The key feature of this model is two principals with equal authority. Roles are not pre-determined but based on the strengths of each principal and negotiated. It involves: • shared values, goals and mutual trust; • equal responsibility and accountability for decisions and consequences; and • an assistant principal with a balance between teaching and administration.
Strengths	
Weaknesses	
Suggested Improvements	
Appropriate Leadership Development	
Rating	Usefulness as an alternative model of principalship (please circle) Low 1 2 3 4 5 6 7 High

Ideal Model 1 Primary	Supported Leadership
Description	A single principal who is supported by two full-time assistant principals, a PA and a bursar. The principal and assistant principals share responsibility for curriculum and religious leadership and the PA and bursar share responsibility for areas of administration including finance, technology, census, staffing and OHS. The PA and bursar would not necessarily come from educational backgrounds.
Strengths	• APs and principal share educational and religious leadership • Administration role devolved to PA and bursar
Weaknesses	• Very controlling • Depends heavily on the quality of the principal • Expensive to implement
Appropriate Leadership Development	• Support for PA and bursar in learning finance, census and staffing programs as operated in the Sydney Archdiocese.
Rating	Usefulness as an alternative model of principalship (please circle) **Low**　　**1**　**2**　**3**　**4**　**5**　**6**　**7**　　**High**

Ideal Model 2 Primary	
Description	This model has a single principal with an assistant principal who has full time release **or** two assistant principals with equitable balance between teaching and administration. This model is further enhanced by building in (guilt free) time in lieu / flexitime, for leaders and teachers, to compensate for after hours meetings and weekend school commitments. An increase in salary and staffing (including teachers aides) is also part of this model
Strengths	• Principal able to spend time being the educational and religious leaders of the school; • Assistant principals both serve as leaders of learning and have a leadership role in furthering the religious dimension of the school; • Flexitime and increased staffing help lower stress levels and • Increased salary raises the status of the profession in the eyes of the community.
Weaknesses	• Ultimate responsibility still rests with the principal
Appropriate Leadership Development	• Both assistant principals sponsored to complete formal qualifications in educational leadership and religious education. .
Rating	Usefulness as an alternative model of principalship (please circle) **Low** **1** **2** **3** **4** **5** **6** **7** **High**

Ideal Model 3 Primary	
Description	• One identifiable leader – principal • A manager who takes responsibility for finances, HR, OHS – accountable to the principal • An assistant principal (full time release) – negotiated shared leadership with the principal – accountable to the principal • A personal assistant (PA) to the principal • A goundsperson
Strengths	• Enables the principal to attend to the educational needs of the school; • Greater expertiseand range of skills available to the school community • Principal has more time (perhaps)
Weaknesses	• Financial implications for the system • Finding the appropriate personnel for each of the roles
Appropriate Leadership Development	• Team Management • Collaborative decision making skills • Delegation • Induction • Team building opportunities off site .
Rating	Usefulness as an alternative model of principalship (please circle) **Low**　　　**1**　　**2**　　**3**　　**4**　　**5**　　**6**　**7**　　　**High**

Ideal Model 4 Primary	
Description	Before looking at models of leadership we need to look at Redesigning schools for the future. We are still building schools as 19th century structures. We need to look at education for th future – flexible schools, creative staffing. We need to "re-imagine" our schools to cater for learning in the 21st century and beyond and for education in a technological age.
Strengths	
Weaknesses	
Appropriate Leadership Development	.
Rating	Usefulness as an alternative model of principalship (please circle) **Low 1 2 3 4 5 6 7 High**

Ideal Model 5 Primary	
Description	This model has been conceptualised in two ways. Model A has two principals and a leadership team. Model B has a single principal, two assistant principals and a leadership team. Both models include: ➢ appropriate salary to encourage top people into education ➢ an incentive plan for salary increases ➢ built in off-site planning time for a number of days each term ➢ full-time ancillary staff
Strengths	• Encourages competent, passionate people to apply for and take up the challenge of leadership in schools; • Salary incentives tied to experience, qualifications • Well-being of people acknowledged
Weaknesses	• Cost of implementation
Appropriate Leadership Development	• Retreat-style planning on a regular basis .
Rating	Usefulness as an alternative model of principalship (please circle) **Low 1 2 3 4 5 6 7 High**

Ideal Model 6 Primary	Dual Leadership/Split Task Specialisation with Variations
Description	**Admin Principal** – medium to small school could be part time or possibly one admin person shared between two schools **Education Principal** – full time in school
Strengths	• Admin person could have technical / computer expertise • Matched people could move together to another school when the time came
Weaknesses	• Educating the parent community about the different roles • Salary costs • Match of personalities
Appropriate Leadership Development	.
Rating	Usefulness as an alternative model of principalship (please circle) **Low 1 2 3 4 5 6 7 High**

Ideal Model 7 Primary	Supported Leadership (B) with variations
Description	This model has a single recognised leader but with a staffing allocation that enables the principal to delegate to a wider range of people. This model encourages leadership density and helps create a ready pool of people to step into leadership positions after a positive experience in leading a particular task or initiative. Some of the people employed at school level as a result of a flexible staffing allocation would include a bursar, a counsellor and a technician. There would also be increased RFF for members of the leadership team to enable them to act as mentors for less experienced staff members taking on a leadership initiative.
Strengths	• Frees up principal's time • More expertise available on site • Developing leadership skills in others • Uses individual talents and expertise • Strengths matched to tasks
Weaknesses	• Extra staffing allocation required • Finding suitable people
Appropriate Leadership Development	• Collaborative decision making • Team building .
Rating	Usefulness as an alternative model of principalship (please circle) **Low** **1** **2** **3** **4** **5** **6** **7** **High**

Ideal Model 8 Primary	Single Principal with Elevated Educational Roles
Description	This model has a single principal with elevated educational roles for both the principal and the assistant principal who would be entitled to full time release. There is a generous allocation for employment of non-teaching specialists eg ICT and bursar. These people would be recruited from outside the education field.
Strengths	- Principal free to concentrate on educational leadership - Enhances the role of the assistant principal who has more opportunities for development - Easy transition from present model
Weaknesses	None
Appropriate Leadership Development	Present models of inservice would support this model of leadership .
Rating	Usefulness as an alternative model of principalship (please circle) **Low** **1** **2** **3** **4** **5** **6** **7** **High**
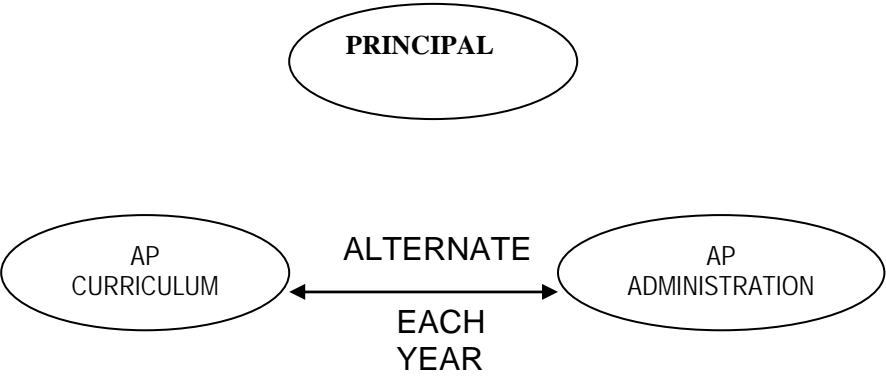
Ideal Model 9 Primary	

Description	School secretary PA
	
	PRINCIPAL
	
	A RE A
	
	Assistant Assistant Assistant
	Coordinator Coordinator Coordinator
	     Sport IT
	   Coordinator Coordinator

Strengths	• Principal leader • Two assistant principals – one in charge of curriculum and one in charge of admin both with assistant coordinators • REC with an assistant who is involved in RE study • Teachers or non-teachers in charge of IT and sport • PA to principal • Builds leadership capacity in many people
Weaknesses	• Lack of funds
Appropriate Leadership Development	• RE formation • Succession Planning • Accessing Leadership Courses .
Rating	Usefulness as an alternative model of principalship (please circle) **Low** **1** **2** **3** **4** **5** **6** **7** **High**

Ideal Model 10 Primary	The Well Supported Principal
Description	This model has a single principal who enjoys a flexible staffing allocation which enables time and resources to be allocated to developing the leadership potential within the school. The principal draws on the expertise and initiative of staff, individuals and groups of staff. The model recognises, develops and utilises the leadership potential of staff. A number of point 1 coordinator positions are included in the staffing allocation.
Strengths	• Developing the leadership potential and density of staff; • Enhances, empowers and gives passion to future leadership • Enhances the teaching and learning quality of the school • Develops more people earlier for future leadership succession.
Weaknesses	• Availability of human resources
Appropriate Leadership Development	• Use of variety of leadership development program – ACU and CEO .
Rating	Usefulness as an alternative model of principalship (please circle) **Low**　　　**1**　　**2**　　**3**　　**4**　　**5**　　**6**　**7**　　　**High**

Ideal Model 11 Primary	Collaborative Principalship
Description	• Two leaders sharing the role • No assistant principal • Equal authority • No pre-determined roles but based on strengths • High trust • Based on shared vision, values, goals, philosophy • Equal responsibility and accountability • Two people apply for principal position as a team
Strengths	• Shares the responsibility / stress / workload • Shares wisdom and experience • Flexible • Collaborative • Strengths of both utilised and developed • Based on shared vision etc
Weaknesses	• Challenges present selection processes • Finding a compatible partner
Appropriate Leadership Development	• Working with a mentor to establish shared understandings .
Rating	Usefulness as an alternative model of principalship (please circle) **Low 1 2 3 4 5 6 7 High**

Ideal Model 12 Primary	Single Leader – Collaborative Model
Description	A recognised leader responsible for the overall running of the school. The school is based on a collaborative model of leadership with the assistant principal who is released substantially to have a greater role in the educational and administrative management of the school.
Strengths	- Succession for assistant principals - AP becomes a principal in training - Frees up the principal to work collaboratively with staff members - Happy principals - Assistant principals attracted to apply for the more substantial role
Weaknesses	None known
Appropriate Leadership Development	Use of existing programs / structures eg University, Catholic Schools Leadership Program (CSLP)
Rating	Usefulness as an alternative model of principalship (please circle) **Low**　　**1**　**2**　**3**　**4**　**5**　**6**　**7**　　**High**

Ideal Model 13 Primary	Principal and Alternating Assistant Principals
Description	 PRINCIPAL AP CURRICULUM ← ALTERNATE → AP EACH ADMINISTRATION YEAR
Strengths	• Appropriate workload for each • Good leadership succession planning • Better quality leadership • Allows for principal to have quality facilitative leadership role
Weaknesses	• Relies on individual talents – administration and education
Appropriate Leadership Development	Should we look at the nature of schools rather than dealing with the leadership issue. Perhaps the succession problem lies with the poor model of schools with which we operate.
Rating	Usefulness as an alternative model of principalship (please circle) **Low** **1** **2** **3** **4** **5** **6** **7** **High**

Ideal Model 14 Secondary	Principal as Educational Leader / Teachers as Leading Educators

Description	• Principal is the educational leader
	• Assistant principal is collegial support to principal focused on education
	• Director of Administration has responsibility for a staff of paraprofessionals who manage:
	   ϖ finances
	   ϖ facilities including technology
	   ϖ supervision outside class including exams, transport
	   ϖ attendance
	   ϖ administration of assessment
	• Full time counsellor employed
	• All teachers have pastoral care responsibilities

Strengths	• Allows formation of assistant principals in what they need for principalship
Weaknesses	• Staff may not own the whole package of what is offered as education
Appropriate Leadership Development	• New roles for paraprofessionals – career structure • Liaison between staff and paraprofessionals
Rating	Usefulness as an alternative model of principalship (please circle) **Low** **1** **2** **3** **4** **5** **6** **7** **High**

Ideal Model 15 Secondary	Single Principal and Expanded Executive
Description	• Recognised single leader • Expanded executive, designed to meet school needs • Executive remunerated well • More time allowance for executive team members • Executive members have specific areas of responsibility
Strengths	• Increased opportunities for succession planning • Time to develop specific skills • Structure enables executive to depth of knowledge in specific areas
Weaknesses	• Reliant on good communication
Appropriate Leadership Development	• Lateral movement between areas of responsibility for executive members .
Rating	Usefulness as an alternative model of principalship (please circle) **Low 1 2 3 4 5 6 7 High**

Ideal Model 16 Secondary	Principal as Visionary / Faith Leader with Expanded Support

Description	• Principal → Visionary
	    Faith Leader
	    Educational Leader
	    PR Aspect
	
	• First Assistant
	• REC
	• Pastoral Care / Counsellor
	• Curriculum
	• Administration
	• Learning Support
	• ICT
	• Business Manager

Strengths	• Takes pressure off principal • Develops leadership skills in others • Develops a sense of ownership / belonging • More opportunity to be visionary • Encourages teamwork • Gives principal more time
Weaknesses	• Funding ($ and time allowance) • Necessity for principal to be well informed in delegated areas
Appropriate Leadership Development	• Clear role statements that are dynamic and change and develop as role grows and changes • Faith development for those aspiring to principalship • Educating present principals to an understanding of a different role .
Rating	Usefulness as an alternative model of principalship (please circle) **Low 1 2 3 4 5 (6) 7 High**

Ideal Model 17 Secondary	Collaborative Leadership with Revised Staffing Allocation
Description	• Single principal • Leadership diffused • Draws on expertise of staff • Staff with expertise appropriately remunerated • Time for communication about projects
Strengths	• Builds teamwork • Increased ownership by staff for school initiatives • Allows key staff to take on more responsibility
Weaknesses	• Lack of appropriate expertise on staff
Appropriate Leadership Development	• .Professional development of a range of staff that is reimbursed and occurs outside school hours.
Rating	Usefulness as an alternative model of principalship (please circle) **Low** **1** **2** **3** **4** **5** **(6)** **7** **High**

Ideal Model 18 *Secondary*	Flexible Model with Director / Principal and Expanded Support
Description	 DIRECTOR Mission & Vision Policy Faith Educational Leader Change Agent PRINCIPAL Curriculum Student Services Finance Pastoral Care & RE Staff & Administration
Strengths	• Model flexible enough to suit different situations / circumstances • Director is the public face of the school • Principal is able to be the educational leader and change agent
Weaknesses	• Dependent on quality of relationship • Compatibility
Appropriate Leadership Development	• .Time to develop / reflect on shared vision
Rating	Usefulness as an alternative model of principalship (please circle) **Low** 1 2 3 4 5 **(6)** 7 **High**

Ideal Model 19 Secondary	Supported Leadership with Well-Resourced Management Team
Description	PRINCIPAL • Assistant principal • REC • Coordinators • A number of assistant coordinators
Strengths	• Flexibility around points to develop desired structure to support principal • Principal has time for core business: educational and religious leadership
Weaknesses	• Cost
Appropriate Leadership Development	• .Continue and expand Catholic Schools Leadership Program
Rating	Usefulness as an alternative model of principalship (please circle) **Low 1 2 3 4 5 6 7 High**

Ideal Model 20 Primary	Close Small Schools to Establish New Models of Leadership
Description	• Close all schools with an enrolment of less than 200 students • All re-deployed personnel available to establish new models of leadership • Experienced leaders available to trial a variety of shared leadership models • Business managers appointed to work across a cluster of schools
Strengths	• Draws on the wisdom and expertise of experienced leaders • Specific expertise available to schools (business manager) • Re-deployed leaders could 'team up' to trial new models a principalship • Experienced principals can be teamed with beginning principals • Greater diversity in models of leadership • Financially non-viable schools closed
Weaknesses	• Fewer schools for Catholic parents to choose • Re-deployment of teachers from closed schools
Appropriate Leadership Development	• .Some curriculum / RE / leadership development for re-deployed teachers • A support network established for principals working in a new / different / collaborative leadership situation
Rating	Usefulness as an alternative model of principalship (please circle) **Low** 1 2 3 4 5 6 ⑦ **High**

REDESIGNING THE PRINCIPALSHIP IN CATHOLIC SCHOOLS
RESEARCH PROJECT

Research has indicated that many Assistant Principals are reluctant to seek a principalship because of the tensions and complexity of the Principal's role. This study seeks your views on which models of principalship would attract you to apply for a principal's position. Please mark the appropriate box (Y / N) and rate each model.

MODEL 1: BUSINESS MATRIX MANAGEMENT MODEL
- One Principal
- One Assistant Principal
- Religious Education Coordinator
- Business Manager – responsible to principal for administration including:
  - supervision of non-teaching staff;
  - OH&S, buildings and grounds;
  - budget, resource requisitions and maintenance; student attendance records.

Question 1:
Would this model make the principalship more attractive to you?

        ρ Yes   ρ No

Question 2:
Please rate this model

Usefulness as an alternative model of principalship (please circle)
Low 1   2   3   4   5   6   7 High

MODEL 2: SUPPORTED LEADERSHIP
- One Principal;
- Assistant Principal with full-time release – collegial support to principal;
- Religious Education Coordinator;
- Expanded executive / coordinator team designed to meet school needs;
- Specific tasks delegated to executive / coordinator team who have allocated time release for delegated responsibilities.

Question 1:
Would this model make the principalship more attractive to you?

        ρ Yes   ρ No

Question 2:
Please rate this model

Usefulness as an alternative model of principalship (please circle)

Low 1   2   3   4   5   6   7 High

MODEL 3: DUAL PRINCIPALS – SPLIT TASK SPECIALISATION

- A dual principalship model with a Principal for administration and a Principal for educational leadership.
- Principal for administration responsible for:
  - ➢ development of policies and procedures for the management of finances;
  - ➢ buildings and plant;
  - ➢ student attendance, time-tabling, ancillary staff and community relations.
- Principal for educational leadership responsible for
  - ➢ overall planning and goals for curriculum development;
  - ➢ course offerings, classroom pedagogy and teaching resources;
  - ➢ teaching staff appraisal and development and community relations.
- An Assistant Principal and Religious Education Coordinator

Question 1:
Would this model make the principalship more attractive to you?

ρ Yes   ρ No

Question 2:
Please rate this model

Usefulness as an alternative model of principalship (please circle)
Low 1   2   3   4   5   6   7 High

MODEL 4: DUAL LEADERSHIP – JOB SHARING

- Two Principals job-share the principalship;
- Principals share administrative and educational leadership functions;
- Allocation of responsibilities determined according to strengths and workloads;
- Each Principal works 0.6 with one day overlapping for communication;
- Job-sharing Principals may have other duties on days when they are not being the Principal, if they want full-time work;
- An Assistant Principal and a Religious Education Coordinator.

Question 1:
Would this model make the principalship more attractive to you?

ρ Yes   ρ No

Question 2:
Please rate this model

Usefulness as an alternative model of principalship (please circle)

Low 1   2   3   4   5   6   7 High

MODEL 5: INTEGRATED LEADERSHIP

- Two Principals;
- Equal authority;
- No pre-determined roles but based on strengths and negotiated;
- Collaborative, open, flexible, adaptive;
- Based on shared values, goals and mutual trust;
- Equal responsibility and accountability for decisions and consequences;
- An Assistant Principal and a Religious Education Coordinator.

Question 1:
Would this model make the principalship more attractive to you?

ρ Yes   ρ No

Question 2:
Please rate this model

Usefulness as an alternative model of principalship (please circle)

Low 1   2   3   4   5   6   7 High

MODEL 6: DUAL ASSISTANT PRINCIPALS WITH NEGOTIATED ROLES

- One Principal
- Two Assistant Principals – roles negotiated according to strengths of each Assistant Principal and the needs of the school;
  - Equitable workloads;
  - Balance between teaching and administration;
  - Equal authority, responsibility and accountability;
  - Shared attendance (with Principal) at out-of-hours school functions;
  - Roles reviewed regularly.
- A religious Education Coordinator

Question 1:
Would this model make the principalship more attractive to you?

ρ Yes   ρ No

Question 2:
Please rate this model

Usefulness as an alternative model of principalship (please circle)

Low 1   2   3   4   5   6   7 High

GENERAL COMMENT

Which of the above models is your preferred model of principalship? Please tick one.

1☐   2☐   3☐   4☐   5☐   6☐

Why do you prefer this model?

_____

DEMOGRAPHIC DATA
Please tick appropriate boxes

In which type of school do you work?

Primary ☐   Secondary ☐

Your gender

Male ☐   Female ☐

Personal Status

Married ☐   Single ☐

Family Status

Dependent Children ☐   Non-Dependent Children ☐   No Children ☐

Dependent parents/relatives ☐

Age

30 - 40 ☐   40 - 50☐   Over 50☐

Thank you for completing this survey.
Please return in the reply paid envelope.
This survey is also available online on SAO.