Queensland's Education and Training Reform: Perspectives from Teachers and Administrators in one Secondary School.

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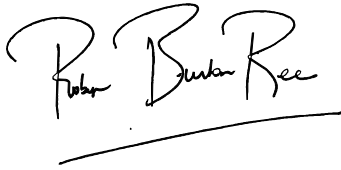Locked Bag 4115
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All research procedures reported in the thesis received the approval of the relevant Ethics Committee (Appendix A).

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ABSTRACT

This research explored the implementation of Queensland's Education and Training Reform from the perspective of teachers and administrators in one rural Secondary School. Within the context of educational reform and vocational education, the specific aims were to explore how teachers and administrators responded to a changing educational environment, and catered for a broader range of students in Senior Schooling. Four research questions were generated from a review of the literature. These were:

(1) What leadership is in practice in the implementation of the ETRF?

(2) What are the perspectives of the teachers and school leaders with regards to how the ETRF was implemented in the school?

(3) How do teachers change as a consequence of the Education and Training Reform?

(4) How does the Education and Training Reform influence teacher pedagogy?

The overarching question that guided this study was: "How do administrators and teachers respond to and implement current educational reforms?"

Case study methodology was utilised as it allowed for detailed exploration of lived experiences of the participants in relation to their educational context. Fifty-eight teaching staff (full time and part time) were invited to participate in the study. Twenty four of these staff responded to a survey. Seven staff were selected for in-depth interviews. This group consisted of the principal, two heads of departments and four teachers. The teachers and heads of department represented 'vocational education' and 'academic education'. These participants were interviewed in a semi-structured format at the beginning of the year and an informal format at the end of the year. In addition, at the conclusion of the study, four staff participated in a focus group interview.

The study concluded that the successful implementation of new reforms is complex, long term and must be inclusive of all participants. Some teachers resist change and engaging in professional development activities and some teachers are unable to cope with rapid change. For these teachers, there is a need for greater support from the principal, heads of department and fellow teachers, as the increased student diversity resulting from the reform resulted in many teachers implementing coping strategies in the classroom. Thus the ongoing provisions of resources and sustained collaboration between all parties (including the employing authority) are essential in promoting the policies and implementation of reform.

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Glossary of Terms

ACU	Australian Catholic University
Change	To alter; to make different; to cause to pass from one state to another
Educational Policy	Collection of laws and rules that govern the operation of education systems
EQ	Education Queensland
ETRF	Education and Training Reforms for the Future
HOD	Head of Department
ICT	Information Communication Technology
ILO	International Labour Organisation
IT	Information Technology
KLA	Key Learning Areas
MCEETYA	Ministerial Council of Employment, Education, and Training of Youth Affairs
OECD	Organisation for Economic Cooperation and Development
QCE	Queensland Certificate of Education
Reforms	Action to improve education conditions without radical or revolutionary change
School Leadership	Process of enlisting and guiding the talents and energies of teachers, pupils, and parents toward achieving common educational aims
School reform	Change in the way schools are exposed to information
SET Plans	Senior Education and Training Plans
System leaders	System leaders are those who are willing to shoulder leadership roles; who care about and work for the success of other schools as well as their own
Teacher change	The process of teachers becoming different
Teacher pedagogy	Teachers using instructive strategies or the art of teaching
UNESCO	United Nations Educational Scientific and Cultural Organisation
VET	Vocational Education Training
XYZ UNIVERSITY	Regional University

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Chapter 1: The Research Defined

> To compete in today's world, young Queenslanders will need exciting and flexible learning opportunities. Learning should prepare young people for the world. Our education and training system must teach students about the world as it is now and prepare them for a future that we, today, can only imagine (Bligh, 2002, p. 1).

In 2002, changes were about to occur in Queensland's education system. This meant that another wave of reform was about to move through the schools. Glimpsing through the looking glass revealed that the (then) Education Minister, Anna Bligh; Minister for Employment Training and Youth and Minister for Arts, Matt Foley; and the Premier and Minister for Trade, Peter Beattie, had a plan in mind. This was to change Queensland schools forever and begin steps towards Queensland's education and training reforms (Education Queensland & Office of Youth Affairs, 2002). This was the beginning of a journey for Queensland principals, heads of department, teachers and students.

1.1 Introduction

The purpose of this study was to explore, analyse and synthesise research studies and related literature pertinent to the implementation of Queensland's Education and Training Reform, and to examine the perspective from the teachers' and administrators' view in one secondary school. Given the complexity of Queensland schools, a concern for school effectiveness, following the impact of the Queensland government's 2003 reforms entitled 'Queensland the Smart State: Education and Training Reforms for the Future' (ETRF), provided the impetus for this study. It was perceived that regardless of where the schools in Queensland were, the ETRF agenda would have an impact. Consequently, a challenge was created for principals, heads of department, and teachers in implementing the new reforms. When researching the literature on the impact major reforms have had on schools, it became evident that there was a deficiency of literature relating to the vocational education and traditional curriculum offered in the senior school.

This chapter sets the scene by describing the research context and the significance of the research problem. It then details and presents the research questions. It also recounts how my personal journey led to the identification of the research problem. The chapter then concludes with an outline of the thesis.

1.2 The Research Context

To understand the issues which schools have had to face as a result of school reform, it is appropriate to provide some contextual information of the environment in which this change was occurring.

1.2.1 The National Educational Environment

It is within an array of rapid global social and technological transformation that the context for educational change has taken place.

> Internationally, bodies such as the Organisation for Economic Cooperation and Development (OECD), the International Labour Organisation (ILO) and United Nations Educational Scientific and Cultural Organisation (UNESCO) are interested in large-scale reforms to the senior phase of schooling. They are interested in examples of public policy making, how these influence the education agenda, and learning that might benefit other countries (Harreveld, 2008, p. 2).

The emergence of a new knowledge-based, post-industrial form of work has resulted from the globalising tendencies of capitalism. In addition, the impact of new technological innovations has been central to international development (Bamford, 2006; Beck, 2000; Brown, 2000; Carnoy & Castells, 2001; Khan, 2004; Marginson & Rhoades, 2002; McGinn, 1997; Mok, 2005; Waterhouse, 1999, 2009; Wells, Carnochan, Slayton, Allen, & Vasudeva, 1998; Zidan, 2001).

At the national level, Australia's education system was set to change. The 1989 Hobart Declaration and the 1999 Adelaide Declaration resulted in the State, Territory and Commonwealth Education Ministers committing to work together to formulate educational goals for all Australian students. It was believed that skilled jobs should dominate jobs growth, and that people with university or vocational education and training qualifications fared much better in the employment market than early school leavers. It was agreed that all Australian students should be encouraged to complete secondary education and proceed to further training (Caldwell, 2008; MCEETYA, 2008). Governments responded to this in a variety of ways, and a common feature of the policy response was to reform education and training systems. The reform emphasis was on the development of appropriate knowledge, skills and capabilities required by students and workers in these economic times (Carpenter, 2005; Marginson, 2000, 2006). Efforts had been made to improve the quality, flexibility and relevance of vocational learning outcomes, with industries and business being asked to play an increasingly important role in the development and implementation of vocational curricular (Chappell & Johnston, 2003; Loveder, 2005).

In particular, vocational education was marked by the establishment of a Vocational Education Training (VET) market. The result was that schools, technical and further education colleges, universities, adult and community education colleges, industries, and private providers competed with each other to supply vocational education and training services. This, in turn, created a new educational landscape, resulting in all education and training practitioners working in new contexts that often involved performing different forms of

work and operating with different organisational norms, values and modes of conduct (Blom & Clayton, 2002; Carmichael, 1992; Chappell, 2003; Seddon, 2000; Seddon, Billett, & Clemans, 2004).

Consequently, traditional curriculum in schools were the subject of critique. Researchers argued that schools were inadequate in terms of preparing young people for either work in the new economy or for the emerging social and cultural changes (Albion, 2000; Anlezark, 2006; Chappell & Johnston, 2003; Knight, 2003; MCEETYA, 2008; Schofield, 1996; Singh, Li, & Harreveld, 2009). There had been a national push for vocational courses to be an integral part of the school curriculum. This also influenced contemporary higher education, with universities, once identified as the producers and defenders of society's disciplinary knowledge, looking at the new knowledges being created by the exigencies of vocationalism (Billett, 2000; Boud, 2000; Dale, 2009; Senge, 1991; Symes, 2000).

Given the sweep of change around the world, globalisation has had an effect on school reform. The emergence of a new knowledge-based, post industrial form of curriculum was a result of the globalising tendencies of capitalism. The impact of new technological innovations was central to international developments (Castells, 1993; Marginson, 2000; Thurow, 1996; Waterhouse, Wilson & Ewer 1999). Therefore, Australian governments responded in a variety of ways, and commonly, reformed education and training systems.

1.2.2 Queensland's Educational Environment

A Queensland corollary to the change in the educational landscape was the introduction of the Queensland the Smart State: Education and Training Reforms for the Future (ETRF) agenda.

> It (the ETRF) shows the possibilities for meaningful learning opportunities for young people as they negotiate the linkages between education, training and work. It shows how leadership, collaboration and community involvement can improve flexibility and outcomes in young people's education, training and transitions to work (Harreveld, 2008, p. 2).

Queensland's education and training reforms for the Senior Phase of Learning arose out of research, documenting the changing world of young people, work and learning (Australian Government & Training, 2004; Barnett, 2005; Bauman, 2004; Cosier, 1999; Harreveld & Singh, 2009; Kumar & Liu, 2005; Lingard, Hayes, & Mills, 2002; Lingard, Ladwig, Mills, Bahr, Chant, Warry, Ailwood, Capeness, Christie, & Gore, 2002; Nickell, Nunziata, & Ochel, 2005; OECD, 1997, 2000; Oviatt & McDougall, 1999). The senior phase of the ETRF was informed by changes in the labour market. (Bauman, 2004, p. 52).

Education Queensland had commenced a major review of the central piece of legislation regulating education in the state, that is, the Education (General Provisions) Act. The current

Act was declared in 1985. It has been amended 25 times in the last 15 years in response to the changing circumstances of schools and varying government priorities. The aim was to develop a new Education Act for Queensland to be operating from 1 January 2006 (Education, 2000, 1999; Ferguson, 2004; Queensland, 2004).

In November 2002, the Queensland Government released *Queensland the Smart State-Education and Training Reforms for the Future:* a white paper aimed at improving the quality of education in Queensland (Department of Education Training and the Arts, 2002). Subsequently, mandated policies relating to teaching methods and curriculum development were outlined. The paper proposed policy considerations associated with adopting a senior phase of schooling and innovative ways to improve student outcomes (Australian Government & Training, 2004; Blöndal, 2002).

In response to the release of the white paper, *Education Queensland Destination 2010: The action plan to implement Queensland State Education – 2010* was developed. This document identified key performance indicators and measures to show whether outcomes were achieved. It also established indicators which informed Education Queensland of its policy achievements (Education, 2003). In 2003, Parliament passed legislation stating that young people aged 15 to 17 years must follow a learning path. The Education and Training Act 2003 was historic in that it represented the first major shift in the delivery of education in Queensland in more than 40 years (Education Queensland 'The Future Newsletter', 2003).

The outcome of the reforms for 15 to 17 year-old students in Queensland has meant:

(1) new laws to increase the school leaving age from 15 to 16 years or on completion of Year 10;

(2) a condition for young people to participate in education and training, or full-time work, for two years after they have completed compulsory schooling, or until they gain a Queensland Certificate of Education (QCE), Vocational Certificate III or higher qualification; or turn 17 years of age or commence full-time work; and

(3) a more flexible range of learning options including a mix of schooling, vocational training and workbased programs (Harreveld, 2009, p. 3).

As part of the trial of reforms to the senior phase of learning, schools and other participating providers were required to have primary responsibility for coordinating each student's learning opportunities within the senior phase (Harreveld, 2009). Schools were requested to develop Senior Education and Training (SET) plans with Year 10 students, together with their parents/guardians. These plans mapped out an individual's plan of action for their education and training in the senior phase of learning (Harreveld & Singh, 2007).

Intense policy interest has surrounded the many changes that have occurred in the Australian vocational education and training system (Chappell, 2001, 1999). Competency-

based training, recognition of prior learning, the Australian Qualifications Framework and the production of training packages were measures designed to facilitate change. These developments, according to the Ministry of Education, Skills and Training in 1995, were based on a renewed national recognition of the importance of vocational education and training, and reflected an increased focus on the economic importance of education and training provision (Chappell, 2000; McDonald, 2003).

The ETRF initiative required education providers to strengthen their links with industry. This strategy included:

(1) state-level partnerships with emerging industries;

(2) through ETRF governance structures, appointments of industry Heads of Department within schools;

(3) creation of gateway schools linked to Centres of Excellence, such as the Aerospace Project linking Education Queensland, Boeing Australia, and Aviation Australia;

(4) state-level partnerships with transformed industries to deliver new education and training initiatives such as the Queensland College of Wine Tourism and the Queensland Minerals and Energy Academy; and

(5) local-level partnerships between industry, schools and communities to further schoolbased apprenticeships and traineeships, work experience, and links with tertiary education providers (Harreveld, 2008).

A number of factors drove change in educational reform. These included:

(1) the changing times (education had been restructured in the agricultural and industrial eras and in the social era of the 1970s);

(2) research based on resiliency (how people bounce back from trauma, dealing with the unique needs young people brought to the classroom);

(3) brain-based learning (what is known now about how people learn); outcomes based education (asking what we want children to know by the time they leave school and determining how to get there); and

(4) systems thinking, which is the idea of sciences and spirit coming together (Cooper, 2003, 2006).

Given the complexity of the educational change, schools were forced to respond. Changes were putting pressure on teachers, resulting in increased school staff planning together, working in teams and working with the community. Schools were becoming places where they were co-ordinating and advising on learning experiences with young people doing a proportion of their learning out in the community (Cooper, 2003).

Vocational Education and Training (VET) began to have an impact on the schools. Many provided vocational and enterprise learning, career information and support, and accredited vocational training. The traditional curriculum that only accommodated the needs of the academically able was deemed no longer appropriate. It was decreed that schools today must meet the changing needs of students (Curtain, 2001). Corporatisation of the VET sector had also led to increased accountability and a broadening of the client focus. These changes contributed to the need for new processes, attributes and leadership styles (Falk & Smith, 2003; Kilpatrick & Johns, 2002).

Relationships developed between the wider community and schools. Changes in schooling included changes in partnerships between schools, industry, community and training providers; and this, therefore, impacted on the school's curriculum and resulted in different classroom learning contexts. For example, on-line learning and work experience were included in the curriculum. Vocational learning was explicitly established in curriculum frameworks, and there was a cultural shift, which the Enterprise and Career Education Foundation (ECEF) described as a changed nature of senior secondary schooling and multiple pathways (Enterprise and Career Education Foundation, 2003; Polesel, 2009).

In summary, in 2008, the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) agreed to develop a new national declaration on the goals of schooling to replace the *Adelaide Declaration on National Goals in the Twenty-First Century (1999).* The new declaration would build upon the *Future of Schooling in Australia* report that was released by the Council for the Australian Federation in September 2007. This stated that:

> (the) senior years of schooling should provide all students with the high quality education necessary to complete their secondary school education and make the transition to further education, training or employment. Schooling should offer a range of pathways to meet the diverse needs and aspirations of all young Australians, encouraging them to pursue university or postsecondary vocational qualifications that increase their opportunities for rewarding and productive employment (Dawkins, 2007, p. 5).

This reform required the establishment of effective partnerships with other education and training providers, employers and communities. It led to the Queensland Government implementing education reforms that needed to be sustained by the leadership capacity of principals, heads of department and teachers. Teacher commitment had been a major contribution to improving the quality of teaching and learning, and hence, this was identified as a critical factor in the success of Queensland school reform (Carbonneau, 2008; Crosswell, 2005; Crosswell & Elliott, 2009; Dawkins, 2007).

1.2.3 The Local Context

As a result of Queensland's Education and Training Reform for the Senior Phase of Learning, it was the principal of Green Ridge State High School who was responsible for implementing the reform into his school. Likewise, all Queensland principals were responsible for implementing the reform in their schools and to inform the wider community of the changes. Implementing the reform provided new challenges to principals, heads of departments and teachers. From the State Government's perspective, the ETRF was a policy-driven, research-based reform agenda that set out to change compulsory education and training in Queensland (Harreveld, 2009).

At the time of the proposed reform, the case study school was predominately a traditional academic school with the vocational education training subjects available for the minority of students.

1.3 The Research Problem

Queensland was in a period of rapid educational change. The Queensland Educational and Training Reform (ETRF) called for secondary schools to offer a range of learning options including a mix of schooling, vocational training, and work-based programs. The school leaving age was also increasing from 15 to 17 years. This resulted in some students, who would have previously left school to seek employment opportunities, now remaining at school. When the reforms arrived in our rural setting, my observation was that, although the principal was pivotal in the school reform agenda, his workload had increased due to other internal and external demands and the reform agenda remained in the background. Consequently, the academic teachers had little knowledge about the reforms, but the vocational education teachers had knowledge from other sources, such as external professional development opportunities. The implication for teachers at the grass roots level was that they had heard of the ETRF agenda but had put this aside as just another wave of change. In the meantime, a more diverse range of students remained at school and some teachers were unprepared for this change. Historically, the academic students followed on to university and the vocational students found jobs or attended other educational bodies. However, the new reforms demanded change be made in schools in both the academic and vocational areas. This is problematic in small rural schools because of inexperienced administrative and teaching staff, high staff turnover, and limited professional development opportunities.

Consequently, the purpose of this study was to explore the perspectives of teachers and administrations on how the ETRF was implemented in one secondary school situated in rural Queensland. Mandated reform programs places demands on schools to review current practices in response to the changing needs of the students. This presents a challenge to all groups within the school, as well as in the contexts of leadership, professional development, resources, and teacher pedagogy, in order to bring about significant cultural change.

1.4 The Researcher's Journey

In the words of Barack Obama, "Education is now the currency of the Information Age. It's no longer just a pathway to opportunity and success - it's a pre-requisite" (White, 2009, p3).

I am genuinely excited to be involved in education and feel exhilarated by the emerging changes as Australia moves into the next decade. Education is indeed a pre-requisite for every student for opportunity and success. As an educator, I take my position very seriously, but also question how some reforms are being implemented in schools. Principals, administrators, and teachers hold the key to Australia's future, and for this very reason, this precious human resource needs to be 'treated like gold' so that school personnel are more than competent to move Australia's young people forward as global citizens. School reform impacts on leadership, teacher change and teacher pedagogy. This in turn influences student outcomes. Therefore, implementing school reform is one of the most important priorities a government could have, and this needs to be carried out with great care, consideration and planning.

My experiences have allowed me to understand the varying roles of heads of department, deputy principals, and principals, as educators. I have worked across the Warwick District and for a short period on the Sunshine Coast, since joining Education Queensland in 1978. My varied areas of responsibility have included acting deputy principal in two rural schools and a metropolitan school; head of department for Business, Information and Technology, Senior Schooling; and Head of Departments including Studies of Society, The Arts (Music, Drama and Art), Indigenous Education, Gifted Education, and Student Welfare. I have realised that my heart lies in education and that my passion is to push students to their limit and to encourage all of my students to realise their potential. As an educator, I have the privilege and duty to make a difference in somebody's life everyday. I love my job!

My personal philosophy is to embrace change. My observation has been that the current educational environment exerts considerable pressure on schools to change as school reform is implemented. Some teachers are resistant to this change and others cope very well. However, through school reform, with an emphasis on capacity building and preparing teachers to lead development and innovation, sustainable improvement of student outcomes is achievable (Harris & Muijs, 2005).

Educational reforms have reshaped Queensland's education and training systems. The purpose was to equip students for the world of work, cater for student needs, and inspire academic achievement. In doing this, students are expected to 'learn or earn', but, from my position of leadership, I have observed that there are difficulties for some students in meeting the requirements of compulsory participation. There is now a broader range of students attending senior schooling and some of these participants are at risk of disengaging. I have

observed that the vocational education teachers were more prepared with suitable classroom strategies compared to academic teachers. Therefore, it has been my observation that the VET classrooms tended to have fewer behaviour management difficulties compared to some of the academic classrooms. I have also noticed that VET teachers appeared to cope with change better than their colleagues. On the whole, I have perceived that implementing school reform is difficult without support from personnel employed in positions of higher responsibility. When those with lower levels of responsibility attempt reform without support it proceeds as if the 'blind are leading the blind'. Without clear open communication and the provision of specific professional development, implementing new reform can become an extremely complex challenge for a school.

Therefore, within the context of educational reform and vocational education, the aim of my study was to explore how teachers and administrators responded to:

(a) a changing educational environment; and

(b) catering for a broader range of students in senior schooling.

1.5 The Research Questions

An extensive literature review resulted in the development of a conceptual framework underpinning an understanding of the research purpose.

The issues identified in the literature are drawn together into four themes:

- Leadership;

- School Reform;

- Teacher Change; and

- Teacher Pedagogy.

While researching the above themes within the literature, the complexity of the issues became apparent and the research questions emerged.

1.5.1 Research Question 1

What leadership is in practice in the implementation of the ETRF?

Research question one seeks to understand what the leadership characteristics look like and how these characteristics support or impede reform implementation. It examines leadership from the point of view of the principal, head of department and teacher. It also further scrutinises the leadership expectations of the VET teacher and the academic teacher. This places the teacher in a prominent position in the complexity of school life and therefore, the relationship between the principal and teacher is very important when developing school reform.

Also an understanding of the principals', heads of departments' and teachers' leadership characteristics is essential in developing an in-depth knowledge of how this supports or impedes reform implementation. This is important because reform initiatives have relied on leadership teams as a structure to guide the process of implementing the reforms.

1.5.2 Research Question 2

What are the perspectives of the teachers and school leaders with regards to how the ETRF was implemented in the school?

Through the investigation of how the Education and Training Reform is implemented in a school, the role the principal, heads of department, and teachers play, will be explored. Teachers and school leaders perspectives of the implementation of the agenda will be examined.

It is acknowledged that leaders play an important role in the process of implementing school reform for student learning and in ensuring new practices are sustainable. The roles and responsibilities of school personnel will be examined as the reform takes place.

1.5.3 Research Question 3

How do the principal, heads of department and teachers change as a consequence of the Education and Training Reform?

This question seeks to understand how the principal, heads of department, and teachers have changed as a consequence of implementing a new reform in the school. Furthermore, the question seeks to explore the challenge which faces principals and heads of department in engaging and influencing teachers to participate in professional development in order to undertake school reform strategies. Also, this question investigates if the acceptance of change and teacher contributions to the discourse of the school reform, are essential to the success of the school improvement process.

1.5.4 Research Question 4

How does the Education and Training Reform influence teacher pedagogy?

Attempts to reform education depend upon the knowledge, skills and commitment of teachers. This question examines one school community, which is required to be a learning organisation, where teachers and students are engaged in learning during the reform implementation. Hence, it seeks to understand how the reform influences teacher pedagogy.

1.6 Significance of the Research

This research is significant for four predominant reasons. Firstly, this research is important because of its current relevance. The Queensland Government is currently implementing the senior phase of learning. Consequently, this research examined teachers' and administrators' perspective in implementing the education and training reform. Secondly, given that there is little opportunity to explore the perspectives of teachers and administrators in sustaining and promoting school reform, this is of significance to the broader educational community. Thirdly, there has been a paucity of research conducted around implementing school reform, particularly in this current context. This new context includes traditional and vocational teachers having to cater for a more diverse range of students, some of whom in the past would not have remained at school. Finally, this study has the potential to contribute to an understanding between traditional and vocational teachers as to how they interpret educational reform within their classroom environment.

1.7 The Research Design

Given that the purpose of this study was to understand and explore the experiences of teachers and administrators in one rural school, an interpretivist approach was adopted. This approach seeks to understand the complex world of lived experience from the point of view of those who live it, so that they can understand the meaning of social phenomena (Schwandt, 2000). The emphasis is on the meanings of the actions of the participants involved, their daily life experiences, and how they use such meanings to interpret and make sense of their world (Creswell, 2000; Crotty, 1998; Schwandt, 1997, 2000). In order to understand the teachers' and administrators' responses to catering for a broader range of students in senior schooling in an era of reform, the epistemological framework of constructionism was deemed as the most appropriate.

Constructionism supports the concept "that meanings are constructed by human beings as they engage with the world they are interpreting" (Crotty, 1998, p. 43). It is an epistemological perspective that assists researchers to make sense of knowledge from the experiences and through the lens of the research participants' interpretations of their school life. It eschews the intention that knowledge is an objective science and that the role of the research is to discover it (Merriam, 2002). An interpretive perspective offers the researcher access to understanding how teaching staff and administrators have constructed events and experiences in their lives relating to the implementation of school reform (Crotty, 1998). This perspective also recognises that the researcher is part of the research and the researcher's presence impacts upon the participants and research process (Morrison, 2005). Furthermore, constructionism declares that knowledge and truths are constructed and sustained through social processes, language and linguistic resources (Neuman, 2000). Consequently, each of the participants may have a different construct of knowledge due to their personal experience in the school, their social environment within the school community, and the interaction between them. This difference in the construction of truth and knowledge by the teachers and administrators within the research school assisted in illuminating this study.

Within the constructionist epistemology is symbolic interactionism. This formed the theoretical perspective through which meaning was explored from the participants' perspective. Symbolic interactionism focuses on the premise that individuals act toward things on the basis of the meanings that things have for them (Charon, 2001). Therefore, the in-depth study of the research problem illuminates the 'how' and 'why' story of the teachers and administrators and how they coped with implementing school reform. Consequently, this lends itself to the methodology of case study as an empirical inquiry because it investigates a phenomenon within its real-life context, when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used (Yin, 2003).

Essential features of case studies are the indepth exploration of a bounded system, based on extensive data collection, where research is conducted in its natural context (Bassey, 1999; Denscombe, 2008; Merriam, 2002; Watling, 2002). In this study it enabled empirical investigation of school reform, leadership, and teacher change within a school setting, allowing questions to be posed to participants from whom most could be learned (Merriam, 1998).

This case study involved the purposeful selection of participants. It was decided to use a survey at the beginning of the investigation in order to gather data to augment the literature review in informing the selection of themes and issues addressed in the interviews with selected teachers and the focus group. The initial analysis of the data gathered from the survey guided the development of questions for the interview and focus groups.

The survey was pre-tested with a sample of eight staff from the school. The use of pre-testing is recommended as a way of determining if a particular investigation should proceed (Burns, 1997). Following on, 58 teaching staff (full time and part time) were invited to participate in the study. Due to the slow responses, the surveys were re-sent to all teachers who had not responded to the initial mail out. Twenty-four teaching staff (including the principal, heads of department, and teachers) responded to the survey.

Then, two groups of individuals were selected for in-depth interviewing. The first group comprised the principal, two heads of department and four teachers. One Head of Department represented 'vocational education' and the other represented 'academic education'. The four teachers were also representative of the two areas of education; therefore, two were chosen from the 'vocational areas' and two from the 'academic area'. This group of participants were interviewed in a semi-structured format at the beginning of the year and an informal format at the end of the year. The interview provided the researcher with important insights into the phenomena being studied from the participants' perspective (Merriam, 1998). The semi-structured interview was largely open-ended with standard questions, which allowed the participants to reveal their perspectives of the situation under study. Prompts were used to structure the interview, which allowed the participants opportunities for unstructured time. This allowed new information to emerge. The informal interview was unstructured, conversational and informal (Patton, 1990).

The second group of participants comprised another four classroom teachers forming a focus group. These teachers were also representative of vocational and academic education. The focus group was interviewed at the end of the year with an informal interview format. For this study, the focus group was brought together by the researcher as the facilitator to discuss a selected topic in a non-threatening environment (Wilson, 1997).

The inclusion of the classroom teachers in the data gathering process was based on the belief that the classroom teachers would give a more pragmatic indication of the school's

position compared to the school administration. Ultimately, it is the classroom teacher's responsibility to implement the reforms into the classroom.

The survey was implemented at the beginning of the research study. Closed and open-ended questions were included. The survey, focus group interview, semi-structured and informal interviews were valuable tools used in the qualitative research.

1.8 Outline of the Thesis

This study explores the experiences of teachers, heads of departments, and a principal within the teaching and learning environment of a rural secondary school undergoing a major education reform. This introductory chapter has established the context of this research, defined the research problem, and established the issues raised in the literature regarding school reform implementation, leadership within the school, teacher change and teacher pedagogy. Chapter 2 reviews the literature pertinent to this research. Synthesis of the literature generated four themes: school reform, leadership, teacher change, and teacher pedagogy. These themes form the four sections within this chapter.

Chapter 3 presents and justifies the research design for the study. It details the methodology adopted. The research employed an interpretative approach which provides constructivism as its epistemological framework and symbolic interactionism as the theoretical perspective through which the data are analysed. The case study approach was adopted and participants were deliberately selected within the school where the study took place.

Findings have been presented in Chapter 4 and Chapter 5. Chapter 4 provides findings from the survey and Chapter 5 focuses on findings resulting from qualitative data gathered within the case study. Chapter 6 offers a discussion of the findings and provides conclusions. Chapter 7 provides a synthesis of the study and outlines recommendations resulting from the study.

Chapter 2: Review of the Literature

2.1 Introduction

The purpose of this study was to explore, analyse, and synthesise literature pertinent to the implementation of Queensland's Education and Training Reform (ETRF) and how teachers and administrators in one rural secondary school viewed this implementation. Within the context of educational reform and vocational education, the specific aims are to explore how teachers and administrators respond to a changing educational environment and cater for a broader range of students in senior schooling.

This chapter presents a critical synthesis of the literature that underpins the research purpose:

> Today young people are often more independent and autonomous than their parents or grandparents. They also expect more from their education and training and are clear about what they like and what meets their needs. They face a world more complex and competitive than their parents or grandparents could have imagined (Queensland Government, 2002, p. 7).

> Young people "live in a rapidly changing and increasingly complex world that demands more education and training throughout [their] lives" (Queensland Government, 2002, p. 11).

Educational change is a dynamic progression for principals and heads of department. School leaders, together with educational systems are faced with the challenge of operating in a rapidly changing world. Faced with the increasing complexities in the education system, educational leaders are required to understand the complex forces for change and develop leadership capacity to meet this changing world (Anderson, 2002; Azzam, 2005; Caldwell, 2006; Carnoy, 2002; Hargreaves, 2008; Crowther, 2003; Beck, 2000; Hargreaves, 2008). Educational reforms call on schools in the 21st century to cater for an increasingly diverse range of learners that traditionally were not part of the senior secondary community (Hargreaves, 2008; Karmel, 2001; Kemp, 2009; Naidoo, 2003; Singh, 2009; Spoth, 2004). Both administrators and teachers are asked to respond to and implement these reforms, and it is within this context that a review of the literature was situated.

This research examined a rural school as it reconceptualised its traditional and vocational curriculum in order to respond to educational reform. The ETRF agenda represented a new phase of compulsory participation, which meant that all students must participate in earning or learning after they have completed year 10 or turned 16 years of age (Lamb, 2009; Polesel, 2009; Pitman, 2009; Queensland Government, 2009; Taylor, 2009).

Internationally, bodies such as the Organisation for Economic Cooperation and Development (OECD), United Nations Educational Scientific and Cultural Organisation (UNESCO) and the International Labour Organisation (ILO) are interested in nation-wide reforms of schooling (Dusseldorp Skills Forum, 2004; OECD, 2000a; 2000b). The interest lies in public policy and how these policies influence the education agenda. In this context, Queensland's Education and Training Reforms for the Future (ETRF) aimed to provide learning opportunities for young people through education, training and transitions to work (Anlezark, 2006; Dalley-Trim, 2008; Damon, 2004; Gardner, 1999, 2002; Harreveld, 2007, 2009; Karmel, 2007; Knight, 2009; Simpson, 2006; Colby, 1992, 2003).

Changes in the global economy presented great challenges to education and training providers:

> For the future we are demanding more [of our educational systems]. Education and training that prepare the overwhelming majority of our young people with the attributes to contribute actively to an internationalised, rapidly changing economy. Education and training to create the knowledge and outcomes on which our future will be based (Gardner, 2002, p. 6).

From a national perspective, several decades of legislative changes, policy development, and education research have formed the national agenda for education and training reform (Carmichael, 1992; Deveson, 1990; Finn, 1991; Gardner, 2002; 2009; Mayer, 1992; OECD, 2000; Singh, 2008). At the end of the 1990s, Australia's Ministers of Education agreed to a framework of national collaboration. This agreement was set out in *The Adelaide Declaration on National Goals for Schooling in the Twenty-first Century* (MCEETYA, 1999).

In Queensland, a series of papers focused on particular aspects of participation, transition, pathways and retention (Cosier, 1999; Education Queensland, 1999; King, 1999; 2009; MCEETYA, 1999; McMahon, 2003; Pitman, 1999; Schmidt, 1999; Teese, 1999). The research found that career education was insufficient in meeting the rapidly changing world of work encountered by young people (Cumming, 1996; Education Queensland, 1999; Velde, 2000).

In 2002 there were approximately 103,000 young people aged 15 to 17 years in Queensland who were entitled to school, training or employment programs Queensland Government. However, approximately 10 per cent of 15 to 17 year-olds had disengaged from full-time education, training or work (Harreveld, 2007, p. 8).

> As many as 10,000 young people [had] not completed Year 12 and [were] not working or undertaking further education and training. Many others [had] completed Year 12 but [were] not working or undertaking further education and training. It is these young people we need to focus our strategies on (Queensland Government, 2002, p. 9).

The Queensland Government's ETRF represented a change process for the Queensland Government. The Queensland Government's senior phase education and training reforms were part of a larger change agenda that also encompassed the early years of learning and the middle schooling years (Department of Employment and Training, 2002). It began in 2002 (Harreveld, 2007):

> Our vision for the Smart State is to create a State of prosperity and social justice with a commitment to equality of opportunity. Education and training are at the heart of the Smart State vision and that means providing the very best learning opportunities possible for every young Queenslander regardless of their economic and social circumstances (Queensland Government, 2002, p. 1).

The reform aimed to align education, training and employment with the world of work (Bligh, 2002). From 1 January 2006, state legislation stated that young people must stay at school until they turned 16 or completed Year 10, whichever comes first. After this, the compulsory participation phase applied until the young person (Harreveld, 2009):

- gained a Senior Certificate or Certificate III (vocational qualification); or

- had participated in eligible options for two years. An eligible option is an educational program provided by a school, a course of higher education provided by a university or other provider, a TAFE course, an apprenticeship or traineeship; or

- turned 17 (Harrevald & Singh, 2007, p. 4).

The national educational catalyst for change has led the Queensland Government to examine its educational reforms. The outcome has been the implementation of Queensland's Education and Training Reform. This has impacted on principals, heads of Department, and teachers in schools.

The conceptual framework of the literature review (Figure 2-1) illustrates the multiplicity of areas within education that are influenced by the Education and Training Reform. These areas identified in the literature are drawn together into four clusters.

These are:

- leadership;

- school reform;

- teacher change; and

- teacher pedagogy.

The clusters are highlighted as shaded areas in the conceptual framework and diagrammatically illustrated in Figure 2.1. Each relates to the National and Queensland state agendas and it is from within these clusters that the intricacies of the issues emerging from the literature become evident, and from which the research questions emerged.
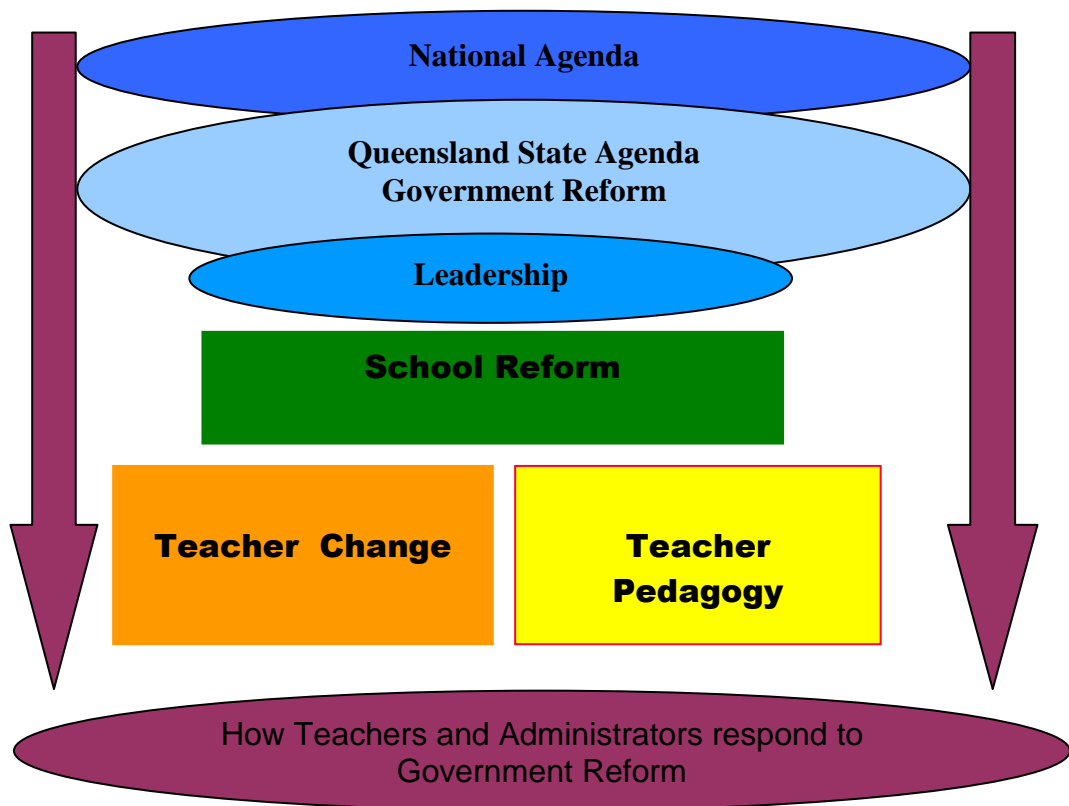
Figure 2.1. The conceptual framework of the literature review.

2.2 Leadership

Over the last 30 years school leadership has changed and evolved. The nature of leadership within the school environment has changed significantly due to the increased responsibilities and accountabilities within these roles. The changes reflect increased demands caused by the implementation of new government policies and the response to community expectations that curriculum will meet the needs of learners within the school. Research has shown the emergence of new leadership styles in schools, with each having characteristics responsive to differing roles and responsibilities.

2.2.1 Characteristics of Leaders

Research surrounding leadership demonstrates that there is not a common understanding of the characteristics of effective leaders. It can be argued that a leader is an influencer and can influence almost anything in the work environment (Ash, 2000; Sarros, 1992, 2005; Yukl, 2002). Researchers have also challenged the idea of influence and they have suggested that leadership is a process through which social relationships developed (Barker, 2001; Morris, 2004). In addition, the leader has been described as a motivator, and thus, leadership is about motivating people. However, the motivation and influence of people are not totally unrelated concepts. It has been suggested that motivation is what the leader induces internally within the follower, while influence is applied externally (Bryman, 2004; Carless, 2001; Gronn, 2002; Reser, 2000; Yukl, 1999, 2002).

2.2.1.1 Process of leadership

The process of leadership involves people. The strong relational aspect is seen to be dependent on networks of influence, social interactions and the reciprocal influence between organisations and people (Begley, 1999; Daft, 1999; Fletcher, 2003; Kouzes, 2002; Smircich, 2004). It has been perceived that there is a mesh between the organisation and the individual when all are working towards agreed goals (Bolman, 2003). Fundamental to this synergy is the role of leaders. Leithwood (2004) argues that leaders are critically important, especially with regard to the influence they have on engaging all staff in an educational reform agenda and coming to a mutual agreement about its goals and aspirations. This is certainly true within a school context.

2.2.1.2 Changing understandings of leadership

There are many styles of leadership. Conventionally, leadership in schools was invested in authority and hierarchy (Beare, 1989; Bogler, 2001; Hoy, 1996; Spillane, 2004). One of the problems pertaining to this style of leadership is the resultant employment of teachers as leaders based on their abilities and professional skills rather than for their particular leadership competencies (West-Burnham, 1997; Begley, 2006). It was argued that unless the

individual's behaviour persuaded others in the organisation, then his or her leadership would not take effect. However, it is through educational reforms that a more democratic understanding of leadership has resulted (Bennett, 2003; Leithwood, 1996; Lin, 2001). Therefore, leadership in schools can take on many forms (Gronn, 2000, 2002; Harris, 2002, 2003, 2005). Hallinger (2001) states that teacher roles are becoming more complex within a rapidly, complex changing environment. Leonard (2003) and Lin (2003) agree that the relationships between teacher leaders and principals are becoming more significant in promoting school reform. Consequently, conventional leadership is changing as the school environment rapidly changes.

2.2.2 Principals' Leadership

In a rapidly changing environment, school leaders no longer serve as supervisors. Principals are being called on to lead in a climate of accountability and are required to rethink the priorities, goals, curriculum, pedagogies, learning resources, assessment methods and technology (Leithwood, 2003, 2005; Levin, 2008; Mio, 2005; Van Vugt, 2008). They also are required to ensure that students and parents are prepared for the new realities and provide them with the necessary support (Davis, 2005; Reeves, 2003). Therefore, new conceptualised models of leadership have evolved (Anderson, 2002; Andrews, 2002; Ash, 2000; Azzam, 2005; Copland, 2001; Hargreaves, 2003; Lambert, 2002; Lashway, 2002; Leithwood, 2000a; 2000b).

2.2.2.1 Models of principal leadership

There are different models of principal leadership. These focus on the way in which leadership is exercised to bring about improved educational outcomes (Bennett, 2003; Browne-Ferrigno, 2005; Cheng, 2002; Fink, 2001; Gronn, 2003a; Hargreaves, 2003; Lambert, 2002b; Marzano, Waters, & McNulty, 2005; Schlueter, 2008; Williams, 2006). The two most influential examples have been instructional leadership and transformational leadership (Bradford, 1998; Brown, 2006; Brown & Trevino, 2003; Crawford, 2007; Fletcher, 2004; Grundy, 2004; Hallinger, 1998, 2001; Murphy, 1998; Sivasubramaniam, 2002; Yu, 2002). Both these approaches to leadership focus on educational leadership, where administrators and teachers bring about improvement of student learning outcomes and school conditions (Blase, 1998; Hallinger, 1998b; Harris, 2004; Jackson, 2000b; Leithwood, 1999; Southworth, 2002).

2.2.2.2 Changing nature of principal leadership

There have been changes in principal leadership. In the past, school based leadership has been principal-centred, but in recent years, there have been major developments in the re-conceptualisation of leadership for successful school reform (Fullan, 2006; Hargreaves, 2005; Harris, 2005; Leithwood, 2000a). Some authoritative observers argue that the role of

the principal has seen little change (Smith & Ellett, 2000) and that principals are ill-suited to the changes and challenges of the emerging post-industrial society (Andrews, 2003; Crowther, 2002; Potter, 2002; Servage, 2008; Zmuda, 2004). The changing nature of leadership has meant that the principal's role is being scrutinised more closely.

The principal's role has become important in implementing reform as educational reform has witnessed a shift in educational responsibility (Thrupp, 2003, 2006). However, the importance of this leadership in promoting reform has been viewed differently (Fullan, 2004; Hargreaves, 2004, 2005). In the 1980s, principals were viewed as instructional leaders, in the 1970s as change agents, in the 1960s as street bureaucrats, and in the 1950s as administrators (Hallinger, 2001). While principals were seen as the key to school reform, it is evident that there is a concern about their productivity as leaders (Azzam, 2005; Crow, 2001; Hayes, 2004) and their increased responsibilities have led to confusion about their roles (Hallinger, 1996a, 2002).

2.2.2.3 Principal leadership styles

Leadership has become re-conceptualised. Through this re-conceptualisaiton transformations have evolved in the role of principals to accommodate organisational changes in education. This has seen a transfer in the expectations and responsibilities of the principals (Thrupp, 2001). Research from the effective schools movement of the 1970s through to contemporary education has identified the different perspectives of school leadership (Day, 2000; Gronn, 2002a; MacNeill, 2003b; Miller, 2004; Selznick, 2010). These include philosophies such as 'distributed leadership' (Handy, 1996), 'co-leadership' (Bennis, 1999; Heenan, 1999), 'leadership of the many' (Lakomski, 1995), 'leadership as an organisation-wide quality' (Ogawa, 1995), 'community of leaders' (Senge, 1997), and 'role-based leadership' (Limerick, 1998). These are now firmly placed in educational history.

Findings of research from the 1980s saw the emergence of the notion of 'instructional leadership'. This was a leadership model seen as prevalent in effective schools (Bossert, 1982; Edmonds, 1982; Rowan, 1983b). This leadership style encompassed directive, strong leadership focusing on classroom instruction and curriculum, with this role predominantly belonging with the principal (Leithwood, 1982; Scheerens, 1993; Smith, 1990). This particular research has shaped much of the international thinking on leadership.

Another model of leadership is transformational leadership. This style enables principals to respond to the demands of reform and to achieve effective learning outcomes (Blackmore, 2004a, 2004b; Hallinger, 2003; Leithwood, 1999). Barth (1999) contends that a feature of this type of leadership is direction-setting through communicating and building of a commitment to a shared vision, and providing a positive response to high performance expectations. This style of leadership is enabled by allowing the follower to 'feel' the leadership (Barth, 1999; Gunter, 2001b, 2003). Colleagues consider these leaders to be symbols of accomplishment

and success (Leithwood, 1999). However, it appears that transformational leadership could be less about educational leadership and more about leadership in educational settings (Allix, 2000; Blase, 2002; Blasé & Blasé, 2001; Caldwell, 2006; Chirichello, 1999; Davies, 2005; Grace, 1995, 2000; Leithwood, 2005b; Porter, 2006).

Internationally, transformational leadership resonated with the changing reform context of schools. During the 1990s, restructuring of education took place in North America and thus transformational leadership began to emerge (Bass, 1990, 1997; Gronn, 1995, 2002b, 2003a; Tichy & Devanna, 1986). Some scholars welcomed this form of leadership as they believed that the instructional leadership model focused too much on the principal (Donaldson, 2001; Lambert, 1998, 2006). However, a decade later and with pressures from the policy environment, it emerges that schools have returned to the model of instructional leadership. Nevertheless, principals found that they were required to abide by performance standards, be accountable and implement school improvement with the expectation that they would work as instructional leaders (Hallinger, 2003; Murphy, 1998, 2002).

An alternative leadership style is authentic leadership (Avolio & Gardner, 2005; Ilies, Morgeson, & Nahrgang, 2005). Authentic leadership could be defined as a service view of leadership, where leaders earn the commitment of teachers through their personal interactions with them (Cooper, Scandura, & Schriesheim, 2005; Duignan, 1997; Shamir & Eilam, 2005). Sparrowe (2005) suggests this leadership style focuses on the moral dimensions and repudiates privileges and position. Furthermore, Frost (2003b, 2004) claims that authentic leadership is direction-oriented and centred on moral action. Hence, it is established that this particular conceptualisation of leadership has continued to gain popularity with teachers because personal interactions are important to them.

The personal interactions between the leader and teachers can be perceived as visionary, spiritual and sensitive. The visionary dimension builds community and energises the work of the staff in a school (Frost & Durrant, 2004). The spiritual dimension relates to when the principal helps others to share meaning in the work which they do. The final element relates to sensitivity, where the principal is sensitive to the aspirations, needs and feelings of others (Duignan, 1997; Frost, 2003b). This style of leadership highlights the complexities of the principal's role (Grundy, 2004; Robinson, 2007).

System leadership is another style of leadership. This is where leaders agree to take on system-wide roles in order to support the improvement of schools. This is a new and emerging practice which embraces a multiplicity of responsibilities that are developing either nationally or locally. This form of leadership has the potential to contribute to system transformation (Hopkins & Higham, 2007). This is an emerging practice in the education system (Higham, 2006; Hill, 2006; Hopkins, 2007).

Leadership can be defined as an influencing process between individuals, groups and whole organisations and it can be seen through the lens of the outcomes that result from these interactions (Elliott, 1990, 1993; Mumford, 2000). Leadership could also be conceptualised as relationships rather than functions or behaviours (Foster, 1989; Leithwood, 2000b). In this conception, leadership not only focuses on problem solving, but also on problem posing (Gunter, 2001a; Heck, 2005; Smulyan, 2000). Furthermore, leadership may be rarely identifiable by any particular trait, but may be discovered in a myriad of ways dependent upon relationships, personal uniqueness, social circumstances, environmental conditions, organisational needs, expectation, precedent or any other influences (Sultmann, 2000). Regardless of the type of leadership in schools, schools continue to be challenged, reformed and restructured. Therefore, leaders in schools face the challenges of opening themselves up to community influence and being accountable (Andrews, 2002b; Camburn, 2003; Cavanagh & MacNeill, 2002; Creswell, 1999; Crowther, 2002; DiPaola, 2003; Donaldson, 2001; Drake, 2003; MacNeill, 2003a; Spillane, 2005b; Tucker, 2003; Turner, 2009).

2.2.2.4 The principals' leadership role

The expanded workload of principals has had a detrimental effect on the educational goals of the schools (Blackmore, 2004b, 2006; Capra, 2001; Dubrin, 2001; Frost, 2003a, 2003b, 2004; Fullan, 2003b; Notman, 2008; Tsai, 2008). Given the current educational climate in Australia, it is hardly surprising that leaders appear to be under increased pressure to be accountable for everything in their school. Adding to this anxiety is the expectation to involve others in decisions that once would have been made solely by the principal. Hence, more time on the job is needed for principals to meet these new demands and become competent leaders (Barty, 2005; D'Arbon, 2001; Lacey, 2002, 2003). In addition, Timperley (2005) promotes the argument that principals are experiencing information overload as they are expected to serve as knowledgeable resources for their wider community, students, teachers and parents. Undeniably, there is also an expectation that principals are in the arena of shared decision making with all stakeholders.

2.2.2.4.1 Principals working with other school leaders

Principals engender sustained success when they work in parallel with other school leaders, including teachers (Andrews, 2008; Andrews & Crowther, 2002; Crowther, 2005). Conversely, Limerick (2002) maintains that principals must be competent in nurturing teacher leadership through a deliberate emphasis on the development of teacher leaders. Furthermore, Crowther, Ferguson, and Hann (2008) and Lewis (2006) believe that the vast majority of principals derive deep satisfaction from their efforts to develop the leadership capabilities of teachers and to establish new forms of co-leadership with them. Challenges such as compliance and coping with demands posed problems for authoritative leaders who continued to equate leadership with positional authority, or who relied mainly upon systemic

support structures to provide direction for their schools (Crowther et al., 2008; Fullan & Ballew, 2001; Goleman, 2000; Smith & Ellett, 2000).

Principals are expected to manage complex roles that include political, managerial and instructional tasks (Ashleigh, Meyer, & Hardcastle, 2008; Fink, 2001; 2005). In addition, principals as leaders are expected to continually develop an understanding of new initiatives for change as a result of reforms, while addressing the demands from government departments, educational authorities and the school itself. Subsequently, what is developing is a culture where leaders are encouraged to delegate responsibilities to others and develop structures to ensure collaborative decision making occurs (Harris, 2005). Hence, educational leadership is linked to the school context and school improvement is a journey in implementing school reform (Fullan, 2002; Jackson, 2000b).

In order for the principal to lead and be organised, they must understand the context of the school in which they lead (Harris, 2002a, 2002b). This includes sources of constraints, resources, student background, community type, school culture, teacher experiences, school size, and bureaucratic features of the school organisation (Glasman, 1992; Hallinger, 1998a; Kelley, 2005; Leithwood, 2000d; Rowan, 1983a). Long term sustained improvement could also depend upon the teachers assuming increasing levels of ownership over proposed changes in the school. Therefore, leadership is seen as a developing process (Avery & Ryan, 2002; Bridges, 2006; Graeff, 1997; Hallinger, 2000, 2003; Jackson & Kelley, 2002; Jackson, 2000a; Vecchio, 2002, 2003).

In summary, there are emerging concerns over the expanding workloads which principals face (Gronn, 2003b; Gurr, 2003; Gurr, Drysdale, & Mulford, 2003; Harris, 2002a; Mulford, 2007). In light of this, it is apparent that contemporary principals are being persuaded to alter leadership behaviours and develop new communication skills in order to share decision making (Bush & Jackson, 2002). It is believed that this would alleviate the overload and to this end, emerging research has indicated that the teacher can significantly support the principal in his/her leadership role (Anderson, 2002; Frost, 2004).

2.2.2.4.2 Principals' relationships with other school leaders

Leadership engagement has required a movement from management to a more collaborative approach to leadership (Tomlinson, 2003). This change in the principal's role entails encouraging others to share in the decision making (Bradford & Cohen, 1998; Brown & Trevino, 2003, 2006; Cheng, 2002; Levasseur, 2004). Hence, Crowther (2002) establishes that this process persuades teachers to accept the responsibilities of implementing the decision and ensuing consequences. This is seen as a catalyst to authentic school improvement and reform.

Relationships between educational leaders and teachers have developed within the school and therefore sustained school improvement has resulted (Gronn, 2002b; Harris, 2003; Potter, 2002). Subsequently, what is developing is a culture where leaders are encouraged to delegate responsibilities to others and develop structures to ensure collaborative decision making occurs (Harris, 2005). Consequently, the notion of teacher leaders has emerged. Teachers are being called on to join principals as colleagues to achieve the school's vision and goals in implementing school reform (Katzenmeyer & Moller, 1996, 2009; Watson, 2005a). As a leader, the principal is expected to be competent in developing relationships with others (Macmillan, 2004; Noonan, 2008; Williams, 2008). However, devoting the energy and time in nurturing and building relationships is often hindered by the many tasks that form part of the principal's responsibilities. Yet, Gronn (2003b) and Kelley (2005) conclude that it is the quality of these relationships that makes a difference in implementing school reform.

2.2.3 Teacher Leadership

Teachers are assuming more leadership responsibilities at both the instructional and organisational levels of practice within the classroom (Wasley, 1991). This is perceived to ease the load for the principals, but in saying this, some principals may have felt threatened by the notion of teacher leadership and were not willing to collaboratively work with and mentor the teachers (Gehrke, 1988; Lieberman, 2000; Moller & Katzenmeyer, 1996). For teaching to change from a profession of limitations and isolation to one of empowerment and collaboration, principals and deputy principals must change how they view and interact with teachers (Steel & Craig, 2006). They need to become leaders of leaders and build relationships of trust in order to encourage leadership. Displaying confidence in a teacher's professional judgement is crucial in enhancing teacher leadership (Ash, 2000; 2008; Steel & Craig, 2006; Wasley, 1991; Watson, 2005a).

Ways of defining teacher leadership have changed over time. Teacher leaders have been identified as developers of curriculum, mentors of new or less experienced staff and leaders of school improvement (Harris & Muijs, 2003). Silva, Gimbert and Nolan (2000) described teacher leadership as an evolution occurring in three waves. The first wave related to teachers who have served in formal roles and been given the responsibility of increasing the efficiency of school operations (Silva, 2000). The second wave recognised teachers who were appointed to the roles as curriculum leaders and mentors in order to capitalise on teachers' instructional expertise. Finally, during the third wave, the central role of teachers was in school re-culturing, involving teachers as leaders both within and outside of their classrooms (Berg, 2005; Lee, 2006; Silva, 2003). For the most part, it is recognised that the purpose of developing teacher leadership is associated with school improvement as well as meeting the emotional needs of the teachers (Ash & Persall, 2000; Katzenmeyer & Moller, 2001; Lambert, 2003).

Historically, school reform and improvement have focused on the principal and not the teachers to achieve reform changes (Marzano, 2005; Ryan, 2005). However, Bloom and Stein (2004); Fullan (2005); and Lovat (2003) confirm that contemporary research on school reform identifies collaboration between the principal and teachers as a sustainable strategy for educational revitalisation. Within this framework a variety of differing teacher leadership models have emerged (Bishop, Tinley, & Berman, 1997; Frost, 2003b; Harris & Muijs, 2005; Leithwood, Jantzi, & Steinbach, 1999; Lieberman, Saxl, & Miles, 2000).

2.2.3.1 Teacher leadership models

The changing view on leadership is one where teachers are invited to be leaders and therefore as Harris (2002) points out, are part of a shared enterprise. There have been questions concerning the interpretations of models such as pedagogical leadership, instructional leadership, and learner-centred or curriculum leadership (Chapman, Toomey, McGilp, Walsh & Warren, 2003; Hallinger & Heck, 1998; Lambert, 2002a; Spillane, 2005a). Spillane (2001) therefore, maintains that these concepts are underpinned by an understanding that the principal was seen as the head teacher, and consequently, the pedagogical initiatives were articulated by the principal for teachers to implement. This distributed leadership model suggests that the leadership role is shared by all teachers and is not the sole responsibility of the principal.

Teacher leadership has been described as pedagogical leadership when student learning is at the centre of the teacher's role. The pedagogical leadership model has been influential in enticing the most able educators to return to their formal teaching positions (Donaldson, 2001). Consequently, an important assumption highlighting this role is that pedagogical leadership cannot be separated from educational leadership as educational leaders can be described as principals or classroom teachers (Cheng, 2002).

When principals ensure that teachers have the budgets, facilities and resources, they become the resource providers or instructional leaders (Elmore, 2000; McEwan, & Urquiola, 2005; Murray, Evans, & Schwab, 1998). In this role, the principal supports the instruction through providing professional development, sharing models of appropriate pedagogy, and articulating clear goals for the school. On the other hand, for instructional leadership to address the learning needs of the students, the leadership should be disseminated across teaching staff, rather than staying with the principal (Timperley, 2005). Thus, there may be tension between principals, as all encompassing leaders, and teachers as leaders, within the school environment (Datnow & Castellano, 2000; Lieberman, 1988; Westman & Etzion, 1999).

Teacher leadership can facilitate principled pedagogical action, which assists the principal gain educational success in implementing school reform (Andrews & Crowther, 2002). However, in many instances the role has not progressed beyond the individual classroom.

Subsequently, a shift in the perspective and scope of teacher leadership in schools is required in order to build cultures that support and promote shared leadership (Crowther, Kaagan, Ferguson & Hann, 2002; Duignan, 2003; Duignan & Bezzina, 2006; Lambert, 2002). Gronn & Rawlings-Sanaei (2003) contend that this vision entails sustainable leadership in education as a shared responsibility that builds capacity within existing teachers. Mulford adds that at the same time teacher leadership influences and shapes student outcomes. Thus this encompasses a notion of distributed leadership.

Substantiative reform takes place when there is shared teacher leadership (Cuttance, 2001; Muncey & McQuillan, 1996; Silins, Mulford & Zarins, 1999). As teacher leaders join their principals to help achieve the vision and goals of the school, performance increases and successful reform can begin (Katzenmeyer & Moller, 2001). At the same time, teachers perform many organisational, instructional and relationship functions which were once the responsibility of the principal. Hence, a distributed leadership is all encompassing. It includes teachers as designated leaders and teachers who are not formally designated in a leadership role (Camburn, Rowen & Taylor, 2003).

2.2.3.2 The role of the teacher leader

The teacher is perceived as a central figure in bringing about school reform (Frost & Durrant 2002, 2003, 2004; Harris & Muijs, 2002). The concept of teacher leadership is grounded in the conviction that teachers have the unique combination of professional knowledge, capacity, skills and experience to directly affect school reform (Katzenmeyer & Moller, 2001). Teachers have the capacity to lead student learning, to influence and lead colleagues in effective educational practices and in due course, to create a community of leaders. However, for teachers to be successful, they must model the kind of behaviour that they expect from others (Kouzes, 2002).

Teachers have an impact on colleagues and students. Through teacher interaction with students and other staff members, effective teachers are evidenced by the development of high quality teaching and learning throughout the school. Teachers demonstrating this quality are described as being teacher leaders (Chapman, Toomey, McGilp, Walsh & Warren 2003; Crowther, Kaagan, Ferguson & Hann, 2002; Fried, 2001). However, leadership for teachers is not a formal role or responsibility. It can be argued that teacher leadership can be defined as teachers being empowered to lead particular projects which have an impact on the quality of the school's teaching and learning, as well as building relationships with colleagues (Cranston, 2000; Katzenmeyer & Moller, 2001).

Teachers influence others around them. If teacher leaders did not have the support of their colleagues, their effectiveness as leaders would be significantly undermined (Hargreaves, 1994; Youitt, 2004). In particular, 'teacher cultures and the relationships between teachers and their colleagues, are among the most significant aspects of teachers' work' (Hargreaves,

1994. p. 165). However, teachers taking on leadership roles can sometimes be ostracised by their colleagues (Katzenmeyer & Moller, 2001). Nonetheless, teacher leadership would be unlikely to develop in an environment where teachers are autonomous and have little interaction with their colleagues (Muijs & Harris, 2003). Professional conversations enable teachers to widen their repertoire of skills and form close relationships in order to extend teacher leadership behaviours and capacities (Gunter & Fitzgerald, 2007; Liebermann, 2005).

Teachers who enact their leadership capacities actively contribute to both administration and leadership within their school (Fletcher & Kaufer, 2003; DuBrin, 2001; Day, Hadfield, Tolley, Beresford, & Harris, 2000; Frost & Durrant, 2002; Fullan, 2003; Harris & Chapman, 2002; Harris & Muijs, 2002; Leithwood, 2003). The practice of teacher leadership has been linked to school improvement, and this has also been connected to sustaining school improvement through improved learning (Harris, 2002, 2004; Harris & Muijs, 2002). Alternatively, teachers have the capacity to re-professionalise the teaching community while drawing on the notion of teachers as powerful influences in bringing about change in learning and teaching in schools (Frost & Durrants, 2002, 2004). That is, teachers helping others to improve and change, in turn, leads to increased student learning (Kalantzis & Harvey, 2002, 2004; Katzenmeyer & Moller, 2009; King, Youngs & Ladwig, 2003).

Collegial approaches amongst teachers promote a whole of school ownership. Without a doubt, working together as a team supports the school improvement process when implementing reforms (Swain, 2002). Teachers who work collegially on school tasks, and who share responsibility, often display a strong collective commitment (Crowther, Kaagan, Ferguson & Hann, 2002). This suggests that through the establishment of school cultures which are collaborative, meaningful learning environments are created and, therefore, they are conducive to implementing school reform (Kouzes, 2002; Lambert, 2000; Leithwood, 2003).

However, there has been little research conducted into the actual feelings of individual teacher leaders. An Australian study conducted by Bishay (1996) investigated teacher job satisfaction and motivation by gathering data from the participants at random times during the day. Data analysis revealed that participants felt greater satisfaction and better about themselves when teaching, and not when performing other duties. They also rated their moods as most helpful and stimulated while teaching as opposed to any other duty. Further study has found that teachers in formal, middle-level leadership positions were struggling with a re-conceptualisation of their positions (Cranston, 2006; Cranston, Tromans & Reugebrink, 2004). Thus, it can be argued that engaging teachers as leaders impacts on their emotions and makes them feel good about their practice. Teacher leaders experience an increased sense of worth gained from the enhanced professional experience, feedback

and practice (Rinn, 2004). Teacher morale is important, and this is seen through more positive feelings of self worth and self efficacy (Beachum & Dentith, 2004; Hargreaves, 2000; Little, 1995; Rinn, 2004). The emotional lives of teachers can be enhanced, when the love of teaching, leadership opportunities and professional autonomy are available (Hargreaves, 2000; Mulford, 2003). Despite teachers feeling good about themselves, there are some barriers that can occur when promoting teacher leadership.

2.2.3.3 Barriers for teacher leadership

Unfortunately, barriers can occur when designated school leaders promote teacher leadership and development (Zinn, 1997). The difficulty of leaders surrendering responsibility and a possible lack of positive interpersonal skills by potential teacher leaders can inhibit the development of teacher leadership (Katzenmeyer & Moller, 2001). There may be a lack of support from colleagues, and the impact of the new role on personal lives can diminish the desire to take on leadership roles (Crosswell, 2004; Lacey, 2002; Loughran, 2002).

A barrier which has emerged is the notion of promoting leading teachers into a formal role (Crowther 1996). This has resulted in an educational leadership model that is considered to be an authoritative model and not one that focuses on leadership that is exercised by teachers within their classroom practice (Crowther, Kaagan, Ferguson & Hann, 2002). Further, where senior leaders are supportive of teacher leadership roles and actively promote opportunities to develop leadership skills, teachers accept the influence of their colleagues (Ash, 2000). Consequently, teacher leadership appears to develop from influence, trust and respect and not formal authority (Leithwood, Jantzi & Steinbach, 2003; Loughran, 2002). Therefore, a possible solution could be to consider a model of 'parallel leadership (Crowther, Kaagan, Ferguson & Hann, 2002), where administrators and teachers work collaboratively to build a shared professional school capacity. This model has facilitated the professional learning of teachers, the building of school culture and the development of a whole school pedagogy (Crowther, Hann & Andrews, 2002; Crowther, Kaagan, Ferguson & Hann, 2002).

Schools operating as learning organisations develop a trusting and collaborative climate and promote teacher leadership through informal strategies (Silins & Mulford, 2000). Miller (2001) believes that in this context, teachers are encouraged to share in the decision making, experiment with new ideas and work collaboratively to influence activities within the school and the wider community. Kouzes (2002) supports this view and states that investigation has found that teachers who had the opportunity to learn within the school's organisational context increased their potential for leadership in and out of the classroom. Therefore, when there is a lack of professional development opportunities, this has hindered the development of teacher leaders (Muijs & Harris, 2003). Nevertheless, Moller (2004) and Russell (2003) both agree that access to and attendance at professional development activities is difficult for

full time or part time teachers due to their added school responsibilities. Thus, many teacher leaders have learned their leadership skills by simply working in the new role (Zinn, 1997).

The sharing of new understandings around school-based leadership by the principal is critical if the teacher leader is to develop new knowledge and skills (Frost & Durrant, 2004; Silins & Mulford, 2000; Spillane, Halverson & Diamond, 2001). While principals can be a promoter of teacher leadership, they can also be a barrier. It is apparent that principals believe time pressures and workplace constraints hinder collaborative approaches to decision making (Bennett, Harvey, Woods & Wise, 2003; Wildy, 1999). Further study concurred that with the bureaucratic nature of schools, some principals are hesitant to support teacher leadership roles within schools (Copland, 2003). They believe ongoing collaboration impedes the efficiency of the school as teachers may lack the skills to facilitate collaborative decision making (Murphy & Luis, 1994).

For teacher leadership to be effective, school leaders need to take time to foster supportive relationships and to provide opportunities to develop strong interpersonal skills (Crowther, Kaagan, Ferguson & Hann, 2002; Day, Harris, Hadfield, Tolley & Beresford, 2000; Duignan & Bhindi, 1998; Frost & Durrant, 2002; Sergiovanni, 1996). It is through these interactions that school improvement takes place (Harris & Chapman, 2002). Hence, the building of relationships is the key factor for building a collaborative school culture where school reform can be implemented (Butt, Lance, Fielding, Gunter, Rayner & Thomas, 2005; Butt & Retallick, 2002). These developments have represented a challenge to the notion that the principal is at the centre of educational reform. Research-based literature of successful school reform has developed an educational concept of parallelism which places equivalent value on principal leadership and teacher leadership (Crowther, Kaagan, Ferguison & Hann 2002; Cuttance, 2001). Furthermore, educational parallelism is evidenced to facilitate successful school reform through the interacting processes of school-wide culture building, school-wide pedagogy, and school-wide professional learning (Andrews & Crowther, 2002; Harris & Lambert, 2003). It has also become apparent that the power of teaching has shaped new forms of knowledge together with leadership and that the teaching profession is entering a new self sustaining authentic era (Wenglinsky, 2000).

Self sustaining authentic educational reform depends on the commitment, motivation and enthusiasm of those involved in the process (Fullan, 1992; Gronn, 2000). In order for this to happen, educational innovations need to be personally meaningful for individuals involved and therefore, harness the teacher's professional purpose and energy. This trend was evident in the 1980s, culminating in the current teacher leadership innovations happening throughout Australia (Crowther, Kaagan, Fergusion, & Hann, 2002).

2.2.4 Teacher Leadership in Implementing School Reform

The complexity of school life has necessitated the distribution of responsibilities amongst teachers. The need to develop shared leadership practices where each individual has a major stake and participation in the process of decision making is seen as a major thrust of the teacher leadership movement (Frost & Durant, 2004). Chesterton & Duignan (2004) contend that for schools to progress and implement reform, the reliance on teacher co-operation, commitment and collegiality must be seen as a critical strategy for schools to achieve success. However, there are problems supporting teacher leadership development in implementing school reform. These include time constraints, teacher motivation, unsupportive work conditions and lack of leadership opportunities (Chesterton & Duignan, 2004). Therefore, within this context, it is possible that teachers view their roles essentially as classroom teachers and not as leaders in implementing school reform (Andrews & Lewis, 2002; Beare, 2001; Butt, Lance, Fielding, Gunter, Rayner & Thomas, 2005).

It has been argued that the curriculum leadership contributed to the nature and practice of school reform when student learning was the school's core mission (Cranston, 2000; Crowther, Kaagan, Ferguson & Hann, 2002). Therefore, where a teacher encourages and provides effective teaching and learning in his/her classroom, their role as a leader in the school is heightened (Katzenmeyer & Moller, 2001). As evidenced by this literature review, principals and teachers are seen as essential to the effective implementation of school reform. While the roles they play in the classroom as leaders of teaching, learning and curriculum are crucial to success, much of this evidence is based on research in traditional school with very traditional academic curriculum. There has been a paucity of research that has occurred in the Vocational Education and Training (VET) sector and even less in a school community involving an amalgamation of an academic curriculum with a VET focus.

2.2.5 Teachers Engaged in Vocational Education and Training

Schools have been encouraged to form collaborative partnerships with a range of government, community and private vocational education and training (VET) organisations. It is believed that such partnerships are fundamental to the implementation of effective planning and development in the school's VET program. This means that schools are in a position to focus on networks and leadership in their local community (Anlezark, Karmel, & Ong, 2006; Anta, 2000; Dickie & Steward-Weeks, 1999). Moreover, smaller decentralised structures, such as schools, based on strategies of cooperation and relationships adjust more rapidly to changing market conditions and technologies (Sommerlad, Duke & McDonald, 1998).

One style of leadership found in VET is called 'situation leadership' (Falk & Fehr, 2003; Graeff, 1983; Spillane, Halverson, & Diamond, 2004). This style includes relationship

building, collaborative problem-solving, as well as school audits for the vocational education departments within a school (Falk, 2003; Kretzmann & McKnight, 1993; Mulcahy; 2003). This form of leadership is usually situated in a network environment where the VET teachers work with other school staff. Leaders are placed in the situation where they develop VET courses and work across the traditional barriers in schools to meet the needs of specific situations. This has been described as being different from traditional top-down notions of leadership (Falk & Mulford 2000; Johns, Kilpatrick, Mulford, & Falk, 2004). The key conditions that shape the nature of the interactive process include building:

- internal networks by finding the relevant knowledge, skills and values for the purpose or project;

- links between internal and external networks and forming links between internal and external networks in the community;

- historicity, that is making effective the building of shared experiences and understandings of the community, family and broader social history;

- shared visions with a focus on communicating between the school and the community; and

- each other's self confidence and identity shifts (Falk & Mulford, 2000, p.15).

These contextual conditions are perceived to contribute to enhanced relationships, collective action, networks, and leadership. The role of the leaders under these circumstances is in developing trust within the school community and wider community. Building trust between individuals and groups as they share communication is fundamental for successful VET outcomes (Falk, 2000).

The purpose for vocational education and training is to enhance social and economic wellbeing through a process of individual knowledge and skills (Allen, 1999; Guenther, Falk & Kendall 2000; Kretzmann, 1993). Leadership in successful vocational initiatives also requires principals with the characteristic of foresight and courage so that they can positively influence their schools in ways that will improve vocation education (Barnett, & Ryan, 2005; Hesselbein, Goldsmith & Beckhard, 1996; Hesselbein, 2008). Empathic, school leaders have the ability to link more strongly with local groups and organisations, including industry, in order to gain support, resource management and sustainability for VET in the school (Dearden, McIntosh, Myck, & Vignoles, 2009; Falk, 2000; Kincheloe, 2009). Therefore, strong social cohesion and trust underpin successful VET outcomes, but there remains little research on leadership in a context that incorporates both an academic and a VET focus within a secondary school setting. This provides justification for the proposed research.

2.2.6 Justification for Research Question 1

The spotlight on leadership has shifted towards a focus on the individual and away from the 'keeper' or the 'knowledge of the expert'. This places the teacher in a prominent position in the complexity of school life and therefore, the relationship between the principal and teacher is very important when developing school reform.

This leads to the generation of the first research question:

What leadership is in practice in the implementation of the ETRF?

This question is important as it will begin to contribute to leadership in the context of academic and vocational education within a school. It will also begin to explain how different school leaders influence the impact of school reform on the school community.

2.3 School Reform

School leadership teams are essential for the improvement and implementation of school reform (Smylie, Conley, & Marks, 2002). Reform initiatives require leadership teams to guide the process of school reform and consequently, there has been a growing recognition that principals cannot lead alone. Knapp, Copland & Talbert (2003) agree that the work of educational leaders has also been about achieving improvements in student learning. Principals and teachers, therefore, orientate their efforts around the learning agenda for the school, and, through school reform, influence teaching and learning (Beare, 2001; Fullan & Watson, 2000; Harris & Lambert, 2003; Leithwood, Louis, Anderson & Wahlstrom, 2004; Lieberman, Mace, & Desiree, 2008; Lin, 2001; Mai, 2004; Talbert-Johnson, 2006).

The purpose for school renewal has been to improve student learning (Birenbaum, 2003; Glatthorn & Jailall, 2000, 2008; Harris, 2003; Hill & Ball, 2004; McLaughlin, 1987; Muijs, Harris, Chapman, Stoll, & Russ, 2005; Potter, 2002; Rockoff, 2004; Song, Singleton, Hill, & Koh, 2004). School and broader educational reforms refer to the process in which educators and policy makers review the purpose of education in terms of school renewal**.** It can be argued that school reform is ongoing and that reforms have emerged out of cultural and broader economic factors, which have created new constructions used to gauge the efficiency of schools (Starratt, 1999; Swain, 2002; Sweetland & Hoy, 2000).

2.3.1 School Reform Causing Change

The need for increased student achievement in schools has led to a new phase of school improvement (Harris & Chrispeels, 2006). There have been distinct phases relevant to educational change (Fullan, 1998; Lieberman, 2005; Miles, 1998) throughout history. In the late 1980s, as principals and teachers grasped the importance of whole-school reform, another phase of school improvement and restructuring began (Stringfield, Ross, & Smith, 1996). This phase included reform models, such as Coalition of Essential Schools (Sizer,

1986), Accelerated Schools (Levin, 1987), the School Development Model (Haynes, Comer, & Hamilton-Lee, 1988) and Success for All (Slavin, Madden, Karweit, Livermon, & Dolan, 1990). These school reform models were designed to bring about major and substantial changes in organisational structures, curriculum, as well as relationships among students, teachers, and the wider community. A leadership team comprising the principal, teachers, and parents played a key role in the implementation of these models, and the reforms have shown potential for raising student achievement (Felner, 1997; Stringfield Ross, & Smith, 1996). Consequently, change has been a societal constant which has to be properly managed to serve each individual school context (Townsend, 2005; Williams, 2002).

Educational transformation, its complexities, and the phases of the change process have impinged on school communities (Fullan, 1985, 1992, 2003a). Literature from the early to mid 1990s identified several critical considerations for creating transformational change. These included professional development that built upon teacher identified priorities, collaborative processes, whole school change processes, and inclusive democratic ways of creating change (Fullan, 1993a; Hargreaves, 1997; Nias, 2005; Tyack, 1995). Frameworks for change have been built on chaos theory. Postmodernist perspectives have helped to redefine success or failure in terms of change and innovation (Fullan, 1999; Gunter, 1997; Larson, 1999). The connections between curriculum development and teacher professional development identified by educational change researchers make an argument for the use of action research as a key strategy for guiding schools and educational change in implementing educational reform (Elliot, 1998; Hart, 1996; Kemmis, 2000).

A number of factors have driven change in educational reforms. These include changing times, resiliency, brain-based learning, outcomes based education, and systems thinking. As a result, embracing change has put increased pressure on teachers (Deater-Deckard, 2006; Posner & Rothbart, 2006; Spady, 2004). Consequently, it has been important for school leaders to help teachers plan together, work in teams and work with the outside community (Mulford, Silins & Leithwood. 2004; Silins & Mulford. 2002). Therefore, schools have had to be more community-minded. They have been required to co-ordinate and advise communities about the learning experiences of their students. Cooper (2003) maintains that this additional communication has led to increased opportunities for students to be involved in work experience, industry placements and Traineeships within the wider community. It has been evident that young people are doing much of their learning in work experience and industry placement contexts with the outside community, and, therefore, Cooper (2003); Hamilton, and Scandura (2003, 2005); all conclude that the emphasis on vocational education in the schools has increased.

2.3.2 School Reform and the Impact on Curriculum

Successful school reform has focused on development and learning within the classroom (Mulford, Silins & Leithwood, 2004). Oakes (2005), together with Silins and Mulford (2004), maintain that schools have been called upon to meet the needs of all students, including providing a vocational and enterprise curriculum, career information and support, as well as accredited vocational training. Therefore, the traditional curriculum that previously only accommodated the needs of the academically able has been seen as no longer appropriate (Curtain, 2001). Consequently, changes in schooling have included changes in partnerships between schools, industry, community, and training providers. This has impacted on the school's curriculum and resources (Cooper, 2003).

Within the school curriculum there have been different learning contexts. They have included classroom environments, on-line situations, workplace and outside community placements (Anderson, 2004; Fuller, Hodkinson, Hodkinson & Unwin, 2005). Vocational learning has been explicitly established in curriculum frameworks and therefore, there has been a cultural shift, which Enterprise and Career Education Foundation (ECEF) describes as a changed nature of senior secondary schooling and multiple pathways (Enterprise and Career Education Foundation, 2003).

Educational changes, in both the vocational and academic fields, have made an impact on schools and universities as well as other training organisations. These changes have also been labelled as the new vocationalism and have had effects in all sectors of education and training in Australia. The emphasis has been on the appropriate knowledge, skills, and capabilities required by students and workers in these economic times (Ball, 1994, 2006; Grubb, 1996; Marginson, 2000). Accordingly, efforts have been made to improve the quality, flexibility and relevance of vocational learning outcomes. Chappell and Johnston (2003) suggest that the impact on school reform has seen industries and businesses playing an increasingly important role in the development and implementation of vocational curricular. Thus, schools have had to re-examine the traditional curriculum and face the challenges that have previously impeded and supported school reform (Ball, 1994; Eldridge, 2001; Grubb, 1996; Marginson, 2000, 2006). Tertiary institutions have adopted the new knowledges that have been created by the exigencies of new vocationalism (Billett, 2000; Boud & Solomon, 2000; Senge, 1991). As a result of government reforms, universities, which previously influenced academic fields in school curriculum, have challenged schools to now include vocational education (Billett, 2000; Boud & Solomon, 2000; Senge, 1991).

Subsequently, a new educational landscape of school reform has emerged. New vocationalism has been marked by the establishment of a Vocational Education and Training (VET) market with all stakeholders schools, technical and further education colleges,

universities, adult and community education colleges, industries and private providers all competing with each other to supply vocational education and training (Billett, 2000; Boud & Solomon, 2000; Senge, 1991). This, in turn has created a new learning scene, with all education and training practitioners working in new contexts. This has not only involved performing different forms of work, but also operating with different organisational norms, values and modes of conduct (Seddon, 2000; Chappell, 2001).

2.3.3 Implementing School Reform

Successful school reform has been about development and learning. When a collaborative climate and distributive leadership have been put in place, providing a unifying focus has proved important for implementing new reforms (Mulford & Silins, 2003;. Mulford, Silins & Leithwood, 2004; Silins & Mulford, 2002; Silins, Mulford, & Zarins, 2002). When there has been confidence, the leaders and the school have encompassed development, learning and change. The way forward for larger communities and schools in this new context has been to focus on learning at all levels (Billett, 2000; Boud & Solomon, 2000; Senge, 1991). These levels include students, teachers, leaders, the school community, and the extended community (Fink, Stoll & Earl, 2002).

To support learning at all levels and encourage school reform, positive educational cultures have been created (Annan & Robinson, 2005; Beaudoin, & Taylor, 2004). It has been evidenced that the school's capacity to get involved in and sustain the learning of everybody within the school and wider community has influenced school reform (Mulford & H. Silins, 2003; Mulford, Silins & Leithwood, 2004; Silins & Mulford, 2002; Silins, Mulford, & Zarins, 2002). When changes have started in systems without the capacity to sustain them, the changes disappeared when the change agent disappeared (Schlechty, 2001). Hence, schools and individuals within the school create their own reality when implementing school reform. It has proved important for the school to have a 'can do' culture, a belief that it was always possible to do better and that the school has the power to do so (Fink, Stoll & Earl, 2002). If leaders, teachers and students did not believe in themselves and their ability to be successful in what they set out to do, then they become frustrated (Senge, 2002). This impacts on the school's learning environment.

An important perspective on learning environments was the degree to which schools promoted a sense of community. Success depended upon connections at all levels, as well as the attention paid to interrelationships between activities and ideas as the school as a whole organisation became involved in collective learning (Beaudoin, & Taylor, 2004). Without commitment and a sense of purpose, authentic learning did not take place, and therefore, it has been concluded that motivation affected people's willingness to devote time to learning in a changing environment (Fink, Stoll & Earl, 2002).

It is important for the school to be both learning-centred and a learner centre (Brandsford, 1999). In the learning-oriented school, genuine learning has proven to be the goal in place of measuring achievement. Consequently, Beare, Ross, and Smith (2001) establish that such learning is more likely to be lifelong because it was internally motivated. Learning is powerfully influenced by the contexts in which it takes place, that is, schools, classrooms, the local community, and the national policy environment. Where necessary, Fullan (2001) maintains that it is about challenging ideas of others and beliefs, rather than taking these for granted. It has been imperative to understand these contexts and, where they could be found to be inhibiting learning, to challenge and question them especially when implementing school reform (Fink, Stoll & Earl, 2002).

In a changing world it has been critical to note that participants' learning has the potential to foster creativity. Consequently, in this context, in the climate of school reform, a learning school has been a creative school where taking chances have been encouraged, where people have felt empowered to take risks and to think outside the square (Fullan, 2004; Hargreaves, 2002). Therefore, in a learning environment, creativity has been used to create an aesthetic curriculum (Bentley, 2000; Fullan, 2004). This curriculum has been viewed as important because of the potential it has to offer for the development of learning while implementing new reforms (Fink, Stoll & Earl, 2002; Fullan, 2004).

2.3.4 Leadership and School Reform

Leadership, which has made a difference in implementing school reform, has involved not only the principal, but the teachers and administrative team. Successful leadership in reform times has been found to be successful when it was purposeful in creating a caring ethos, and where teachers and administrators felt valued and supported. Success was likely to occur when everyone was respected, encouraged, supported and involved in decision making (Mulford & Silins, 2003; Mulford, Silins & Leithwood, 2004; Silins & Mulford, 2002; Silins, Mulford, & Zarins, 2002).

School reform has seen a shift in educational responsibility from principals as sole decision makers to including other school leaders as well. Thrupp (2003) upholds that the principal however, has been pivotal in the school reform agenda. Furthermore, Blackmore (2004) argues that as external demands and the needs of students and teachers are increasing, the principal has had less time and direct involvement with pedagogical and curriculum. Therefore, at times reform, change and school improvement have left school leaders disillusioned and confused (Bolman & Deal, 1995). Although the instability has provided opportunities for leaders to accept, exploit and understand the new realities (Redding & Catalanello, 1994). Thus, Elmore (2004) agrees that the climate of change has brought with it some new opportunities within schools.

A most important area where leadership has also been required has been in the developing of cross-sectoral collaboration and partnerships outside of the school (Falk & Mulford, 2001; Hatcher, 2005). Central external influences on the schools' capacity for learning depended upon their local communities, broader community, political action and tone, professional learning infrastructure, and global change forces (Stoll, 1999). It has been perceived that real change in learning has depended on making connections with all sectors of the community, especially where building communities, inquiring, practising, and creating authentic experiences have been evident (Fink, Stoll & Earl, 2002).

Schools have a need to be challenged and supported in order to change (Fink, Stoll & Earl 2002). For this to happen, schools require external support from political alliances and their local community, as well as internal support from within the school community. This support is concerned with creating the conditions, opportunities and experiences for collaboration and mutual learning in order for successful reform to take place (Harris, 2001). Therefore, it is important for the public to support the improvement of all schools and to help enhance their capacity for learning as a way of keeping the culture strong and prepared for an uncertain future. This collective external responsibility is important because students are learning for a different world (Fink, Stoll & Earl 2002; Hargreaves, 2002; Hargreaves & Fullan, 1998).

2.3.5 Teachers and School Reform

Professionally enriching relationships between school administration and teachers have proven important in the development of teachers (MacNeill & Cavanagh, 2006). Teachers who have been offered the opportunity to examine their own beliefs and values rise to the occasion of leadership and lead positive change with their work colleagues (Ackerman, Moller & Katzenmeyer, 1996). Nevertherless, the empowerment and engagement of teachers is critical to the success of change implementation processes and reforms within schools (MacNeill & Cavanagh, 2006).

Reform initiatives have relied on leadership teams as a structure to guide the process of implementing reforms. This enables teacher leaders to take charge of shared ideas, facilitate working relationships, and generate enthusiasm as well as implement change and school reform (Rinn, 2003). When teachers feel their ideas have been heard and supported, mutual respect develops between administrators and teachers, and often this has resulted in improved student learning. Learners experience feelings of "trust and caring for others, along with a strong sense of self-efficacy and high regard for the mission of the school" (Beachum & Dentith, 2004, p. 280).

There has been a demonstrated strong link between improving student learning and teacher leadership (Harris, 2002; Harris & Chapman, 2002). The move to decentralisation and

providing teachers with opportunities to discuss school reform strategies has enhanced teacher commitment to the reform process (Harris, 2002; Harris & Chapman, 2002). However, evidence shows that increased shared decision making has made teachers' roles more stressful and complex (Crosswell & Elliott, 2004).

Active participation and increased teachers' commitment to school reform has had positive benefits on schools (Muncey & McQuillan, 1996). Importantly, encouraging teachers to become involved in the decision-making process from the beginning of the reforms resulted in an accountability that positively influenced the implementation. Literature has demonstrated that this was important in achieving successful classroom changes and thereby teachers became empowered to participate in curriculum, pedagogy, and assessment decisions. These results demonstrated a shift away from the traditional patterns of authority in schools (Bogler & Somech, 2004; Kessler, 2000; Leithwood, 2004; Short, Rinehart, & Eckley, 1999; Somech, 2005). By way of contrast, teachers who still perceived the top-down decision making process in a school were more likely to resist school reform changes (Kessler, 2000; Leithwood, Louis & Anderson, 2004; Short, Rinehart & Eckley, 1999).

Increasing teacher effectiveness has been the first step in accepting school reform and improving student achievement (Rowe, 2003). This in turn has resulted in teacher leaders experiencing an increase in expertise and confidence (Harris & Muijs, 2002). Kessler (2000); Leithwood; Louis and Anderson (2004); together with Short, Rinehart and Eckley (1999) agree that other teachers have been encouraged to take on greater responsibility, attempting innovative teaching pedagogies and as a consequence, supporting school reform. Hence, teachers have an impact on implementing school reform into the classroom.

Teachers have been shown to be key influencers of growth and change when implementing school reform. The conditions and habits that permitted teachers to work well together have contributed to the development of a professional community (Harris & Muijs, 2002; Lambert, 1998). This has demonstrated that when teachers work together they have displayed a shared purpose, participated in decision making, accepted joint responsibility for the outcomes of work, and engaged in collaborative work (Crowther, Hann & McMaster, 2001; Lambert, 1998). In these schools, teachers evidenced the capacity to influence, grow and lead in order to build school capacity (Frost & Durrant, 2002). Growth in individual capacity has brought about a change in roles and self-perception (Frost & Durrant, 2002, 2004). Therefore, the goal in supporting school reform has been to enable teachers to take responsibility for the classroom, school, community, and their profession (Fullan, 2001; Harris & Muijs, 2002). As roles have changed, relationships have changed and teachers have taken on new responsibilities (Lambert, 1998). Classroom teachers who took on the responsibility

for forming leadership capacity in schools have demonstrated a capacity to work towards school improvement and change (Fried, 2001).

Teachers are responsible for leading the way in reshaping the way knowledge is created and communicated (Frost 2004). Crowther, Hann and Andrews (2002) agree and maintain that collaborative cultures, cannot be force-fed and they are not motivated by external change where there has been little or no local input into the process. Also Fullan (1991, 1993b) asserts that teachers were not motivated by external change where there has been little or no local input into the process. Therefore, teachers have been seen as the instigators of change in the change process rather than the consumers of change.

2.3.6 Students and School Reform

Major social, cultural and political changes have impacted on the lives of young people, their families and their schools (Bolden, 2004; Deak, 2003; Giddens, 2003; Stanley, Richardson & Prior, 2005). Rapid advances in communication and technology have changed the concepts of space, time, place and community for students across the world (Cerulo, 2007; Scardamalia, 2002; Scardamalia & Bereiter, 2006; Walmsley, 2000). Consequently, life, society, school, and learning have changed and change itself is no longer predictable (Degenhardt, 2001). Hence, it has become a knowledge society in which students have been influenced by innovation, speed and constant openness to new learning (Bamford, 2004; Noble, 2002).

As students have moved into a different era, their needs have changed. In the knowledge era, it could be argued that human society and work have changed, and, therefore, this has impacted on what students need to know in order to prepare for life and work (Soros, 2002). Consequently, this has become the main concern for education in implementing educational reform (Fullan, 2004; Senge, 2002). External pressures have been on schools to fix social problems caused by change and to prepare students to live and work in a knowledge society. Hence, schools have been seen as the means through which social change can be effected (Cannon, 2004; Mackay, 2005).

Internal pressures from parents have increased expectations of the students and of the schools in which they attend (Cannon, 2004). As a result of information communication technologies, students have become different learners compared to their parents (Bamford, 2004; Campbell, 2000; Friedlander, 2004) where their style of learning was expected to be more controlled and self motivated (Bloomer & Hodkinson, 2000; Gee, 2003). Therefore, the complexity and pressures of the 21st century have influenced how schools meet the learning needs of their students.

External issues have impacted on student learning. The awareness of global and national issues, development of values, and commitment to communities, have all become as

important as cogitative learning for students (Beare, 2001; Mitchell & Sackney, 2001, 2005). Consequently, to ensure student learning is sustainable, engaging the leadership capacity of many people within the school has proven to be necessary. Therefore, it was the schools themselves that were in the ideal position to bring about educational change as a result of implementing school reforms. This process has been through leaders constantly reflecting on and learning from past experiences in order to engage with the current needs of young people (Beare, 2001; Senge, 2000).

For school reform to be successful, leaders must to be sensitive to the needs of their students. This has required a balance of student awareness by the teachers and administrator leaders, who have responded to the needs of their students and helped students become lifelong learners. It was essential for schools to self transform into entities of ongoing individual and community growth in order to implement school reform (Hargreaves, 2003; Mitchell & Sackney, 2000; Mulford, 2000; Senge, 2000; Silins & Mulford, 2000).

2.3.7 Justification for Research Question 2

Research has indicated that school reform is ongoing and that it is a central context for the changes in a school community. It can be argued that leaders play an important role in the process of implementing school reform in order for student learning to be sustainable. Therefore, this leads to the second question:

Research Question 2

What are the perspectives of the teachers and school leaders with regards to how the ETRF was implemented in the school?

Through the investigation of how the Education and Training Reform is implemented in a school, the role the principal, heads of department, and teachers play, will be explored. Teachers' and school leaders' perspectives of the implementation of the agenda will be examined.

This question is important as it provides an insight into how reform brings about change in a school community. This explores the teachers and leaders perspectives of how the diverse student needs are catered for (within an academic and vocational education context) in a rural school.

2.4 Teacher Change

The role of the teacher has changed and teachers' responsibilities have expanded outside of the classroom (Beare, 2001; Mayer, 1992, 2004; Reeves, 2004, 2007; Zimmerman, 2006). In new and uncertain times, teachers are required to reinvent themselves as lifelong learners, who are capable of coping with ongoing ambiguity and new ways of teaching (Hargreaves, 2003; Mayer, 2003; Skillbeck & Connell, 2004). This continuous change has been brought on by globalisation and society now requires teachers to be 'knowledge workers' with the capacity to develop, disperse and apply new knowledge (Mayer, 2003).

In the late 1980s and early 1990s, there was a growing approval of the interrelationship between quality teaching, quality learning and teacher professionalism (Denemark, 1985; Preston, 1996). It was believed that granting teachers full professional status would result in positive changes leading to improved learning outcomes and teaching practices. "A professional culture…results in better pedagogy, in which decisions are based on a guided philosophy about teaching and learning and a thoughtful sensitivity to the needs of students" (Ramsey, 2000, p. 16). Thus, there was a movement towards teacher professionalism which recognised that teachers were autonomous professionals, whose ultimate goal was to improve student learning, while at the same time being capable of taking on leadership roles (O'Donnell, 2005; Vick, 2009; Woodhead, 2000).

Shared decision making and teacher professionalism have been the key elements of school reform plans. It has been argued that "New times, (and) different challenges combined with conditions of uncertainty and ambiguity, require alternative ways of thinking about and engaging in the work of teaching" (Sachs, 2003, p. 12). Thus, professionalism has been founded on the principles of 'learning, participation, collaboration, cooperation and activism' (Sachs, 2003, p. 35) and therefore, educational leadership is not the solitary privilege of those with positional authority (Andrews, Crowther, Hann & McMaster, 2002). Teachers have been encouraged to take on leadership within and outside of the classroom.

2.4.1 Professional Development Influencing Change

The challenge for principals is to engage and influence teachers to participate in professional development in order to undertake school reform strategies (Lambert, 2002). Mayer (2003) argues that for some time, teachers have been required to collaborate with the school administration and the wider community in making decisions about the curriculum, budget, resources, and program management. Dillabough (1999); Hargreaves (2003); Watson and Hatton (2002, 2005, 2008) agree that teachers play an important part in successful school reform. Beare (2001) adds that teachers have been pressured into reinventing their professional practice and become involved in whole school management and leadership. Hence, the teacher has played a crucial role in the different contexts of the school.

Many elements and different school contexts influence the teacher's role in the school. The teacher's role is influenced by many things such as the personality of the teacher, school policy directions, support from colleagues and parents, decision making processes, and the nature of the students (Hargreaves, 2003). However, while this change is acknowledged as part of school life, the disposition of this change in the educational setting is frequently presented in conflicting terms (Crosswell & Elliott, 2004). As teaching is a complex and demanding profession, teachers need to sustain their energy and commitment for their work (Day, 2000; 2004). When change is in a constant flux, teachers are expected to be in an increased rate of professional development and personal adaptation (Day, 2000). Teachers are expected to become leaders, experience and cope with rapid change, and invest personal time and energy into making educational changes effective and successful (Watson & Hatton, 2002).

Teacher leaders who left the classroom for periods of time tended to see leadership as separated from classroom work. They viewed administrative tasks as the primary vehicle for leadership, which lead to teacher change (Rinn, 2003). Hence, the difference between in-class responsibilities and out-of-class administrative tasks was recognised (Muijs & Harris, 2007). It has also been suggested that those who remained in the classroom used curriculum and relationships as the vehicle and vision for change and actions in working with students (Rinn, 2003). At the same time, some teachers exhibited behaviours to influence colleagues or student performance within and beyond the classroom, without leaving the classroom (Muijs & Harris, 2007; Rinn, 2003). Teachers made the choice to stay in the classroom and provide quality teaching and learning.

Schools that are supportive of teacher leadership encourage teachers to be actively engaged in professional development activities. When administrators support professional development activities, teacher leadership is enhanced (Katzenmeyer & Moller, 2001; Steel & Craig, 2006). Thus, teacher leaders require opportunities for continuous professional development for growth to occur (Muijs, 2003; Muijs & Harris, 2007). It has been suggested that professional development programs should incorporate workshops focusing on mentoring, time management, action research and working collaboratively, in order to help teachers adapt to new leadership roles (Katzenmeyer & Moller, 2001).

Research has suggested that providing time for professional development is important for teacher leadership and teacher change (Katzenmeyer & Moller, 2001; Muijs & Harris, 2007). Giving teachers time to plan and talk together, write curriculum programs, and work on problems or new reforms are seen as essential for effective teacher leadership (Ackerman, Moller & Katzenmeyer, 1996; Beauchum & Dentith, 2004). Therefore, a more devolved approach to time management gives way to shared decision making processes, which lead to successful school reform (Muijs & Harris, 2007; Pellicer & Anderson, 1995).

Evidence from American research indicates that school based leadership, viewed in conjunction with the concept of the professional learning community, is also a basic for successful school reform (Andrews, Lewis & Crowther 2001; Mertler, 2002). Consequently, changes in power relations within the school, particularly the empowerment of teaching staff, is a necessary requisite to advancing quality learning (Gronn, 2000). Therefore, the most critical aspect of successful school reform is dependent upon teacher leadership, which is the key influence for ongoing successful organisational learning and teacher change (Andrews, Lewis & Crowther 2001; Andrews & Lewis, 2002; Blasé & Blasé, 2001). However, it is necessary to have collaboration between the principal and teachers for reform to be successful (Richards, 2002; Spillane, 2005).

The school's capacity to generate change is enhanced when teachers are viewed as leaders alongside their principals, and culture-building, school-wide learning and creation of school-wide pedagogy are influenced (Andrews & Crowther, 2002; Andrews, Lewis & Crowther, 2001). Parallel leadership engages teacher leaders and administrator leaders in collaborative action. At the same time, it encourages the fulfilment of individual capabilities, aspirations and responsibilities (Crowther Lewis, & Crowther, 2001). It leads to strengthened alignment between the school's vision and the school's teaching and learning practices. It facilitates the development of a professional learning community, culture building and school wide approaches to teaching and learning. It makes possible the enhancement of school identity, teachers' professional esteem, community support and students' achievements (Andrews & Crowther, 2002). Thus when teachers assume collaborative leadership roles within the school many positive outcomes are expected to follow.

2.4.1.1 Teachers embracing change

Teacher acceptance of change and their contributions to the discourse of school reform are essential to the success of the school improvement process (Crosswell & Elliott, 2004; Hargreaves & Fink, 2004). When teachers participated in school reforms of their own choice, the reforms were more likely to 'succeed'. Therefore, without the teacher's enthusiastic contributions, teachers were likely to agree to the reform principles to be imposed, but when their classroom returned to normality, teachers continued as they did before (Thrupp, Mansell Hawksworth & Harold, 2003).

It is critical for teachers to be central to the learning process. It is also important to have an understanding of the school's reform and become the changing force behind the school improvement strategies (Crosswell & Elliott, 2004; Swain, 2002). With teacher non-commitment to innovative school reforms, the process fails. A number of teachers have felt that their personal commitment to teaching was not being supported by current educational reforms, and, as a result, felt personally compromised. In some cases, school reform, which was a mandated change, was reversed at a later time (Bywaters, 2003). Hence, it seems that

there is a reluctance of teachers to embrace change (Crosswell & Elliott, 2004; Hargreaves & Fink, 2003).

Teachers are the key influencers of growth and change within a school (Watson, 2005; Wenglinsky, 2000). The conditions and habits that permitted staff to work well together contributed to a professional community (Harris & Muijs, 2002). Such communities were places in which staff had a shared sense of purpose, participated in decision making, accepted joint responsibility for the outcomes of work, and engaged in collaborative work (Kyriakides, 2005, 2006; Lambert, 2002). Thus, they had the crucial capacity to influence, grow and lead in order to build school capacity for continuous school improvement (Frost & Durrant, 2002; Zmuda, Kullis & Klein, 2004).

For school reform to succeed, teachers are seen as the leaders of change in the change process (Fullan, 1991, 1993b). The power of knowledge shared in schools and the need for increased knowledge by administrators, policymakers and teachers was important to sustain and improve the wider moral and social environment of society (Fullan, 2003a; Kalantzis, 2003). Hence, teachers are responsible for leading the way in reshaping the manner in which knowledge is created and communicated in implementing school reforms (Frost & Durrant, 2002).

2.4.1.2 Generation of teacher change

Australia is facing a future with an aging workforce (Dempster, Sim, Beere & Logan, 2001; Ministerial Council for Education Employment Training and Youth Affairs, 2003). It looks as if teacher commitment decreases progressively throughout their careers (Dempster, Sim, Beere & Logan, 2001; National Board of Employment, Education and Training, 1990; Jurkiewicz, 2000). Baby boomers, born between 1946 and 1964, tend to approach retirement with a range of strategies to prolong their working lives including becoming involved in part time work. Consequently, this group of teachers may find ways to remain enthusiastic in their work during the last years of their career (Ministerial Council for Education Employment Training and Youth Affairs, 2003). Generation X, born between 1965 and 1980, and generation Y (who are now entering the workforce), are the generations seeking a balance between their personal life and life at work (Ministerial Advisory Committee for Educational Renewal, 2004). With fewer people entering the workforce, education systems will need to find strategies for developing, retaining and managing the workforce. This includes a concerted effort to retrain and retain older teachers in order to help them to change in this demanding educational environment (Elliot & Crosswell, 2001).

In the current climate of constant reform and increased accountability, some teachers are able to maintain their commitment to education. They flourish in spite of educational challenges (Hattie, 2003), while other teachers are overwhelmed by the new demands (Day, 2004; Watson & Hatton, 2002). It transpires that a progressive decrease in commitment may

affect the teacher's willingness to implement changes in the school environment and decrease voluntary participation in extra-curricular activities (Fraser, Draper & Taylor, 1998; Watson & Hatton, 2002). Therefore, teacher acceptance of change and their contributions in implementing school reform are essential for the success of school improvement (Harris & Lambert, 2003).

2.4.2 Teacher Change and School Reform

Political and economic pressures have been placed upon schools as a result of Government reforms. Schools are expected to ensure that students have the necessary skills to make a contribution to society (Leithwood, Lewis, Anderson & Wahlstrom, 2004; Robinson, & Lai, 2006; Timperley, 2005; Swain, 2002). Thereby, teachers are expected to do more than capitalise on the formal learning opportunities in schools. They have the responsibility to enable students to learn how to contribute meaningfully to society (Anderson, 2002; Atkinson, 2000; Beare, 2001; Darling-Hammond, 2000). Consequently, as schools have undertaken numerous waves of change, the growing list of accountabilities has impacted on the work of the teacher (Lewis, 2002). Accordingly, research evidences that teachers and their colleagues supporting each other in a collaborative culture of learning, seem more likely to embrace school reforms and classroom initiatives (Andrews & Lewis, 2002; Blasé & Blasé, 2001; Drake & Miller, 2001) as compared to when their supervisor or principal was the primary leader for the school (Levine, 2005).

The collaborative approach to school reform helps teachers to realise that they too are the learners in a learning organisation (Butt, Lance, Fielding, Gunter, Rayner & Thomas, 2005; Blasé & Blasé, 2001; Bloom & Stein, 2004). This approach facilitates the conditions for teachers to improve and develop their own teaching practices. Within such a collaborative culture, the individual teacher and his/her relationship with others, are the focus and the driving force for effective change (Beare, 2001; Crosswell & Elliott, 2004; Crowther, Kaagan, Fergusion & Hann, 2002; Harris, 2002). In this paradigm, the key factor of implementation is the individual teaching situation such as the classroom, and the key agent is the individual teacher (Hargreaves, 2003; Hargreaves & Fink; 2004). Teachers can become the prime movers and partners, the actors and defenders, and, if they work in a collaborative culture, they can also engage in reflection (Harris & Chapman, 2002). This can be interpreted as an evaluative dialogue that enriches the self and enhances professional practice (Butler, 1992). Change moves out of a happening mode and into a process when reflection takes place.

Change for Vocational Education Teachers in the senior school may mean experiencing the authentic experience that industry can provide. Therefore, Falk and Mulford (2001) argue teachers in the senior school may be required to focus their professional development in a wide range of industry training practices and often are required to manage, and re-engage students, who have been disillusioned by past school experiences. As a result, teachers

become experienced in the implementation of an additional and diverse route of engagement for students (Cavanagh & Dellar, 2002; Falk & Smith 2003).

Within vocational education, teachers are involved in the interpretation and application of vocational education training plans for students (as determined by the particular training package used). This is a concern for some, as teachers are called on to be experts with competency-based training and assessment and its application on a case-by-case basis (Falk & Smith, 2003). They must be able to cope with the demands of an integrated flexible training program as students interact in the workplace and receive off-campus industry specific training (Falk & Mulford, 2001). Teachers need to understand and apply assessment protocols for students training on and off the job, understand the complex senior certification process used to formally acknowledge the performance of Vocational Education and Training (VET) of students and to participate in personal up-skilling to meet industry standards (Falk & Smith, 2003). Hence, Klee (2002) agrees that the new role as a vocational education teacher also involves participating in public relations activities to promote VET in schools for students, parents, employers, and the wider community. Thus VET teaching has become more challenging.

Working in the vocational education field has become much more demanding (Falk & Mulford, 2001). The growth in participation in VET, and the corresponding increase in demands on available resources and burnout of key staff, hinder the achievement of quality outcomes, for the staff and students involved (Anlezark, Karmel, & Ong, 2006; Falk & Kilpatrick, 2000; Falk & Mulford, 2001; Klee, 2002). Recruitment of new staff into positions without adequate support and unrealistic workload expectations is recognised as poor human resource practice, but often it is a choice between that and not offering VET to the students (Falk & Smith 2003; Johns, Kilpartick, Falk & Mulford, 2000).

2.4.3 Justification for Research Question 3

Teachers are the key influences of their own growth and change. The challenge for school leaders is to engage and influence teachers to undertake school reform strategies. Also, the acceptance of change and teacher contributions to the discourse of school reform, are essential for the success of the school improvement process. Therefore, this leads to question 3:

How do teachers change as a consequence of the Education and Training Reform?

This question is important if we are to consider how teachers changed when new mandated practices were implemented and the effect this had on school reform.

2.5 Teacher Pedagogy

Factors such as economic restructuring, unemployment, globalisation, drought and environmental change impact on teaching and learning in rural schools (Bourke & Lockie, 2001). Rural teachers respond to the challenges in rural communities (McConaghy & Burnett, 2002) differently to those in urban contexts. The Human Rights and Equal Opportunity Commission's Report (Commonwealth of Australia, 2000) identified lower retention of country students, their prolonged travel times in attending school, the restricted range of subject choices, their overall lag in performance compared to urban students, and the higher rates of turnover of teachers in rural schools. Also, the academic achievements of students in rural schools have been identified as uneven due to absenteeism and high suspension rates of students (Doherty, 2005).

Consequently, the obstacles which face teachers include limited learning activities and minimal opportunities to participate in the generation of new pedagogic knowledge (McConaghy & Burnett, 2002). Within rural teaching, mobility is an issue. The relocation of both students and teachers from place to place is common in many rural areas. This has an impact on teacher pedagogy and practice (Bernstein, 2000; Urry, 2000a, 2000b).

2.5.1 Teacher Pedagogy in Rural Schools

Pedagogy is determined by the place, as teachers are constrained by the context within which they work (Ball, 2006; Bernstein, 2000; McConaghy, 2002). Teachers in schools that have classes of students with little English, have to adapt their pedagogy to the context of the situation. Teachers in rural communities who have classes with high rates of absenteeism, students from different cultural backgrounds, or students with a diverse range of learning needs, also need to adapt their pedagogy (Bourke & Lockie, 2001; Boylan, 2002; Hargreaves, 2001). Access to professional development for teachers, who strive to meet the meets of such a diverse range of students, also depends on distance, cost and time, as well as the availability of casual relief for classes (Bernstein, 2000; Britzman, 2003, 2007).

Teachers may view themselves as good rural teachers when they are capable of giving their students a wider world experience. Overcoming the obstacles of time, distance and cost, as well as improving the learning outcomes of students, is a challenge (McConaghy, 2002; Kiggings & Gibson, 2002). Consequently, the process of learning or developing creative and current pedagogies, often involves recontextualising practices within the complex social dynamics of place (Berliner, Biddle, Castells, Blackwell, Dixon, Pimlico, Giroux, Routledge, & Gladwell, 2003;.Gruenewald, 2003). Hence, the process of developing knowledge of pedagogies in rural schools is dependent upon the teacher's professional development and ability to adjust pedagogies to meet particular contextual needs (Bernstein, 2000; Bourke &

Lockie, 2001; Boylan, 2002). As well as classroom practices, student behaviour has an influence on teacher pedagogies.

2.5.2 Teacher Pedagogy and Classroom Management

Examination of literature highlights that student behaviour and classroom management are skills acquired by teachers over time (Brownhill, Wilhelm & Watson, 2006; Bryer & Main, 2005). For effective teaching, a myriad of situations and tasks are required to be managed everyday in the classroom. It is through practice, and willingness to learn from mistakes and critical feedback, that effective classroom management is acquired (Baills, Bell, Greensill & Wilcox, 2002; Britzman, 2003, 2006; Brownhill, Wilhelm & Watson, 2006). It is perceived that the teachers who actively engage in teaching and learning from a platform of interest, development readiness, need and personal style are successful in classroom management (MacKenzie, 1998; Zyngier, 2005).

Scaffolding through teaching experience permits the teacher to develop a deeper understanding of their pedagogy which continually develops throughout the teacher's life in the classroom (McConaghy, 2002). However, scaffolding alone does not assist teachers with a coping mechanism to deal with educational change or reform (Fullan, 2000; Zyngier, 2005). At the same time, the teacher's role in facilitating active and focused learning in this time of change affects the students' level of motivation for future learning (Bryer & Main, 2005).

There is also an indication that positive student behaviour is a result of positive classrooms and this is created by teachers who actively engage students (Hattie, 2003). To effectively provide teaching and learning for a diverse range of students, teachers need to be flexible in their methodologies, time, resources, classroom space and approaches towards teaching (Tomlinson & Allan, 2000). However, some teachers insist on a single approach to classroom teaching and do not take into consideration that senior education is a time when students are being asked to embrace self-directed learning (Cuttance, 2001). These attitudes impact on the quality of teaching and learning in the classroom (McConaghy, 2002; McConagyh & Bloomfield, 2004).

2.5.3 Teacher Pedagogy and the Student Learner

The teacher is important in influencing student conceptual and attitudinal outcomes (Goodrum, Hackling & Rennie, 2001). Understanding the important elements of quality classroom teaching and learning, in terms of teacher knowledge and classroom practices, has an effect on student outcomes (Gilpin, Bodur, & Crawford, 2009; Little, 2003; Tobin & Fraser, 1988; Wenglinsky, 2002). The classroom environment factors (Fraser & Treagust, 1986), and general formulations that include teacher orientation and beliefs, influence teacher effectiveness on student learning (Goodrum, Hackling& Rennie, 2001; Tytler, Waldrip & Griffiths, 2004). Teacher change and development is also associated with how well

a teacher performs in the classroom under the constraints of change, and how well they are engaged in quality teaching and learning (Guskey & Huberman, 1995; Goldsmith & Schifter, 1997; Hargreaves, 2001; Hargreaves & Fullan, 2000; McConaghy & Bloomfield, 2004).

Professional development is a means whereby teachers can develop the quality of their teaching strategies within the classroom. Improvement through professional development occurs in the course of workshops and conferences that focus on particular elements of school activities and ideas, practices, skills and content knowledge (Baills, Bell, Greensill & Wilcox, 2002; Bourke & Lockie, 2001; Guskey, 2002; Ramsey, 2000). Learning new pedagogies enables teachers to engage with new technologies to promote student learning and school reform (Hargreaves & Fink, 2004; Hargreaves & Fullan, 2000, 2008). To support teacher development, it has been found that a changing view on the role of the classroom teacher and their pedagogies is necessary (Drake & Miller, 2001).

Classroom teaching has moved to where factors outside of the classroom are impacting on what occurs within. Decentralisation of services and reforms have forced the teacher to be more collaborative with colleagues, as well as with outside agencies (Harris & Lambert, 2003; Luke, Elkins, Weir, Land, & Carrington, 2003). This movement has had implications as the teacher becomes a leader in learning. Now teachers are called upon to teach students how to solve problems and be life-long learners (Greenberg, 2004; Mertler, 2002). This change in the role of the teacher impacts greatly upon teacher pedagogy (Denzine, Cooney & McKenzie, 2005).

Attempts to reform education depend upon the knowledge, skills and commitment of teachers. Teachers need to know not only how to implement new practices concerning basic teaching functions, but also how to take ownership for implementing these practices (Burden & Byrd, 2007; Potter, Reynolds & Chapman, 2002). Anderson (2002) and Tomlinson and Allen (2003) agree that the complexity of managing student learning and teaching is improved by effective administration and organisation of time to plan and organise frameworks of learning. However, Spillane (2005) argues that teachers develop a routine approach to planning in the formative years of teaching and such habits may prevent a teacher from modifying pedagogical practices to address individual student needs. Thus, there are increased pressures on teachers to make a pedagogical shift.

Teachers are being called upon to make the paradigm shift from 'instruction delivery' to 'facilitating learning' in their classroom and to provide the next generation with the attributes of a life-long learner. Consequently, the inference for schools is significant (Mostert, 2001) and pedagogical practices will be required to reflect this shift (Spillane, 2005). The educated person will be someone who continues learning throughout life and has learned the skills on how to learn from their former school years. As a result, the pedagogical challenge for teachers is foremost, as knowledge is being redefined to include theoretical knowledge,

analytical knowledge, and the processes of critical thought, analysis and synthesis (Burden & Byrd, 2007).

Teachers who welcome change will become responsive as they consider why and what they do in their lessons. Educators who believe that their role is an instructional delivery position and not a learning facilitation could find the classroom disheartening (Mostert, 2001). Consequently, teachers who contemplate change in their pedagogy will determine their strengths and will examine their practices (Burden & Byrd, 2007; Mostert, 2001).

Some argue that quality student learning does not occur until quality learning and development is achieved and sustained by all teachers (Fullan, 1994, 2002). Others acknowledge that teachers require a depth of knowledge about their subject matter (Ash & Persall, 2000; Tanck, 1994) and that knowledge of an effective pedagogy and learning theory must also be included. Therefore, professional knowledge should be grounded in the individual's belief about what constitutes good teaching procedures (Fullan, 1994, 2005).

Teachers need to have a capacity to generate knowledge (Anderson, 2002; Andrews & Lewis, 2002) and a knowledge-based competence is foundational to education. Consequently, the capability of an effective teacher is to cultivate a style which can empower the teacher to integrate pedagogy, knowledge and learning theory into professional practice (Ash & Persall, 2000; Tanck 1994). It can be advocated for a collaborative approach by teachers to conceptualise knowledge through the development of a school wide pedagogy (Andrews & Lewis, 2002; Cotton, 2003; Tanck, 1994) when implementing school reform.

2.5.4 Justification for Research Question 4

Effective pedagogy incorporates a palette of teaching strategies that support student learning. These include the ability to recognise individual differences, promote wellbeing of students, teachers, and the whole school community. In implementing these strategies, teachers engage in intellectually challenging curriculum while working in a supportive engaging environment.

Therefore, while improving student outcomes, school communities are required to be learning organisations where teachers and students are engaged collaboratively in learning. Therefore, conversations about pedagogy and knowledge need to be at the centre of the school's professional culture when implementing school reform. This leads into the fourth question:

How does the Education and Training Reform influence teacher pedagogy?

This question is important if we are to consider the ways teaching impacts on the learning of a diverse range of students.

2.6 Summary of the Chapter

Traditionally, the focus of school decision making has rested solely with the principal. With the increasing complexity of school life, it has become necessary to distribute leadership responsibilities amongst staff members (Bulach, Malone & Castleman, 1995; Frost & Durant, 2004; Linn, 2003). The need to develop shared leadership where each teacher has a major stake in the decision making processes is seen as a major thrust of current developments in schools (Frost & Durant, 2004).

There is a renewed focus on educational leadership because the outcomes of schooling are coming under greater scrutiny. There is also a strong interest in how school leaders influence outcomes and how the contexts of educational leadership are more complex as a result of educational reforms (Gronn, 2000; Leithwood & Riehl, 2003). It has been indicated that there can be challenges supporting teacher leadership development (Chesterton & Duignan, 2004). These include time constraints, motivation, lack of professional development opportunities, and unsupportive work conditions (Anderson, 2002, 2005; Harris, 2002).

The concept of teacher leadership enables teachers to be empowered and able to take greater ownership of student learning. This also allows a focus to be placed on teacher professionalism and has proved to be a positive strategy in the promotion of authentic school reform (Bloom & Stein, 2004; Boucher, 2003). Previously, school improvement focused on the role of the principal as a means of implementing school reform, but contemporary studies have indicated that collaboration amongst school community members is a more sustainable strategy for educational reform (Beachum, 2004, 2008; Bloom & Stein, 2004; Butt & Retallick, 2002).

In summary, the research identifies concerns over the principal's growing workload. In light of this development, the role of teacher leaders has been shown to be an important strategy for supporting principals (Anderson, 2002; Frost & Durrant, 2004) in implementing school reform. The challenge for school leaders is to engage and influence fellow teachers to undertake school reform strategies (Fullan, 2006). Acceptance of change and the acceptance of teacher contributions to the discourse of the school reform is essential for the success of the school improvement process (Blasé & Blasé, 2002; Fullan, 2001, 2006).

Effective pedagogy incorporates a palette of teaching strategies that support classroom environments. These include recognising individual differences and promoting wellbeing of students, teachers, and the whole school community (Queensland State Education, 2010). In implementing these strategies, teachers engage with intellectually challenging curriculum while working in a supportive environment. Accordingly, implementing effective pedagogies into curricular reform helps to establish a connection between quality teaching and improved student performance (Cuttance, 2001; Zyngier, 2005, 2008). Therefore, while improving

student outcomes, school communities are required to be learning organisations where teachers and students are engaged together in learning (Darling-Hammond, 1999, 2000). Conversations about the knowledge age and pedagogy need to be at the centre of the school's professional culture when implementing school reform. (Gore, Ladwig, Griffiths & Amosa, 2007; Gore, Griffiths & Ladwig, 2001; Luke, 2003).

This literature review has led to the development of four significant research questions which will assist in illuminating the research problem. The purpose of this study is to explore, analyse and synthesise research studies and related literature pertinent to the implementation of Queensland's Education and Training Reform. The study purpose is also to examine the impact the reform has had on teachers and administrators in one secondary school. However, when researching the literature on the impact major reforms have on schools, it became apparent that there was a deficiency of literature relating to the impact on schools where both vocational education and traditional curriculum were both offered in the senior school.

The research questions highlight the considerations to be addressed while investigating this study. The questions were:

(1) What leadership is in practice in the implementation of the ETRF?
(2) What are the perspectives of the teachers and school leaders with regards to how the ETRF was implemented in the school?
(3) How do teachers change as a consequence of the Education and Training Reform?
(4) How does the Education and Training Reform influence teacher pedagogy?

Chapter 3: Design of the Research

3.1 Introduction

The purpose of this chapter is to justify and describe the research design adopted to explore the impact Queensland's Education and Training Reform for the Future (ETRF) has had on teachers and administrators in one secondary school. The setting for the research was Rural Queensland and the data was collected from teachers and administrators. Green Ridge State High School has undergone significant changes in the last five years as it was compelled to cater for a broader range of students in the senior secondary years. This research begins to document many of the issues the school faced as it began to implement the ETRF agenda.

The research study was situated within the theoretical framework of symbolic interactionism. This framework provided a structure in which to conduct and analyse research, and link theory to the practical aspects of school life.

The research questions that focused the research design were:

(1) What leadership is in practice in the implementation of the ETRF?
(2) What are the perspectives of the teachers and school leaders with regards to how the ETRF was implemented in the school?
(3) How do teachers change as a consequence of the Education and Training Reform?
(4) How does the Education and Training Reform influence teacher pedagogy?

3.1 .1 Context for the Research Design

The ETRF (Education, 2000) represents a major change process for Queensland's education system. The proposal sought to align education, training, and employment for young people and aimed to improve young people's senior phase (Year 11 and 12) experiences through access to a broader range of learning options. Consequently, the school involved in this research study had to reposition itself not only as a provider of learning, but also as a source of tailored learning for individual students.

Prior to 2003, the Queensland Government produced a number of research-based reports such as *Queensland State Education 2010, The Pitman Report,* and *The Gardner Report.* In 2003, the Senior Phase Reform Trials commenced in seven regions across Queensland, and by the end of 2005, this had grown to include the whole state (Harreveld, 2008). The outcome for the school in the research study was that, from 2006, a new 'compulsory participation' requirement meant that all students had to participate in 'learning or earning'. Subsequently, there was a need to cater for a broader range of students who remained at school. The ongoing challenge for Green Ridge State High School was to cater for both an academic stream and a vocational education and training stream of curriculum. This situation

led to the question: How do teachers and administrators negotiate the perceived call for changes to pedagogy and curriculum provision within the school? Within this climate of major change, the purpose of this study was to investigate the impact this change process has had on teachers and administrators.

The researcher adopted an interpretist design to explore how teachers and administrators reacted to the implementation of the ETRF agenda within the school community. In order to understand their lived experiences in the context, the epistemological framework of constructionism was utilised. The constructiontionist epistemological framework elicits interpretive accounts of phenomena (Candy, 1998). Hence, the study called for a qualitative approach that allows the researcher to gain meaning which participants have constructed from the events they have experienced (Crotty, 1998). For this reason, this approach seemed appropriate as it took into consideration individual situations and viewpoints that were constructed from personal experiences in coping with Education Queensland's change agenda in their lives (Crotty, 1998). Hence a qualitative, interpretive study approach is fitting as "social realities are constructed by the participants in their social settings" (Glesne, 1999, p.5). Because the introduction of a reform agenda within a school context is predominantly a social process, the theoretical perspective that informed the data analysis was symbolic interactionism, and the methodology utilised was case study. Case study not only complemented the epistemological and theoretical perspectives of constructionism and interpretism, but allowed an in-depth understanding of how teachers and administrators responded to and met new challenges associated with the reform agenda within their natural context (Choudhuri, 2004; Glesne, 1999; Parker, 2004).

3.1 .2 Overview of the Chapter

This chapter consists of four main sections. First, the theoretical underpinnings of the research are outlined, and second, the research methods and methodology used in the study are described and justified. This is followed by a description of how the data was analysed and how the ethical considerations of the study were addressed. The chapter concludes with an overview of the research questions.

Table 3.1 provides detail on the research design and the links between the choice of methodology and data gathering methods, and the theoretical underpinnings of the research. It offers an overview of the four elements of the research design for clarity of understanding. The following text addresses each one in turn.

First, epistemology explains the reason why the constructionism paradigm is appropriate to underpin the study. Second, the theoretical perspective is used to delineate a logical process for the study, including the adoption of interpretivism and symbolic interactionism. Third, the

rationale for using case study as the research methodology is offered; and lastly, a number of data gathering strategies are explained.

Table 3.1 *Theoretical Framework*

EPISTEMOLOGY	Constructionism
THEORETICAL PERSPECTIVE	Interpretivism Symbolic Interactionism
METHODOLOGY	Case study
DATA COLLECTION METHODS	Survey Semi-Structured Interviews Informal Interview Focus Group

3.2 Theoretical Framework

All research is underpinned by a theoretical framework. This framework provides an overarching direction on which to focus the research. It offers a lens through which the conduct of the research is viewed and thereby justifies the structure for implementation. Consequently, the framework emerges from the articulation of the research questions, which were gained from an understanding of the research problem, which in turn guides the research process.

A theoretical perspective is based on constructing an understanding of the human race, and, therefore, the philosophical assumptions that guide the research are related to beliefs about "the nature of reality and the nature of the human being in the world" (Denzin & Lincoln, 2000, p. 157). It also encompasses a way of looking at the world, how that knowledge is understood and gained through people, and what the knowledge of the world means to those concerned (Denzin, 2000). Therefore, a constructionist epistemology (Arminio, 2002; Crotty, 1998; Guba, 1994), using an interpretative perspective, frames this research. Meaning was developed from the interaction and engagement with participant teachers and administrators. The individuals shared their journeys, experiences, and challenges, and the researcher interpreted those understandings (Denzin, 1994).

Drawing on the traditions of constructionism, the study included the teachers' and administrators' views on leadership, change and reform to allow the researcher to understand perspectives of individuals. This research is focused on the authenticity and meanings which the administrators and teachers have assigned to their experiences, while attempting to adapt to change and reform in their working environment. For this reason, constructionism was adopted.

3.2.1 Epistemology: Constructionism

The epistemological stance of constructionism seeks to understand how an individual makes sense of experiences. The basis of constructionism is that truth is not revealed, rather it is constructed (Crotty, 1998; Schwandt, 2000a, 2000b). As human beings make sense and engage in the world in which they live, they develop "subjective meanings of their experiences" (Cresswell, 2003, p. 8). These meanings are developed through interactions with other people and are "transmitted within an essentially social context" (Crotty, 1998, p. 42), and more sophisticated constructions emerge over time (Guba & Lincoln, 1994); hence the term social contructionism. Therefore, constructionism acknowledges realism in a personal and subjective way as teachers and administrators engage with the world they are interpreting (Cresswell, 2003; Crotty, 1998).

The Senior Phase Education and Training Reforms (Education, 2000) are about young people in schools. For the purposes of this research, administrators and teachers have been

asked to share their understandings and practices about the way these reforms help young people and the impact the reforms have on curriculum and pedagogy. This particular study seeks to understand reality through the eyes of teachers and administrators as they make meaning of their reality in the context of reform. The ways in which the world is viewed by schools undergoing educational change is through "social artifacts, products of historically situated interchanges among people" (Gergen as cited in Schwandt, 1994, p. 127). As participants construct meaning through social cultural frameworks, as shared understandings and practices (Schwandt, 1994, 2000b; Sciarra, 1999), these meanings are used to interpret their world and to make sense of their lives. Through the interaction of the interpretative stance taken by the teachers and administrators and the researcher, meanings are explained and knowledge is seen as being individually constructed (Crotty, 1998; Taylor, 1998b). Furthermore, in relation to a studied phenomenon, it is expected that teachers and administrators may have different meanings. As individuals act within a social environment, multiple perspectives can emerge. The exploration of these emergent issues lends itself to an interpretivist perspective.

3.2.2 Theoretical Perspective

A theoretical perspective justifies and ensures that the methodology and data gathering strategies are congruent with the research purpose (Crotty, 1998). It structures the research design and gives direction for data collection. At the same time, it provides a basis on which the analysis of the data can proceed. Consequently, the theoretical perspective permits the "complexus of assumptions" (Crotty, 1998, p. 66), which are concealed within the research methodology waiting to be understood.

As this study involves an understanding of the professional and personal perspectives of teachers and administrators, and their motives and viewpoints, an interpretivist lens was adopted. This perspective helps to understand how individuals in a social setting construct the world around them (Choudhuri, 2004; Glesne, 1999), what meaning is relevant to them, and how they experience daily life (Neuman, 2000). Interpretivism is suitable in exploring the teachers' and administrators' experiences in dealing with the impact of educational reform. Interpretive research reflects a concern with the "meanings people attach to things in their lives" (Taylor & Bogdan, 1998, p. 7), and is a holistic way of understanding people's perspectives, values, and beliefs that influence behaviour (Candy, 1989b; Charon, 1998, 2001). An interpretive approach provides those being researched with the power to challenge the structures and constraints in education, which impact on their working lives. This approach allows the researcher to understand the nature of the interaction of the teachers and administrators within a specific education environment, namely the school (Gubrium, 1998; Holstein, 1994, 1995).

Through interpreting, individuals understand and negotiate their contexts. Consequently, the interpretivist generates meaning from the teachers' and administrators' behaviour and understandings (Holstein & Gubrium, 1994). Within the interpretivist paradigm several approaches to research have been developed. Symbolic interactionism based in the interpretivist research philosophy guided the research documented in this thesis.

3.2.3 Symbolic Interactionism

This research invites sharing of the personal knowledge of teachers and administrators gained through their interactions with peers within the school environment. As a result of this specific learning environment, an interpretation of their shared experiences can only be articulated and understood through the common use of language and symbols derived from the school environment (Charon, 1998). Therefore, in this study, the particular interpretive theoretical perspective informing the research is symbolic interactionism. It is appropriate to use this framework to understand the meanings of the teachers' and administrators' shared experience.

Symbolic interactionism as a perspective focuses on the individual and tries to understand human actions (Charon, 1998). Hence, the key assumptions are that "people transmit and receive symbolic communication when they socially interact, people create perspectives of each other and social settings, people largely act on their perspectives, and how people think about themselves and others, is based on their interactions" (Neuman, 2000, p. 60). Consequently, for the purpose of this study, the interpretive version of symbolic interactionism has strengths in making accessible to the reader each participant's lived experience, their actions, voices and emotions (Charon, 2001; Denzin, 1994, 2007a; Vidich, 2001). Three principles that are catalytic to using symbolic interactionism have been identified. First, the way people behave towards each other and the objects in their environment are based on the meanings that they give to these (Blumer, 1980, 1986; Brown, 1986; Byrne, 1997).

Second, communication is a symbolic process since communication takes place through language and symbols. Symbolic interaction thus stresses the ongoing relations one has with others and how such interactions may contribute to the person's personal beliefs and behaviours (Byrne & Heyman, 1997). Third, meanings are developed through social interaction and modified through interpretation (Blumer, 1969). This guides an understanding of the way in which people deal with meanings constructed from social interactions and are the deciding parameters that underline the focus for symbolic interactionism which guides this study.

Teachers and administrators, therefore, create their own culture through the meanings they attach to language, rituals and routines (Hollingsworth, 1999). They are also influenced in

that interpretation, by their culture, which defines their attitudes and work role (Byrne & Heyman, 1997). Language is important because "a sensitive understanding of people's lives requires shared symbols, meanings and vocabularies" (Madriz, 2000, p. 840). Thus, from symbolic interactionsim, reality is viewed through perspectives which filter how everything is interpreted and perceived (Charon, 1998).

Understanding the perspectives of individual teachers and administers and documenting the issues they face as new reform is introduced in their school, highlights the gap between staff experience and espoused rhetoric about the importance of this reform to Queensland education. It is acknowledged that, within the context of this research, teachers and administrators are continually adjusting their understanding of phenomena as new information is interpreted. Thus, in the reconstruction of such subjective viewpoints, symbolic interactionism is the most appropriate theoretical perspective for analysing the social world within an educational environment.

3.2.4 Research Methodology – Case Study

This research adopts a case study methodology as it revolves around a single event over a period of time (Griffee, 2005; Hitchcock, 1995). The single event is the educational reform which is being implemented in the school. This offers the opportunity for the researcher to explore phenomenon or case study bounded by time and activity (that is the educational reform) and collects detailed information through a variety of data collection procedures over a period of time (Merriam, 1998).

The term case study has been used to describe the exploration of a contemporary phenomenon in a real life context (Yin, 2003b). In this study it is the implementation of educational reform within one school. This case study is a descriptive record of the teachers' and administrators' experiences and their behaviours. 'Case study' has been used generically to describe experiences of an individual, group, or phenomena (Sturman, 1997) as a bounded system, "a thing, a single entity, a unit around which there are boundaries" (Merriam, 1998, p. 27), or as an 'intregrated system' (Stake as cited in Bassey, 1999, p. 27). A case may also be defined as a specific group of people or a social unit, (Bassey, 1999; Huberman, 2002; Miles, 1994) a single individual, or a preferred a group of individuals so that depth can be obtained through "within and among case analysis" (Cresswell, 1998, p. 66) as this study does. Furthermore, case study design, because of its extensive analyses and description of phenomena, aims to gain a deeper understanding of the phenomena and of the meaning which those involved in the study give to their experiences (Creswell, 2000; Merriam, 1998, 2002b; Stake, 1994, 1995, 2005).

For this research, a case study offered this researcher the opportunity to develop an understanding and a detailed description of a particular phenomena, the impact of

Queensland's educational reform on teachers and administrators in the context of a secondary school. It was appropriate to use case study as an orchestration for this research because it provided not only the means by which existing theories and beliefs about educational reform can be tested, but also the opportunity for the researcher and participants to develop theoretical positions on educational reform (Sturman, 1997). Finally, the study utilised multiple methods to gain a detailed understanding of the case and to "capture the complex reality under scrutiny" (Denscombe, 2003, p. 38). This is a major strength as it assists with ensuring validity or trustworthiness of the data (Denscombe, 2003, 2008).

Increasingly, educational research has employed qualitative methods in the search for data to inform practice. The qualitative research has encouraged educators to realise that "there are multiple realities and that a single reality should never be taken for granted in establishing socially constructed meanings" (Burns, 1990, p. 10) Therefore, it was appropriate to use case study methodology for this research (Burns, 1997b; Stake, 1994).

3.2.5 Data Gathering Strategies

The fourth element of the theoretical framework details the data gathering strategies utilised to answer the research questions. The data collection techniques used in this qualitative study were guided by the research design. These techniques were flexible, subjective, and interpretive, as well as emphasising exploration and discovery of meaning (Sarantakos, 1998). Within a case study, data are gathered in several ways. These include documentation, archival records, direct observation, participant observation, physical artefacts and interviews (Yin, 2003b). Within this case study, four methods were utilised in order to gather and organise data: survey, semi-structured interviews, a focus group interview, and document analysis. The predominant technique utilised in this research were semi-structured interviews and the survey, with the other techniques playing a minor role. Key aspects of these techniques are delineated in the following sections (Sarantakos, 1998; Yin, 2003a).

3.2.5.1 Survey

The survey instrument was devised to serve as the first step in collecting data. Closed and open-ended questions were included. Closed questions allow the participant to choose from a limited number of fixed alternatives devised as a Likert scale (Burns, 1997a, 1999). The advantage of these questions is that they allow greater reliability of data and ensure each participant responds in a manner that is most suitable for the study. They may also have the potential to encourage participants to list responses that are not appropriate (Burns, 1997b). By contrast, open-ended questions contain items that supply a frame of reference for the participants' answers. Responses from participants on the survey can be assessed

collectively to see how they share beliefs, attitudes, and behaviours (Punch, 2003; Silverman, 2005).

The purpose of the survey was to discover how the Education and Training Reform (Education, 2000) impacted on teachers at Green Ridge State High School. The survey instrument consisted of four parts. Part A sought to ascertain the professional context of staff and included a set of demographic questions. Part B focused on gauging participants' understanding of the Educational Training Reform's Agenda. Part C assessed teachers' knowledge and opinions of the Queensland Education and Training Reforms for the Future (ETRF). Finally, Part D aimed to gather insights into teachers' experiences with the current reform.

As well as allowing cross referencing of other data collection strategies used in this study, responses from the survey helped to refine the structure of the interview processes and informed the development of the interview and focus group questions. The survey devised to initiate this research is presented in Appendix G.

3.2.5.2 Semi-structured interviews

Individual interviews were used to collect data from teachers who were not part of the focus group. The interview checked emerging themes and verified emerging theory from the surveys. This constituted a cascading approach used for the data collection.

Interviews involved a face-to-face interpersonal situation in which the researcher/interviewer asked respondents (teachers and administrators) questions designed to elicit information pertinent to the research hypotheses. This was a valuable technique as it allowed the researcher to gain an understanding of the participant's perspective because the researcher could not observe the participant's feelings and thoughts (Merriam, 2002b). The technique was also flexible and could be adapted to a wide variety of situations (Punch, 2003). Interviewing was an important strategy for a case study as it allowed the researcher/interviewer to probe into the world of the participant. Hence, interviewing was the primary data gathering strategy of this study.

At the same time, interviewing could be a "conversation with a purpose" (Kahn & Camell, as cited in Marshall & Rossman, 1999, p. 108) and not simply asking questions and receiving answers (Taylor & Bogdan, 1998). Consequently, interviewing is considered as one of the most dominant ways of understanding others (Cannell, 1981; Gillham, 2000; Johnston, 1995; Marshall, 1999b; Punch, 2003). Also, to understand people, "we must discover the content of their minds – the beliefs, wishes, feelings, desires, fears, intentions" (Minichiello, Aroni, Timewell & Alexander, 1995, p. 22). For this study, the principal, one academic head of department, two academic teachers, one vocational education head of department, and two vocational education teachers were asked to share their stories and expertise. By doing so,

these participants contributed valuable information from within the context of the school and classroom (Marshall, 1999a; Minichiello, 1995; Taylor, 1998a).

The semi-structured format was chosen to create a comfortable environment. This enabled an atmosphere to be created where rapport and trust between the participants and researcher developed (Barriball, 1994; Burns, 1997a; Longhurst, 2003; Wengraf, 2001). The first group of interviews at the beginning of the study were semi-structured, and, as specific information was required from the seven participants, a relaxed, semi-structured approach was appropriate (Merriam, 1998, 2002b; Patton, 1990). This interview style allowed the participants to disclose their views on specific concepts to help align the research context and its influence on interpreting the data (Merriam, 1998). The interviews were guided by a set of questions (see Appendix H and I) but "neither the exact wording nor the order of questions were predetermined" (Merriam, 1998, p. 93). The construction of these questions was informed by responses to section F of the initial survey.

The second round of interviews for the seven participants were open-ended, unstructured (Burns, 1997), informal, or conversational (Patton, 1990) interviews with each person. The benefit of using the informal interview which was used at the end of the study, is in its ability to be used in spontaneous circumstances. This may yield rich detail about the interviewee's insight of the incident, during the "natural flow of the interaction" (Patton, 1990, p. 280). This form of interviewing allowed the researcher to take advantage of the participants' willingness to divulge their perspectives into their understanding of educational reforms. Unstructured interviews were appropriate as one method for data collecting because they provided opportunities for the researcher to unpack the perspectives of the seven participants on different topics and allowed them to discuss their meanings.

All interviews were audio-taped to permit the researcher to focus on interactions with the individuals during the interview. The interviews lasted approximately 1 hour and they were later transcribed to provide a full and accurate record. It has been sometimes suggested to paraphrase and make summaries of interviews, because of the volume of data and the time taken to transcribe (Bassey, 1999) but, in this study, the interviews were transcribed in their entirety, to allow the researcher the opportunity to be absorbed in the participants' experiences. The transcription and their emerging themes were shared at subsequent interviews. This sharing contributed to the validation of the data collected.

3.2.5.3 Focus Group Interview

Focus group interviews are a variation of in-depth qualitative interviews. The researcher employed focus group interviews as a research tool, as interviewing is one of the most common forms of data gathering in qualitative studies in education (Merriam, 1998). Participants are interviewed together in an exploratory group discussion format where the emphasis is on the interactions between participants rather than between the researcher and

the participants (Wilson, 1997). The significance of this procedure is on group dynamics and group interaction to uncover "data and insights that would be less accessible without the interaction found in the group" (Morgan, 1996, p. 12), and to allow individuals to engage in experiences, dialogue, shared opinions, ideas, and debate with each other (Madriz, 2000; Midtgaard, 2006). Therefore, focus groups are more likely to recount their experiences, beliefs, and responses with others with whom they share common frames of reference (Kidd, 2000; Morgan, 1993, 1996).

Focus group interviews give the researcher an opportunity to engage in verbal interchange with participants in order to discover their feelings and opinions regarding a range of study-related issues. The primary purpose of interviews as a data gathering exercise is to find out "what is in and on someone else's mind" (Patton, 1990, p. 278). Not only do interviews provide significant data in a short time, but research indicates that focus group interviews are well suited to "uncovering the complexity of layers that shape thinking" (Madriz, 2003, p. 383). The interaction between the participants is useful for providing a method of articulating rich data that reflects the different experiences and beliefs (Charon, 2001; Madriz, 2000, 2003).

The advantages of focus groups are that they: are highly efficient in allowing individuals to work out differing views (Patton, 1990), can be used to generate and give further insights into questions (Dickson, 2009; Ho, 2006; Litosseliti, 2003a, 2003b), and are time saving and cost effective requiring fewer transcripts (Duggleby, 2005; Gibbs, 1997; Kidd, 2000; Morgan, 1993, 1996). The effectiveness is enhanced when they are used in conjunction with other data gathering techniques (Morgan, 1996). However, despite perceived strengths of the focus group, the researcher has less control over the interview process and the data generated (Anfara, Brown, & Mangione, 2002; Calnan & Tadd, 2005; Dickson, 2009; Marshall, 1999b; Morgan, 1996). Therefore, to increase the effectiveness of the focus groups, the researcher is encouraged to have careful planning and organisation (Ho, 2006; Litosseliti, 2003a).

For this study, the focus group comprised two academic and two vocational education classroom teachers who were brought together by the researcher to discuss a selected topic in a non-threatening environment (Wilson, 1997). The questions asked in this interview were constructed according to the themes arising from the interviews with the 7 participants including the principal, two heads of department, and four teachers (see Appendix I). According to suggested protocol, at the outset of the session, participants were supplied with the study aims, and, after the data were analysed, focus group participants were provided with a summary of preliminary findings including emerging themes (Litosseliti, 2003).

The significance of using such groups is that natural discussion occurs between individuals who feel comfortable with one another, thus leading to naturally occurring data (Kitzinger, as cited in Wilson, 1997). Hence, the focus group interview, which was carried out at the end of the study, demonstrated synergy within the group, adding insight and depth (Anderson, 1990).

3.3 Participants

The time period for data collection was over a nine month period within the first and fourth terms of a school year. Participants' availability determined the time period for collection of data from each participant. Non-probability sampling determined selection of the participants most appropriate for this qualitative research study (Merriam, 1998). Appropriate sampling decisions strengthen the soundness of the study, and are important (Marshall, 1999a). To understand a particular phenomenon, it is not always possible to study all relevant individuals intensely and in depth (Marshall & Rossman, 1999). Once the case has been identified, then the sample within the case needs to be selected before the data gathering can take place (Merriam, 1998). These samples are drawn from the wider population and are identified by the boundaries of the phenomena being studied. As there is always a limit for any sample, some individuals are invited to participate and others need to be excluded (LeCompte, 1993, 2000; Ritchie, 2003).

In this study, as is often the case in qualitative case studies, two levels of sampling were required (Merriam, 1998). The case, or school, was selected, and then the participants within the school. As a case study is a bounded system, the selection of the sample was limited to full time teaching staff from Green Ridge State High School. This decision was based on the belief that the selected school personnel were the ones who would have greatest responsibility for implementing the ETRF agenda in the classroom context. All members of staff were invited to participate in the initial survey. Purposeful sampling was utilised for the selection of the two groups, namely, the seven case studies and the four staff involved in the focus group. Merriam (1998) referred to purposeful sampling, being "based on the assumption that the investigator wants to discover, understand, and gain insight, and therefore must select a sample from which the most can be learned" (p. 61).

The first group of individuals selected for in-depth interviews comprised the principal, two heads of departments and four teachers. It was assumed that the heads of department possessed comprehensive knowledge about their faculties. One head of department was responsible for 'vocational education' and the other for 'academic education'. The four teachers were representative of the two areas of education, with two working in the vocational education department and two in the academic area. Semi-structured interviews were used at the beginning of the year and a more open informal format at the end of the year.

The second group of participants comprised another four classroom teachers who were the focus group. These teachers were also representative of vocational and academic education. The focus group was interviewed at the end of the year with an informal interview format being utilised. The inclusion of the classroom teachers in the data gathering process was based on the belief that the classroom teachers would provide more pragmatic perspectives

of the school's position than might school administration. Ultimately, it is the classroom teacher's responsibility to implement the reforms in the classroom, even though the leaders within the school may be facilitating the process. Table 3.2 below provides background information for all participating staff.

Table 3.2 provides details of the participants selected for in-depth study.

Table 3.2 *Research Participants*

Data Gathering Strategy	Participants	Number	Gender	Number of Years Green Ridge SHS.
Survey	Staff (administrators/teachers)	24	11 female 13 male	
Semi-Structured Interviews	Principal	1	Male	New Principal
	Heads of Department			
	Academic	1	Male	>10 yrs
	VET	1	Female	>10 yrs
	VET Teachers	1	Male	5-6 yrs
		1	Female	>10 yrs
	Academic Teachers	1	Female	3-4 years
		1	Female	7-10 yrs
Interview Focus Group	Academic Teachers	1	Female	3-4 yrs
		1		>10 yrs
	VET Teachers	1	Female	1-2 yrs
		1		7-10 yrs

The 24 staff who participated in the survey were all full time staff at Green Ridge State High School. The seven staff selected for the semi-structured interview formed the seven case studies reported in Chapter 5. These participants were interviewed twice, first at the beginning of the school year and then nine months later. The focus group interview occurred at the completion of the case study interviews. The four teachers involved in the focus group interview were different from the four case study teachers. Questions asked in the final interview related to the case study themes with an aim to ascertain how prevalent these issues were within the wider school community. Figure 3.1 presents the sequence of the data gathering and the instrument used, the participants, data gathering purpose, and time frame.

Instrument: Survey
Participants: Full time teachers within the school
Purpose: Indentify 'whole' school issues when
                   implementing ETRF
When: Term 1

Instrument: Semi-structured interviews
Participants: 7 case studies
Purpose: Investigate the research questions
When: Term 1

Instrument: Focus group interviews
Participants: 2 academic teachers and 2 VET teachers
Purpose: Illuminate the themes identified by the case
                   studies
When: Term 4

Figure 3.1. Sequence utilised in data gathering.

3.4 The Researcher

Literature has described the qualitative researcher as being interested in understanding the meaning people have constructed about their world through their experiences (Merriam, 1998, p. 6). The qualitative researcher must be careful to avoid making mistakes, allowing personal biases to interfere with the research or missing opportunities. It is acknowledged that the researcher's influence can manipulate the interpretation and approach of the study (Creswell, 2000, 2007; Ollerenshaw, 2002). The qualitative researcher is also limited by the fallibility of being a human being and therefore should avoid these pitfalls by being a sensitive observer, a good communicator, and one who tolerates ambiguity (Merriam, 1998, p. 23). Consequently, it is recognised that an interpretive study could be prejudiced by the values and background of the researcher, and it is important to recognise that this may influence the interpretation of the data.

At the time of the study, the researcher was in a deputy principal position at the school. While the researcher was familiar with the professional standing of the participants prior to the study, their selection was voluntary. During the course of this study, the researcher's professional relationship with the participants provided familiarity, acceptance, mutual trust, and rapport between them and the researcher.

3.5 Analysis of Data

The narrative/descriptive analysis was employed as an interpretivist data analysis strategy for this research. Data analysis is a "dynamic and creative process" throughout which researchers strive to gain a deeper understanding of what they are studying (Taylor & Bogdan, 1998, p. 141). Therefore, data analysis was ongoing and interpretive with the researcher keeping account of emerging themes, reading and re-reading transcripts, and developing concepts to make sense of the data (Anafara, Brown, & Mangione, 2002; Baptiste, 2001; Taylor & Bogdan, 1998). Furthermore, attempts to encapsulate stories by interpreting the customs and traditions of the school through reported understandings, experiences, and other data, resulted in a learning episode for the researcher (Glesne, 1999; Parker, 2004). The narrative/descriptive analysis method was chosen to illuminate each story in this interpretive, symbolic interactionist study. In the first instance, survey responses were collated and analysed before all interviews were transcribed.

The first step in interpretive analysis was to become familiar with the data in an intimate way by reading the surveys and then the transcripts, followed by immersing oneself in the data (Bryman, 2004; Creswell, 2000; Marshall, 1999b; Maxwell, 2007). The process involved recording the data, transcribing and editing, and constructing the new reality produced by the text. This complemented Wellington's 'Constant Comparative Method for Analysing Qualitative Data' (Wellington, 2000).

The stages in making sense of qualitative data were undertaken using Wellington's simplified version of the 'Constant Comparative Method for Analysing Qualitative Data' (Wellington, 2000). The constant comparative method of analysing qualitative data utilised the inductive category coding with an immediate comparison of all components, in order to gain meaning (Glaser, 1977, 1978; Haney, 2002; Strauss, 1990). Therefore, as each new component was selected for analysis, it was compared to all existing components. Subsequently, the components were categorised and coded within similar components. However, if there were no similar components of meaning, a new category was formed (Maykut & Morehouse,

1994). Figure 3.2 presents the stages involved in this process (Wellington, 2000, p. 141).
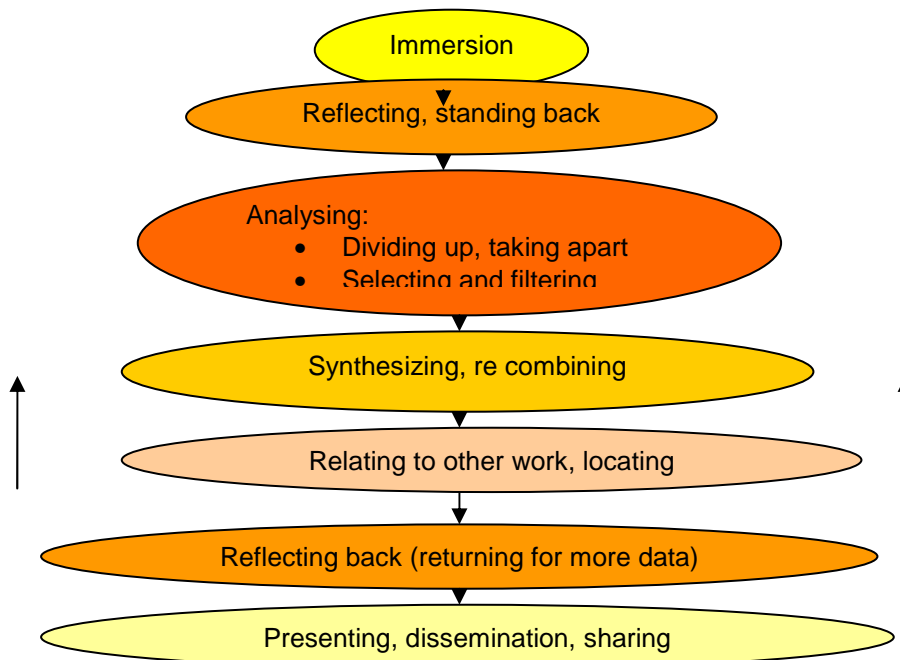
Figure 3.2. Wellington's general stages in making sense of qualitative data.

During Stage 1, each survey and interview was analysed using Wellington's simplified version of the 'Constant Comparative Method for Analysing Qualitative Data' (Wellington, 2000). The constant comparative method of analysing qualitative data combined inductive category coding with a simultaneous comparison of all units of meaning obtained (Glaser & Strauss, 1967). As each new unit of meaning was selected, it was compared to all existing units and was then categorized and coded with similar units. If there were no similar units of meaning, a new category was formed (Maykut & Morehouse, 1994).

In Stage 2 each individual case/story was described in a report as "A qualitative, inductive, multi-case study seeks to build abstractions across cases" (Merriam, 1998, p. 195). This next phase of data analysis was the interview phase involving the analysis of the individual interviews. In this phase data represented as transcripts of interviews that occurred at the beginning and end of the study. This was analysed, categorised and compared with the existing data gathered from the survey.

Stage 3 involved cross-case analysis which was carried out after the reports for each case/story were written. While initially a large volume of data was collated, the interpretative nature of sorting and selecting during collection stages made the data more manageable as it progressed to analysis. "A qualitative, inductive, multicase study seeks to build abstractions across cases" (Merriman, 1998, p. 195).

Finally, Stage 4 involved the refining process, whereby the process is repeated using Wellington's stages of analysis to finish with a narrative/descriptive report. Once the analytic

coding, data reduction, and axial coding was carried out, the researcher focused on classifying and categorising data in order to make connections, meanings, and themes from the initial analysis (Dickson-Swift, 2007; Liamputtong, 2005).

Table 3.3 displays the process of the case study data analysis.

Table 3.3 *Process of Case Study Data Analysis*

Stage	Process
Stage 1	Analysis of data for each case/story using Wellington's table of analysis
Stage 2	Narrative/descriptive report given as an analysis for each case study
Stage 3	Cross case analysis again using the table of analysis
Stage 4	Narrative/descriptive report given for cross case/story analysis

The researcher through interactive analysis (Baptiste, 2001; Dey, 1993) endeavoured to see the processes that are common across the case study, thereby developing sophisticated descriptions of the similarities in the context (Miles & Huberman, 1994 order). Table 3.3 describes the process of case study data analysis. A sample of the process of analysis is illustrated in the section pertaining to leadership from the first interview with P1, the principal at the school (see Figure 3.3).

Stage 1 Data coding and distillation

Example Interview with P1

I believe the leadership characteristics they'll speak about would support many things, not only school reform. I think the essential characteristics of leadership are firstly, **that the leader in a school knows that they're working with people. School is many different people with many different needs. It's student to staff, both non teaching and teaching staff** *and I believe the characteristic is that people count. It doesn't matter how many there are, it always* **comes down to individuals**. *I'm an individual and I like to be considered as an individual. So if we link the question to pathways for students, our school may have 627 students at the moment. It's so easy to think on mass. I always consider in my office, when it comes to the crunch, it's usually myself and one other student and it's their needs that are crucial at the time. So a leader has to* **focus on individuals** *but be able* **to organize a whole school around the needs of those individuals to support school reform**. *I think the other characteristic is that the leader needs to be up to date. They need to be someone who has the time management skills to stay in touch with what, not only the school agenda but each year's agenda and the state agenda and that means that it can be so easy in the business of life to get, yet another email or another piece of paper and just say look I'll file that, electronically or otherwise. I can read it later. That doesn't work. One needs the skills to be on, it sounds cliché but on the cutting edge of what's happening. To what's there, to know what will work in the context of this school, to know what won't and then one gets a sense of reform or a particular strategy or initiative that will work to be able to ask the key questions. What do we already know? What do we need to know? Who can we ask to find out and therefore implement those things? Other leadership characteristics I believe, there can be many reforms in many areas and the skill to be able to balance the many demands that are on schools with the fact that time is always limited and not to be able to take on so many things, that each one only gets a fragment of one's time and nothing of quality ever gets achieved. So I think within the range of what we consider the ETRF agenda, and from a secondary context, we think of the four platforms of those reforms, we consider those that affect the early phase of learning, the middle phase of learning, the senior phase of learning and the use of ICTs and the use of Information and Communication Technology, that link all those together, I believe that each of those have their own action plans and sets of strategies. There are a myriad of things to do. I think the effective school leader who's supporting school reform is once again able to sift through those and consult with staff, decide what is important and what isn't, what's already happening and what isn't already happening and what needs to happen and to get a definite plan for those.*

Figure 3.3. Coded extract from the first interview with the principal.

In Stage 2, individual case/story was described in a report as "A qualitative, inductive, multi-case study seeks to build abstractions across cases" (Merriam, 1998, p. 195). Stage 3 involved the cross-case analysis which was carried out after reports for each case/story were written. While the large volume of data was initially collated, the interpretative nature of sorting and selecting during the collection stages made the data more manageable as the analysis stage progressed. Finally, Stage 4 involved the refining process, or repeating the process, using Wellington's stages of analysis to finish with a narrative/descriptive report. Once the analytic coding, data reduction, and axial coding was carried out, the researcher

focused on classifying and categorising data in order to make connections, meanings, and themes from the initial analysis (Liamputtong, 2007; Liamputtong & Ezzy, 2007).

Stage 2 Coding of themes

Example Interview with P1

REL Leadership supporting school reform is perceived as relational

PER Leadership supporting school reform is personal

ORG Leadership supporting school reform is perceived in terms of organisational skills

FDIR Leadership in terms of school reform is perceived in terms of future direction/ vision.

Figure 3.4. Coded themes which emerged from the first interview with the principal.

The key themes that emerged from this section of transcript were: Leaders require skills to support school reform and schools are made up of individuals. The conclusions were: Leaders work with and support individuals; schools are organised around students' needs; and leaders need to have the skills to be up to date. The distillation of themes across all case studies resulted in the following codes being developed about leadership.

Table 3.4 presents the subthemes identified with perspectives of leadership. Data themes were further analysed as subthemes emerged.

Table 3.4 *Stage 3 Generation of Subthemes across Case Studies*

Subthemes for Leadership Identified Across the 7 Cases

Subthemes

Individuals	Skills and Knowledge	Vision
Different people	Up to date	Plan for the future
Different needs	On the cutting edge	Recognise reforms and plan strategies for future
One on one	Time management	
People count	Know what will work	Providing pathways
Focus on individuals	Know what won't work	
Motivating	Action plan	
Encouraging professional development	Strategies in place	
Balancing act	School focus	
Personal time	politics	
Pathways opportunities		
Sharing of views		
Developing programs		
Looking after beginning teachers		
Empowering		
Consultation		
Sharing ideas		
Supporting		

The next table illustrates this process.

Table 3.5 *Stage 4 Development of a Story Report and Conclusions*

Leadership characteristics that support school reform are perceived to be **relational.**

Leadership is about valuing and encouraging individuals.

Leadership is about taking care of individuals.

Leadership characteristics that support school reform are perceived in terms of having **competency.**

Leadership requires knowledge, skills and organisational competency.

Leadership characteristics that support school reform is perceived in terms of **empowering.**

Empowering others to work towards a common goal, supporting and consulting with them

Leadership characteristics that support school reform are perceived in terms of having **a vision for the future.**

Leadership is about having a vision and direction and providing pathways for students

The refining processes led to the final coding category and through continuing the coding process, the story of the case study was put together (Liamputtong & Ezzy, 2007).

3.6 Rigour

There is debate across paradigms regarding the definition of validity and "what constitutes rigorous research" (Lincoln & Guba 2000, p. 178). In qualitative research, rigour is about making sure that the raw data collected and processed is credible (Lincoln, 2001, p. 25), but there is no single 'correct' interpretation of data in qualitative research (Morse, 2002; Wolcott, 1990, 1994). "What you say you have observed is, in fact, what really happened" (Shank, 2002, p. 92). Qualitative research builds on relationships with participants, promoting justice, taking stances, and enabling that work be judged accordingly (Creswell, 2000; Denzin, 2007b; Golafshani, 2003; Guba, 2000; Patton, 2002; Shank, 2002, 2004).

What gives the qualitative research its rigour is the "researcher's presence, the nature of the interaction between the researcher and participants, the triangulation of data, the interpretation of perspectives, and the rich, thick descriptions" (Merriam 1998, p. 150). Confirmability, dependability, credibility and transferability are appropriate criteria for assessing qualitative research rigour and quality (Anafara, 2002). Within qualitative research, the constructivist research paradigm links the notion of rigour of the research method with issues of authenticity and trustworthiness (Hanley-Maxwell, 2007; Marshall & Rossman, 2006; Toma, 2006).

3.7 Verification

It is imperative in educational practice to trust that educational research is valid, reliable and ethically produced (Merriam, 1998). In case study, rather than reliability and validity, it is trustworthiness that establishes the integrity of the research. Therefore, an important deliberation in all aspects of the research design was ensuring trustworthiness was included in the way in which data was collected, analysed, interpreted, and presented (Merriam 1998). Furthermore, trustworthiness improves when techniques are put into place to check on the inquiry process, and, therefore, to allow the direct testings of interpretations and findings (Guba & Lincoln, 1994).

Hence, throughout the research, data generation, and analysis phases of this interpretive qualitative study, a conscious effort was made by the researcher to be fair. As all "research is concerned with producing credible and dependable knowledge in an ethical manner, being able to trust research results is especially important to professionals in applied fields, in which practitioners intervene in people's lives" (Merriam, 1998, p. 198). For this reason, the role of the researcher was that of both instrument and author (Patton, 1990). Considerable care was taken so that fairness was always ensured and "analytic openness on the grounds of refutability and freedom from bias" (Anfara, Brown, & Mangiaon, 2002, p. 28) endured.

Trustworthiness is the extent to which research aligns with claims being made, (Bassey, 1999), and that the data was authentic, and analyses conducted correctly (Carspecken, 1996; Hardcastle, 2006). Establishing a 'strong chain of evidence' and making connections between the research questions, data analysis, and conclusions drawn from the data help establish validity (Borg, 1999; Lindner, 2001). This was achieved in the research study by maintaining an 'audit trail' – sustaining a complete documentation of the research process utilised throughout the case study (Borg, Gall and Gall, 1999).

Trustworthiness was also assured through the researcher's engagement with the data, in the course of which the emerging issues and themes were triangulated. Data collected from the interviews were audio recorded, transcribed and coded for emerging themes. Hence, as themes arose from the analysis of the interviews, peer review was undertaken to ensure that any findings were congruent with the data interpretation. Consequently, these themes were also referred back to the participants in order to validate them. This ensured that the views of the participants were consistent with the perspectives of the researcher, and provided an opportunity to correct any biases that may occur as a result of the researcher's role within the school.

Through the use of a number of data sources to form themes or categories, evidence was corroborated (Creswell, 2000). Therefore, the use of the many sources of data within the case study permitted the researcher to present a more credible conclusion as "a multi-

method triangulation approach to fieldwork increases the validity of evaluation data" (Paton, 1990. p. 245). This strengthened the findings because the different perspectives provided support for the findings (Keeves, 1997).

In this study, triangulation was achieved through the comparison of data obtained from surveys, individual semi-structured interviews, informal interviews, focus group interviews, and document analysis. 'Member checks' were undertaken with the participants to confirm and clarify stories. All interviews were tape recorded and transcribed, and participants were asked to reflect on the transcriptions and clarify where needed. The process of confirmation also ensured that multiple levels of analyses were achieved. Therefore, trustworthiness was achieved through a process of triangulation, member checks, prolonged engagement with the data sources, peer examination of findings, and the identification of any biases as a result of the researcher's role: "This process provided an audit trail, which furnished rich, thick descriptions" (Merriam, 2002, p. 31).

It is recognised that because individual awareness is not a static and fixed construct, triangulation will not always yield exact consistent replicas of data (Merriam, 2002a; Patton, 1990). However, the inquiry was not to seek the truth about the impact of educational reform on a school, but to gain an understanding of the participant's perceptiveness and awareness of education reform, and how it is impacting the school (Denzer, 1997). Furthermore, the researcher, using a combination of data collection techniques, increased validity as the strengths of one method can compensate for the weakness of another strategy (Marshall, 2006).

The creation of a formal, retrievable data base, in which all evidence is collected during the course of the research and is stored, served to increase the validity of the case study (Yin, 2003b). Hence, a data base of evidence was maintained and consisted of the researcher's transcribed notes, interview transcriptions, and survey results. A clear chain of evidence was maintained and therefore any external observer should be able to follow the process from the research questions through to the findings or conclusion of the case study. The researcher achieved construct validity and augmented the overall quality of the case by ensuring that the evidence that was collected was accurately portrayed and appropriately examined in order to reach the conclusions (Yin, 2002; 2003b). Attention has been given to the maintenance of the database so that it was able to facilitate the establishment of the evidence, thus providing richness and accuracy (Anderson, 1990).

It can be concluded that the real validity of the research study lies in its effectiveness and scope, or the degree to which it resonates with the understanding of the reader. The true value of case study lies in its uniqueness (Janesick, 1994; Tobin, 2004; Whittemore, 2001) and the process of giving back the case study to the individual participants for further consideration. These attributes contributed to the validity of the study by ensuring that dialogue was maintained between participants, the researcher, and the data.

3.8 Ethical Issues

As the data collection was conducted in the school in which the researcher worked, particular ethical considerations were needed. The researcher felt that by abiding by the Education Queensland's ethics requirements and the researcher's personal professional standards, the researcher carried out the study at the highest ethical standard. As a member of the school leadership team, the researcher was called to act in a highly professional manner at all times, demonstrating discretion and trust from staff, students, and parents within the community. With this in mind, this research study was guided by ethical principles that contributed to the trustwothiness of the data (Silverman, 2005).

The nature of this study required an emphasis on a respectful relationship between the researcher and participants. This relationship involved mutual support and trust (Lincoln & Guba, 2000). Throughout the research, participants were treated with respect and honesty. Therefore, the approach to ethics underlying this study adopted key ethical issues of respect for researcher-participant relationships and the professional standards relating to data collection, storage and dissemination of findings (Merriam, 1998).

Ethics codes have been established to regulate issues common to all research. Protecting the basic rights of the participants requires that ethical research balances the value of advancing knowledge with issues of confidentiality, privacy, informed consent, protection from harm, ownership of data, and appropriate consideration regarding how findings are reported and/or published (Bassey, 1999, Merriam, 1998). Two ethical clearances were granted before this interpretive research was conducted. These were an ethical clearance from the Australian Catholic University and one from Education Queensland. These clearances are essential before initiating the research because inadequate clearances can compromise potentially good research (Aguinis, 2002; Erickson, 1986).

In accordance with the requirements of the Research Ethics Committees, all participants received a letter of information detailing the research study and their rights as participants, together with the right of withdrawal at any time. They all signed a form signifying that this information was provided to them preceding their participation in the individual and focus group interviews. Copies of the letter to participants (Appendix C) and ethics application are provided (Appendix A and B). From the beginning of the research an honest relationship was initiated between the researcher and participants as this is essential if the researcher is to gain valid insights (Erickson, 1986). Regularly throughout the research study, the participants were reassured that the researcher's intention was not to judge or evaluate them. Notes from the interviews were checked with the participants at follow-up interviews, thus providing the participants the opportunity to correct the record and agree for the particular data to be used. All data collected was stored in a locked filing cabinet.

Participant anonymity was addressed by using pseudonyms in order to protect the identity of all participants. This was taken seriously and genuinely adhered to in order to gain and maintain the trust and co-operation of all participants. This was especially true for those who were otherwise reluctant to reveal their personal beliefs and reflections. Individuals were also informed of their right to access their accounts throughout the study. This was important because access to their stories broadened the perspective of the case study (Chilcott, 1987; Everhart, 1977; Magoon, 1977).

An ethical consideration, relating to the integrity of the research project, was my relationship with the participants. Since all participants were at the same school where I was acting deputy principal, it was likely that I would know most of the participants. At first, I was concerned about seeking their permission to participate in the study because I believed ongoing relationships might contribute to researcher bias towards the data. However, after consideration, I believed that my professional relationship with all of the participants would not compromise the study due to the soundness of the research design which included an audit trail to establish the case records, triangulation methods to validate the data, and the up-front declaration by the researcher.

3.9 Limitations and Delimitations

Limitations are research issues that are outside of the researcher's control, whereas delimitations are within the researcher's control. Limitations to the research study have already been detailed with respect to the possible weaknesses of case study, reliability of the data collection, and researcher bias. In addition, it is acknowledged that the case study was set in a specific context where the researcher was acting deputy principal. Therefore, the notion of reliability of the study, that is the extent to which it can be replicated, does not fit with this case study. The study could be done again, but may not necessarily achieve the exact same result.

A delimitation of this study is that only one rural school was chosen as a case study school and only a small number of participants were chosen to be interviewed. Within the school, the 'academic' and 'vocational education' heads of department and some of their teachers were the main foci of the study. The small sized school with 650 student enrolments and 58 (full time and part time) teaching staff limited the number of staff who agreed to participate in the survey. Members of the focus group and those interviewed individually were deliberately chosen because of their subject areas within the school.

3.10 Overview of the Research Design

Chapter 3 outlined the methods used to collect data and described the participants from whom the data was collected for this study. The purpose of this chapter was to justify and describe the research design adopted to explore the impact the Queensland's Education and Training Reform had on teachers and administrators in one secondary school. The setting for the research was in rural Queensland and the sample included teachers and administrators. Responses to catering for a broader range of students in a senior school were investigated as this school had undergone significant changes during the previous five years.

Table 3.6 provides a summary of the research design which outlines the plan for how the research questions are connected to the data, the gathering tools for collecting information, and a timeline for the research process.

Table 3.6 *Overview of the of Research Design*

Timeline	Interpretive process	Data Collection	Data Analysis
January 2003 – December 2005	- Literature review - Identify relevance, problem and purpose of the study - Establish a research design - Develop research questions	Collection of published Education Queensland documents	Identification of Education Queensland's documented expectations of Education and Training Reforms
February 2006 -	Ethical Approval Application ACU		
July 2005	Ethical Approval Application Education Queensland		
January 2005 - February 2006	- Boundaries for the case are established - Interview prompts are developed	Teaching staff are identified at a rural school as potential participants.	
February 2006		Invitations to participate in the research are sent to potential participants with a survey.	
February – March 2006		Twenty-four participants responded to a survey.	

March 2006	Selection of 7 participants for detailed case study		
March 2006	- Initial interview undertaken with seven participants - Validation of themes in light of research questions - Follow-up interview where participants verified the initial themes	Semi-structured Interviews commence. These were audio taped and transcribed.	- Contemporaneous data analysis begins and continues. - Tentative themes emerge and are confirmed or disconfirmed by participants. - Participants clarified comments in their transcript.
December 2006	- Final interview undertaken with 7 participants. - Validation of themes in light of research questions - Follow-up interview where participants verified the initial themes	Informal interviews. These were audio taped and transcribed	- Contemporaneous data analysis begins and continues. - Tentative themes emerge and are confirmed or disconfirmed by participants. - Participants clarified comments in their transcript.
October 2006	Selection of 4 participants for focus group for detailed case study		
November 2006	- Focus Group interview undertaken with participants - Validation of themes in light of research questions - Follow-up interview where participants verified the initial themes	Informal interview. This was audio taped and transcribed	- Contemporaneous data analysis begins and continues. - Tentative themes emerge and are confirmed or disconfirmed by participants. - Participants clarified comments in their transcript.
January – June 2007	Detailed case study developed for each of the participants.	Each case is verified by participants and approval sought for inclusion in thesis.	Themes compare across the cases.
June – December 2007	- Validation of data - Return to literature for confirmation of themes		Data analysis and synthesis

December 2007 – December 2009	Report key themes in draft findings chapters and use key themes and literature reviewed to develop discussion chapter		

3.11 Summary

The purpose of this research study was to explore the Education and Training Reform agenda (Queensland, 2000) and the impact the reform had on teachers and administrators in one secondary school in rural Queensland. Within the constructionist paradigm, an interpretivist study was conducted that employed symbolic interactionism. This interpretive qualitative study design was appropriate because of the significance of constructed meanings developed from the interpretation of shared journeys, stories, and experiences of the participants within a school. The perspectives differed depending upon the context of the faculty within the school. For example, participant experiences reflected their experiences within 'vocational education' or 'academic' department. The strategies and methods enabled exactness of details within the chosen theoretical framework and included a survey, semi-structured interviews, informal interview, and focus group interviews. Participants were the principal, two heads of department, four classroom teachers, four teachers for the focus group, and all teachers were invited to participate in the survey.

This study is important as it has the potential to provide feedback to Education Queensland at a district, regional and state level. Using the appropriate methods and techniques discussed, data was generated and analysed. Findings from the data are discussed in Chapters 6 and 7.

The next chapter discusses the construction of the survey, its implementation, and the responses proffered by the participating staff. This instrument was utilised to discover the participants' understanding and knowledge of the Queensland Government's Education and Training Reforms at the beginning of the study. It also guided the development of questions for the individual and focus group interviews, as discussed in Chapter 5.

Chapter 4: The Survey

4.1 Introduction

The purpose of the survey was to ascertain participants' understanding and knowledge of the Queensland Government's Education and Training Reforms. It also served as an instrument to discover to what degree staff had perceived that the reform had impacted on their teaching within the classroom.

The survey was used at the beginning of the investigation. This allowed for data to be gathered that augmented the literature in informing the selection of themes and issues addressed in the study. The initial analysis of the data, gathered from the survey, guided the development of questions for the interview and focus groups.

4.2 Construction of the Survey

The survey instrument consisted of four parts. Part A related to ascertaining the professional context of the participating staff including a set of demographic questions; Part B focused on gauging staff's understanding of the Educational Training Reform's Agenda; Part C endeavoured to assess teachers' knowledge and opinions of the Queensland Education and Training Reforms for the Future (ETRF); and Part D aimed to gather insights into teachers' experiences with the reform to date (see Appendix F).

Part A contained a series of demographic questions. Information collected in this segment of the survey included data pertaining to gender, participant age, teaching experience, years at present school, year levels taught in the last 5 years, qualifications, choice of vocational educational, and training or academic background, and a space to write about the participants' educational journey to date. The positioning of the demographic questions at the beginning of the survey is in keeping with the recommendations of Burns (1997). Burns recommended that demographic questions should be placed early in the survey because they are usually inoffensive and "lead the respondent well into the questionnaire, thereby making it more difficult to withdraw" (Burns 1997, p. 475).

Part B was designed to measure participants' understanding of the Queensland Government's Education and Training Reforms agenda. This section consisted of four closed questions. These questions were composed within the context of the Education and Training Reforms documentation and policies. Participants were asked to tick boxes and rate their level of understanding on a Likert scale (1-4) in response to a number of statements relating to the ETRF documentation.

Part C focused on the opinions and knowledge the participants had about the ETRF. A series of statements were presented, and participants were instructed to respond to an attitudinal scale showing their level of agreement with a particular statement. The first question

highlighted the concerns and issues which inhibited respondents' understanding of the reforms. Respondents were required to tick a yes/no box and then expand on their perceived issues and concerns. The next question focused on how comfortable the respondent was with the ETRF agenda and required a response on a scale from not at all, little extent, some extent, to great extent. The third question queried participants' confidence in the government's impact on education and requested a response on a scale ranging from not confident, fairly confident, confident, to very confident. The remaining 16 questions focused on statements relating to the ETRF, and respondents were asked to indicate a response on a five point scale ranging from strongly agree, agree, unsure, disagree, to strongly disagree.

An advantage of using closed questions as a data collection tool is to provide responses that can be objectively coded, compared, and analysed. The Likert method provided a straightforward approach to the preparation of the instrument, allowed participants to complete a scale with a great deal of ease, and ensured the data collected reflected participants' responses rather than the subjective opinion or interpretation of the researcher (Burns, 1997; Maurer, 1998). It also allowed the researcher to quantify the strength of each participant's response to the matter raised (Oppenheim, 2001). Table 4.1 presents examples of questions developed for Part C of the survey.

Table 4.1 *Example of Statements Found in Part C of the Survey*

Item no	Statement
Q4	Vocational education and training is a valuable in helping young people move from school to further education, training and employment.
Q5	School is the best place for Vocational Education and Training.
Q6	VET provides the skills students need in workplace and industry.
Q9	TAFE and other Registered Training Organisations are better at offering VET than schools.
Q12	Pathways through VET to further education and employment are stronger than ever before.

Participants were asked to either strongly agree, agree, unsure, disagree or strongly disagree to each statement.

Part D was developed to ascertain participants' experiences with the Queensland Education and Training Reforms. An attempt to include some qualitative data was made in the last section by the utilisation of open ended questions. This section endeavoured to draw out some of the participants' feelings about the educational reform in Queensland. This section comprised 30 questions. These questions ranged from short yes/no ticks, to explaining why or providing examples. In selecting questions in part D, the researcher sought to explore a number of categories including reform, teaching pedagogy, teaching strategies within the classroom, leadership and change.

4.3 Trustworthiness Procedures

Key concepts measured by this research were the understandings and knowledge of the Education and Training Reforms, as well as the impact the reforms made on the participants' teaching. If this was to be a trustworthy and an authentic study, the indicators of the survey responses had to reflect accurately respondents' opinions, beliefs and actions regarding the reforms.

The concept of trustworthiness was used to evaluate the authenticity of the research. Trustworthiness is the extent to which research is found to be what it is claimed to be (Bassey, 1999), that the data was true as to what had occurred, and that the analysis of data was conducted correctly (Carspecken, 1996).

Trustworthiness can be made through a 'strong chain of evidence'. Thus links were made between the surveys, interviews, and focus group, as well as research questions, data analysis, and conclusions drawn from the data (Borg, 1989; Chapelle, 2003; Lindner, 2001). This was achieved in the research by laying an 'audit trail' – providing a complete documentation of the research process and data analysis.

An important component of the trustworthy check was through triangulation. Triangulation is the use of two or more methods of data collection to gain a better and clearer understanding of a phenomenon or the particular people and the setting being studied (Burns, 1990; Stake, 2005). In this research, triangulation was achieved through the comparison of data obtained from surveys, interviews, and the focus group. For this survey, triangulation occurred by having similar themes recurring through different sections of the survey instrument.

Trustworthiness is about the accuracy, stability and dependability of data. It is also about "how consistent test scores or other evaluation results are from one measurement to another" (Gronlund, 1991, p. 93). In order for the survey to be trustworthy, clear and concise, language was used to avoid misinterpretation of the questions and ambiguous responses from the participants. The researcher avoided leading questions that could cause respondents to give answers that did not reflect their true opinions and beliefs (Gronlund, 1991). The survey questions were also trialled with a group of academics prior to being implemented in the research context.

Constant comparative checking is important. It ensures that the research data being collected is representative of participants' stories or experiences and are authentic. Therefore, it is important to have a continuing check of emerging interpretations against all individual perspectives. This has been termed 'member checking' (Gliem, 2003; Lincoln, 1985; Maurer, 1998). Thus the survey provided the starting point for the interviews and focus group.

Various indicators of the same measure were used as a verification check. Part C, questions 4 to19 required participants to rate their opinions on a Likert scale: It can be seen that agreement with the first statement is likely to correspond with like statements as set out in Table 4.2.

Table 4.2 *Verification Sample within Part C of the Survey*

Item no And category	Statement
VET Q4	Vocational education and training is a valuable in helping young people move from school to further education, training and employment.
VET Q6	VET provides the skills students need in workplace and industry.
VET Q12	Pathways through VET to further education and employment are stronger than ever before.
VET Q9	TAFE and other Registered Training Organisations are better at offering VET than schools.
VET IN SCHOOLS Q5	School is the best place for Vocational Education and Training.

Q4 was an indicator which measured against Q6 and Q12. Q9 was used as a verification check against Q5.

4.3.1 Verification

Verification of the analysed data is often associated with the concepts of validity and reliability. This is highlighted by Merriam: "all research is concerned with producing valid and reliable knowledge in an ethical manner" (Merriam, 1998, p. 198). The concepts of reliability and validity of the data are most suited to a positivist approach which utilises surveys. "Validity refers to how well a test measures a given area, under certain circumstances and with a given group" (Burns, 2000, p. 350).

The survey was also trialled with a sample of eight staff from the school. The use of trialling is recommended as a way of determining if a particular investigation should proceed (Burns, 1997). The trial was valuable in revealing information that led to modifying the original survey. These suggestions were addressed prior to the implementation of this investigation. By presenting participants with the same standardised questions, carefully revised and worded by piloting, it should have been possible to obtain a high reliability of response (Robson, 1993).

The researcher requested feedback on the wording and format of the survey (Appendix E). During pilot testing it was recommended that:

- questions relating to professional context be numbered and space be given for participants to record their education journey to date.

- in Part C, question 4 was too complex and should be taken out of the survey

- the statements be numbered as question 4 to question 9 and that the scale be expanded to read strongly agree, agree, unsure, disagree, and strongly disagree instead of agree, disagree, and unsure.

- Part D should include tick boxes for yes/no answers and space be provided for the respondents to give examples or explain their answers.

Following this, the structure of the instrument was approved by the researcher's supervisors at ACU who had expertise in educational research and research design. The survey was devised so that the respondent should take no longer than 20-25 minutes to complete it.

Surveys as data collection tools have several advantages. These include: there is greater perception of anonymity amongst the respondents, the manner in which questions can be presented to the respondents is consistent, and administering a survey is not overly time consuming (Lewis, 1987; Munn, 1990, 1995; Nivalainen, 2003).

4.4 Implementation of the Survey

A letter of invitation for participation (Appendix C), together with the survey (Appendix F) and a reply paid envelope, was posted to all teaching staff, the deputy principal, and principal by the researcher's supervisor at ACU. As the researcher was a member of staff at the time, she had the opportunity to have conversations with teachers and sent them reminder emails thanking them for their time, in order to encourage them to complete the survey and return them to the Australian Catholic University in Brisbane. Anonymity was assured as the envelopes were posted by the participants back to the university. The researcher's supervisor coded the returned surveys in order for them to remain anonymous to the researcher. Given that the researcher was the deputy principal at this school, it was felt that this procedure would assist in ensuring that respondents would freely answer the survey in a way that reflected their beliefs and feelings about the introduction of ETRF at the case study school. All respondents were informed of this process.

In this rural school, 58 school personnel (full time and part time) were invited to participate in the study. Due to the slow responses, the surveys were re-sent to all teachers who had not responded to the initial mail out. Twenty-four school personnel responded to the survey. This represented a response rate of 41 percent.

4.5 Analysis and Survey Results

Survey data provided a range of information about the attitudes, knowledge and understandings of the teachers concerning the Queensland Education Training Reforms. Upon the return of the surveys, the quantitative data was coded and entered into a statistical package for analysis. All comments were coded into main categories according to the general themes.

The coding of the qualitative data consisted of establishing categories and themes, which were then compared to other data collected as the research continued. The researcher looked for similar experiences between academic teachers and vocational education teachers. Open coding occurred from the initial analysis of the survey data. This process refers to the initial data collected being subject to a general analysis, and the emerging themes compared and noted to determine if any could be grouped (Denzin, 2000).

Line-by-line coding was carried out on the written responses in the survey. This is a process whereby themes are refined and emerge by questioning the data (Denzin & Lincoln, 2000). Checking then involved comparing the data that was collected from other sources of data. The process of coding, recording, and checking is an iterative process that is continued throughout the research project.

The initial analysis of the data gathered from the survey (Appendix G) guided the development of the questions for the interviews and focus group. Therefore, an evolutionary approach to the development of the research data was implemented. Advantages of this approach included incorporating the insights gained in the early phase of data collection in the survey into the later phases of data collection. Hence, a cascading informative process of data collection evolved. The ticked responses on the survey were analysed and tabulated. An analysis of the written responses from the survey helped clarify ideas that emerged later in the interviews and focus group.

The analysis of data from a wide range of collection strategies provided the researcher with the opportunity to continuously compare the different results that were gathered at each stage of the coding. The use of several methods reflected an attempt to secure an in-depth perspective of the phenomenon (Denzin & Lincoln, 2000).

During the data analysis, the coding revealed themes and categories which were compared to other data collected as the research continued. As coding started the chain of development, the researcher interacted with the data to construct meaning (Denzin, 2005). Thus, the constant comparative method included comparing different views, experiences and journeys as well as comparing respondents' data at different points in the survey.

4.6 Survey Results

4.6.1 Professional Context and Demographic Information

In Part A of the survey, teachers were requested to provide demographic information. The following information was sought; age range, range of years teaching, range of years at present school, year levels taught, vocational educational and training background, and academic background. Tables 4.3, 4.4, 4.5 and 4.6 summarise the demographic data of the 24 participating school personnel.

Table 4.3 *Gender and Age Bracket of the Participating School Personnel*

Age bracket	Male	Female
21-25	1	
16-30	1	1
31-35	1	2
36-40		
41-45	1	
46-50	1	5
51-55	5	2
56 or older	3	1
Total	13	11

Of the 24 school personnel who responded to the survey, only 1 was a beginning teacher (in their first five years of teaching) and 11 participants were over the age of 50 with the majority of these (8) being male.

Table 4.4 *Number of Years of Teaching*

Years	Male	Female
<1		
1-2		
3-4		
5-6		
7-10	3	1
11-20	6	6
>20	4	4

The majority of the participating school personnel (20) had been teaching more than 10 years with 8 of these having taught for more than 20 years.

Table 4.5 *Number of Years Teaching at Present School*

Years	Male	Female
<1		2
1-2	2	
3-4	3	3
5-6	5	1
7-10		2
>10	3	3

The majority of the participating school personnel (14) had taught for more than 5 years at the school and 6 of these had taught for more than 10 years.

Table 4.6 *Background of the Participating School Personnel*

Training Background	Male	Female
Academic	8	7
Vocational	2	
Both	3	4

Academic qualifications ranged from degrees in education to science, music, arts, theology and applied physics. Two participants had a Masters in Education, one with a Doctorate. One participant had specialised studies in special education and another in aboriginal studies.

Vocational backgrounds varied from trade qualifications, certificates in welding and metal fabrication, a diploma in retailing, to degrees in agricultural science and hotel management. One participant had a Certificate in Teaching, a Degree in Education, and a Degree in Hotel Management. This individual had taught in Queensland, Canberra, Canada and on returning to Queensland had completed a Bachelor's Degree in Hotel Management. Another who had been teaching for over 20 years, attained a Degree in Science, a Graduate Diploma in Teaching and in the last 10 years gained a Certificate in Tourism. Three of the male participants left school and gained apprenticeships. They worked as tradesmen before studying further to enter teaching. One of these males and two other participants also had experience teaching in the TAFE sector.

In summary, of the 24 responding school personnel, 13 were male and 11 female. Ten of these males and 8 females were over 41 years. Ten males and 10 females had been teaching for more than 11 years, with 8 males and 6 females teaching at the school for over 5 years. All participants had a wide range of academic and vocational qualifications. Thus the sample consisted of an equal number of highly qualified male and female school personnel with a wealth of teaching experiences. In addition, more than half the sample had been at the case study school for more than 5 years. The next section gives examples of the educational journeys for some of these participating school personnel.

4.6.2 Examples of the Educational Journeys of the Participating Teachers

Each respondent was asked to provide a synopsis of their educational journey, especially the part that they perceived contributed to their role as a teacher. These journeys fell into three broad categories, namely; an academic journey, a vocational journey, and a combination of both academic and vocational journey. To provide insights into these varying journeys, representative examples of each category are presented in the following section.

Participant 1 has had an academic journey**.** This male participant trained as an english teacher and aimed to obtain first class Honours so he could continue his study in order to obtain a doctoral qualification. He had a goal of teaching at university. This individual has a family and needed the security of a permanent position within the educational system. He initially taught in London and eventually moved to rural Queensland schools. Participant 1 came to the current school in 2002 and was appointed as a librarian. He has a Graduate Diploma in Education (Teacher Librarian), thoroughly enjoys his role and his present position, viewing it as a long term career option.

Participant 2 has had a vocational education journey**.** He began his career as an apprentice pastry cook at the age of 12. When he was 18 years old he attended high school at night, and finished his secondary studies at the age of 21 years. He obtained his first degree when he was 38 years old. This teacher has qualifications ranging from a Diploma in Retailing, Graduate Diploma in Taxation, Bachelor of Arts, Master in Education Technology, MACE, and Workplace Assessment Training.

Participant 3 has had an academic and vocational journey. This female participant attended high school in Brisbane and underwent tertiary studies at Griffith University. There she completed a Degree in Science and a Graduate Diploma in Teaching. Her first teaching position was teaching senior maths, geography, junior studies of society and the environment, and junior maths at country school in Central Queensland. After four years, she moved to her current school where she took on the role of work education coordinator and senior maths teacher. She later became Curriculum Manager for a Wine Tourism Industry Links Program and finally Head of Department of Tourism, Hospitality, Business and Vocational Education. She has gained a Certificate II in Tourism but has no formal qualification for the vocational dimension of her journey.

In summary, the 24 participants all had a wide range of experiences. Some had taught in schools overseas as well in rural areas of Queensland. Others had TAFE teaching experiences, while others only had secondary school practice. Interestingly, academic teachers tended to move quickly from finishing school themselves, to gaining teaching qualifications, to employment in the education system. In contrast, vocational teachers tended to leave school at an early age, often having not completed their formal schooling. Thus, the vocational teachers have had extensive experience in the vocational area before undertaking a role as a classroom teacher. Hence, they tended to gain their tertiary teaching qualification as mature-aged students. Teachers in the third category seemed to begin their employment as classroom teachers and gradually moved into the vocational area.

4.6.3 Understanding of the ETRF Agenda

On the survey there were four items that aimed to gauge teachers' understanding of the ETRF agenda. Participants were asked to indicate (a) the ways that they had learnt about the ETRF Agenda, (b) major sources that they utilised to keep up with the latest information about the agenda, (c) their perceived level of understanding of official documents pertaining to the agenda, and (e) needs they had in order to further develop their knowledge and understanding of the ETRF Agenda. For these items participants were provided with a set of response options and were asked to indicate with a tick which ones they felt were most relevant to them. Tables 4.7, 4.8, 4.9, and 4.10 summarise the options provided, together with the frequency of response for each item. In many instances participants indicated more than one option for each question.

Table 4.7 *Ways in which Participants Learnt about the ETRF Agenda*

Means of learning about ETRF Agenda	Frequency
School	23
Professional development	7
Professional reading	6
Professional associations	3
Tertiary institution	0
Other	3

Most participants learnt about the Queensland Government's Education and Training Reforms for the Future through the school, followed by professional development, professional reading, professional associations and then other means. As shown in Table 4.7, school provided the place where 23 of the participants learnt about the agenda. Other areas indicated on the survey included TAFE, parent information booklets from Queensland Department of Education, and newspapers.

Table 4.8 *Major sources of information for Educational Reforms*

Major sources of information	Frequency
School Meetings/Conferences/Workshops	24
Professional association journals	10
Internet	9
Newspaper articles	7
Research journals	4
Professional books	2
Radio programs	2
Television programs	2
Units of study	1
Other	0

The major sources of information, which school personnel used to keep up-to-date with major educational reforms, included school meetings, conferences and workshops (24), followed by professional association journals (10) and the internet (9).

Table 4.9 *Level of Understanding of the ETRF Documentation and Policies*

Government Documents and Polices	None	some	Good level	High level
Green Paper	13	5	4	2
White Paper	13	4	5	2
Senior Phase of Learning	6	8	5	5
Information and Communication Technologies for Learning	4	12	4	4
Queensland Certificate of Education	7	10	4	3
Senior Education and Training (SET) Plan guides for students	8	9	3	3

Levels of understanding of the Government's Education and Training Reform documents were fairly low. In the initial stages of the ETRF reform agenda, the government's major form of communication was through the Green Paper and then the White Paper. Most respondents (18 to 19 teachers) had a low level of understanding of the papers and their reforms. Participants had a firmer grasp of the Senior Phase of Learning, with 10 individuals having a good to high level of understanding of this document. There was little knowledge about the Information and Communication Technologies for Learning document, with 16 participants having some or no understanding. Overall, as indicated in Table 4.9, few of the participants had a good to high level of understanding of the reforms.

Table 4.10 *Sources of Information about the ETRF Agenda*

Strategy	Frequency
Professional development opportunities to discuss current issues in education	15
Staff meetings – agenda items	13
Resources (print, CD-ROM, media) which explain current aspects of educational reform	11
Collaborative planning	5
Mentoring/peer coaching	3
Other	1

In order for the participants to further develop their knowledge and understanding of the ETRF Agenda, most (15) had agreed that professional development opportunities were suitable forums to learn about the reforms. Staff meetings (13) at school also provided an opportunity to gain knowledge and understanding.

4.6.4 Knowledge and Opinions about ETRF Agenda

On the survey, there were 19 items that aimed to evaluate teachers' knowledge and opinions of the ETRF agenda. Three of these related to ascertaining their concerns and confidence with the ETRF agenda. The results for these questions are presented in section 4.6.5. The remaining 16 questions on the survey pertained to gauging the level of agreement with statements relating to key aspects, reflected in government policies, associated with the ETRF agenda. In this section participants were provided with a list of options and they were asked to indicate with a tick which ones they felt were most relevant. Respondents were required to indicate a choice from the five options (strongly agree, agree, unsure, disagree, and strongly disagree). In the later analysis the responses were given numerical values: 5, 4, 3, 2, and 1 respectively. These values were used to determine the mean agreement of the respondents to each statement. Tables 4.11-4.16 summarise the options provided together with the frequency of responses for each item. Results for this section are presented in section 4.6.6.

4.6.5 Concerns and Confidence with the ETRF Agenda

In Part C, when participants were asked if they currently had issues or concerns which inhibited their understanding of the reforms, 11 participants responded in the affirmative. Five of these believed that there was a lack of information filtering through to their level and

therefore, they had very little knowledge about the ETRF agenda. Two believed that there was not enough time to understand the reforms. Another participant believed that the education system was being constantly 'reformed' and that they had no desire to change.

Table 4.11 *Extent to which Participants felt Comfortable with the ETRF Agenda*

Not all	Little extent	Some extent	Great extent
6	5	10	3

Six of the 24 participants stated they were not comfortable with the ETRF agenda in the classroom. Five of these teachers were academic teachers and the sixth was a vocational education teacher in the 51-55 age range. However, as Table 4.11 indicates, 13 participants were quite comfortable with the ETRF Agenda. Participants also were asked to indicate their level of confidence with implementing key aspects of the ETRF agenda, namely, catering for individual students and inspiring academic achievement. Table 4.12 summarises participants' levels of confidence.

Table 4.12 *Extent to which Participants felt Confident with the Key Aspects of the ETRF Agenda*

Not confident	Fairly confident	Confident	Very confident
4	8	10	2

Twenty of the 24 participants felt at least fairly confident about implementing these key aspects of the ETRF agenda. Two academic and two vocational education teachers indicated that they were not confident, and these four teachers were in the older age brackets (more than 20 years teaching experience).

4.6.6 Agreement with Key Aspects of the ETRF Agenda

Section C also presents results pertaining to participants' level of agreement with key aspects of the ETRF Agenda. Section C consisted of 16 statements relating to the ETRF agenda. The participants were asked to indicate their level of agreement with the statements, ranging from strongly agree to strongly disagree. The responses were coded with a 5 being allocated for strongly agree, 4 for agree, 3 for unsure, 2 for disagree, and 1 for strongly disagree. In order to provide insights into the overall level of agreement for the respondents to the statements, the mean level of agreement was calculated. This was achieved by adding the level of agreement for each respondent and dividing the sum by the number of

respondents. Table 4.13, 4.14, 4.15, and 4.16 presents the statement from the survey, the report of the mean level of agreement with the statement, and the range of agreement. The mean level agreements are organised from largest to smallest, allowing the reading to clearly see which statements the respondents were in most agreement with.

Table 4.13 *Participants Mean Level of Agreement and Range of Agreement with the Vocational Education and Training (VET) Statements*

Statement	Mean level of agreement	Range of agreement
Vocational education and training is valuable in helping young people move from school to further education, training and employment.	4.37	5-3
Pathways through VET to further education and employment are stronger than ever before.	3.83	5-1
VET provides the skills students need in workplace and industry.	3.66	5-2
TAFE and other Registered Training Organisations are better at offering VET than schools.	3.12	5-1

Ninety-two percent of the 24 participants strongly agreed or agreed that vocational education and training is valuable in helping young people move from school to further education, training, and employment. Two academic male teachers who had been teaching for more than 20 years were unsure. Seventy-five percent agreed and strongly agreed that the pathways through VET to further education and employment are stronger than ever before. One academic teacher, who strongly disagreed, had made a note that he believed that there should be TAFE pathways for students who did not intend to go on to university. Sixty-three percent felt that VET provides the skills students need in the workplace and industry. However, 25 percent strongly agreed that TAFE and other Registered Training Organisations are better at offering VET than schools. The vocational education teachers disagreed with this statement.

Table 4.14 *Participants Mean Level of Agreement and Range of Agreement on the VET in Schools Statements*

Statement	Mean agreement	Range of agreement
Schools with VET components are more relevant for students	3.75	5-2
Students benefit from studying both VET and academic subjects.	3.45	5-1
The inclusion of VET in the school program negatively impacts on the school's academic program.	2.83	5-1
School is the best place for Vocational Education and Training.	2.79	5-1

Seventy-one percent agreed and strongly agreed that schools with VET components are more relevant for students. An older academic/VET male teacher, who did not attain his teaching degree until in his thirties, disagreed and made a note that this was the role of TAFE. However, 58 percent strongly agreed and agreed that students benefit from studying both VET and academic subjects. Thirty percent strongly agreed and agreed that the inclusion of VET in the school program negatively impacts on the school's academic program. VET teachers strongly disagreed with this statement. Only 29 percent of the 24 participants strongly agreed or agreed that school is the best place for Vocational Education and Training. Academic teachers tended to disagree with this view.

Table 4.15 *Participants Mean Level of Agreement and Range of Agreement on the Work Experience Statements.*

Statement	Mean agreement	Range of agreement
It is an important role for schools to offer work experience.	4.33	5-2
All students need work placements.	3.45	5-2
Work Placements should be offered by non educational Registered Training Organisations.	3.04	5-1

Nearly all of the 24 participants agreed that it is an important role for schools to offer work experience. About half of the respondents were unsure if all students need work placements. However, it was interesting to note that many of those who felt that schools should offer work experience were also unsure if work placements should be offered by non-educational Registered Training Organisations or not.

Table 4.16 *Participants Mean Level of Agreement and Range of Agreement with the School Reform Statements.*

Statement	Mean agreement	Range of agreement
A learning account will provide positive motivation to students.	3.50	5-2
The Queensland Certificate of Education will be a broad-based qualification that is a positive move.	3.41	5-2
The traditional academic path through senior schooling will be improved as university subjects and other courses and subjects will be recorded towards a Queensland Certificate of Education.	3.37	5-2
The Senior Phase of Learning is clear and easily understood by students, teachers, parents, and industry.	2.50	4-2
All students benefit by staying at school until the end of Year 12.	2.04	4-1

It can be seen from Table 4.16 that the majority of the participants were not sure about the school reform statements. About half of the 24 participants agreed that the keeping of a learning account will provide positive motivation to students. About half of the participants agreed that the inclusion of Queensland Certificate of Education in the certification process as a broad-based qualification would be a positive move. Many were unsure if the traditional academic path through senior schooling would be affected as university subjects and other courses and subjects were recorded towards a Queensland Certificate of Education. Most did not agree that the Senior Phase of Learning is clear and easily understood by students, teachers, parents and industry. Most respondents disagreed with the statement that all students benefit by staying at school until the end of Year 12.

In summary, vocational education and training was believed to be valuable in helping students move from school to further education, training and employment. This was evidenced with a 4.37 mean agreement. Academic teachers tended to believe that TAFE, or another Registered Training Organisation, was better at offering VET as compared to schools. Hence, many believed that school was not the best place for VET. However, with a mean agreement of 3.45, there was a wide range of agreement as to the statement that schools with VET components were more relevant for students.

There was strong agreement (mean 4.33) with the statement that it was important for schools to offer work experience. However, when participants were requested to indicate their agreement to the statements around school reform, the mean agreement ranged from 3.5 to 2.04. Teachers were either unsure or disagreed with these statements.

4.6.7 Perceived Impact of the Implementation of the ETRF Agenda

The purpose of this section was to probe how teachers were responding to a changed educational environment and the ways they were catering for a broader range of students in school. The results of the survey are organised under the four themes identified in the literature, namely: leadership, reform, pedagogy, and change.

4.6.7.1 Leadership

Different views were given with regard to the need to personally possess leadership skills in order to adjust to changing times. Six academic participants, five combined academic/vocational participants, and one vocational participant, felt that teachers did not need to possess leadership qualities in order to cope with the Education and Training Reforms. Of the four who did not answer the question, two were academic teachers and two were academic/vocational education teachers. However, eight teachers did believe that they required leadership qualities to cope with the reforms. Four of these participants were academic teachers. One teacher also expressed the desire to take on more leadership responsibilities in these changing times. The comment made by this teacher was that she

was willing to take a leadership role in sharing ideas, making suggestions and offering help to others. This particular participant had been involved in acting positions such as Head of Department and Deputy Principal. A vocational education teacher suggested that teachers required leadership skills at any time, regardless of the reforms.

While there was some debate about the need to posses leadership qualities in order to cope with new reforms, teachers did provide insights into some of the factors that they believed assisted them to cope in these changing times. One stated that 'teachers needed to be more understanding of the changed circumstances in which students found themselves'. Another suggested that teachers should not be 'worn down' by the changes as he felt that the teachers were the 'workers in the school'. Other comments related to the formal leadership team. One believed that teachers would cope as long as there was evidence of strong leadership by the relevant people in school. Another commented that 'teachers needed the type of leadership that allowed them to have the strength of putting up with the politicians who were making their job harder'.

4.6.7.2 Reform

Participants were also asked to share how they had coped with school reform. The majority believed that, to date, they had coped. One academic teacher believed that the co-operation between the local Year 7 primary teachers and Green Ridge State High School middle school teachers had promoted a smooth transition for the reforms between feeder primary schools and Green Ridge State High School. In stating this, she also believed that reshaping her pedagogy for the changing needs of the middle phase of schooling had been the most challenging aspect of the school reform.

The ETRF has made an impact on both the academic and VET curriculum in the school. Participants felt that the ETRF impacted on the student clientele within the vocational education area of the school. One academic respondent believed that the main impact he was seeing was that the number of students attempting Board English had decreased, while the number enrolled in English Communications (a VET subject) was on the rise. This meant that the english teachers continued to cope, while the English Communications teachers had more work to do, particularly with regard to their classroom management. There were issues with disciplining the students and with the VET students not wanting to engage in academic work.

Previous experience in other areas, such as TAFE or in industry, seemed to have assisted teachers to respond to a climate of school reform. Others teachers who did not have this experience were struggling to cope. One vocational education teacher made the remark that her experiences while working in industry and with TAFE had helped her greatly to understand the school reforms. She also said that professional development had proved to

be of great assistance to her. Another vocational education respondent in the older age group believed that he had done his best and 'kept plugging away'.

Some teachers believed that the reforms provided some challenges. Others displayed a 'head in the sand attitude' and expected the reforms to disappear. One participant stated that he had been 'around long enough to know that reforms come and go'. Another VET respondent felt that he had not coped and it had just increased his hours of work. A third also shared that he had experienced difficulties. His concern related to the lack of time allocated for developing and writing new programs. One teacher was thinking of retiring, another felt that he did not have any experiences that would help, and a third believed that the cycle of change kept turning. However, one VET/academic teacher felt that the school had been practising the reform agenda before it was envisaged. The most challenging part for him had been providing appropriate alternate pathways and programs for the students who were at risk of failing school.

For teachers to successfully implement school reform, participants felt that it was necessary for them to possess certain characteristics. One teacher felt that a healthy balance between optimism and cynicism was necessary. Another believed that the willingness to adapt to change and having the skills needed to interpret and implement the reforms proved essential. Others thought that a positive attitude, the ability to learn technological skills, having a high regard for the learner, and industry experience all contributed towards the positive characteristics which helped teachers engage in successful school reform.

4.6.7.3 Teacher pedagogy

The literature suggests that effective pedagogy incorporates a palette of teaching strategies that support classroom environments. These include recognising individual differences and promoting the wellbeing of students, teachers and the whole school community (Allan, 2003; Hayes, Mills, Christie, & Lingard, 2008; Lingard, Hayes, & Mills, 2003). Effective teaching strategies also include integrating vocational and educational training into the classroom, changing teaching pedagogy, and increasing pedagogical content knowledge, subject matter knowledge, curriculum knowledge, and knowledge of student learning.

Changing teaching pedagogy did not always occur with reform changes. Over half of the respondents stated that they had not changed their teaching pedagogy as a result of the introduction of the ETRF agenda. One academic teacher, who said that he had not changed stated, "I feel the ETRF has not been the guiding light in this area. However, the (Education Queenslands' policy on examining classroom pedagogies) productive pedagogies reinforced my underlying teaching pedagogies". He also went on to say "Students have to take control of their learning and we should not spoon-feed them". One VET respondent, who had changed her teaching pedagogy said, "I have tried to provide links for students to make what

we are doing more relevant and I've always used my practical background in my teaching practice and use a wide variety of teaching styles".

Other research has suggested that attempts to reform education depend upon the knowledge, skills and commitment of teachers (Darling-Hammond & McLaughlin, 1995; Little, 1993; Shulman, 1999; Van Driel, Beijaard, & Verloop, 2001; Wilson & Berne, 1999). The participants who responded to how they integrated VET into their own classrooms most simply listed the VET subject that they were involved with, thus shedding little insight into how they integrated Vocational Education into the classroom. For example, one shared that "Our faculty offers vocational education subjects that lead to nationally accredited certificates and therefore the curriculum is focused on VET" and another stated "The subject Information Technology services both Board and TAFE competencies – however more industry relevance would be nice". Teachers also shared other examples, tending to be either lists of discrete VET subjects (e.g., hospitality, horticulture, business), Academic subjects with an embedded VET focus (e.g., tourism, agricultural science), or experiences that students engaged with beyond the school community (e.g., catering for outside functions in the real workforce, ongoing work experience placements).

There appeared to be a difference in knowledge about VET training in the classroom between the academic teachers and VET teachers. The academic teachers felt that they did not need to know about VET and had little knowledge about this area. The VET teachers had a variety of experiences with implementing subjects with relevant industry competencies. Many of their students attended work placements or traineeships and were encouraged to participate in on the job learning. However, one individual indicated that since she had started teaching VET in schools in 1995, the monitoring of specific outcomes for 25 students across a number of competencies had become a logistic nightmare. For her, VET subjects seemed to be predominantly about meeting legalistic requirements at the expense of teaching the curriculum.

With the introduction of the ETRF in the school, many of the teachers believed that they had not changed their subject matter knowledge. One academic teacher said, "subject matter stays the same – it is only the jargon that changes". Another felt that 'the expansion of subject knowledge was not linked to the ETRF. She continued to write "As a lifelong learner and dynamic teacher, I am always on the lookout to ensure subject knowledge is up to date, relevant and in line with curriculum requirements". One of the VET respondents stated that "there was a need to teach employment centred content with a greater reliance on computer literacy".

Participants felt overwhelmingly that curriculum knowledge and pedagogical content knowledge had not necessarily changed as a result of the introduction of the ETRF. Over half of the participants felt that they had not changed. One academic teacher stated "I think I am

continually learning about curriculum, whether ETRF was introduced or not". One academic respondent suggested that the "ETRF has not been articulated to the majority of staff at my school" and one VET teacher said, "Teachers have always wanted to make teaching industry relevant and similar to real [world] experiences".

Participants perceived that student resources were likely to change with the introduction of the ETRF. The majority of the participants thought that they had changed their resources to ensure they were continually catering for student learning. One VET teacher stated "We use new resources every time we offer the unit to students to ensure that material is up to date". Another two VET teachers had developed specialist resources to facilitate national training packages in viticulture, agriculture, wine processing tourism, hospitality, business, furnishings, and engineering.

The majority of the participants acknowledged that they had not changed their knowledge on student learning during the introduction of the ETRF. One academic/VET teacher believed that "ETRF has not made a change to student learning, but a change has occurred through a change in society and how students react to those changes". An academic respondent stated that "students' learning environments change therefore we change", while a VET teacher said "Teachers are already focused on catering to individual needs and learning styles in the classroom".

Teaching strategies had changed, but not necessarily as a result of the implementation of reforms. Less than half of the respondents stated that they had not changed their teaching strategies as a result of the ETRF being implemented. One academic teacher said "Teaching strategies are different according to a teaching/learning situation", and another stated "I have always known that different people learn in different ways, so I have had to adapt to each student". A VET participant stated "I give lots of warning of assessment tasks coming up, so that students could best manage their time".

Catering for individual students in the classroom was important to academic and VET teachers. A VET teacher stated "I have a range of self-paced activities". Another reply was "The computer is a wonderful tool for helping the slow learner. With web page based resources, the computer does the teaching, so different students are catered for, while the teacher is a tutor". An academic teacher said that he "covers all learning pedagogies" while an academic/VET teacher stated that the ETRF was providing opportunities via "engagement through participation, valuing their experiences and encouraging them to share these experiences with their peers; through discussions, debates, essays etc". An academic/VET teacher believed that she "always knew that different people learn in different ways, so I have to adapt to each student".

Some teachers believed that the ETRF reforms did not enhance nor hinder their teaching in the classroom. Again, the academic teachers did not know how to answer these questions,

with one answering "The longer I spend on this survey, the more I realise that I don't know too much about ETRF". Another felt "I'm very critical of the ETRF. It won't enhance my teaching". Another had said that 'she was doing her best'.

4.6.7.4 Change

The VET and academic teachers appeared to respond to change in different ways. Some respondents listed examples of when teachers were forced to change as a result of the reforms. A VET teacher suggested he had changed by "becoming creative in order to encourage students to be innovative, think imaginatively and think outside the box". A VET/academic teacher stated he was "displaying adaptability in fusing industry practices and school together in order for students to meet workplace needs". Another said he was "having a vision to set goals and carry through towards the goal of effectively equipping students for the transition from school to work". Conversely, some academic respondents felt that teachers made change for the sake of change and not for the betterment of our students' education. This was "their way of responding to a climate of school reform".

4.7 Conclusion

The survey served as an instrument to discover how staff perceived the ETRF reform. It was also the first step of data collection. Teacher demographics gave insights into 'who' the respondents were. The majority of the participants were over 46 years with many over 50 years. Some of those who were vocational education teachers had experiences in other fields other than education, for example, TAFE or industry. Academic teachers appeared to move from school to university and then into the classroom. Participants, who taught in the areas of academic and vocational education, appeared to have commenced their career as academic teachers and then moved across to vocational education.

Most respondents had learnt about the ETRF through their school. However, in stating this, participants felt that they had low levels of understanding about the government documentation and the reforms in general.

The majority of the participants agreed that vocational education and training was valuable in helping young people make the transition from school to further education. However, some felt that TAFE and other Registered Training Organisations were more suited to offering VET subjects than schools were. In fact, only a few participants believed that school was the best place for vocational education to occur.

Teachers did not appear to be confident with implementing the new reforms. The academic teachers felt that they did not need to know about VET and had little knowledge about this area. The VET teachers had a range of experiences in implementing subjects with relevant industry competencies. Many of their students attended work placements or traineeships and were encouraged to participate in on-the-job learning. Some participants had made the comment that the ETRF had not been articulated to the majority of staff at the school. Many teachers felt the pressures relating to the increased presence in their classrooms of students, who were not engaged in learning, but were simply staying at school longer due to the change in government policy.

The survey also identified a number of issues that needed further probing and clarification. These were around the knowledge and opinions about the ETRF agenda and the perceived impact of its implementation. Specific questions for the interviews were framed around leadership, reform, teacher pedagogy and change. This framework is further explored in the next chapter.

In this chapter I discussed the survey instrument and findings. Chapter 5 documents the detailed case studies.and presents the 7 case studies and one focus group case study. The research participants comprised the principal, two heads of department, and four teachers (7 case studies), as well as four teachers who were part of a focus group (one case study).

Chapter 5: Case Studies

5.1 Introduction

The purpose of this research was to explore the teachers' and administrators' perspective on the implementation process of the Queensland's Education and Training Reform. This study investigated how a Queensland school responded to current educational reforms, introduced to meet the needs of a rapidly changing world.

The intention of this chapter is to present the research data in the form of eight case studies. The research participants comprised the principal, two heads of department, and four teachers (7 case studies), as well as four teachers who were part of a focus group (one case study).

The literature review identified four major themes by which the problem was understood and from which the research questions were drawn.

The particular questions were:

(1) What leadership is in practice in the implementation of the ETRF?

(2) What are the perspectives of the teachers and school leaders with regards to how the ETRF was implemented in the school?

(3) How do teachers change as a consequence of the Education and Training Reform?

(4) How does the Education and Training Reform influence teacher pedagogy?

The overarching question that guided this study was: 'How do administrators and teachers respond to and implement current educational reforms?'

The first group of individuals selected for in-depth interviews comprised the principal, two heads of department, and four teachers. It was assumed that the heads of department possessed comprehensive knowledge about their faculties. One head of department represented 'vocational education', and the other represented 'academic education'. The four teachers were also representative of the two areas of education. Two were chosen from the 'vocational areas' and two from the 'academic area'. These participants were interviewed in a semi-structured format at the beginning of the year and in an informal interview format at the end of the year.

The second group of participants comprised another four classroom teachers who were included as a focus group. These teachers were also representative of vocational and academic education in the school. The focus group was interviewed at the end of the year utilising an informal interview format. For this study, the focus group was brought together by the researcher, as the facilitator, to discuss a selected topic in a non-threatening environment

(Wilson, 1997). The focus group interview provided synergy within the group, adding insight and depth (Anderson, 1990).

The inclusion of the classroom teachers in the data gathering process was based on the belief that teachers would provide information about how the reform affected their work in the school. It was expected these views would be different from those working within the school administration team. Ultimately, it is the classroom teacher's responsibility to implement reforms into the classroom.

The interviews were recorded and transcribed, then analysed using the constant comparative method. The stages in making sense of qualitative data were undertaken using Wellington's six stage simplified version of the 'Constant Comparative Method for Analysing Qualitative Data' (Wellington, 2000). (Appendix I presents an example of this analysis.)

The next section presents the data as of case study narratives.

5.2 Case study P1

Table 5.1 summarises the demographic profile of the first participant, the principal.

Table 5.1 *Profile of P1*

Gender	Age Bracket	Teaching Experience	Experience in school	Qualifications	Subject Area
Male	48-50 yrs	< 20 yrs	> 1 yr	Bach Science Degree Graduate Diploma	Principal

P1 was a male principal, 46-50 years old with an academic background. As Table 5.1 indicates, he has had over 20 years teaching experience in secondary education, and was at the school and involved in the study for less than 1 year. While P1's highest qualification was a Degree in Science, he also has a Graduate Diploma in Education. P1's educational journey has always been driven by the desire to "have a greater influence in education and to seek great things in students". This desire resulted in his aspiration to be a subject master, then a deputy principal, then a principal of a smaller secondary schoo,l and finally a principal of Green Ridge State High School, a Band 9 secondary school.

P1 has developed a desire to continue to engage in formal study after having commenced a Graduate Diploma in Educational Administration many years ago. He believed that this engagement provided a sounder theoretical base for his work. P1 had gained distinctions for the semester units he completed, but due to family circumstances was unable to continue his studies.

P1 believed that his style of leadership was authentic leadership. He stated that this dimension of leadership earns the commitment and loyalty of other staff members through their personal interactions. He hoped that his leadership involved a visionary dimension and therefore, energised the work of the members of the school and helped to build the school community. He perceived that through his spirituality he helped others to find and share meaning in the work they did. This search for meaning by staff, he believed, assisted him to promote ethical and moral decision-making. Most of all, P1 displayed sensibility, and his leadership was sensitive to the feelings, needs, and aspirations of other staff members and those around him.

Relationships were important to P1. He felt that the quality of his relationships with the students, school staff, parents, and the wider community had made a difference in his school. Yet devoting the energy and time to nurture and build these interactions was often minimised by the many tasks that were part of his responsibilities.

As recent educational reforms had shifted educational responsibility from the system level to individual principals, P1 felt that he was pivotal in the school reform agenda. Efforts to improve education through reforms had focused on the principal. P1 believed that as he became more absorbed with the external demands of his job and the increasing needs of the school, he had become more frustrated with the decrease in time he had. This supports research, which highlights the intricacies of the principal's role in the framework of school and the energy that they were expected to expend in direct involvement in pedagogical and educational responsibilities (Blackmore, 2004; Thrupp, 2003b).

P1 experienced the pressure of being accountable for everything in his school. The sheer number of interactions during his day on a broad array of issues had increased P1's workload. Furthermore, he appeared to be experiencing information overload. His situation reflected research that described principals as leaders, who are expected to serve as knowledgeable resources for their community, parents, students and staff. Hence, discerning which information is needed to circulate to these members is an added expectation and pressure on the principal as a decision maker (D'Arbon, Duignan, Duncan & Goodwin, 2001; Lacey, 2002; Timperley, 2005).

5.2.1 Interview 1

5.2.1.1 Leadership characteristics

Keeping in mind the research questions that emerged from the literature review, P1 was asked what leadership characteristics he believed would support school reform. He replied that leadership characteristics supported many things beyond school reform and he expressed the opinion that the essential characteristic for a school leader is one who is conscious of working with individual people, who all have different needs. P1 expressed the view that the process of organising a whole school around the needs of individuals supported school reform:

> It doesn't matter how many there are, it always comes down to individuals. I'm an individual and I like to be considered as an individual. So if we link the question to pathways for students, our school may have 627 students at the moment. It's so easy to think on mass. I always consider in my office, when it comes to the crunch, it's usually myself and one other student and it's their needs that are crucial at the time.

Other leadership characteristics, which P1 felt supported school reform, included the leader needing to be up-to-date and having effective time management skills. This assisted the leader to stay in touch with not only the school agenda, but also with each school year's agenda, and the state agenda. P1 felt that he needed to be on the cutting edge of what was happening and to know what would work in the context of the school.

He expressed the desire to be able to balance the many demands that are put onto schools, believing that time was always limited. If there were too many demands, his belief was that each would only get a small fragment of time and nothing of quality would be achieved:

> So I think within the range of what we consider the ETRF agenda, and from a secondary context, we think of the four platforms of those reforms, I believe that each of those have their own action plans and sets of strategies. There are a myriad of things to do. I think the effective school leader who's supporting school reform, is once again able to sift through those and consult with staff, decide what is important and what isn't, what's already happening and what isn't already happening and what needs to happen and to get a definite plan for those.

P1 exhibited a concern that it was when someone did not have a sense of the individual that school reform was impeded. He expressed the apprehension that leaders were always working with people and were not having the important one to one conversations with individuals. "They have no idea what the needs are. They have no idea what the current skills market is…... nobody wants a job any more where they get their hands dirty."

Consequently, P1 felt that reform was impeded if leadership did not recognise the present needs of the country, particularly in terms of employment trends. In his role as leader of the school, he believed that he had to think beyond the school gate and think about the town, the particular district, and the school's contribution to the national economy and workforce.

5.2.1.2 Implementing the Education and Training Reform

When questioned about how the Education and Training Reform was being implemented in the school from a leadership perspective, P1 felt that as a newcomer to the school, the previous school administrators had shown leadership in providing a broad range of school-based traineeships. Although he considered the school had an ability to increase the range of structured workplace learning within the curriculum, P1 was adamant that leadership had been demonstrated by many parties. "It is not just by one, but it's by many in this school, over a period of time, increasing the number of pathways for students. I believe this school is very well off for that."

As P1 reflected on administrative strategies that best catered for an increasingly diverse population in senior schooling, he stated that he strongly believed there still needed to be strategies put into place to meet the needs of these students. He said that he worked best with a team and having more effective meetings helped with communication. "We need the time and energy to cater for an increasing diverse population. We need to make sure that we're not wasting our time doing things that are not crucial."

P1 revealed a passion for establishing clear communication links, specifically between the principal and two deputies. He stated that it was important for communication to be accurate

and up-to-date, and this was assisted by frequent meetings. Clear communication also involved dialogue with the middle management, who were the heads of department and curriculum co-ordinators.

> We sense that we don't have enough time together with people to talk about the issues involved in the reform. At the risk of lengthening everyone's day, we need to be able to cut out the things that are not working in our school at the moment. I guess it's a strategy about effectiveness.

P1 strongly resonated that the student population was diverse with regard to their literacy and numeracy abilities as base skills. Students also had very diverse family backgrounds. Therefore, it was a challenge for schools to have a sense of compassion when students were not making an effort in school:

> You still have a sense of care for those (students) and I guess an administrative strategy is that we have in place the communication that we actually do care and we take that responsibility seriously, and we realise there are many factors in life at the moment that are beyond our control in terms of what happens outside the school gate. But we can not just dismiss that because it's nothing to do with us.

When P1 was asked to expand on the administrative strategies which he had put in place to cater for the reform, he identified himself as not yet having a full grasp of what the reforms were about. He did not think that the school had fully come to terms with diversity and that teachers were continually realising that many of the students, who they taught, held different attitudes towards education and life than they themselves held as students in secondary school.

P1 expressed frustration about the need for all teachers to be teachers of career education. This was an important factor to consider when implementing the Education and Training Reform:

> We must have the awareness in our class of what people's likes and dislikes are, where they would like to go, and be able to point them in the right direction when they show a spark of interest in their economics class, or in their science class, or in the catering class. I guess an administrative strategy is just making everybody aware of their need to function at that level in terms of teacher/counsellor/career director, which is something we don't necessarily understand or implement.

In considering the characteristics that impede school reform, P1 believed a mismatch between teachers' outdated beliefs about clientele, learning and the current context of schooling, could negatively impact on school reform:

> A 'head in the sand' attitude, indicating that we're too busy to look at anything new, that we got it right five years ago and so there's no problem with what we're now

doing, and I think it can come with age, a refusal to accept that our clientele [for] years 8 to 12, that comes through the front gate now is not the same as the clientele that came through the gate in the 70s the 80s or even the late 90s. Change is rapid.

With regard to personal experiences which had assisted him in implementing the ETRF agenda, P1 indicated that he had tried to keep himself up-to-date in order to understand the reforms. He noted that, in his previous school, he had involved the wider community in introducing new practices within his school:

> The most recent examples were working on a town-based group, which involves representatives from the council, from Anglicare, from the churches, from group apprenticeship schemes, from new apprenticeships centres, and trying to ensure that everybody around the table is up to speed with the government's agenda. It takes the whole village to educate the child, and believing in that and trying to put that into practice in order to implement new government reforms.

When asked to comment on how schools across Queensland are implementing the ETRF agenda, P1 was disappointed in that it was left up to the schools to try and communicate the reforms to the teachers, students, parents and wider community. Education Queensland has made it the school's responsibility to engage the community and not the state government's in informing communities:

> In this school I believe that the agenda has been very well implemented and people are still keen and excited to expand the range of pathways and customise courses for students, and I believe that the growth of the Queensland Chardonnay College, as a destination and also as a venue for greater workplace learning while students are at school, will benefit that agenda.

P1 stated that the students were very well prepared for the Education and Training Reforms in senior at the school. This was a result of the school engaging and working with the local community:

> Year 10 students have been having a talk every Wednesday morning and (preparing) the set plan during a full day's conference. It is the job of the school to recognise what it is and what the needs of the students are to be able to cope effectively, or cater effectively for those.

In order for the parents to understand what the change was about, P1 believed that the challenge was in giving the reform a clear sense of meaning. He believed that the reform was about broadening the pathways for the students. This was an important message to relay to the community. He felt that the partnerships between the school and community groups were solid and broadening the pathways was going to be easy. The school

program already had strong school-based traineeships with students already doing apprenticeships and work experience placements out in the community.

P1 described the key resource which was essential for implementing the Education and Training Reform, as time, and this was limited. "I guess the desire to need the time and the energy to go beyond our capabilities and understand the need to be technologically up-to-date is very important in instigating the reform."

5.2.1.3 Teacher change

P1 was then asked to consider how the teachers in his school changed as a consequence of the Education and Training Reform. P1 responded with the question, "How many teachers could explain the reform?" He felt that the teachers were continually challenged by the new reforms, and that many of them in the community were failing to see the scope and complexity of their new role within the ETRF agenda:

> I think if you even take ETRF out of the picture at the moment and just say it wasn't there. I think teachers are struggling just in the sense of the questioning nature. Is what I'm teaching relevant and worthwhile? Am I teaching it well? Am I just standing and talking? Do I have a range of teaching strategies? In the midst of all that, if I sense my class doesn't behave as I'd like it to be, do I have the strategies to deal with that?

P1 believed that teachers embraced whatever they could implement. He felt what impeded them to change was the situation when their supervisors were oblivious to their needs and their workloads. What assisted the teachers to change was the strategy of having leadership coming down from the top. This included having principals being sensitive to how people were coping, administrators understanding what the individual's challenges were about, and working with the teachers as a team while overcoming the challenges of implementing new reforms.

> I work well for someone who knows I genuinely care and wants the best of me. If people, teachers in the school know that, that will assist them to change, and if there's an absence of that, people say, oh blow you, I can't be bothered. That then impedes change.

5.2.1.4 Teacher pedagogy

When asked how the Education and Training Reforms influenced teacher pedagogy, P1 felt that the ETRF agenda was about the real world. He questioned himself by asking:

> What is the real world at the moment and how can teachers prepare students for the real world? A fair range of questioning strategies, that if one applies to their longer

term planning and their shorter term planning, that will bring about the idea, we've got a relevant curriculum, which will engage students.

In terms of teaching and learning strategies, P1 thought that if the focus was on the curriculum and if each teacher had a questioning attitude about what they were doing (why they were doing it and was it worthwhile for the students) then all things would support the ETRF agenda. He expressed the concern that it was a real cleverness to know who you were and who the students were, and, therefore, these factors were crucial when implementing good teaching and learning strategies in the classroom.

In concluding the interview, P1 stated that he was not interested in wasting his time or other people's time when working through his day. Therefore, the curriculum needed to be relevant and engaging. It was crucial to fully equip students for further education and life after, whether that was for tertiary studies or other forms of career development:

> It needs to be not just about the base content level. It needs to be about the higher order thinking. Once again, if your staff are up-to-date, well communicated with, cared for and explicitly aware of the purpose for the school in implementing reforms then the result of teaching is made easier. We are expected to take the students who have been given to us for five hours each day, to give them the best possible future. This is our responsibility and our very important task, which is carried out through implementing the Education and Training Reforms.

5.2.2 Interview 2

At the end of the year, it was P1's belief that the leadership team had been supportive of everything that had come their way. He felt a sense of frustration in terms of the number of things that had to be dealt with effectively and promptly in each day while dealing with the school's core business. P1 thought that the links with TAFE were strengthening, and, therefore, this had helped the school to implement the Education and Training Reforms. He perceived that the teaching staff and the heads of department had been kept up-to-date with school reform. However, there seemed to be so much activity going on in the school:

> I still feel, as a school, we're seeking to get some basic things functioning the way we believe they should function. They're not easy tasks in schooling in the changing times with changing clientele and with changing staff. We're in the midst of trying to get our reporting right and this is both in terms of general education and vocational education. We are trying to get the structure of our day right to incorporate merging the senior school with TAFE and the Queensland Chardonnay College.

P1 believed the leadership team was conscientious, and that all people were aware of a changing clientele. He realised that the strategies that may have worked in the past, no longer worked in the same way:

> Our challenge in reform is whether it's consequences for actions in a behaviour management sense or getting in at the grass roots and saying, what must we do as a school that caters more for people. They're still in year 10, but they're not the year 10s of 1984.

In the last 12 months, P1 thought that the administration or leadership team, consisting of the principal, deputy principal, and heads of department had experienced success at implementing many dimensions of the Education and Training Reforms in the school:

> I believe they're getting better at arguing with each other in the nicest sense. We don't get anywhere if everybody's thinking something and no one's saying anything and there's a huge risk with that. And that can be quite confronting in that sense, whether it's a criticism of a person, or criticism of the decision or criticism of an opinion or judgement or a value which is held, but I just believe that we all need to grow and become more comfortable. I believe they're some of the important discussions we need to have in terms of reform, in terms of quality student outcomes, and quality teaching in the classroom.

When asked about his personal growth in the past twelve months, P1 said that he had participated in many informal professional development activities:

> In honesty with you, I feel I'm a very different person to the person I was with what I gained in terms of, a sense of self belief or things I'm prepared to make a stand on. I continue to try to read widely and gain positive input, especially on days where you might have said, that was a particularly negative day because you were dealing with conflict, either with a student or with a parent or with a teacher amongst colleagues, which is very draining. I believe I've got tougher and more resilient and I feel like people might argue the toss, but I feel I've coped well with what's been asked of me in the job. And I believe a lot has been asked of me. I wrote a note to myself today in a quiet reflective moment, that everyone wants more.

In relation to teachers coping with the scope and complexity of their role in implementing the Education and Training Reforms, he believed that it was hard for teachers to be fully aware of a full educational agenda at the moment. Teachers, he said, tended to keep to their own faculties and because they were so busy, they often feel that they do not need to know about other things that were going on in the school:

> They say - I'm not involved in VET, so I don't need to know that and I don't think that produces the best outcome and the challenge for us as a school …. without having three hour meetings every week to bring everybody up to speed, is to be able to crystallise what are the important things that we need to know and make sure people have that information.

Some teachers, he stated, were really quite sharp, in keeping up with their reading, or in touch with emails and up-to-date with syllabus changes, but others were not:

> To be honest again, I guess a particular challenge would be those that are nearing retirement and perhaps not seeing as much point, as they did when they were younger, in things that might only affect them for another 6 months or 18 months. This is also reflected in their behaviour management strategies as well as classroom practices.

P1 felt that it was very difficult for teachers to understand the complexity of the real world. It was extremely hard for teachers to prepare students for a different society, because not many of them had experienced different careers or jobs before entering the teaching profession, and therefore, they did not have the experience of the world to pass on to their students. In implementing the Education and Training Reforms, he said that teachers who were true professionals tried to take their subject area, relate it to the real world, and tried to extract from the real world what was relevant to their subject area.

When led to discuss how the school had changed in the past year, P1 believed that there had been a change in the teachers' understanding the reforms. There had also been an increased awareness and implementation of the behaviour management strategies in the school and therefore, teachers were more able to deal with the diverse student population in order to implement the reform:

> I believe in this school, and you'd really have to talk with the teachers and non teaching staff and students, because they may have different perspectives, but I believe behaviour management has done really well and this makes it easier to implement the reforms. Each of the reforms has their own action plans and sets of strategies and we are now capable of sifting through these. Teachers are coming to grips with the reforms and they have a better understanding of them.

5.2.3 Summary

P1 primarily saw himself as an individual, and therefore, treated others with respect and as individuals too. The leadership characteristics which he felt supported the Education and Training Reform were: using time management skills, staying in touch, keeping up-to-date with all agendas, and being on the cutting edge of what is happening. On the other hand, he believed that a head in the sand attitude, together with a refusal to accept that students of today were very different from the students of the 70s, 80s and 90s, impeded school reforms.

In implementing the Education and Training Reform in the school, P1 acknowledged that each of the reforms had its own action plan and set of strategies. He felt that the traineeships, school-based apprenticeships, and structured workplace learning had

increased the pathways for students. This had enabled the school to prepare well for implementing the reforms.

P1 believed that teachers would embrace what they could implement, but he expressed a concern that what impeded them to change was when supervisors in the school were oblivious to their needs and workloads. What assisted teachers to change, was having the teachers working as a team, while overcoming individual classroom challenges.

In terms of the Education and Training Reform influencing teacher pedagogy, P1 believed that if the focus was on the curriculum and if each teacher had a questioning attitude about the purpose of being a teacher, then all things would support the ETRF agenda. He expressed with apprehension that it was a real cleverness to know who you were and who the students were, and therefore, this background knowledge was essential in implementing good teaching and learning strategies. In saying this, P1 revealed that not many teachers had experienced different careers before entering the teaching profession and hence, it was difficult for them to prepare the students for the real world.

At the end of the year, P1 acknowledged that most teachers were learning about the reforms and that they had a better understanding of them compared to the beginning of the year. However, those teachers who were nearing retirement were resisting change. This resistance was also reflected in their unwillingness to engage with behaviour management strategies and a wider range of classroom teaching strategies.

5.3 Case study P2

Table 5.2 summarises the demographic profile of the second participant, The Head of department, Vocational Education.

Table 5.2 *Profile of P2*

Gender	Age Bracket	Teaching Experience	Experience in school	Qualifications	Subject Area
Female	46-50 yrs	< 20 yrs	> 10 yrs	Bachelor Science Degree Graduate Diploma	Head of department Hospitality, Business, Tourism and VET

P2 was a female head of department for Hospitality, Business, Tourism and Vocational Education. As Table 4.2 indicates, she has been teaching for over 20 years and has worked at the present school for over 10 years. She indicated her age was in the range 46-50 years.

P2 exhibited the characteristics of a lifelong learner. Having started with a Bachelor Degree in Science and a Graduate Diploma in Teaching, she has progressively moved through the Certificates in Tourism Operations. P2 has been District Panel Chair for Maths A for nine years and was currently Tourism State Panel Chair.

Although her background was not originally in vocational education, her family was involved in the hospitality industry when she was younger. The highlights of her present career have been winning an Education Queensland Showcase Award for Innovation for the school's Wine Tourism Industry Links Program in 2005, and in 2006 being a runner up for the Australian Training Awards for Vocational Education and Training in Schools. The school was also a winner of the Queensland Training Awards for VET in Schools.

5.3.1 Interview 1

5.3.1.1. Leadership characteristics

P2 believed that when teachers and Heads of department shared faculty responsibilities, it displayed the leadership characteristics that support the Education and Training Reform in the school. This model encouraged teacher leadership in implementing reforms. She stated that allowing individuals to be involved in the planning and decision making is important. She gave an example of the past principal letting her do just that. P2 described herself as a lateral thinker, and said that the past principal was quite happy for her to visit him when she had an idea:

> I would have an idea and he would say, oh no, and he would be my sounding board ….. I knew that if I went too far, he would pull me back. He would still put it into the

bigger context and say, we are not quite ready for this yet. That is where I think those characteristics of leadership are very important, to be able to encourage people to have ideas of their own rather than just going through the motions.

When asked what leadership characteristics impeded reform, P2 felt that not being able to give equal support to all groups caused difficulties. In the school some groups had felt that the focus had been too much on one area at the expense of other areas. These groups had therefore felt unsupported. Many teachers believed that the vocational areas in the school were valued more than the academic areas:

> For a long time in the early days of starting VET, it was a hard slog between our academic focus and making sure that it wasn't challenging the academic focus. In a way, it's the way that leadership focuses on one and does not forget the other one. That can happen sometimes. I don't know that that is a leadership problem as such. It could very well be personality problems sometimes.

In describing the leadership within the school and the implementation of the ETRF agenda, P2 believed that the leadership of the administrators had been exceptional. She said that it had to be, because a school did not win showcase awards unless it was excellent. The school valued individual students and supported their individual needs, especially in vocational education:

> It's all about our ETRF agenda, the school's wine, the college over there, everything is about the ETRF agenda. The thing I think that we do best, about everything to do with ETRF and generally education, is that we look at every student as an individual. We never really try to put a kid in a category and that's our strength. It doesn't matter whether we're supporting kids, kids with special needs, kids that need support, or all the things [to do] with behaviour management.

As head of department, the leadership strategy which she used with her faculty to help best cater for an increasing diverse student population was a whole school approach in implementing the school's policies and procedures. She then refocussed this approach to include a broader career perspective. Annually she reviewed what curriculum was being offered to determine if student needs were being met. This included adding new subjects, that were relevant to industry, to the school's curriculum and adjusting others. Also her strategies incorporated talking informally with her team about industry best-practice. This allowed her to offer the best courses that were pedagogically sound and reflected industry expectations.

P2's leadership skills had increased as a result of her having an interest in becoming totally involved in school reform and being given professional development opportunities, for example, to visit wine areas in Australia:

Being given the opportunity to co-ordinate things and of course being able to go places and see things……If you are given those kinds of opportunities, I think you are prepared to put a little bit more in and having a bit of ownership and feeling the success and satisfaction of doing things for the kids.

5.3.1.2 Implementing the Education and Training Reform

In terms of implementing the ETRF agenda in the school and across Queensland, P2 stated:

We are leading the way and the fact that it is (Queensland Chardonnay College) a government initiative with government support shows the support for the ETRF agenda… The relationship between XYZ University and EQ is unique and it will start something happening in other areas... The Gateway Schools Concept. It will roll onto something. I think in Queensland we're being given opportunities. starting at government level and working right through to the school, to do something different, and it's just becoming the culture that we're working under that we don't just stand still and do things in our own right.

In terms of student issues in implementing the ETRF agenda, P2 felt that the students did not realise that the change was happening. She perceived that today's students were flexible and resilient and were able to easily adapt to change. She also commented on how parents were unfamiliar with the career education that was incorporated in the new reform. P2 believed that parents did not realise how many different ways there were for students to achieve their career goals. Times were different to when they were at school and the students of today had the choice of so many different career pathways.

However, for the school, as a result of the ETRF change, P2 believed that resources were a big issue. It had cost the school money to implement industry requirements. For example, teachers were required to update their qualifications to teach TAFE units and a work education coordinator needed to be employed to administer work placements, traineeships and apprenticeships:

There's never enough money for what we want to do. We have a big Work Education Department but we don't have enough funds to cover it … We try to make the most of professional development to build human resources as much as we can. You do not need a lot of physical resources to do a lot of things. The big thing is financial and that is really the big thing to pay for people. I would like a secretary.

When commenting about the curriculum and how it had changed as a result of the ETRF agenda, P2 declared "I think that is one of the things we actually do best. We're prepared to look at our curriculum and ask, are we meeting the needs of our students?"

P2 believed that the school curriculum reflected a changing curriculum that addressed industry requirements. Business education, information technology, hospitality, tourism,

manual arts, and agriculture science all offered subjects with certificates that the students could gain, that is certificate I, II or III. Students did not need to attend TAFE, but the school had the ability as a registered training provider to have a curriculum that incorporated competency based units. P2 was proud to add that this was how the school was meeting the needs of the vocational education students.

5.3.1.3 Teacher change

When asked how teachers changed as a consequence of the Education and Training Reform, P2 believed that those who were delivering the subject areas that were industry-related, have had to change. Industry continually changes and therefore teaching practices needed to change to reflect what is current out in the work place. However, she made the comment that the teachers still needed guidance from someone in order to understand industry changes. That guidance came from P2:

> They will not automatically change without that guidance because they are very busy, and in order to keep up, it is important that someone is doing that thing for them. An example is the human resources (section) that we are going through with the (external) audit from QSA [Queensland Studies Authority] that allows us to be a registered training organisation. Teachers wouldn't have looked at doing the audit themselves, but I had decided that that is what we really needed to do to make sure we had the human resources requirements in order to teach vocational education subjects. So the teachers are changing. They are in the VET area. They are looking at what they have to deliver. They are looking at different ways of delivering and it is a culture in our school that we do not tend to stand still too much.

When queried about what impeded teacher change, P2 felt the lack of flexibility within the school's timetable structure was an impediment to change. This lack of flexibility prevented VET teachers in using the neighbouring college for classes, a necessary component of successfully implementing the reforms. It was important for classes to use industry standard kitchens, conduct real tours around a winery and interact with tourists. Also, other factors that impeded teachers to change were the lack of time needed to implement reforms, and teacher burn out. This prevented teachers from moving on.

5.3.1.4 Teacher pedagogy

When asked, how the Education and Training Reform influenced teacher pedagogy, P2 discussed the school's Wine and Tourism program, which required teachers to reflect on their current pedagogy and examine how they were going to teach in a new and interesting way that related to Industry requirements:

> We combined the arts and technology KLA [key learning areas]. It is a subject that is under an enterprising banner, so the kids in Living Design look at the whole process

from vineyard, to wine to selling products. They have a theme for the term. The teacher gives some background theory to it, for example last term was about products made from local produce. They made jams ….. they learnt about food, hygiene and the laws for labelling and all those kinds of things behind the scenes. But then they also had to cost it, the jams they made. They had to set a reasonable price on it. We have started introducing them to the concept of how you actually market on site… They are learning something that's practical and real and that can be applied to future life no matter what career they go into.

Another example given was the Seaworld/Nara traineeships where teachers and students attended the hotel school at the Seaworld/Nara Resort. This teaching experience required teachers to teach in a very different way. The teachers themselves experienced authentic resort work alongside the students. This then allowed the teachers to return to school and adjust their pedagogical practices to align with industry practices.

P2 was convinced that support from administrators assisted teachers to change. She believed that it was her job as head of department to support and encourage her staff to change with the reforms. Teachers needed to be reassured that they had support from above:

> Whatever they need is what my job is; to provide for them and give them opportunities to have a say. ….. the more that I can be outside the classroom than in, it is better….. That is why I need timetable change and to deliver other things outside the classroom is important because the kids see the value and they learn better in that applied environment.

5.3.2 Interview 2

For the last interview, P2 was asked how the leadership team in the school met the school needs with regards to school reform over the past 12 months. She said that the principal, deputy principals, and heads of department had consolidated or strengthened VET in the school as there was a change in administration. There was a new principal, an acting deputy principal, and a substantive deputy principal. Also, this team felt that with a change in dynamics it was time to reflect and review the different faculties in order to see how the reforms were impacting on the school. The administration team had not really taken on anything new and challenging. With the new principal, she felt that he had adopted a watchful eye during his first year, and in the following year, he would make it his school.

On a personal level, P2 reflected on how she had changed over the past 12 months. She did not think that she was any less busy, but certainly a little more confident as a head of department: The school's behaviour management strategies had been positive and the

disengaged student population was being addressed. On the other hand P2's involvement with the new college had caused some frustration:

> My job is just as hectic, if not more so, because of the college. I have taken on less outside school. School has become the big focus. The college has, this year, been a source of aggravation, which is a terrible thing, given that it's a big passion and I do not know whether to put that down to the development being new, or the rush, or being a different concept, or the personality. It could be a mix of each. I think I do get support. I know not everybody would say that. I think, this year, what you have done in behaviour management has been fantastic, and over the last couple of years in the development of that, and I think people are recognising that those disengaged kids are being dealt with in Queensland Chardonnay College.

When asked to consider the impact of the reforms had on the school as a whole, P2 said that it had been a great opportunity because its strategic direction was real, industry-based, and enterprising. She added that the teachers had to also review their pedagogies as a result of the relationship that had formed between the school and the Queensland Chardonnay College:

> The staff have to think about different pedagogies if we're going to use it   properly from grade 8 to grade 12, and not just me in tourism. It's got to be more than that. So that creates its own challenges …And I think that's an opportunity for [us to] design to do something big and special and so we've just got to go through the organisational issues with dealing with the college.

P2 did not think that all staff, especially the academic teachers, had a grasp of what reforms were taking place. However, she felt that with the administrators and heads of department in the school, that there were enough managers to answer questions about the reforms:

> We can't know everything about everything. There are some people in the staff that are trying to avoid any concept of change …. I think everyone gets tired of constant change and so that's why people make the decision to only keep up with certain parts of the reform. We have to rely on each other to get through. Education is too complicated now for everyone to be an expert in everything.

On reflecting on how much professional development was covered throughout the year, she felt that staff had utilised the opportunities that were available through the different professional development group. "I think my staff are very active in maintaining industry knowledge."

P2 strongly believed that in the school, teachers were preparing students for the real world, and this tied in with their pedagogies and self renewal as a result of the impact of the ETRF agenda:

> We are still one of the schools that has at least one week of compulsory work experience and that's a very basic way of [linking school to the] real world. But the students have real world [experiences] around them and they have opportunities they can take on to be involved in lots of real world [experiences] through industry… Our school is very much a part of our community and our community sees our school as a resource for the community as well, and that helps the kids.

The grey area for teacher understanding she perceived was to do with the new legislation and the senior certificate or Queensland Certificate of Education. P2 felt that she was always learning and trying to make sense of the reform. The students and parents also needed information about the new legislation in order to understand how this reform was going to affect them.

In an attempt to review how the school has changed during the year, P2 thought that the school culture had altered. Consequently, she had observed most change had been amongst the students. A more diverse population was attending school and therefore for these disengaged students, behaviour was declining. This impacted upon the teaching in the classroom:

> I've seen students' behaviour decline more than usual and perhaps it's more than society. I think our staff are tired too. I know there's a core of staff, our generation is getting older, aren't we? And that means we're more tired and I think that probably has a lot to do with it… I think the kids are the biggest thing I see changed.

With regards to the staff, P2 thought that after 12 months there was not anything significantly different to share. VET teachers continued to keep abreast with industry and teach accordingly. Academic teachers continued to teach their subjects, perhaps noticing a different clientele in the school:

> Maybe some changes, but in other ways, not that I can think of necessarily. We still have a mix of people who are passionate about their job, people who are just working their way through their job, people who are learning their job. I think that's the way to keep staff.

5.3.3 Summary

P2 described the leadership characteristics that supported the Education and Training Reform as consultative – letting people become involved in the planning and decision making processes. What had impeded reform had been the attitude that the focus had been on one area, for example, the vocational education area at the perceived expense of the academic education area. However, P2 described the leadership and implementation of the reform as outstanding because the leadership team had encouraged her VET team to participate in

and display the VET projects in the showcase awards, and the outcome had been successful.

There had been a change in principalship and this had meant that there was time for the middle management to consolidate, review and reflect on the implications and impact of school reform, especially in the vocational education areas. Meanwhile, as a more diverse range of students attended the school, behaviour management had become a problem in the classroom.

P2 believed that the Education and Training Reform was being positively implanted in her faculty. The wine and tourism program at the school was working well with the College, and the VET programs were keeping abreast with industry requirements.

The teachers in P2's area had changed as a consequence of the Education and Training Reform, because the subjects in the VET area were ever-changing. Students were participating in real life experiences at Seaworld Nara Resort and at the Queensland Chardonnay College. The teachers had embraced the opportunities to change their pedagogy as a result of authentic experiences.

5.4 Case Study P3

Table 5.3 summarises the demographic profile of the third participant, a female teacher in vocational education.

Table 5.3 *Profile of P3*

Gender	Age Bracket	Teaching Experience	Experience in school	Qualifications	Subject Area
Female	36-40 yrs	11-20 yrs	> 10 yrs	Teaching Diploma Commerce Bachelor Education	Business, English

As Table 5.3 indicates, P3 was a female teacher who had a vocational education and training background. She had been teaching between 11-20 years and indicated she was between the age of 36-40 years. P3 had been at the present school for over 10 years and she had had experience teaching all year levels.

P3 studied at the Brisbane College of Advanced Education, Kelvin Grove completing secondary commerce as a major and junior english as her minor. On graduating, P3 taught at a very small but brand new country school for two years. She taught the commerce classes and geography.

P3 returned to study for two years to gain her Bachelor of Education degree before moving to her present school. At the time of the interview, she was working through her Certificates with TAFE to allow her to officially teach the accredited technology courses. P3 was part of the vocational education team at the school.

5.4.1 Interview 1

5.4.1.1. Leadership characteristics

The leadership characteristics that P3 believed supported school reform were the willingness of staff to embrace change and prepare for changes, as well as helping others to adapt to the changes. She felt that this had been achieved in the vocational education areas and that other vocational teachers had been helping her as much as they could, but at times…..."it's the blind leading the blind with some new stuff. But I think, pretty much, in this school, I've found that people have helped you to the best that they can to make sure they're all set."

The administrative strategies that P3 believed best catered for an increasing diverse population in senior schooling included having someone in charge of vocational education in the school. This person interviewed students and guided them with their career path. At the time of the interview, the Head of department of Hospitality, Tourism and Business was also

the Vocational Education Head of department. This person worked closely with the guidance officer and the work education officer. Together they interviewed students about their career paths:

> Their direction has to be worked out and of course, to make sure that the necessary resources are available for what these students need. ….making sure that the paperwork involved with our work education department and our guidance officer [is up-to-date], knowing what each student wants, what their pathway is and making sure they're going in that direction. And that's also why you've got the subject selection guide. Once again making sure students make the right choices.

The administrative strategies that had been put in place to cater for these students included a whole Work Education Department strategy, work experience guidelines for students and one-on-one meetings with the Vocational Education Head of department. She had made it her task "of making sure the students are in the right subjects doing their tutorials and, to make sure they're getting their work done. The students can make the right choices."

Upon reflection, the personal experience that had assisted P3 most in implementing the ETRF agenda was the assistance from the head of department in charge of vocational education. Meetings were held and professional development had been offered, and online chat support groups had been established:

> We have had some professional development meetings and my best support is actually being part of an online support group, which I can access every single day. It's [sharing] business communication technology ideas and there' are information communication technology ideas, and it's just teachers all over the state, basically writing and asking questions, sharing resources and basically being told, oh you need to check such and such site. This is what's happening and I've actually found it the best thing.

5.4.1.2 Implementing Education and Training Agenda

Generally, P3 felt that the thing that impeded school reform was the age of the staff and, in particular, she perceived that teachers nearing retirement age found the latest ideas hard to embrace. These individuals were not willing to try new ideas or update their classroom pedagogy. "I don't know if it's because of their age or the fact that they're so soon to be going, …why change, …because change is work."

She also felt that at the other end of the scale, the beginning teachers also found it hard, because of their inexperience. They were just trying to find their feet and they lacked experience for effectively dealing with change in a classroom context.

P3 was asked to reflect on how she found the leadership team within the school in implementing the ETRF agenda. She thought that they were progressive. "We seem to have

many teachers who have the energy to embrace the change and enough expertise and knowledge of the requirements to ensure that the agenda can be best catered for."

P3 felt that the reform was a positive change for schools in Queensland, in that it enabled schools to be up-to-date with industry practices. She also believed that in today's society, students did need to earn or learn in order to learn new skills to benefit society. However, some students appeared to lack direction. They really did not want to be at the school, did not want to go to work, and did not want to go to TAFE. They simply stayed at school because they could not think of other career options and, as a result, behaviour management became an issue. "I'm thinking of students from the past, and I think, we were so glad to see the back of them."

P3 firmly believed that the more people who could assist these students make appropriate career choices then the better chance they would have of succeeding. This assistance included forming partnerships with TAFE and the Queensland Chardonnay College:

> I know I'd be very happy to work closer with the TAFE teachers. I know them anyway and they're giving the best pathway they possibly can, and of course, we can't be expected to have all the resources over here. They might have what we don't have and vice versa. I don't see a problem with us working together.

P3's comments with regard to the implementation of ETRF agenda across Queensland were: "I find that the online group enables me to see what people are doing across the state."

In the School: "We've had voc ed subjects here for many, many years, so as far as I'm concerned it can only get better."

She felt strongly that Green Ridge State High School was a leading school with regard to vocational education in comparison to other schools and that it was a school which was willing to embrace change. "With comments that I've basically heard around with different meetings and things, I'd say we were definitely right up there. We're certainly one of the ones willing to embrace it and see how we go."

With regard to issues that students were having with the ETRF agenda, P3 thought that:

> earning or learning will force some students to stay at school and choose subjects that they have no interest in. This is not good for anyone. I'm also worried that a larger upper school could also have a negative impact on the junior school.

With respect to issues that the wider community was having with the ETRF change she stated "What community wouldn't prefer to have all kids at school or work, rather than roaming the streets and collecting welfare."

With regards to issues with resources as a result of the ETRF change P3 said "Although class sizes are small now, I am very concerned about human and equipment resources that will be needed when the Grade 11/12 cohort potentially doubles in size."

With consideration to issues with the curriculum as a result of the ETRF change, P3 added:

> With more students in courses, I really feel that moving to self-paced [learning] will allow students to take control of their learning but, as a school, we may need to look at increasing our offerings in the level of certificates so that brighter/faster students can get the best possible worth from the program.

5.4.1.3 Teacher change

In coping with implementing the ETRF agenda and managing change, she felt that with teachers, "it is like any change. It's difficult at first, but people have to work through it."

Her advice on how teachers change was "by being kept in the loop and asking questions and adjusting."

The factor that impeded this change was "the emotional damage that can be caused by students who really don't want to do what's been set."

What assisted teachers to change was "definitely access to resources and support and students who want to be there."

5.4.1.4. Teacher pedagogy

The teaching strategy which P3 believed best catered for an increasing diverse population in senior schooling included the realisation that the students were almost adults with varying degrees of intelligence and with the desire to be treated as adults. Many of these students may have become bored with 'chalk and talk'. This was reflected in her own teacher pedagogy.

The teaching strategies, which P3 had put in place to cater for this clientele, included: "Myself, I've put self-paced learning wherever possible, but with students having time lines that they basically can't slack off. They do have a goal, but they can go at their own pace."

P3's teaching pedagogy included having self-paced lessons online with her being the facilitator:

> In business, most of my units are self paced with the timeline that I set. At a certain time they have to be ready to do an exam. I have got grade 11 and 12 on at the same time, but they're doing different units. Tests are open book so that ultimately the entire course could be self-paced and have no timelines. With my accounting students, this is the first year where semester 1 for grade 11s has been put online

because they've been put on with the grade 12s and I didn't want to have to change the program to be composite.

When questioned if it was working, her reply was: "It's going brilliantly I'm really enjoying it."

5.4.2 Interview 2

When asked to consider the past 12 months, and how she thought the leadership team in the school had responded to the reform agenda, P3 replied that she felt that the school was catering for the changes in the Education and Training Reforms by providing a range of subject offerings. "I think the hugest thing that we've had, of course is the Queensland Chardonnay College and the involvement in that, across all of the departments."

She considered how this had affected her. As a business teacher, her area had changed constantly, particularly with regard to her teaching of information communication and technologies:

> We have to know what we're doing and with all the certificates that are being offered, and of course, linking up with TAFE, who are on our campus at the moment and, of course, across the road. Basically they want me to send my students, once they're done, onto the next step of their learning, and of course, for me to give them the best basis that I can give them, so that they can then continue their certificates.

P3 believed that it was only the heads of department who knew what was happening with the reforms. In particular, the head of department in charge of vocational education knew how they would be implemented in the school.

> She's often asking me questions, what are we doing, and she actually got a lady from TAFE to come in and talk to me to see how we thought the link up would happen. That's something she organised. Yes, she's definitely on top, but I'm not sure about the others.

When asked if the teachers generally in the school knew what was going on with the reforms in vocational education in the school, P3 said that it was only those who were involved who knew what was happening:

> The ones that are particularly involved in it, I would say would, but I think, because there's so much going on and there's like a whole new phase going through, I don't think everyone's really aware of sort of what's going on.

Partnerships were important for vocational reform, but communication with TAFE was a problem, despite discussing student outcomes with them, communication was very slow. She was very committed to working with TAFE in order to offer her students advanced certificates. P3 was studying the advanced certificates, so that she could teach the certificate

courses to her students. This personal professional development was crucial for her to keep abreast of reform changes. However, there were issues to work through:

> The problem that I've actually had is, we have one student who's doing Certificate IV in Business and I've pretty much taught myself and he's doing Certificate IV, and he was coming to ask me questions and, I didn't feel like I could help him. That's why I want those qualifications so that, when we do have this link up, and kids are doing Certificate III and IV, I think it is beneficial for me to be, at least, at that level.

When asked how the school leadership has helped her implement the reforms in the past 12 months, she felt that her head of department had been so busy that at times she was unavailable. "You sort of grab her as she's flying past. I think she's probably doing the best that she can with what she's got."

Problems encountered included information not filtering down, and not knowing how things were progressing with the Queensland Chardonnay College and TAFE partnerships.

> I don't feel I've got a lot of stuff filtering down to me but I don't know if there's stuff to be filtered anyway, but I think, once they sort of get the intake happening at the Queensland Chardonnay College, like get TAFE off our campus over there and get everything sort of underway, it might be different.

Upon reflection on what was done well during the year, P3 felt that technology was utilised well and there was increased communication from the principal. This was a positive change:

> In relation to ICTs, we've had a lot more computer equipment starting to arrive in the school. I think there's been a definite realisation that we have to have the equipment if we're going to be beneficial to the school and advantageous to what we're doing. We get emails constantly now from the principal. I have felt so in touch with what the director general is saying, what's happening in the senior school, what the juniors are doing, who's doing what and whatever, because, we've got this constant email access. That's been a huge change this particular year.

P3 did not think that the parents and the community members of the school were aware of what was happening in the school with ICTs, middle schooling and senior schooling reforms. She felt that they also did not know about the school's relationship with TAFE and Queensland Chardonnay College.

> But it's also a case of I'm not really sure of how we can let them know. We have things in the paper of course and we've got newsletters, but how can we possibly let them know, 'cause we could do up these wonderful brochures and send them off, but kids just won't take them home.

On a personal level P3 felt that she was very open to change. "The good thing is, I have 20 years or so of teaching left, and in that time, I know that there's going to be huge changes and I just stand here with open arms and say, bring it on."

The professional development that she had been involved in included online courses and industry placement which had helped her to implement the reforms in her faculty.

> On the learning place, I've joined up to do three online courses, which are professional development ones that they offer, all computer based ones, which will be below the level that I'm at, but I'm doing it more to pass them onto the students, to see whether they can do them. But otherwise, for actual professional development, I did my three days industry placement.

Participating in Industry placement was an important part of the vocational education reforms that allowed teaching staff to be competent in teaching specified certificates to students:

> I went to the Gold Coast to Main Roads and I couldn't wait to get home. It was absolutely horrible. The people were wonderful. The things I got to see were great, but basically it was what I'm doing ....is what I want to be doing. I just wanted to keep getting passed around different people, because I got so bored so quickly with what the people were doing. It was so monotonous, but I did pick up a lot of information, a lot of skills to be able to pass onto the students.

When questioned if she thought that the teachers were coping better now than at the beginning of the year, her reply was that she did not think there had been any changes, because, the present Grade 10s are the first cohort that, in effect, had to remain at school in the following year:

> I think we'll notice a big change next year depending on the kids that have to stay back. I think my concern was always going to be the number of kids that would still be here. Do we have the human resources, do we have the room, do we have what we need to offer these kids?

P3 hesitated and said that her biggest concern was that the school would suddenly have a senior school with more students than normal. Consequently, this would put a strain on facilities, resources and teachers. Her hope was that those students who were leaving, were leaving because they had found work and hopefully the school has been effective in assisting them obtain employment.

Changes within the curriculum that reflect industry practices had meant that teacher pedagogy had to change. As a registered training organisation, the school was in a place to offer certificates that were previously offered by TAFE. Instead of reporting with levels of achievement, the normal school practice within Queensland schools, the assessment now reported with competency based measures, the same system used by TAFE. This had

already caused conflict within the school because the school reporting system requires levels of achievement:

> (Teacher X) he is just straight VET and he's even said, I can't give them As to Es. But I suppose if our admin wants that, I suppose we have to. It doesn't worry me, because I do it anyway, but some other people may be affected by that.

As a result of the increase in learning that teachers had to do with the online modules, resources had changed during the year. This was an outcome of the Education and Training Reform changes in senior schooling:

> Like this year's lot are starting to come through now, we're going to be offering them Certificate I in IT [Information Technology] and I'm hoping that's going to be online as much as possible and the resources are coming into the school. So basically I've decided I'm not going to be purchasing any hard copies of anything. I'll just use lots of online stuff and just keep updating it myself as things change.

When questioned if the students benefited from studying both vocational and academic subjects, her reply was, for certain students the answer would be positive but for others she was unsure:

> I know that there are some students that get a little bit worried. They'll pick up a VET subject, which I think can be really beneficial to some students, but then they've got the worry of, if they have a bad OP subject, they can't drop it. Particularly in the practical areas, I think it would be great if all students had to do at least one VET subject, because they're really the only subjects where you can basically get your hands dirty and really get into those subjects, even if it is a computerised one, or business one.

P3 believed that vocational education training was valuable in helping students move from the school to further education training and employment, as this was the essence of the Education and Training Reform.

On reflection, with the change of leadership in the principal's role, P3 felt that the previous principal, who was heavily into vocational educational training and setting up the Queensland Chardonnay College, took everything with him:

> It's a feeling like he took all of that with him whereas the new principal is more like a visitor. The other principal had a foot in both places whereas I sort of feel like we now have a principal back. Like, the new principal's job is this school and the college just happens to be over there. In that respect, I suppose you could say, yes, there's been a huge change. You can't do two such important jobs. You can't spread yourself that thin.

5.4.3 Summary

P3 believed that that the leadership in the school was progressive and the characteristics that support the Education and Training Reforms included a willingness to embrace change and help others to adapt to the change. The element that impeded the reform was when the retirement-aged teachers found the latest ideas hard to embrace.

P3's subject areas, business and technology, were constantly changing, and therefore, she thought that the Education and Training Reform had had a great impact on her faculty. To implement the reform changes meant that teachers had to be up-to-date.

When considering how teachers changed as a consequence of the Education and Training Reform, P3 felt that it was like any change, and that it was difficult at first. However, not everybody was affected by the reform and therefore, only those involved in vocational education were in the loop.

P3 felt that the technology, hospitality, tourism and business teachers' pedagogy was influenced most by the Education and Training Reform. Teachers had to keep up-to-date with the emerging new world in order to up-skill the students. It was necessary for vocational education teachers to upgrade their qualifications in order to retain the registered training organisation status, so that the students could be taught Certificates I, II and III. This had called for teachers to reflect upon their pedagogical practices.

5.5 Case study P4

Table 5.4 summarises the demographic profile of the fourth participant, a male teacher in vocational education.

Table 5.4 *Profile of P4*

Gender	Age Bracket	Teaching Experience	Experience in school	Qualifications	Subject Area
Male	21-35 yrs	11-20	5-6	Bachelor Degree Applied Science	Agricultural Science
				Graduate Diploma Education	
				Certificates in welding, metal fabrication and chainsaw usage	

As table 5.4 indicates, P4 was a male teacher aged between 21-35 years. He had been teaching between 11-20 years and had been at the current school between 5-6 years.

His qualifications included a Bachelor Degree in Applied Science, a Graduate Diploma in Education, and Certificates in Welding, Metal Fabrication and Chainsaw Usage. P4 completed his secondary education at the current school and has a vocational education and academic background. He was teaching agricultural science in the vocational education area.

5.5.1 Interview 1

5.5.1.1 Leadership characteristics

P4 believed that the dictatorship method of leadership did not support school reform. He felt teachers needed to be guided by the principal, thus using the whole staff approach to develop reform. "When you have a strong boss and strong administration team, you have a better school. Also when staff are included or have the opportunity to be included as well [this assists change]."

In his opinion, leadership within the school had made an improvement in implementing school reform. Previously, in his subject area of senior agricultural science there was a vagueness about the content of the curriculum, but with the new reform there was accountability and clarity:

In the agricultural department we were aiming too high. It wasn't the other way around. We set the work at a too high of a level - that is the background knowledge part of it. It

was a too high of a level compared to what the new documentation prescribes, [giving] more detail as to how you can deliver it.

He said that the administrative strategy which he believed best catered for an increasingly diverse population in senior schooling was to make sure that there was the option of vocational education within a wide range of subjects. P4 reported that at this school, pathways have been created to give the students an easier transition from school to work. Vocational education students needed to be trained for work and the school administrators had to make sure that they designed courses around catering for work for these students. Teachers then expected students to participate in those subject areas and they treated the classrooms like the workplace. Consequently, this was reflected in their classroom pedagogy.

5.5.1.2 Implementing Education and Training Reform

P4 said what was good about the reform to vocational education was that his faculty were able to use an educational software package for their units of work. This package outlined the guidelines and prescribed the modules to be taught. In the old programs it was up to the class teacher's interpretation.

P4 complained that the teachers did not have a lot of time to do industry placement, which helped to implement the reforms. He believed that it was very important for vocational education teachers to spend time in industry to ensure that their skills were relevant and up-to-date. In his present position, P4 felt that this was not possible due to a lack of support at the school level:

The manual arts guys have been going out and getting a bit, but we haven't as such. I basically help on the family property, so you get updated with a range of skills there. But there are shortcomings in other areas, and it would be good if you could go out and do a little bit extra. But time is the factor, and plus with our clientele, our classes, it is not easy to get someone to take our classes if we are out for weeks at a time. It is very difficult to replace you without putting them into a room [the students] and then they [the students] hang off the rafters and things like that.

Experiences that the students did appreciate were field trips. P4 took students on a number of trips, including one out west. This teaching strategy introduced the students to the real world of work:

We visited a number of properties out there and I take them to Farmfest [agriculture show] every year with the year 10 Ag Mechanics. I try and have a look at the modern technology and see how it works. We do get out and about, it is not as though we are stuck in that close circuit. There are different areas of expertise amongst the staff as well, so if you fall in a hole, you ask someone.

P4 commented that the Agricultural Faculty was in a better position than most other faculties at the school. They ran an enterprise with their fruit, vegetables, chickens and livestock. This authentic experience introduced students to industry expectations:

> We have the chickens, the fruit and the wine, the grapes, the nursery and the cattle, and run sheep every year. We've also got feedlot lambs, stud cattle, plus we get in steers as well. [We] fatten up steers for shows. That's a lot of real life experience.

P4 thought that enrolling students in TAFE units would be an advantage for the students. However, historically this had not worked in the past due to a conflict between TAFE administrators and the school principal. He perceived that the future location of TAFE within the Quennsland Chardonnay College would benefit all students:

> I can foresee with TAFE being across the road, there will be a lot more collaboration between TAFE and school. I hope there is and you have a wider variety of expertise [with] more staff, skills we mightn't have, things like forklift certificates, which would be good for agriculture students, which we can't deliver [now]. We do a chemical course, but we can't give them a certificate. That could be accredited over there. That's where I see us working together.

The personal experiences, which had assisted P4 in implementing the ETRF agenda, included having a good working relationship with the head of department in charge of vocational education:

> The HOD in charge of voc ed has been very good with all of the documentation that has come through. The HOD of agriculture has been really good actually sifting through the data and letting you know what we need to develop in the course and in the curriculum. I suppose that is his job. He has knuckled down with it and set an outline of what we need to cover and given us a guide to the website, so we can double check. So basically the school structure is working quiet well.

P4 said that professional development opportunities did come up, but the short courses offered usually did not fit into the school's timeframe:

> I did a chainsaw course a couple of years ago. We do our chemical cert certificates. We need an update every five years and if there is something on the go. We have an opportunity to go to different things, like the DPI [Department of Primary Industries] offers different things at times. It's just getting the time, and the main problem is you've got to leave those classes for an extended period of time, [and] there are a few issues with behaviour.

Vocational education teachers were coping with implementing the ETRF agenda, however, there was still work for the teachers to do:

The paper warfare is terrible. Before you didn't have to link up exactly student A has this competency due to this on this assessment piece. You've got to actually be able to map through. That mapping and things like that is a lot of work. I think that we had an audit that first year. That sort of leaves us alone for a few years, but it is still a lot of work to try and get up to a level where an auditor will walk in [in] a couple of years time, maybe tomorrow, and whether or not you have everything up to scratch. It is a worry.

The workload for vocational subjects seemed to be greater for teachers than with academic subjects. P4 felt that the paperwork was a real issue in implementing the Educational Training Reforms:

I teach in both subject areas. The problem arises, at the end of the day, Certificate 1 is supposed to be under supervision. Certificate 2 is supposed to be fairly independent working. The issues that I have with it are it's sort of gone a little bit overboard.

In implementing the education reforms, P4 felt that the state government should have provided more time and resources. He went on to say that schools, like the one he was teaching in, had good heads of department and curriculum coordinators who made a difference to the teacher's workload. He gave credit to the head of department of vocational education who had put in place an organisational structure to enable teachers to work through the expectations and requirements of being a registered training organisation:

I think that she has done a wonderful job actually, in developing a structure that we have got in putting the changes in place. I know that it is a stressful job and she has put a lot of time into it, but without her, we would be in a terrible situation I think. Someone's got to do that.

However, he felt that the issue with the reform package for the agriculture department was that they had previously utilised an outcomes based curriculum, but the new training package required the students to be competent or not competent. This meant that the students had a set of criteria, which reflected whether the students could perform a specific task or not perform the task. With the new package, P4 also felt that he was disappointed that the faculty did not have to teach to a high standard:

I was still on the old program up until this year. It was always good, you could give them a rating for their report card and a rating on their certificate and still get their actual vocational certificate as well. Now that is all out the window. I still give them a little bit extra, because I find that my interpretation of what is listed is that we cover those skills, but if I go outside of the boundary and give them a little bit extra information, that is fine, but I am not putting that into my assessment.

When asked to comment about the resources that were needed to implement the reforms, P4 felt that his faculty was fortunate:

> We're lucky because it's been going for a long time and there's a lot of money gone into the ag section in this school but, like I said before, all other schools would have a great deal of difficulty covering a lot of it. We're well resourced and we should be right for the future too.

5.5.1.3 Teacher change

The ETRF forced vocational education teachers to change, but the academic teachers were not in the same position. In implementing the reforms, the teachers must consider industry requirements and mirror this in the classroom. P4 had made the observation that the older vocational education teachers were more set in their ways and were not willing to change. He did consider himself a role model to encourage others to change:

> I just think demonstrating being a good role model for other teaching staff, as a senior teacher, really helps. If you don't have good role models in management positions, you have problems. They have to want to change. You have to provide them with ideas and provide ways on how to implement them, how to step outside of the box a bit [encourage them], [provide] positive encouragement. There is no magic formula. I think that the best way is to demonstrate it, and try your best at that.

P4 considered the fear of the unknown as something that impeded change. Also laziness and not wanting to 'have a go' did not support change. He also said, with some frustration, that teachers in the past had changed their curriculum, assessment, and reporting, according to past reform guidelines, and then higher authorities changed their minds and the reforms did not eventuate:

> They have done it all once before and don't want to do it again. They roll it out and if they don't give it enough time before they roll another lot out, and if there's a complete change in it, like all of this rich task stuff with schools jumping on board with it. What a waste of time in the end. It must be very disappointing for those people who spent a lot of time and then at the end of the day this doesn't work – let's try something else.

5.5.1.4 Teacher pedagogy

The teaching and learning strategies, which did support the implementation of the ETRF agenda, were based around authentic enterprising projects. Real life projects, such as the school farm, helped students to understand what happened in the real world. "Just basically what we do with our thematic approach. We do a nursery unit, a real nursery production system, stone fruit is done around a real stone fruit production, they actually get in and they do the work."

As a result of the Education and Training Reforms, the teaching strategies which P4 believed best catered for an increasingly diverse population in senior schooling included setting clear expectations and consequences. It was important for teachers to model the appropriate behaviours. "You have to act as a boss. Make that clear, that is how I run most practical classes. As much as I can, as if I was employing or supervising those guys, and what I expect of them."

5.5.2 Interview 2

When P4 was asked to reflect on the past 12 months, he said that he had felt rushed and pushed for time. Computer access had been an issue. The head of department for agricultural science was going to purchase a laptop and a data projector:

> If we get a laptop we can spend the time designing lesson plans and things like that. The problem is, computer access in our staffroom is bad. There's always a bit of clash and you've got to work together and you haven't got time to do those lesson plans, especially if you haven't got a computer at home. It makes it difficult.

P4 felt that he had been email illiterate, until he had help from his head of department. This had helped him with communication across the school. Technology had helped with the paper warfare as a result of the reforms:

> I had never used the email. Once I found out how to use it properly, it's an excellent method of communication because you can't phone, you just can't get onto people all the time, and at least a message then it's done and the person, when they get time, can answer you back. If you want to get action, that's the way to do it.

P4 believed that the administrators had done a good job with senior school, and the implementation of the reform across the vocational education subjects. The reform had rolled out really well for P4's faculty:

> The VET subjects, they're going extremely well. The new roll out of the Cert I and the Cert II has been a lot easier to implement. They've cut down a lot of the competencies. The new document is more specific. It gives you examples. We found it quite easy. As far as the reporting, recording perspective is concerned, it's made it a lot easier to set your exams, 'cause we're no longer reporting on levels of achievement but, down the track, I can see that coming back in. But it has made it a lot easier for those VET subjects.

P4 was still showing signs of frustration while trying to work with the school reporting system, which required reporting in levels of achievement compared to the new vocational education units that required reporting in terms of competencies, a system that asked staff to simply ascertain if the student can do the specified task or not.

When asked if the Queensland Chardonnay College had an impact on his faculty, he said to a certain degree. The college was located on the school property and used the school's water facility. In using the school's equipment, water and school students, there had been some friction. The agricultural department also used their own equipment to work the vineyard around the college and the students from the school were expected to work at the college:

> Basically there is (sic) a few issues there associated with the college, you know, they don't have too many hands-on students at the moment, which will change down the track. Our students were involved in setting up that new section of the vineyard around the front. Probably the only problems I foresee is the access to equipment. If the college needs access to some of our equipment, it probably would be a need for communication there and some sort of system involved in using equipment and also water could be an issue as well. At the moment, the Ag Department pays for the sewerage water.

On the positive side, P4 could see that the courses that would be offered in the future would be of benefit to the students:

> Basically they might get a new course involving hospitality subjects as well as horticultural subjects. Obviously, there's a lot of benefits to having the college over there. Hopefully we'll have access to TAFE instructors at some stage, maybe for things like forklift tickets and things. Down the track, I can see there will need to be a discussion on sharing equipment and facilities and staff. It's good for the district due to the fact that we've got people like a well known wine maker talking about how we need more trained people.

When asked if P4 has changed over the year, he said that he had taken on more leadership and this had been of benefit to him.

> That's changed me a bit, sort of had to manage larger groups and talk to more teaching staff, whereas before it was just a minority, I had to liaise a lot more with administration as well, so I've changed there. I suppose I'm still introverted, but I get out there and do my job.

He had not taken up any professional development opportunities during the year because he had been busy. "I haven't been able to fit a lot of things in. I've sort of been going flat strap all year. My head of department wants me to go on the panel next year. That will broaden my horizons a bit."

5.5.3 Summary

The leadership characteristics, which P4 believed supported the Education and Training Reform included a strong boss and administration team. The dictatorship model impeded reform. In his opinion, leadership within the school had made an improvement in implementing school reform.

The Education and Training Reform had impacted on the Agriculture Science Faculty curriculum. Reporting had become an issue. P4 acknowledged that it was essential to create pathways for students, especially for those who were heading for employment.

Vocational education teachers were forced to change as a consequence of the Education and Training Reform. New training packages had been introduced and therefore teachers had to become very familiar to teach them. As a vocational education teacher, it was important to spend time in industry to ensure that teachers' skills were relevant and up-to-date. In his present position, P4 felt that it was not possible to fully participate in the opportunities provided due to the lack of support at the school level.

The new training packages also influenced teacher pedagogy. His faculty was in a good position to run enterprises with their livestock, fruit, chickens and vegetables. These authentic experiences, together with field trips, helped to bring the real world into the classroom.

A disadvantage of vocational education subjects was the increased associated paper work for teachers to wade through. On the other hand, there was a wide range of subjects offered to vocational education students. P4 had taken on more of a leadership role within the school which had been of personal benefit to him.

5.6 Case study P5

Table 5.5 summarises the demographic profile of the fifth participant, a male head of department in the academic faculty.

Table 5.5 *Profile of P5*

Gender	Age Bracket	Teaching Experience	Experience in school	Qualifications	Subject Area
Male	31-35 yrs	7-10 yrs	3-4 yrs	Bachelor Degree Applied Physics Graduate Diploma	Head of Department Maths Science

As table 5.5 indicates, P5 was a male science head of department. He was in the 31-35 years age group and had been teaching between 7-10 years. P3 had been at the school between 3-4 years and had taught all levels of high school.

His qualifications included a Degree in Applied Physics and a Graduate Diploma in Secondary Education. P5 described his background as academic.

Beginning as a maths/science teacher, P5 progressed to pure science teaching. After five years, he became a head of department of science, and his next planned step was to apply to work in the curriculum branch of the Queensland Studies Authority.

5.6.1 Interview 1

5.6.1.1 Leadership characteristics

P5 thought that the most important leadership characteristic that supported the Education and Training Reform in terms of administration, was implementing the policy and directives from Education Queensland. He thought that the school had numerous pathway opportunities and were not behind in providing those opportunities for students.

He felt that the school's middle management had developed an understanding that allowed individuals to feel supported and it also provided a forum for ideas:

> In terms of support, we've discussed it openly at head of department meetings and we develop an understanding, just with our middle management group, and also ideas sharing. If we want to make a point we can.

P5 believed that the principal and the administrators supported teachers by giving them time to develop programs and other professional development.

> I think that those opportunities are made available and also if there is a need for a person to continue to develop a program, there are opportunities for that person to get time off or being just replaced, so they have time to work on those projects.

He liked the idea of the administrators encouraging professional development for teachers and allowing them to better understand the Education and Training Reforms. He believed that an open door existed at the administration level, that is, the principal and deputy principals were always available. He also expressed that having the open door did not mean that the teachers were motivated to meet with the administrators and request professional development time. Although P5 did comment on how he valued his personal time, the administrators were always willing to support and provide time for ongoing professional learning:

> I think admin certainly do what their responsibility is, but teachers are more inclined to think, well, I don't have to do it. If you ask me, I'll say no because I actually want some of my personal time. Normally, there are specific people to approach, but the general bulk of teachers aren't necessarily motivated, committed. It's alright to say it's an open door. Come and see me if you want to do stuff.

P5 was happy with the opportunities that came his way, and he, in turn, tried to encourage his staff to do some training in preparation for the implementation of the reform. However, some staff lacked motivation and did not want to take up his offer:

> I get a lot of opportunities, particularly in developing opportunities for senior students and also the teachers to get training, to get a better understanding of what's happening. I make it available. There's a lot of advertising, but not motivation.

P5 continued to say that the difference between a young teacher and the more experienced teacher was evident when it came to understanding the ETRF agenda. He was not sure if it was the experience or the age that made the difference. When asked to explain further, he said that the more experienced teachers had a balance between home life and school. He felt that this was essential to prevent burn out from stress and to have a happy school life.

When the younger teachers finished their probational period, P5 observed that they slackened off. He wasn't sure if that was from the associations that they kept or if it was "a case of sinking" when the pressure was off them:

> They fall under the cloud of the politics in terms of the different groups. Sometimes it's hard to address particular teachers because of the associations that they have. Young teachers, particularly in this school environment, have to float or they'll sink.

In comparison, he felt that the older teachers were cynical and reluctant to change. "I find that older teachers are a lot more cynical. They have gone through a lot of changes and they may have invested their energies and their passions beforehand, but they may be reluctant to change."

P5 believed what impeded school reform was a lack of clear direction from the administrators. For example, it was unclear what the school wanted to achieve in implementing the reform. Sometimes meetings turned into complaining sessions and there were no outcomes. "[There are] lots of discussions. I find it very frustrating. This is a good idea. It turns into a bit of a bitching session, if I could say that. This is what we've got to do. This is what we need to do, but then there's nothing happening."

When asked how he would describe the leadership within the school and the implementation of the ETRF agenda, he thought that there was a strong senior focus. More time and resources had been invested into the senior school through vocational education programs and the junior school missed out.

> The pathways with the Queensland Chardonnay College that's across the road, and all of the traineeships involved with various commercial ventures are good for the school. In terms of ETRF being implemented across the school, I feel we neglect the junior school to a point.

He also felt that the lack of procedures and policy relating to the reform was detrimental to the school. P5 was certain that the academic students were disadvantaged at the expense of the vocational education students. Procedures and policies addressing resources and curriculum issues were required across the school for all students:

> Yes we want to get results for our senior students, and yes, VET is probably weighted more, because that effects their chances of getting employment after school, but I think we do shoot ourselves in the foot a bit with some of our kids, because we don't set up procedures, policies.

P5 thought that the school did succeed with the senior school academic curriculum. He felt that there had been opportunities for the experienced teachers, but had expressed a concern that many of the Senior School teachers were nearing retirement. Therefore, P5 believed that procedures should be put in place to record what the teachers had personally developed in their subject areas

P5 also shared that the administrative strategy, which he believed best catered for an increasingly diverse population in senior schooling, was one of being a facilitator or a guide more than a manager. He personally felt stretched for time:

> I've got a pretty busy workload…. so I think certainly being in a workplace allowing teachers to have a go at things and then have regular meetings. I think that is the key. It

is communicating and sharing ideas and providing opportunities for the people you're working with to get professional development or to contact and talk with other people.

5.6.1.2 Implementing the Education and Training Reform

I asked P5 if he thought the science teachers knew what the ETRF agenda was all about. He appeared to be frustrated and replied:

> Look I've had them ask me what it's about. I mean it's been around for a while now. So many things have come off that particular agenda. Probably they couldn't articulate themselves, but I think they're aware of it, in terms of their priorities delivering curriculum, and when it comes time to develop the curriculum.

Again, he raised the issue of having policies in black and white. "Because, when you make a decision and you've got to do something this way, and this is the reason why, then they can have an understanding of it. Teachers need to be able to follow clear policies."

In terms of pathways for students, P5 thought that with science, the tradition in most schools was always to treat this subject as a straight academic subject that guides the students towards the university pathway. Although this school was a VET school, it did not offer a multi-stream science subject for the non-academic students. He would like to see this changed:

> The multi-stream science would allow some of the other kids who need, like a science background in their profession, a traineeship with the military and the airforce. We're not disadvantaging kids. They could do biology, physics and chemistry now. It hasn't been a real priority for our department because of the way we sit in the school. We have discussed it and we've looked at getting kids ready to go into senior and make informed choices.

On a personal level, P5 said that the experiences that had assisted him in implementing the Education and Training Reforms included being involved in discussing issues with staff:

> I know personally, getting myself organized to make the promotional step, I studied the reforms back to front. Obviously you needed to know what it was about, the direction that Education Queensland was going in, the destinations intended, because it has assisted me in giving me direction. That's what I like about the policies, because then I know where we're meant to be heading and what the big reason behind it is.

Being involved at a district level with the Curriculum Assessment and Pedagogy District Committee and organising district forums had helped P5 understand and be part of the bigger picture. However, he was still concerned with the fact that Education Queensland did not give directions as to how the reform should be implemented in all schools:

> People talk about a lot of the changes that have happened over the last 6 to 8 years and I think that a lot of that's to do with the ideas that have come off of the ETRF agenda and then all the various projects that have happened. I wish sometimes that they could just give us a procedure that the school must adopt as opposed to developing your own in school [processes].

In implementing the Educational and Training Reform in schools, P5 inferred that conferences helped to educate teachers about the reform. Professional dialogue about the reform with other teachers across schools in Queensland assisted teachers to understand what the reform was about.

He felt that the new legislation had put too much of a load on some of the students and too much pressure on them to learn or earn:

> The reality of it is that a lot of these kids, probably when they leave school, won't go into permanent jobs. That's the reality. We're trying to give them opportunities. There is a trade shortage at the moment, but the bulk of people that go into the workforce struggle to get permanent work, so they're working casually now and they'll continue to work casually afterwards.

When asked to comment about how the parents were coping with the ETRF change, he felt that the students reflected their parents' views on education. P5 felt that the majority were driven by money and that the part-time employment was taking time away from school work:

> Not by the fanciful ideologies that might be the pureness of pedagogies and learning I think we've got to say to parents, if you want your kid to get an A in Maths B and Physics or whatever subject you're doing, they need to spend time at home. If they're working and making money, that's good, but they have to work harder in class time.

P5 believed that the majority of the wider community had a perception that school was still the same as when they were at school. He felt that the parents and community members should come and visit the school to understand how education has changed:

> We've had open days here at school, but we haven't had open days where parents can come in and see what happens in the classrooms. I've had discussion with parents and I invite them in to come and have a look at what happens in class, and it's a bit of an eye opener for a lot of them.

Time was an issue as a result of the reform being implemented in the school. P5 said that at times he was confused because he had so many things happening around him:

> I've got to go to a particular meeting at a particular place and be prepared for that. I used to be quite broadminded, but I find it quite hard because I've got to focus in on

that. You can't do that on top of teaching and on top of all this professional development and all this new information. It's overloaded.

P5's comment with regard to issues around the curriculum as a result of the ETRF change was that he thought that the school was lowering expectations in order to cater for a diverse population.

> We have to maintain high standards, and it's unfortunate. I mean if a student wants to do well, is doing Maths B, Maths C, Physics, Chemistry, those harder subjects and then working 20/40 hours a week on top of that, after hours and weekends, they're not passing. They're not getting an A. They're getting Ds. There's a reason for that and it's not our fault. I think in terms of curriculum, it suffers, 'cause we make it too easy. Kids aren't learning how to think. We're programming them.

5.6.1.3 Teacher change

When questioned about how he thought the teachers were coping with implementing the ETRF agenda, he said that they were sometimes positive. It was an issue, however, to have change come down from the top, that is, directed down from the government departments to the schools:

> Teachers have epiphanies, and so this is really interesting or they're really motivated and they've come in from outside their motivations and it's a personal interest. So they've adopted those changes, but I would say, particularly at this school, the bulk of teachers have adopted changes. It's come from the top.

He had noticed the change in teachers' motivation. He felt that he was a good role model and he was supportive and did the leg work in making teacher opportunities happen:

> What I do is I help them by running around and getting the forms and organising cars and things like that. It is from a leadership point of view so that there are no barriers. In terms of managerial, I think sometimes you've got to organise them to do something by changing the policies and the expectations to make it part of the culture That's what assists them in making the changes, by setting up good boundaries and expectations.

5.6.1.4 Teacher pedagogy

P5 strongly believed that it was the Education and Training Reforms that gave the direction for teaching and learning strategies. He felt that education particularly in high schools, was about teaching students how to learn, how to think, and how to organise themselves. It was about the teachers teaching students the discipline, the routine, the expectations, the deadlines. "We're giving them opportunities to get skills so that they can contribute to society whether that's in the workplace, or the university, or any other sort of role."

For particular subjects in the vocational education area, the school had required pedagogy changes as a result of the Education and Training Reform. He was certain that the school was giving the students (more so the vocational education students) opportunities to gain skills, so that they could contribute to society. Therefore, to teach students how to learn and have deeper understandings, teachers would need to review their pedagogical practices. As P5 was on a District Curriculum Assessment and Pedagogy Committee, he felt that he was in a position to work with his science staff to review their pedagogies.

5.6.2 Interview 2

In Interview 2, P5 believed that the leadership team had made a difference during the past 12 months with regards to the introduction of the reform in the school. He felt that there were clear policies outlining the implementation of the reform across the academic and vocational education areas of the school. As a result, the timetable structure which impacted on classrooms and curriculum was understood more by the staff. The vocational education subjects had more opportunities to experience what was happening out in industry. Students were able to work over at the Queensland Chardonnay College.

P5 believed that over the past couple of years, the teachers had felt that they were disempowered because they did not have a large degree of input into what was offered by the school. However, now they were having more of a voice as to what curriculum was being offered to students, and as a result, they were achieving better outcomes:

> I think there are positives in embracing change and I'm very excited by the change of a new assessment. Pedagogies are important in the school. We've got to make a change. …The whole culture is starting to move. I think we can address a lot more about behaviour management issues by putting the pedagogy in place, not so much about entertaining the kids.

P5 identified that communication had improved in the school. The administrators were emailing staff and keeping them in the loop about what was happening in the school. He felt that it was a positive step for many of his staff to use computers. Also the staff were receiving more information from the teachers' perspective about what was happening at the state level in implementing the reforms. "Communication is important. It is getting better and there's still room for a lot more improvement, being transparent is necessary."

P5 praised the administrators as a leadership team who were able to build relationships. However, P5 felt it was sometimes hard to come and talk with the deputy principals or principal in the office. Everybody was busy:

> But there's been a need at times and I find it very frustrating when I know that someone's behind the door and I'm told that they're not available, …I'm trying to follow the right sort of protocol. I'm a process person and that's been a pet peeve and I really feel it is rude.

From a whole school perspective, P5 would have liked to see more committees to pilot and drive initiatives resulting from the reform. "The school where I was before, there were committees for literacy. There were committees for behaviour management. There were sub committees for literacy. I was on all of them. I think that could be improved on in this school."

When questioned about whether he thought the staff had a grasp of what reforms were taking place, he said that the academic staff were aware. Teachers had been told about the reforms, but at the same time he was sure that they did not know the exact details about the reforms. It appeared that information was given only to the people who needed to know what was going on, for example, the vocational education teachers, and this information was not shared with the academic staff. "The people who need to know about them, need to know about it. It's not a very professional approach …I value knowing about what's going on."

During the year, P5 had actually tried to sit back a bit and not be solely responsible for the running of his department. He had tried to empower and motivate other teachers to take on a wider range of responsibilities:

> So we now hit the proverbial and ooh, you've got to do this, this and this, so rather than me being one step ahead of every teacher or two steps ahead I am still being supportive, but just not carrying the load. That is how I've changed in some ways, [by] being open with my ideas more. Being involved less - that's probably been the most significant change. You've got to compromise or come up with a new way.

In order for P5 to further develop his knowledge and understanding of the ETRF agenda, he acknowledged that the agenda was complex. Thus, in order to progress the agenda, he felt that was best to focus on one area and fully develop it:

> There's a need to start focussing on the senior phase because of the new syllabuses that are coming out. They're in line with the ETRF. They're contextualised not conceptualised and they're aimed at making links with the industry and allowing the freedom to develop those things. I need to tell someone in my faculty, you're responsible for this, go and do that.

5.6.3 Summary

P5 thought that the major leadership characteristic that supported the Education and Training Reform was leadership arising from the administrators at the top and moving down to the staff at the lower levels. Policies and directives were important and had to be followed properly when implementing new reforms. The school did offer many pathway opportunities and this was credited to the administrators in the school. What impeded reform was the lack of clear direction by the administration team.

P5 praised the administrators as a leadership team who were able to build relationships. However, P5 felt it was sometimes hard to come and talk with the deputy principals or principal in the office as they were too busy to talk.

The school had a strong senior focus, and P5 believed that in implementing the Education and Training Reform, the junior school was neglected. P5 said that resources and time were being invested in the vocational education senior subjects at the expense of the academic subjects. He also commented that procedures and policies needed to be set up to implement the reforms. It was important for all teachers to understand the reforms in order to implement them across the school, not just in the vocational education area.

As the senior part of the school was perceived as achieving its education goals, P5 felt that when many of the senior teachers retired they would need to share their procedures with others for sustainability purposes. P5 believed he was a good role model and had helped his staff, both the more experienced and newer teachers, by providing support. During the year he had stepped back in order to allow other science staff to take on more responsibility and leadership roles. In doing this, he felt he had empowered staff.

Particular subjects in the school had required pedagogy changes as a result of the Education and Training Reform. He was certain that the school was giving the students (moreso the vocational education students) opportunities to gain skills so that they could contribute to society. Therefore, for teachers to teach students how to learn and have deeper understandings, they had to review their pedagogical practices. P5 felt that he was a good role model and was in a position to review teacher pedagogies with his science staff.

5.7 Case study P6

Table 5.6 summarises the demographic profile of the sixth participant, a female teacher in the academic faculty.

Table 5.6 *Profile of P6*

Gender	Age Bracket	Teaching Experience	Experience in school	Qualifications	Subject Area
Female	<60 yrs	> 15 yrs	> 10 yrs	Bachelor Degree Arts Graduate Diploma	English History

As indicated in table 5.6, P6 was a female academic teacher, over 60 years old, teaching for less than 15 years, and a year 12 coordinator. She had worked in industry before studying to become a teacher. This experience had reflected in her belief that:

> Leadership characteristics that do support school reform would perhaps draw on leaders, who perhaps even had a little more than in-school experience. I don't know how that works, but I'm wondering if the leaders should have some sort of other industry or other life experience other than just school.

Her qualifications included a Bachelor Degree in the Arts and a Graduate Diploma in Education.

At times, P6 doubted her own capabilities as a teacher in the classroom. She was very self critical and believed that feeling valued and acknowledged by the leaders in the school could assist her to adapt to the new reforms.

5.7.1 Interview 1

5.7.1.1 Leadership characteristics

P6 believed that the leadership characteristics that supported school reform were being consultative, flexible and exhibiting a willingness to try new ideas. By contrast, the characteristics that impeded school reform were when leaders were authoritarian, out of touch with student needs, too set in their ways, and not able to form student relationships.

P6 also felt that a lack of resources would prevent leaders from supporting school reform. She decided that in order for the school to cater for a more diverse student population, as a result of school reform, there was a need for improved resources and facilities. P6 felt that the students should be treated like young adults. She also perceived that with school facilities upgraded, it would be easier to implement and support the reform:

Perhaps we're going to need to cater more for, and treat students more as young adults, so maybe we're going to need special facilities, rooms, a feeling of ownership that they're also helping to drive the reform. School reform might be impeded by lack of resources and a clear infrastructure, not only computers and books but the space, physical space.

As a result of changing principals at the school, P6 felt that the leadership in the school was unstable and this had impeded the implementation of the Education and Training Reform. P6 felt that the new principal should lead the reforms and be open to new ideas, up-to-date, and have an open approach to running the school. In order to implement the reform, it would be an advantage for the principal to have past experiences and a range of ways of doing things.

With the increase in a diverse population in senior schooling, P6 felt that her leadership role as year 12 coordinator could be more involved in all dimensions of the school. She particularly considered that her own leadership could be utilised to support the Education and Training Reform. It was important for her to build relationships with the senior students in order for her to support them. She felt that delegation from the top down would be worthwhile, and she would be willing to take on more school responsibilities:

I'm just wondering if they could delegate a little more down the line, for example, year 12 co-ordinator position is not particularly involved in mentoring, or I'm just wondering if there is more of a role for a year 12 co-ordinator than we've got now, which of course, would then mean easing off subject loads but, just thinking that if year level co-ordinators right down the line had more of perhaps a disciplinary role or more say for, in exchange for backing off on their teaching load that would perhaps, indirectly, ease up on admin load and help with the senior schooling.

5.7.1.2 Implementing the Education and Training Reform

When asked how was the Education and Training Reform implemented, P6 was not sure, but said that she was not aware of any administrative strategies that had actually been put in place to implement the reform or cater for the diverse range of students continuing on in the school. She appeared to be uninformed of what was happening in the vocational education areas of the school. P6 had actually asked: "I'm not aware of any strategies that have been put in place. Could you tell me about that? What has been done?"

P6 was concerned about where the funding was coming from to support the implementation of the new Education and Training Reform. She felt that the resources were already stretched in the school and that limited funds were available for the academic subjects and for professional development of teachers.

When questioned about how other teachers were coping with implementing the reforms in the school, P6 had not heard how they were coping. However, she suggested that teachers may not be coping if the students did not feel valued**:**

> Again, I really think that we can't underestimate the value of increasing self esteem and increasing feelings of self respect and self worth to let these kids, who choose these subjects, realise that they've chosen a path and that path is important, and it's not only about academic achievement. If teachers aren't coping or needing to cope, is it because the students are holding themselves back from enjoying everything and co-operating and being self respecting because they don't feel that what they're doing is quite as valued around the school.

P6 expressed the view that many reforms were talked about but they often never came to fruition. She felt that the heads of department knew about the reforms and the teachers were just on the edge and were not informed. However, P6 suggested that for teachers to change in the classroom, professional development and self reviewing were strategies that supported change:

> Like talking to yourself about whether that works and if it didn't work, how could you make it work better the next time. I think you change if you're open to new ideas and if you're self reviewing or even self critical. I'm not saying you have to go home and beat yourself up about things because sometimes, things are out of your control in terms of time and maybe the attitudes of some of the kids. The good manners and the courtesy of the rest of the class is important. I would like to change my teaching, I suppose, personally to feel that everybody in the class was being catered for and I really can't promise that at the moment.

In implementing the ETRF agenda into schools which incorporated a legislation for students to stay at school longer, P6 believed that teaching strategies needed to cater for behaviour management. "[There needs to be] some really serious work on building self esteem, decision making, goal setting, choices. I really think that those things are very important and we don't do it. The kids need to be self managing."

The school approach to implementing the reforms, she suggested, could include working with the year 10 students in term 4, taking them off campus and preparing them with career goals:

> We're trying to re-vamp the final term of Year 10 and I'm just wondering if some of the things that I've talked about, can't be built in there and the beginnings of some of these improving self esteem, choices and goal setting are not built in, in that final term.

Although P6 felt that the school had a good relationship with the community, she believed that it was too early for the community to be aware of the reforms. With regards to resources,

the school infrastructure, timetable, curriculum and funding she thought that the school would need to be flexible to cater for this reform.

> Perhaps a different curriculum that involved more general knowledge and the kids could perhaps see an interest in that. I think these kids are very much oriented to, this is what I need or I don't need this. I don't need to know how to read a novel. They're always questioning the reason why they're doing things.

5.7.1.3 Teacher change

She stated that feeling valued and acknowledged could assist teachers to change. Knowing that teachers were on the right track and able to share ideas with colleagues was confidence building:

> I often read something and I think oh yes, I did that a few years ago. I thought of that. Or yes that works. I think feeling valued and feeling safe enough to take risks. Being encouraged to risk take without judgment…….a lot of people would die if another teacher came and stood in the back of the room but I think, feeling valued, feeling that they're on the right track by going and sharing ideas with colleagues.

Although she felt that her classroom aims were to have an inclusive classroom, work one on one with students and cater for a diverse population, the student behaviour did not allow this to happen. P6 was adamant that the need for behaviour management impeded teacher change.

P6 felt that even the best teachers who had a quiet controlled classroom might not be using pedagogical practices that would be in the best interests of the students. For example, she stated:

> Copying notes off the board isn't necessarily an educational biggie, but what impedes that person from not putting the notes on the board, is that they want to feel as if they're in control so the tried and true methods of copying down notes and really pushing kids to get six pages done is what impedes them from changing because they know it works, and also I think they feel guilty about not being in control. I think they worry that if they try new things.

What others see in the classroom, and their judgement of the teacher in the classroom can impede teacher change. P6 continued by saying that sometimes teachers felt impeded from changing due to the judgement of others:

> The feeling that your peers are unhappy if you're tramping your kids around to do some poetry writing under a tree... And you're impeded from change because you want to be safe, you want to stay mentally safe and also I think because you sometimes are bored with what you're doing, that you don't have the courage to move

out of that whole profession. or dig your heels in and you stay being bored, but being safe and getting that wage. You just go for the status quo.

5.7.1.4 Teacher pedagogy

When questioned if her classroom pedagogy had changed as a result of the educational reforms, P6 did not answer the question but said that she liked the idea of being a teacher/facilitator and having students on self-paced courses. She had not used this method but felt that it was worthwhile trying. P6 knew that this strategy was used in the vocational education subjects, but felt that in particular the students who were on the traineeship programs were unsuccessful using self-managed lessons:

> I suppose I like the idea of teacher/facilitator. I think if we could get the program up I like the idea of students being able to do a lot of self paced courses. I think providing we can as a teacher show them that there are rewards, because leaving them to their own devices a lot more, they've got to feel that it's really worth it. I'd like to see teachers as a little bit more a facilitator, which is treating them more as adults and getting them ready for uni. I don't particularly think the traineeship program and the tutorial lesson is working. Some VET students can't manage self paced lessons. I don't know how to fix that.

P6 felt that she was trying to encourage students to be young adults. However, in her english communications class, the students were not responding:

> The other day, for example, they got up and walked out of a film, the bell went, and there was a minute to go in the film, and they got up and left. I reminded them the next day and I said, the movie wasn't finished, we need to see it. I said, but surely you realised there was only a minute to go and we spent about half an hour talking about self respect and about knowing how to behave in certain situations. That's probably not directly a teaching strategy but it's just an indirect teaching strategy.

This was the first year that P6 had a year 11 english communications class. In working with others who have taught english communications before, she was unaware of any strategies that had been used to implement the Educational Training Reform:

> This is certainly the first year that I've been teaching english communication, I've had some input in terms of what the courses entail, the curriculum, from people who've taught it before. That doesn't always suit me just to work the way other people have worked, but as a beginner I have to. If I have done stuff to assist in implementing the ETRF agenda, I'm not really aware of it.

5.7.2 Interview 2

In the interview at the end of the year, with regards to implementing the reforms, P6 was concerned that the school was offering a number of courses but not increasing the offerings in the senior school. However, she did note that there was an increasing emphasis on traineeships and vocational education. She believed that this was a good strategy as it assisted in keeping young people in a small country town.

P6 perceived that the links with the Queensland Chardonnay College were of benefit to the school, especially in the vocational educational areas. However, she felt that the college had not made a difference at the grass roots level for academic teachers and students, but the facilities being developed for the vocational areas could be suitable for other curriculum areas to use at a later stage:

> I'm sure that in the future it will impact on our school in terms of increased, improved, and closer facilities. It will be interesting to see how it handles a reasonably large body of people needing to go off into various areas. I think it's good that sort of facility is up there and I think the school will have that close relationship with the college which will enable them to use the facilities.

During the year she understood that TAFE were temporarily using the school's facilities until the Queensland Chardonnay College was completed. P6 knew they were on the school campus, but was not inclined to become involved with what they were offering to the school community.

Overall P6 was not aware of what had gone on with the government reforms in the school over the past 12 months. She felt that staff were up-to-date, but with a new principal, it was a transition year:

> I'm not really aware of a lot of reform that's gone on. I think the staff and the heads of department take on their own leadership. They may be more willing to become involved and up-to-date or to listen to ideas about reform in the future, but I think things have been a little bit static this year.

She felt the new principal was approachable and therefore teachers were able to assist with extra duties and participate in leadership decisions. Nonetheless, there was a feeling that only certain chosen teachers could take on leadership roles:

> I did feel, in the school, that there were only certain people who were the anointed ones. I'm not an anointed one and not even a courtesy of a thank you for putting your hand up, but we can't spare you or thank you but, we think you're too old and fat, or you know... I just thought that was rude.

P6 felt that communication had improved, many staff had changed with regard to their increased use of technology and emails. The principal was emailing staff to keep them up-to-date with what was happening in the school. However, there still was a feeling that some teachers were too old to change and use technology:

> I was talking to teacher Z and one of the questions seemed to be about technology and he said, you and I, we're too old to teach in the new mode of technology and I said, well, there may be a new mode coming in terms of using computers more, but unless we're in-serviced in it, even the young ones aren't going to be able to cope, you know.

Professional development was not being taken up by staff and P6 expressed a concern that there was a lack of information about what was available, and she had felt that there were obstacles that impeded participation:

> People have stood up at staff meetings and said there's plenty of money for PD. Get out there. But maybe it's a lack of information as to what's available or maybe again it's a lack of confidence that if you ask, you will not receive.

Asked if P6 herself had done any professional development during the year, she said: "We have something called 'Only Connect' which X (teacher) brought back and I read it and he's asked me to share at the staff meeting. "

With regards to her teaching pedagogy, P6 is concerned with how she was endeavouring to assess students in her classroom in order to cater for their different abilities:

> I'm up-to-date here, but in the end, you're still assessing in a way that is limiting and not inclusive of the whole room full of kids that you can assess. Some of them don't even read. Sometimes I wonder whether the ultimate aim is that they're working or I am feeling good about getting something completed. I don't know whether we're really catering for individual needs when we're saying they must get this done and they must get that done. You know when you can find an alternative activity that they appear to be enjoying and that they're coping with and feeling pleased about. That's important to me.

P6 enjoyed some teacher leadership in the year. As year 12 coordinator she felt that the role was good for her and that the associated high profile was enjoyable. This position gave her the opportunity to reflect on facilities for the Year 12 students and her own challenges in the classroom:

> I've enjoyed being a little bit more high profile around the place. That's been good for me. I've changed because I do feel more responsible for stuff and I do feel that I am encouraged to take some initiative and I like that. I might make mistakes, but you learn by those and so it's nice to feel that you're encouraged to take some initiative.

Upon reflection on P6's teacher pedagogy, she was very critical with herself:

> I think I totally failed with my Year 10 classes. I think I found that I've had some difficult mixes. I think I felt, at times, that my back was against the wall, rather than me going forward. I could have probably done a lot of things better.

5.7.3 Summary

The leadership characteristics that P6 felt supported the Education and Training Reform included leaders in the school being consultative and supportive as being too authoritarian would impede school reform. P6 believed that through her own leadership as year 12 coordinator, she was in a position to support school reform. However, P6 had some concerns about the leadership in the school, especially with regard to the inexperience of the new principal.

In implementing the Education and Training Reform, P6 thought that the school had been flexible, especially with traineeships and vocational education subjects. She was not aware of recent strategies and reforms that had affected her academic areas.

In discussing how teachers change as a consequence of the Education and Training Reform, P6 did not know how teachers were coping and felt that many reforms were just talked about. She felt that she was on the edge, and left it to the heads of department to worry about. However, she did believe that professional development and self review assisted teachers to change.

P6 believed that self-paced courses would influence teacher pedagogy. She liked to treat the senior students as young adults and to boost their self esteem. P6 would also like to be less regimented, more flexible, and more varied, but did not have the confidence to do this. It appeared that behaviour management was an issue in her classroom. She did not feel fully respected or valued by the students.

5.8 Case study P7

Table 5.7 summarises the demographic profile of the seventh participant, a female teacher in the academic faculty.

Table 5.7 *Profile of P7*

Gender	Age Bracket	Teaching Experience	Experience in school	Qualifications	Subject Area
Female	46-50 yrs	11-20 yrs	3-4 yrs	Bachelor Degree Arts Graduate Diploma	English Maths

As table 5.7 indicates, P7 was a female teacher who was in the 46-50 year age range. She had been teaching for 11-20 years and had spent 3-4 years at the current school.

P7 taught all year levels 8-12 and had a Graduate Diploma in Education and a Bachelor Degree in Arts. Her background was academic. As a student she did poorly at school and re-did Senior as a mature aged student. She undertook her university studies as a single parent.

5.8.1 Interview One

5.8.1.1 Leadership characteristics

P7 believed that having a progressive leadership team who were willing to embrace change and support school reform would make a difference in a school. Consulting with staff was important, so that teachers were able to have a snapshot of what needed to be done in the school. She felt that in her present school, she had not seen anything that would impede school reform.

In other schools, P7 had experienced a leadership team who wanted to do it all themselves without cooperation or consultation. This impeded school reform, as this was a very conservative leadership team, who, she felt, was not willing to face up to change. With regards to the leadership in the case study school, P7 felt it was progressive and quite open to suggestions from staff and willing to collaborate and listen to what was happening in classrooms.

P7 believed that the administrator's strategies, which best catered for an increasingly diverse population in senior schooling, included supporting teachers who were working with those students, who needed a broad range of learning strategies. These strategies also involved ensuring that teachers were given the resources and professional development that they needed.

5.8.1.2 Implementing Education and Training Reform

The teacher (P7) felt that another strategy required for successfully implementing the ETRF agenda was increasing the pathways that were available to students, "so kids aren't locked into just necessarily the academic stream. Traineeships and work experience ………And if we can't offer it here, perhaps they can go over the road and do it somewhere else."

P7 didn't have any professional development to assist her in implementing the ETRF reforms. However, there was collegial support where conversations were happening in the staffroom. P7 would have liked to attend some professional development that centred on catering for a diverse range of students "because they're the sorts of things that are going to benefit a different type of kid who might not have stayed previously."

Generally, P7 believed that there wasn't much teacher consultation across Queensland with the introduction of the reforms. "And in the school you just didn't notice it. It just sort of came in and here we're doing it and it's not very visible."

She felt that the students were complaining about the legislation that required them to stay at school longer. "I think they're complaining about it, but they do about everything. I've heard the comments, I would have left at 15, and now I can't."

P7 hadn't heard any comments from parents with regards to the new reform, but as a parent herself she believed that for some students, being made to stay at school when they are struggling was an issue. "As a parent I would have felt probably annoyed that we were being told what to do."

On the wider community level, P7 felt that parents would be pleased not to have students hanging around the town, being made to 'earn and learn'. "I think most people would be pleased that students aren't allowed to just go and lie in the park. I think most people want to see kids actively productive in society, so I think it will be generally well accepted."

Reforms, P7 said, should be well funded and resourced so that teachers had the things they needed in order to make changes. The curriculum, as a result of the ETRF change, should be broadened. She believed that it was important for the students who stayed on at school to be successful, and therefore subjects that were offered to them should be of a vocational nature:

> So you need to offer them a subject that they can pass. I think that's the major issue with curriculum, to make sure it does offer something for everybody …And too, with the Wine and Tourism College, we might be able to hook in with the TAFE over the road and it might work for us here really.

5.8.1.3 Teacher change

With regards to teachers coping with change and implementing the reform, P7 thought that teachers were not coping particularly well and that they were "a little bit in the dark about what's expected and how they're meant to deal with it and what will happen down the track."

P7 said that teachers were forced to change because new schemes come in all the time. Reforms and change were always happening and therefore teachers were reluctant to take on new ideas:

> They're made to change and they're used to change, so they just do it. They don't really have an option, but are sometimes reluctant. There's always something next coming around the corner that's going to change again, so teachers are pretty reluctant to get on board with new ideas if they think they're going to be short lived.

She felt that teachers coped with change when they knew it was going to make their life easier:

> Hoping that it's going to make their lives easier and better and create better outcomes for kids. In the long term, I think those changes are a good thing and I think most teachers can see that and down the track, it will benefit everybody. Just in the short term, that can be hard to get your head around.

5.8.1.4 Teacher pedagogy

The teaching strategies P7 believed best catered for an increasingly diverse population in senior schooling were flexibility and the ability to change:

> Not being locked into a set curriculum regardless. And also having a range of different assessment types that cater for different types of kids, not always just your written test because that's not really advantageous to certain types of kids.

Within P7's own teaching pedagogy, she felt that she had changed her expectations of what students were going to produce. "It used to be that you expected everybody to have 100% spelling perfect and 100% grammar perfect. You're looking at a deeper level than that to get the knowledge out that they have. And also offering options.......... "

The teaching and learning strategies, which P7 believed supported the implementation of the ETRF agenda, depended on the pathways offered to students and the vocational education curriculum. Within her own teaching area, P7 felt that another maths subject (other than Maths A, B and C) should be on offer for those students who could not cope with Maths A:

> Maths A here in this school is like the bottom of the barrel and there's nothing else on offer for them so in a lot of other schools there would be a trade and business maths on offer. But here, they're a liability but they're still expected to do a quite a

> high rate of academic subjects and they really struggle with it, and I think they're a bit forgotten here by the maths department.

P7 was alarmed about the non-academic students and felt that no-one really cared because they were the tail end. Trade maths would have helped these students to succeed:

> And trade maths is good for those kids who are perhaps doing traineeships and some courses where they need the minimum requirements. And its competency based so they get lots of opportunities to do it, which works better for those types of kids that maybe aren't so great at the tests.

5.8.2 Interview 2

P7 considered that the leadership style within the school during the last year had changed. With the new principal there had been more open communication and the leadership team seemed to be more cohesive. By the end of the year, administrators in the school were thinking beyond the school gate and had included aspects of the town and the district in their school vision. She stated that vocational education was becoming a big part of the school.

> I think that's huge in this school, much bigger than in most schools with all of the VET offerings, the college now and the industry connections. I think it's a direction the school will get more and more involved in. Certainly it's been a big one this year. That I've noticed. The school had won a showcase award during the year for its vocational education.

However, P7 was unsure how the leadership team had met the school and community needs with regards to school reform. Communication with the community had been limited. On the other hand she did feel that communication within the school had improved with a marked increase in the use of email by the administrative team. One difficulty with this approach was the need for the extra time required to effectively engage with this form of communication. Thus many staff still remained ignorant about the reform agenda. P7 felt that staff knew that the senior school was changing, but they did not understand what the change was. While she felt that by the completion of the year she had a better understanding of the ETRF agenda compared to the beginning of the year, this was mainly as a result of her own personal reading. She shared:

> They understand that the senior certificate is changing. But I don't think anyone really has a grasp yet of the nitty gritty of how it will actually work. I tend to read the Ed views, the Teachers Journal, and magazines, and I keep up with looking at web sites

On a personal level, P7's journey had changed during the year. She had changed staff rooms, and new staff had come into the school. She perceived that the resultant team spirit was 'fantastic'. There had been more collegial support in the maths department. P7 and other teachers regularly met together to discuss class work:

> We get together and write tests together or he'll write the tests and I'll write the solutions and we're always making sure we're on the same track, same page and teaching the same thing. This helps us to implement new practices.

She believed this same level of enthusiasm and collegial support had not occurred in other departments:

> Maybe not as much as they could, but again, that's a time component and I always think we're very selfish with resources. I mean not intentionally. You create something and you use it yourself and I tend to just give it around to whoever's around, but I know there's a lot of other people who could probably use it, but because I don't see them, that doesn't happen.

Generally, P7 observed that the vocational education teachers in her staff room had coped with implementing the reforms during the year, but staff had been informed of new practices by, as she succinctly put it, 'bits of paper across the desk'. P7 believed that teachers who were not involved with vocational education would not have noticed much change as a result of the implementation of the reform:

> I think they'll notice the change more in the next couple of years. I think a lot of people wouldn't have even noticed that there is any difference, because it's the same old people sitting in the same old classrooms, but I think that scope and complexity will become more obvious.

At the end of the year, P7 noticed that it was the Senior Phase of Learning that had been the focus of the reform. She had also noticed that the ICTs were being talked about, but P7 felt that with her own teaching pedagogy she did not do much with technology. "I don't really have much to do with that. I must say I'm a bit backward in that department and I would like to do more, curriculum wise, with it, but I really don't."

P7 felt that teachers were not aware of the deeper issues within the curriculum reform such as the Queensland curriculum assessment and reporting framework. However, members of staff were aware of what was relevant and worthwhile, but this was at a very superficial level. They certainly had not engaged in implementing the reforms at the classroom level.

With regard to students, many conversations happened in the staffroom about how students were learning:

> My biggest complaint is always, my maths kids are not badly behaved at all, but it's a sea of blank faces and I want them to be more interested. I don't complain if they're sitting there quietly, but it's almost worse.

P7 believed that teachers had to use a range of teaching strategies because if they did not they would have behaviour problems. She also stated that the teachers were trying to keep

up with the changing world particularly in terms of technology. "Most people are probably keeping up with it a little bit better than I am, maybe a lot better than I am by using ICT's, and you know different sorts of technology… we all have a computer."

P7 felt that teachers did their job because they had a passion for the teaching career path. There was resistance from students, but in the local community teachers were well respected and liked, and this rural community respected them:

> In some communities they're not. But in the wider public, I don't think teachers are really understood. And there is still that idea that you have all these holidays and you go home at 3 o'clock. There's not really any understanding of the work that goes on outside the classroom. I think you're better off being in a small country school where the attitudes are a little bit different. Parents in the community can see the benefit of those kids getting an education.

She did believe that teachers connected the ETRF agenda to the real world. But she did consider that the curriculum was too crowded, resulting in shallow learning. With the new 'earn and learn' legislation, it meant:

> It's no longer a case that you can have people just leave and go and lie down on the couch and watch TV all day. They have to have something meaningful to do because we're just not going to have the money to support welfare for everybody that wants it. In that way, it's definitely connected to the real world.

Her focus for the next year would be on addressing issues relating to students who were disengaged in spite of all the opportunities that the reform presented. P7 felt that the leadership team (principal and two deputy principals) in the school had encouraged students to take on traineeships and work experience:

> It's quite a serious pathway. I think that's different to a lot of schools where they're in a minority. Now there seems to be more of a push to try and keep them (students) here and try and create a pathway for them at work, so I think that's a definite change.

The teaching strategies that best catered for the increasingly diverse population in senior schooling, included more authentic experiences:

> Certainly more real life experiences... My maths A kids are a perfect example. They're kids that maybe don't particularly want to be here, don't want to go on and do senior and what I'm trying to teach them has no relevance to them whatsoever. Maybe if they were doing something like the pre-vocational maths course, then they could see, if I did go on and become an apprentice plumber, I would need to know how to calculate the volume of that pipe so I knew how much water would fit in it.

P7 said that in biology it was not really an issue because the students are very academically centred. But in Maths A, due to the increase in student participation, in the future she would have to change her teaching style from how she taught the other academic subjects:

> You do more one-on-one and you go slowly and you revise a lot. The type of kids that we have too are not here all the time. So if they're out on a traineeship and they've missed a whole lot, then you've got to go back, so you tend to do a lot of small bits of work and go back over it.

In the past, after year 10, it was not compulsory for students to stay on at school and students were asked to leave if they did not do the right thing. In meeting individual student needs with regards to school reform, P7 immediately thought about how the work education staff was offering work experience to all year 11 students. She also acknowledged that the head of department in charge of vocational education in the school "seems to spend a lot of time focussing on individual kids ..., making sure that individual kids are getting their needs met".

P7 believed that students benefited from studying both VET and academic subjects. Vocational education training was of value in helping young people move from school to further education training and employment.

> And a lot of kids who don't necessarily fit in very well to a classroom can do a really good job out doing something hands-on, particularly those kids. So it gives them a taste of success and they're not always just feeling that they're not coping. They really seem to enjoy it.

5.8.3 Summary

P7 thought that the leadership characteristics that supported the Education and Training Reform included having a progressive leadership team who were willing to embrace change. It was important for this team to support and consult with staff so that the teachers at the grass roots knew what was going on. On the other hand, P7 had seen in other schools and not in her present school, the situation where the leadership team wanted to do everything themselves without consultation. This impeded reforms.

She also felt that it was necessary to supply appropriate resources and professional development so that teachers had a range of classroom strategies. P7 was concerned that she did not have any professional development to assist her in implementing the ETRF agenda. Therefore, in implementing the Education and Training Reform, P7 expressed the need for staff to be supported with resources, up-to-date information and behaviour management. Without assistance, it was overwhelming for teachers to implement new agendas.

She considered that it was important for the teachers to be consulted when implementing change. In her opinion, communication from Education Queensland had been minimal as teachers, parents, and students did not know much about the new reforms.

P7 recognised that reforms and change were always happening and that some teachers were reluctant to take on new ideas. However, she did state that teachers coped with change when they knew and understood what was happening.

It was important for her to have flexible teaching strategies in order to cope with the increasingly diverse range of students. She could see that the vocational education teachers had taken on the reforms with ease. However, other teachers were noticing behaviour problems in the classroom. P7 wondered if authentic experiences would help students overcome this.

P7 felt that teachers changed as a consequence of the Education and Training Reform when there was flexibility and a different mindset with regards to the expectations of what the students could produce. She felt that the teachers were well placed for change because the school had a very good history of preparing the students for their careers. The past principal had set up traineeships and work placements, as well as paved the way for the Queensland Chardonnay College. However, there was an acknowledgement that some teachers were not coping with the thought of implementing the reform and many felt that they had done it all before.

The Education and Training Reform influenced teacher pedagogy when there was professional development and collegial support. P7 realised that she would need a diverse range of teaching strategies to help support the students who would be staying at school longer than ever before. P7 was eager to learn new things and move forward with the times.

5.9 Case study Focus Group

Table 5.8 summarises the demographic profile of the focus group.

Table 5.8 *Profile of Focus Group*

Gender	Age Bracket	Teaching Experience	Experience in school	Qualifications	Subject Area
PA Female	21-35 yrs	3-4 yrs	3-4 yrs	Bachelor Degree Arts Bachelor of Education	English History
PB Female	21-35 yrs	3-4 yrs	1-2 yrs	Bachelor Degree Arts Bachelor of Education	English SOSE Tourism
PC Female	51-55 yrs	<20 yrs	<10yrs	Diploma Teaching Arts/Humanities Bachelor of Education	English History SOSE
PD Female	41-45 yrs	11-20 yrs	7-10 yrs	Diploma Teaching Home Economics Graduate Diploma Learning Support	Home Economics Student Support

The focus group was interviewed informally at the end of the year. This group consisted of 4 participants, PA, PB, PC and PD. As indicated in table 5.8, PA was a female teacher in the 21-35 age group bracket who had a Bachelor of Arts Degree (humanities) and a Bachelor of Education (secondary). She had been at the school teaching for 3-4 years. PA had taught all of the year levels at school. Her background was academic. At the time of the interview she was a fourth year teacher who went straight from school to university. She had taken on numerous professional development opportunities and attended year 8 and year 11 camps. Culturally, she had been involved with preparing students for *Wakakirri*, which is a dance competition. She felt that she was a keen committed teacher.

PB was a female teacher in the 21-35 age group who had a Bachelor of Arts Degree and a Bachelor of Education (secondary). She had been teaching for 3-4 years and at the school for 1-2 years. PB had taught all of the year levels at school. Her background was academic. However, PB was about to enrol in a Certificate III in Tourism. She had experience teaching the english communication vocational subject in years 11 and 12.

PC was a female teacher aged in the 51-55 age group with over 20 years experience in teaching. She had been at the school for over 10 years and taught all year levels at the school. Her qualifications were a Diploma in Teaching (secondary – Arts/Humanities) and a

Bachelor of Education. PC came from an academic background. She entered teaching on a scholarship and taught in Darling Downs schools before going to the Northern Territory. She completed her Bachelor of Education with a DEET scholarship. PC previously had held head of department positions in art, english and SOSE, as well as being involved in syllabus writing for SOSE. When returning to Queensland, PC found that she had to start her career all over again. She did three years contract work in a Queensland city before coming to her present school. She had enjoyed the challenge of re-entering the system and is happiest working in the classroom. Personally, PC felt that it had taken her over 30 years to acknowledge that she was a teacher first and foremost.

PD was a female teacher in the 41-45 years age group. She had been teaching 11-20 years and 7-10 years in her current school. PD had taught all year levels at the school. She came from an academic background and her qualifications were a Diploma in Secondary Teaching – Home Economics and a Graduate Diploma in Learning Support. PD began her teaching career preschool to year 10 in North Queensland. At that time she was the only home economics teacher. Although this was challenging for PD, it also allowed her to develop her teaching skills and philosophy. Over the next 10 years she worked at various schools, both primary and secondary, as a supply teacher and doing short contracts due to having to resign when her first child was born.

In 1997, PD began working at her present school, initially as a supply and contract teacher. During this time, she completed her external study to become qualified as a learning support teacher. She has worked in this role for the past eight years. She enjoyed her work at the school and found it very satisfying, even though at times it proved to be frustrating. In her current role as learning support coordinator, she felt that she had enough responsibility coordinating the learning support for the whole school and really enjoyed working with students who needed extra help.

5.9.1 Informal Interview

The focus group met at the end of the year for an informal discussion. We commenced by talking about how participants perceived the vocational education subjects as this was the first area for the Education and Training Reform to be implemented in the school.

The first response was from PC. She believed that there was a reluctance exhibited by some teachers to teach non-academic groups of students who were in the vocational education classes. Teachers automatically saw these groups as being difficult. She felt that this would continue to be an issue for some teachers until they, both academic and vocational education teachers, fully understood what was actually happening in these classes.

PC was convinced that it required a different mindset and pedagogy to teach these classes, especially in terms of how teachers catered for the learning of the vocational education

students. She believed that if teachers continued to demand the same levels of academic excellence as they required for the academic subjects, then when the same teachers taught vocational education subjects, they would face many challenges. These challenges resulted from failing to cater for a new clientele of students who did not see academic excellence as a priority for their learning.

The next question probed if the traineeships recently introduced into the school had alleviated this problem. PB believed that the traineeships were good for the students, but the introduction had provided new challenges for teachers. It was important for the teachers to review their pedagogy in order to cope with the vocational classes:

> Because we don't have kids there for 2 days a week, the classes change daily. If you've got six kids in the class who are doing traineeships on different days, it's very hard to get a focussed teaching episode time when they're all there. You either put them on self-paced units or you teach the same thing over and over for a week, which becomes quite difficult. The self-paced [modules] could work, but not many of these kids are very motivated to be self-paced.

PA felt that for the students, time management was also an issue. Not only did students have their traineeships, but also quite often these students had home duties as well as jobs and school assignments to attend to. Hence they were often very busy and this resulted in high levels of student stress. These high levels of stress impacted on how they behaved in class. PD agreed and stated that teachers had to restructure everything, right down to units of work and individual lessons to cater for these students.

My question was, then, don't teachers inform the students of their expectations so that life in the classroom is easier? PB responded that she had engaged her students in exercises on work and home timetables so that they could manage their time better and be prepared for senior. She felt that that had assisted students to be better organised, but it needed to be reinforced. PC felt that teachers did expect students to have more self control over their learning than they actually demonstrated. "You know if they've got tutorial time, we expect that they'll use that time to catch up and work, but by the very nature of the student, they don't. They tend to waste a lot of time."

PB felt frustrated with the students who picked up traineeships part way through year 11. Until this time these students tended to feel unsettled and disengaged until they finally began their traineeship:

> They had been waiting for traineeships and so they take their 6 subjects and then half way through term 1 or term 2, they drop their subjects and take up their traineeships.

PA felt that this was a problem that needed to be addressed by the principal and was a result of so many students staying at school waiting to begin traineeships. She believed that this was a negative part of the Education and Training Reform.

However, PB interrupted:

> On the lighter side it's actually given some students a new direction. I've seen some of the students that I taught in year 12 this year in ECT [english communication and technologies] really turn a corner after picking up the traineeships. Student B is actually one of the students that I've seen develop. He's actually gone from someone who I had to really, really push to submit work to where he's completed all assessment.

When asked if participants felt that the students would be advantaged going to TAFE rather than staying at school and having a traineeship, the response was that TAFE was a more 'adult' environment with different expectations. "If you're outside of school in context, it might shake things up a bit and you get to realise what behavioural expectations and what academic expectations and work expectations are placed on you in the real world."

PA questioned if students were playing in two worlds. They were not full time students and they were not full time workers. The students knew they were at school so 'old' roles and conflicts continued to occur:

> That might even give them more purpose if they were at TAFE because they're doing something that they enjoy and that they can see the light at the end of the tunnel. Now some of them say, I don't know why I'm at school. I don't see me being able to use any of this. This isn't what I want to do.

The discussion then led to the question - how are the administrators, the HODs, the deputies, and the principal responding to the students who are staying back at school instead of finding employment? PD retorted, "with as much as they can". PA said that the administrators were not in the classroom. They did not understand the problems.

PC had previously spent some time acting as head of department and deputy principal roles. From her experience she believed that administrators were supportive of the teachers. She said that there was a large amount of record keeping completed by the head of department to support teachers and to make sure that the students did achieve.

They all agreed that in the classroom the vocational subjects did have certificates to "dangle as a carrot" which had an impact on student behaviour and teacher pedagogies. However, in other subjects such as the english communication and technologies classes, students were not gaining certificates and therefore students and teachers were becoming frustrated. Hence, the group believed that in implementing the reform, students needed to feel that they were gaining certificates from the school that could be utilised in the workplace in order to make senior schooling more meaningful for them.

5.9.2 Summary

The focus group expressed the opinion that the vocational education classes needed greater understanding from the academic teachers and leaders in the school. These teachers did require substantive support from the principal and heads of department as they dealt with new pathways for students and new ways of learning. The Education and Training Reforms were being implemented in the vocational education classes. Problems were occurring when the students did not understand what the outcomes would be, for example, which national certificates they could achieve. The vocational education teachers had different teaching pedagogies compared to the academic teachers, purely because of the clientele they taught.

5.10 Synthesis of Findings from the Case Studies

A synthesis of the 7 case studies raises a number of issues. These issues are organised under five main themes, each of which emerged from the data. The next section presents these themes and shares some of the issues that each represents.

5.10.1 Case Studies – Commonalities and Differences

Table 5.9 summarises the commonalities of the case studies.

Table 5.9 *Commonalities*

	Principal	Academic HOD	VET HOD	Academic Teachers	VET Teachers
Roles and Responsibilities Principal responsible for ETRF implementation	√	√	√	√	√
Leadership Characteristics Needed for Reform Implementation. 1 Principals are vital in setting the direction for schools	√	√	√	√	√
2 Relationships	√	√	√	√	
3 Principal authentic leader	√	√	√	√	
Perspectives on the System Processes Needed to Support Reform Implementation 1 Policies and procedures were coming down from the top without professional development support	√	√	√	√	√
2 The school was very busy	√	√	√	√	√
Level of Support Required for Them to Function Effectively in the School Community 1 Some teachers were reaching retiring age and this had an impact on the	√	√	√	√	√

implementation process					
2 Professional Development is a means of providing support	√	√	√	√	√
Student Diversity Resulted in Teachers Implementing Coping Strategies Within the Classroom					
1 School community had not fully come to terms with diversity of the student population	√	√	√	√	√
2 Teachers continued to realise that many of the students they taught held a totally different attitude to life than they did	√	√	√	√	√

There were a number of commonalities amongst the case studies. All agreed that the principal was responsible for ETRF implementation. The leadership characteristics which they believed were needed for reform implementation, included the principal being pivotal in setting the ETRF direction for the school, the principal building strong relationships and the principal displaying authentic leadership. All agreed that the policies and procedures were coming down from the top without professional development support and that everybody in the school was very busy doing their own job. Therefore, system processes were needed to support them to function effectively in the school community. This included professional development. However, some teachers were reaching retiring age and this had an impact on the implementation process. Student diversity resulted in teachers implementing coping strategies within the classroom. They all felt that the school community had not fully come to terms with changed diversity of the student population. All agreed that teachers continued to realise that the attitudes to life held by the current students were not always aligned with those held by the teachers.

Table 5.10 summarises the differences within the case studies.

Table 5.10 *Differences*

	Principal	Academic HOD	VET HOD	Academic Teachers	VET Teachers
Roles and Responsibilities					
1 Knowledge about agenda					
Minimal	√			√	
Low Level		√			
Medium Level					√
High Level			√		
2 Level of Involvement in implementing ETRF					
None				√	
Minimal	√	√			
High Level			√		√
3 Understanding of the ETRF					
None				√	
Minimal	√	√			
Medium Level					√
High Level			√		
Leadership Characteristics Needed for Reform Implementation.					
1 To support school reform	√				
A time management skills					
B sharing the faculty responsibilities			√		
C from the principal through the policy and directives from Education Queensland		√			
2 Teacher leadership important	√	√	√		
3 Collaboration with leaders important			√		√
4 VET HOD democratic or					

participative leader			√		
5 VET HOD autocratic or authoritarian leader					√
6 Academic HOD situational leader		√			
Perspectives on the System Processes Needed to Support Reform Implementation 1 Teachers up to date with reform	√		√		
2 HODs up to date with reform	√		√		
3 Information was not filtering down				√	
4 Only the heads of department and VET teachers knew what was happening with the reforms in the school				√	
Level of Support Required for Them to Function Effectively in the School Community 1 Some groups felt that the focus had been too much on one area at the expense of other areas				√	
2 Vocational areas in the school were valued more than the academic areas				√	
3 Classroom support strong					√
Student Diversity Resulted in Teachers Implementing Coping Strategies Within the Classroom Student needs, behaviour, and engagement were imperative dimensions to be considered in the establishment of an effective classroom environment	√		√		√

The roles and responsibilities of the principal, heads of department and teachers were different. Each of the case studies demonstrated different levels of knowledge and understanding about the ETRF agenda with leade, as well as different levels of involvement in implementing the reform. The leadership characteristics which the case study personnel believed were needed for reform implementation in the school were not all perfectly aligned. In order to support school reform some believed that time management skills, sharing the faculty responsibilities, teacher leadership, and collaboration rs were important. Others felt that the reform should have been driven by the principal with the policy and directives coming down from Education Queensland. Both heads of department displayed different leadership styles. The VET teachers did not always perceive the leadership style of the HOD in same way that she perceived her own leadership style.

Different perspectives on the system processes needed to support reform implementation were evident. The principal and the VET head of department believed that the heads of department and teachers were up to date with the new reform. The academic teachers felt that the reform information was not filtering down, and that only the heads of department and VET teachers knew what was happening with the reforms in the school.

The level of support required for the case study personnel to function effectively in the school community varied. Some groups felt that the focus had been too much on one area at the expense of other areas, others felt that the vocational areas in the school were valued more than the academic areas, while the VET teachers believed that the classroom support was strong.

The principal, VET HOD and VET teachers believed that student diversity resulted in the teachers implementing a wide range of strategies within the classroom. For some this included coping strategies. They believed that it was evident that student needs, behaviour, and engagement were imperative dimensions to be considered in the establishment of an effective classroom environment. The academic HOD and teachers did not agree with this perspective.

5.10.2 The Principal, Heads of Department and Teachers Understanding of the Reforms were underpinned by their Differing Roles, and Responsibilities

Green Ridge State High School, unlike many other high schools consisted of teachers and administrators who belonged to two broad and sometimes overlapping categories of teaching, namely, academic and vocational. Teachers and leaders in each held differing roles and differing responsibilities. Overarching this structure was the principal, a person who had taken on the leadership role after the reforms commenced.

The new reforms had proved challenging for both academic and vocational education teachers, with some academic participants believing that they did not have an understanding of the ETRF agenda. The new principal also felt that he did not have a complete grasp of the reforms. From the vocational education participants' viewpoint, they believed that many staff, especially the academic teachers, did not have an understanding of the reforms. While the academic teachers appeared to lack a clear understanding of the reforms and showed little interest in coming to an understanding, this did not seem to impact on their perspectives of the school's success. This research indicates that the intensity of this strategy is related to the amount of direct involvement the participants had with the reforms. It also suggests that lack of direct involvement does not necessarily result in perspectives of the reform being unsuccessful. However, it appeared that the principal, heads of department, and teachers all had different expectations of each other.

5.10.3 The Principal, Heads of Department and Teachers had Different Perspectives about Leadership Characteristics Needed for Reform Implementation.

Participants had differing views as to whether the principal, heads of department, and teachers needed particular leadership skills/characteristics in order to adjust to the changing times as a result of implementing the reform. These differences were also shared by both academic and vocational educational teachers.

The principal believed that his style of leadership was authentic leadership and that this dimension of leadership earned the commitment and loyalty of other staff members through the personal interactions they had with him. He acknowledged that he needed to be up-to-date, have effective time management skills, and be on the cutting edge of what was happening with the educational reforms. With an expanding workload, the principal believed that time was limited and this had impacted on his organisational strategies. He was of the belief that he operated well as a team member with his deputy principals, as well as with the heads of department. The principal perceived that he connected with his teachers through his personal interactions.

The VET head of department recognised that being consultative and allowing individuals to be involved in the planning and decision making processes was important. She felt that she worked well with the principal and with her own faculty. One vocational education teacher supported her by stating that there was a willingness of staff to embrace change and prepare for changes, as well as helping others to adapt to the changes. However, the VET teacher believed that it was only the head of departments who knew what was happening with the reforms. In particular, the head of department in charge of vocational education knew how the reforms would be implemented in the school. In saying this, she also commented that her head of department had been so busy at times, she was unavailable. The second VET

teacher said that teachers needed to be guided by the principal, thus using a whole staff approach to developing reform. In his opinion, leadership within the school had made an improvement in implementing school reform.

The academic head of department was of the opinion that the major leadership characteristic that supported the Education and Training Reform was leadership arising from the administrators at the top and moving down to the staff at the lower levels. The school did offer many pathway opportunities and this was credited to the administrators in the school. The main impediment to reform was the lack of clear direction by the administration team. At the same time, the school's middle management had developed an understanding that allowed individuals to feel supported. It also provided a forum for ideas. He believed that an open door existed at the administrative level, that is, the principal and deputy principals were always available. However, the academic head of department also expressed that having the open door did not mean that the teachers were motivated to meet with the administrators. The leadership within the school had a strong senior focus with more time and resources being invested into the senior school through vocational education programs; the junior school appeared to be missing out.

An academic teacher stated that the leadership characteristics that supported school reform would be consultative, flexible and exhibiting a willingness to try new ideas. However, as a result of changing principals at the school, she felt that the leadership in the school was unstable and this had impeded the implementation of the Education and Training Reform. She also felt that the new principal should lead the reforms and be open to new ideas, up-to-date and have an open approach to running the school. In saying this, the academic teacher said that she was not aware of any administrative strategies that had actually been put in place to implement the reform. The second academic teacher felt that the administrative team was progressive and quite open to suggestions from staff and willing to collaborate and listen to what was going on in classrooms. However, she did not know how the leadership team had met the school and community needs with regards to school reform. She stated that the teachers who were not involved with vocational education would not have noticed much change as a result of the implementation of the reform.

The principal, heads of department, and teachers had different perspectives as to which leadership characteristics were required for reform implementation. The participants also had different views with regard to how leadership was functioning within the school.

5.10.4 The Principal, Heads of Department and Teachers had Different Perspectives on the System Processes Needed to Support Reform Implementation

The Queensland Government's Education and Training Reforms for the Future (ETRF) represented a change process for the Queensland Government. In its senior phase reforms, the ETRF initiative was required to align education, training and employment with the world of work created by the economic, social and cultural changes of the past 20 years. From the government's perspective, it also aimed to develop young people's senior phase experiences through access to improved career planning and to a broader range of learning options.

> The reforms to the Senior Phase of Learning set out to re-position schools as not only providers of learning but brokers of learning tailored for individual young people. This significant shift in role was supported by the establishment of new systems, increased career and personal support for young people and a greater emphasis on links between schools and industry (Harreveld & Singh, 2008, p.4).

However, from a principal's point of view, the Queensland Government's Department of Education and Training had put more pressure on principals to be accountable, to expand their complex workload and to be skilled in reforms. The principal was disappointed that it was left up to the schools to try and communicate the reforms to teachers, students, parents, and the wider community. In this climate, it was the school's responsibility to engage the community and not the government's in informing communities. This was difficult for a principal who was also grasping the meaning of the reforms. Policies and procedures were coming down from the top without professional development support from the Department of Education and Training. This perception was shared at the grassroots level of the teachers in the classroom.

The principal believed that, as recent educational reforms had shifted educational responsibility, he was pivotal in the school reform agenda. For this particular employing authority, efforts to improve education through reforms had focused on the principal and he had become more absorbed with the external demands and the needs of the school. The principal had become more frustrated with the decrease in time he had to expend in direct involvement in pedagogical and educational responsibilities. Therefore, communication from him to others in the school was via email, administrators' meetings, and head of department meetings. He stated that it was important for communication to be accurate and up-to-date and this was assisted by holding frequent meetings. The principal perceived that the teaching staff and the heads of department had been kept up-to-date with school reform. However, there seemed to be so much activity going on in the school.

Heads of department stated that regular meetings with the administrative team helped with communication. The VET head of department felt that her strategies incorporated talking informally with her team, however, the VET students did not realise that the change was happening. The academic head of department believed that sharing responsibilities with his team encouraged them to take ownership in the faculty. Both HODs had different understandings around the ETRF agenda.

Some teachers felt that it was only the heads of department and VET teachers who knew what was happening with the reforms in the school. The school was very busy and information was not filtering down, and teachers did not know how things were progressing. Some teachers felt empowered to know about and work with the reforms while others were "overloaded". Other perceived barriers, which teachers had mentioned, for implementing the systems of reforms included timetables and assessment.

It may be thought that the level of intensity of communication and engagement by leaders and staff should occur in waves, with the first wave targeting those who have direct involvement and the rest of the staff gradually coming on board as the reform agenda is bedded down within the school context.

5.10.5 Teachers Could Identify the Level of Support Required for Them to Function Effectively in the School Community

Relationships were important to the principal when identifying the level of support required for the school community to function effectively. He felt that the quality of his relationships with the students, school staff, parents and the wider community made a difference in his school. Yet, devoting the energy and time to nurture and build these interactions was often minimised by the many tasks that were part of his responsibilities. He also exhibited a concern that it was when someone did not have a sense of the individual that school reform was impeded. He expressed the apprehension that leaders were always working with people in large groups and were not having the important one to one conversations with individuals.

Relationships were recognised as part of the support mechanism required by teachers for them to function effectively in the school community. This was identified at the individual level, school community level, and wider community level. Outside of the school, relationships were identified to be with the local industry, TAFE, and College of Wine Tourism.

It had been recognised that, in the school, some groups felt that the focus had been too much on one area at the expense of other areas. They had therefore felt unsupported. Many teachers believed that the vocational areas in the school were valued more than the academic areas. Teachers' beliefs and attitudes towards feeling supported also encompassed the acceptance of change and the stage at which teachers found themselves

in their teaching career. It was also noted that some teachers were reaching retiring age and that this had an impact on the implementation process. They simply did not want to know about the reforms.

Professional development was identified as an area that provided support. The VET head of department felt supported. She believed that having an interest in becoming totally involved in school reform to address vocational issues and being given professional development opportunities, such as visiting wine areas in Australia, had increased her leadership skills. VET teachers required professional development for updating qualifications, skills, and industry experience. However, the academic teachers appeared not to have taken up many professional development opportunities.

Classroom support appeared to be strong for the VET teachers. However there appeared to be a work overload for them as a result of the nature of their VET subjects. On the other hand, support for all teachers with behaviour management was identified by most participants as being crucial.

5.10.6 Student Diversity Resulted in Teachers Implementing Coping Strategies Within the Classroom

The principal felt that his school needed the time and energy to cater for an increasingly diverse population. He did not think that the school community had fully come to terms with diversity of the student population. Teachers continued to realise that many of the students they taught held a totally different attitude to life than they did when they were students. Student needs, behaviour, and engagement were now imperative dimensions to be considered in the establishment of an effective classroom environment. Teachers recognised that they required a range of different teaching strategies to cater for the new student population, and these strategies appeared to be different for VET and academic teachers.

5.11 Conclusion

In chapter 2, findings from the literature have indicated that educational change is a dynamic progression and school leaders are faced with the challenge of operating in a rapidly changing world. The Queensland Government's Education and Training Reforms represented a change with an aim to align education, training and employment with the world of work. At the same time, principals were being called on to lead in a climate of accountability and were required to re-examine curriculum, goals, priorities and pedagogies. Consequently, the expanded workload of principals has had an effect on the educational goals of the school. This has led to some principals feeling the pressure of information overload.

This chapter has revealed that the participants' understanding of the reforms was underpinned by their differing roles, responsibilities, and knowledge about the reforms. Each had different perspectives about the leadership characteristics needed for reform implementation. They also had different perspectives of the system processes needed to support reform implementation. The teachers could identify the level of support required for them to function effectively in the school community, and student diversity resulted in the teachers implementing coping strategies within the classroom. Consequently, this chapter has revealed that implementing school reform is a complex process for school administrators as well as classroom teachers.

Chapter 6: Discussion of Findings

6.1 Introduction

The purpose of this study was to explore the impact the implementation of Queensland's Education and Training Reform had on teachers and administrators in one rural secondary school. Within the context of educational reform and vocational education, the specific aims were to explore how teachers and administrators responded to a changing educational environment, and catered for a broader range of students in senior schooling. The conceptual framework for the literature (Figure 2-1, Chapter 2) grouped it into four clusters - leadership, school reform, teacher change, and teacher pedagogy. It was from these clusters that the research questions emerged. These questions were:

(5) What leadership is in practice in the implementation of the ETRF?

(6) What are the perspectives of the teachers and school leaders with regards to how the ETRF was implemented in the school?

(7) How do teachers change as a consequence of the Education and Training Reform?

(8) How does the Education and Training Reform influence teacher pedagogy?

The overarching question that guided this study was: "How do administrators and teachers respond to and implement current educational reforms?" From the findings of the survey, case studies, and focus group interview, four themes emerged. These were:

- Different understandings of the reform were underpinned by roles and responsibilities of school staff.

- Staff perceived that a range of leadership characteristics were needed for the successful implementation of reform.

- Increased student diversity throughout the school resulted in teachers implementing coping strategies in the classroom.

- Staff perceived different levels and types of support were needed for successful implementation of reform.

In the next section, the themes which emerged from the survey, case studies, and focus groups are discussed and illuminated by the literature.

6.2 Principal, Heads of Department, and Teachers' Understandings of Reform Were Underpinned by their Roles and Responsibilities

The principal, heads of department, vocational education teachers and the academic teachers had different understandings and knowledge about the education and training reforms. The school, unlike other high schools in Queensland, consisted of teachers and administrators who worked in either academic or vocational roles. It appeared that the level

of knowledge about the reform agenda seemed to be reflected in the roles that the participants had in implementing the reform.

The exception to this was the principal, who had taken on the leadership role after the reforms had commenced in the school. By assuming the principal's role in a school already engaged in the reform agenda, this provided an additional challenge for the new leader..

6.2.1 Roles and Responsibilities

The participants had differing roles, ranging from principal to classroom teacher. Some participants had either vocational education backgrounds or academic backgrounds, and some had both. Many had leadership roles in different areas. It was evident from the results of the survey, interviews, and focus group, that at Green Ridge State High School, the vocational education teachers and the academic teachers had different understandings and knowledge of the education and training reforms. Vocational education teachers were informed about what was happening while the academic teachers appeared to have less understanding. Their focus remained on their Academic subjects and these teachers were not totally committed to learning about the reforms. Understandings of the agenda did not seem to clearly align with any particular role, but it did seem to align with particular areas of responsibility.

6.2.1.1 Principal's role and responsibility

The principal perceived that his prime role was to lead the reform. He believed that his role involved three main dimensions, namely, interpreting the reform, informing and supporting all stakeholders with regard to the reform, and reporting to the employing authorities about the process of implementation. The principal's knowledge around the new school reform appeared limited and therefore he experienced difficulty in interpreting the reform. Overall his understandings seemed to be very global. In his opinion, the process of organising a whole school around the needs of individuals supported school reform. He understood his responsibilities were to (P1) "think beyond the school gate and to recognise the present needs of Australia in terms of employment trends".

When it came to the operational stage, the principal felt that he did not have a grasp of the reforms, even though he believed that he was pivotal in the school reform agenda. This highlights why the principal appeared to feel inadequate in understanding the reforms and being able to inform and support the stakeholders. He was new to the school and felt uninformed. This suggests that the employing authority had not supported this principal with adequate in-service or mentoring around the Education and Training Reform agendas as he entered this new school environment. This impacted on how he operated his school.

6.2.1.2 Heads of department and teachers' roles and responsibilities

The depth of understanding of the reforms for the two heads of department was underpinned by their role, responsibilities, and knowledge about the reforms. The VET head of department believed that the VET teachers and the other Heads of Department enhanced the implementation of Education and Training Reform in the school. She felt that this model encouraged teacher leadership in implementing the reforms.

The vocational education head of department (P2) and vocational education teachers (P3, P4) were responsible for implementing the reforms in the VET dimension of the school. This entailed teaching subjects that were relevant to industry, implementing industry practices within the classroom, and preparing students for work experience out in local businesses. The teacher's role (P3) was to teach students to be flexible and resilient within the school curriculum so that the students could adapt to a changing environment within the working world. It also included up-skilling the students for the workforce. Thus the VET teachers (P2, P3 and P4) felt responsible for being competent in industry practices themselves and being knowledgeable about industry expectations.

The academic head of department (P5), while not being directly involved in the reform, believed his role entailed informing his staff about the reform and supporting them as the reform agenda impacted on their particular areas. The academic teachers' (P6 and P7) roles and responsibilities included teaching and preparing the senior students for TAFE or university. In the lower school, the role predominantly consisted of preparing students for the senior years at the school. Although many of the students studied VET and academic subjects, the academic teachers did not feel that the reform had impacted on them. However, the academic head of department (P5) felt that it was "the responsibility of the academic teachers to understand the bigger picture".

6.2.2 Knowledge About the Reform Agenda

The new reforms challenged both academic and vocational education participants. The results of the survey indicated that the levels of understanding of the government's Education and Training Reforms documents on the whole were fairly low. Overall, only a few of the participants had a good to high level of understanding and knowledge of the reforms.

6.2.2.1 Principal's knowledge about the reform agenda

The principal (P1) appeared to have limited knowledge with regard to the ETRF agenda, yet was sensitive to his own and the teachers' needs for learning about it. On a personal level, the principal endeavoured to keep himself up-to-date in order to understand the reforms. Teachers, he felt, were continually challenged by the new reforms and many were failing to see the scope and complexity of their new role within the ETRF agenda. The principal believed that his personal approach was to assist teachers to become more knowledgeable

by demonstrating appropriate leadership strategies. This he perceived, included being sensitive to how people were coping, and supporting administrators to understand the challenges for individuals. He also acknowledged that working with the teachers as a team in overcoming the challenges of implementing new reforms was important. He saw these as strategies that assisted him in overcoming the personal gaps in his own understanding of the reforms.

6.2.2.2 The two heads of department and teachers' knowledge of the ETRF agenda

The two heads of department (P2, P5) had different levels of knowledge about the ERTF agenda. The VET head of department had an extensive knowledge about the ETRF agenda. The previous principal had allowed her to become totally involved in implementing reform changes. She was also encouraged to increase her knowledge about the current agendas by travelling away from the school for professional learning and development. Upon returning to school, the VET head of department (P2) was allowed to use her new knowledge in implementing the reform.

The academic head of department (P5) had been involved with the District Curriculum Assessment and Pedagogy Committee in organising forums, and he felt that this had helped him to gain knowledge and understanding of the bigger picture of the ETRF agenda. However, he was concerned that Education Queensland, the employing authority, had not given any directions as to how knowledge about the reform should be shared and implemented within the school. The academic head of department appeared not to have the same depth of knowledge and understanding around the reforms as did the VET head of department.

The VET head of department's philosophy about sharing her knowledge with her staff allowed the VET teachers to become involved in the planning and decision making of the reforms in the VET subjects. Also, the VET head of department's consuming interest in becoming totally involved in school reform had positively influenced VET teachers' knowledge, understandings, roles and responsibilities within the faculty. On the other hand, the sketchy understanding and knowledge about the reforms held by the academic head of department also impacted on the academic teachers. He did not share the VET head of department's enthusiasm for the reforms. He felt frustrated, believing that reform knowledge should have come down from the administrators to his teachers. It was evident that he did not feel a personal responsibility to learn more about the reforms in order to up-skill his teachers' knowledge and understandings around the reforms.

6.2.3 Relationship Among Participants, Roles and Responsibility, and Knowledge of the Reform Agenda

The principal's role was seen as pivotal to the implementation of the ETRF agenda, but his knowledge about the agenda appeared minimal. This impacted on the management of the school. There were a number of factors that appeared to impede the principal's understanding of the reform agenda. His expanded complex workload, time constraints, and accountability pressures provided negative effects on the principal's knowledge and understanding around reform implementation. However, he did have full confidence in the VET sector of the school to continue with reform implementation. He expressed the opinion that the previous principal had left the school in a favourable position to carry on with the reform strategies.

The VET head of department, who led the ETRF agenda in the VET sector, had a high level of understanding of the agenda, and held a pivotal role in its implementation. This had impacted positively on the VET teachers. In contrast the Academic Head of Department, whose role in the reform appeared peripheral to the ETRF agenda, had a low level of knowledge about the agenda. This had impacted negatively on the academic teachers and had widened the gap between the academic and VET faculties.

The VET teachers (P3, P4) and academic teachers (P6, P7) had different levels of involvement and different levels of knowledge with regard to the ETRF agenda. The VET teachers' knowledge of the reforms appeared to be greater than that of the Academic teachers. From the vocational education participants' viewpoint, many staff, especially the academic teachers, did not have an understanding of the reforms. They felt that the heads of department and VET teachers knew what was happening with the implementation of the reforms, but were not informing the academic teachers.

Many academic participants believed that they did not have an understanding of the ETRF agenda. The level of one's involvement impacted on their knowledge and understanding of reform and their need to know about the new paradigm. When asked if the teachers, generally, knew what was happening with the reforms in vocational education in the school, P4 said that it was only those who were directly involved who knew what was happening:

> The ones that are particularly involved in it, I would say would, but I think, because there's so much going on and there's like a whole new phase going through, I don't think everyone's really aware of sort of what's going on.

This study suggests that not only are leaders' understanding of reforms underpinned by their level of involvement, but also this level of involvement may influence the type of leadership they value in these turbulent times. This trend is also reflected in data relating to the participating teachers.

6.2.4 Discussion

The principal felt the pressure of responsibilities from external and internal demands put upon him. These comments are consistent with findings from the literature which identify a principal's expanded role as having a detrimental effect on schools (Blackmore, 2004b; Dubrin, 2001; Frost, 2003a, 2003b, 2004a; Fullan, Retallick, 2002). Leaders appear to be under increased pressure to be accountable for everything in their school, including communicating reforms within the school and to wider the community. Research also revealed that the principal is commonly expected to continually develop an understanding of new initiatives for change as a result of reforms, while addressing the demands from the government departments, education authorities, and the school itself (Fink, 2001; 2005; Hargreaves, 2005; Stoll, 1999). Changes have put additional pressure on teachers, and school leaders were required to help teachers learn and understand the new roles and responsibilities for implementing the reforms. Assistance was also provided by planning together and working with the outside community when implementing the new reforms (Posner, 2006; Roeser, 2009; Rueda, 2005; Spady, 2004).

The view that reform initiatives required leadership teams to guide the process of school reform was shared by the heads of department and school administrators, however, the principal cannot lead alone (Conley, 2004; Smylie, 1994, 2002). All school staff needed to understand their roles and responsibilities in implementing school reform. Leadership is successful when it is purposeful in creating a caring ethos, and where teachers and administration feel valued and supported (Mulford, 2003; Mulford, Mulford, Silins, & Leithwood, 2004; Silins, 2002; Silins, Mulford, & Zarins, 1999). However, the research suggests that successful leadership requires more than this when implementing new reforms. Administrators' knowledge and understanding of the particular reform also appears to have an effect on the successful implementation of reform as well.

The VET head of department felt that the model, which encouraged teachers to consider their own leadership roles and responsibilities in implementing the reforms was the most successful. This view is consistent with research, which states that this enables teacher leaders to take charge of shared ideas, facilitate working relationships, and generate enthusiasm, as well as implement change and school reform (Beachum, 2004; Hopkins, & Higham, 2007; Kasa, 2007; Lumpe, 2007; Marzano, 2005; Reeves, 2004, 2007; Zimmerman, 2006). On the other hand, the academic head of department expressed the view that support arising from the administrators at the top and moving down to the staff at the lower levels helped teachers to understand their responsibilities in implementing the reform. Teacher leadership was not part of his vision. He perceived that the impediment to change in his context was the lack of clear direction by the administrative team. Interestingly, research indicates that the teachers who still perceive the top-down decision making process in a school, were more likely to resist school reform changes (Kessler, 2000; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Short, Rinehart, & Eckley, 1999; Somech, 2005).This research suggests that not only are leaders' understandings of reforms underpinned by their level of involvement, but the level of involvement also influences the type of leadership valued in these rapidly changing times. This issue is further elaborated in the next section.

6.3 Principal, Heads of Department, and Teachers had Different Perspectives with Regard to the Leadership Characteristics Needed for Successful Reform Implementation

With the call for successful school reform implementation, came the assumption that the leadership characteristics needed to implement reform would play a role. Principals are vital in setting the direction for schools, but existing knowledge on the best ways to prepare and develop highly qualified principals is sparse (Browne-Ferrigno, 2003; Elmore, 2000, 2004, Hess, 2007; Leithwood, 2005a; Levine, 2005; Peterson, 2002; Williams, Kirst, Haertel, Woody, Levin, & Studier, 2005).

This principal believed that "being on the cutting edge" of the reforms and having effective time management skills would support school reform. The VET head of department felt that sharing the faculty responsibilities between the teachers and the heads of department supported the Education and Training Reforms implementation in the school. On the other hand the academic head of department was of the belief that the driving force for reform leadership should come down from the principal through the policy and directives from Education Queensland.

6.3.1 Perspectives of the Principal

The principal perceived that successful leadership involved three key characteristics. Firstly, the leader at the top needed to be visionary, highly motivated, accountable and sensitive to individual needs. He believed that he had a leadership quality which was sensitive to the feelings and needs of others. Secondly, it was important to foster good relationship with and among all staff members. The principal felt that the quality of his relationships with others made a difference in the school. Thirdly, good leaders energised the work of the school and built communities in order to provide engaging curriculum and relevant student outcomes. However, the principal expressed the concern that limited time and work overload impacted negatively on successful leadership in a school.

The principal's style of leadership, according to the literature, appeared to be authentic. He had a commitment to others through his personal interactions with them, and the spiritual dimension was evident through his interactions with the teachers. At the same time, the principal espoused to being sensitive to the aspirations of those around him. This view was confirmed by the VET head of department, who acknowledged that the principal had encouraged her to lead the reform implementation. She also stated that the school valued individual student needs. The academic head of department praised the administration team for building relationships, while an academic teacher (P6) said that she had been encouraged in her role as year 12 coordinator.

6.3.2 Perspectives of the Heads of Department

The VET head of department believed that being consultative was important, with others being involved in the decision making processes. She also believed that it was her leadership role to support and encourage her staff. However, the VET head of department's espoused views of leadership did not match reality. The VET teachers' (P3 and P4) shared that they believed the leadership style of the VET head of department was authoritarian, but they still saw her as a good leader. P3 found that at times, the VET head of department was unavailable for consultation and did not filter information down to the teachers. The academic head of department espoused views of leadership that included the notion of empowerment. He believed that it was important for the teachers to have an input into what curriculum was being offered, as well as taking on more responsibilities. P7, an academic teacher, did support this view. She embraced being consulted and given leadership responsibilities.

6.3.3 Perspectives of the Teachers

Participants had differing views as to whether teachers needed leadership skills to implement the reform. Differing views were held by both academic and vocational educational teachers. For example, from the survey, 6 academic participants, 5 combined academic/vocational participants and 1 vocational participant, felt that teachers did not need to possess leadership qualities in order to cope with the Education and Training Reforms. In contrast, four academic teachers and four vocational teachers believed that they required leadership qualities in order to cope with the reforms. One academic teacher also expressed a willingness and desire to take on more leadership responsibilities, including a leadership role in sharing ideas, making suggestions, and offering help to others. This particular participant had been involved in acting positions such as head of department and deputy principal. Thus it appeared direct involvement in school reform did not necessarily result in a shared view with regard to the role of teacher leadership.

Teacher leadership is a well touted dimension of schools today. However, most of the teachers at this school did not want to become involved with this dimension of leadership. Most of the teachers wanted the top-down approach, followed by collaboration of leadership in implementing the reform. Even those who were at the heart of the reform process did not share a strong view about teacher leadership. At the same time, many teachers felt that they needed to work in partnership with the head of department, deputy principals and the principal. They also looked for direction and knowledge about the reforms from the leaders above them.

Many teachers were then willing to work in collaboration with their leaders. Collaboration offered an opportunity for collective professional action by teachers (Elmore, 2001a; 2001b; Hackman, 2000; Hornett, 2005; Roberts, & Pruitt, 2003). "Collaboration is the vital factor in

the development and maintenance of professional learning communities. Without collaboration, there would be no learning communities" (Roberts & Pruitt, 2003, p. 137).

6.3.4 Discussion

The principal realised he was vital in the leadership of the school reform agenda. He hoped that his leadership involved a visionary dimension that energised the work of members of the school and built community. Literature revealed that a vision needs to be shared throughout the organisation and this was what the teachers wanted. Therefore, the research suggested that the administrative team needs to consider involving stakeholders from all parts of the school, and ensure that all key stakeholders are involved at an early stage in the conception and formulation of this vision for implementing the reforms (Edwards, 1999; Lieberman, 2001; Little, 1993; Mercer, 1993). This appeared not to have occurred at the school.

It was through relationships with school staff that the principal believed his leadership skills were best placed. From the principal's perspective, the commitment and loyalty of his staff members was a result of his focus on personal interactions. Most of all, the principal believed what helped him to be a good leader was his sensitivity to the feelings, needs, and aspirations of other staff members and those around him. Relationships are indeed important, but it was the knowledge and understanding around the reforms, which teachers were calling for. Also, in order to gain a true commitment towards change, it has been suggested that the principal look to top management to initiate, manage and spread the change (Bryk, 2003; Capra, HarperCollins, DuBrin, Houghton-Mifflin, Flood, Routledge, Priesmeyer, Books, Westport, & Senge, 2001; Hoy, & Tarter, 2004, Schneider, 2005; Senge, 1991; 1997). Initiatives usually originate at the higher levels of the organisation and need to be communicated to the other levels. Again, at this schoo,l this did not seem to be occurring. The academic head of department thought that leadership arising from the administrators at the top and moving down to the staff at the lower levels helped to implement reform. He perceived that the impediment to change in this context was the lack of clear direction by the administrative team. Interestingly, research indicates that the teachers, who still perceive leadership as the top-down decision making process, were more likely to resist school reform changes (Kessler, 2000; Leithwood, 2004; Petersen, 2003; Rinehart, 1998; Sweetland, 2000).

The principal was frustrated with his expanding workload due to the external demands put upon him. He perceived that this hindered his leadership within the school. The principal expressed the desire to be able to balance the many demands of his expanded workload, but his time was always limited. His argument was, if there were too many demands then each would only get a small fragment of time and nothing of quality would be achieved. Hence, this example supports the literature, which revealed that the expanded workload of principals has had a detrimental effect on the educational goals of schools (Blackmore, 2004b; Dubrin,

2001; Frost, 2000, 2002, 2003c, 2004b; Fullan, 2003b, 2006). In addition, principals are experiencing information overload as they are expected to serve as knowledgeable resources for their wider community, students, teachers and parents (Timperley, 2005a; 2005b). This certainly was the case at this school.

The VET head of department's view was that she was a democratic or participative leader. This is where decision-making by the group is favoured and the leader gives instruction after consulting the group (Dal Forno, 2006; Lewin, 2004; Lippitt, 1966). This process is consistent with research that enables teacher leaders to take charge of shared ideas, facilitate working relationships, and generate enthusiasm, while implementing change and school reform (Beachum, 2004; 2008; Begley, 2004; Marzano, 2005; Waters, 2004). However, the teachers saw her as an autocratic or authoritarian leader, where all of the decision making powers are centralised with the leader (Lewin, 2004; Scheidlinger, 1994).

On the other hand, the academic head of department leadership style could be described as situational leadership which relies on efficiency in four communication mechanisms; communicating expectations, listening, delegating, and providing feedback (House, 1996). He felt that he was empowering the teachers to make decisions, but the reverse side is that the teachers could become frustrated by the ambiguity of the situation and lack of support (Aditya, 2000; Blanchard, 2008; 2009; Graeff, 1997; House, 1996, 1997). The academic teachers did feel unsupported and did not understand the reform.

For schools to progress and implement reform, research has indicated that the reliance on teacher cooperation, commitment, and collegiality is critical for schools to achieve success (Andrews, 2006; Chesterton, 2004; Wildy, 2008). But it seems that this commitment and cooperation is influenced by the direct impact such reforms have on the individual. Those without direct involvement (the academic teachers) exhibited little knowledge about or commitment to the implementation of the ETRF agenda. Research substantiates this position as those teachers who were not motivated by external change are the ones who have had little or no input into the process of reform and have not taken on a leadership role (Andrews, 2003, 2004, 2002; Crowther, 2002; Fullan, 1993, 2002, 2005, 1991).

The teachers were looking for collaboration in implementing the reforms. The value and need for collaboration in many organisations has become an unquestioned assumption (Allen, 2004; Chen, 2007; Watson, 2005). Research around teacher leadership (Birky, 2006; Mayrowetz, 2008; Smylie, 2002; York-Barr, 2004) has emphasised new perspectives on teacher roles in schools. A common feature of many of these perspectives is that teachers can have the greatest impact in their schools and meet the needs of students in more effective ways when they work together (Conley, 2004; Marks, 2003; Smylie, 2002).

In summary, most teachers at this school did not want to become involved with teacher leadership in implementing school reform. The VET head of department had the knowledge

around the reforms and recognised that being consultative in allowing teachers to be involved in the decision making processes was important. However, at times vocational teachers found her too busy to consult. It appeared that she was skilled and experienced in leading the reforms in the school, but the question arises, how did her relationships affect staff? From their perspective what she was espousing to be was not the reality. The academic head of department firmly believed that leadership should be situated at the top and move down to the staff. An academic teacher supported this view and expressed the concern that the school was unstable, and direction and knowledge around the reforms was needed from the top.

The principal displayed authentic leadership characteristics and he felt that he connected with his teachers through his personal interactions. Although the principal was skilled in forming relationships, the question arises, did he have the understanding that the teachers were reaching out to him to give them direction? All participants had different perspectives as to which leadership characteristics were required for reform implementation.

The findings of this research suggest that complexity in a school setting results in the need for different facets of leadership. Due to the increased accountabilities and responsibilities of implementing school reform, a range of leadership styles and a variety of differing forms of leadership were needed to implement reform (Gronn, 2000, 2002; Harris, 2003, 2002a, 2005; Reeves, 2003). As indicated by the results, teacher roles are also becoming more complex and the relationships between the principal, heads of department, and teachers are becoming significant in relation to how reforms are implemented (Hallinger, 2001; Linn, 2003).

6.4 Teachers Implementing Coping Strategies in the Classroom

The implementation of the reform has resulted in a greater diversity of student population. Prior to the reform, students could leave school and seek employment when they turned 15. Since 1 January 2006, young people must stay at school until they turn 16 or complete year 10, whichever comes first. After this, the compulsory participation phase applies until students:

- gain a Senior Certificate or Certificate III (vocational qualification); or

- have participated in eligible options for two years. An eligible option is an educational program provided by a school, a course of higher education provided by a university or other provider, a TAFE course, an apprenticeship or traineeship; or

- turn 17 (Education Queensland, 2003).

The effect on the school of the implementation of this new legislation has been the identification of three key groups within the school community, namely the VET students, the academic students, and the disengaged students.

6.4.1 VET Students

The Vocational Education and Training (VET) students now have an increased range of curriculum opportunities. This broadening of pathway options includes classroom activities as well as work experience with local businesses. The students appeared to be flexible, resilient, and some teachers believed that the VET students were able to easily adapt to change. With the increased student clientele, VET teachers were being called to offer a greater range of hands on relevant industry-linked experiences for their students in areas they had previously not explored or taught.

6.4.2 Academic Students

A broadening of clientele in terms of their academic ability had resulted from the legislation implementation. Teachers found that a large proportion of the academic students were not aiming for a university degree. Academic classes were no longer the high achievers of the school, but now included students of varying abilities. The result was that academic teachers, while initially believing that the reform would not impact on their particular academic area, were forced to change, especially in terms of the teaching of their subject matter and utilising a broader range of pedagogical practices.

6.4.3 Disengaged Students

This group of students increased substantially with the implementation of the ETRF agenda. Students, who once left school after completing year 10, were now in the classroom under sufferance. Many were not interested in the school curriculum and had become disengaged.

At the school the student population became more diverse with regard to their literacy and numeracy abilities, and academic teachers found the need to modify the curriculum. Consequently, some teachers felt that it was a challenge for schools to have a sense of compassion when students were not making an effort in school. It was the teachers' belief that as a more diverse population attended, behaviour of students declined. Therefore, the school found that these students needed an array of specific support mechanisms, including extra support for literacy and numeracy, and strategies to assist them to manage their behaviour.

6.4.4 Professional Development, disassociation

6.4.4.1 Knowledge of the reform

The VET teachers, those who predominantly taught the VET students, were informed about the ETRF agenda. This meant they were working with this agenda in their classroom with the VET students. Vocational education teachers (P2, P3, P4) were required to update their qualifications in order to teach the various certificate qualifications. According to the VET head of department, the VET teachers were offering subjects relevant to industry and this was providing learning opportunities for the students. She had supported this with an example of where the teachers experienced working in an authentic resort along with the students. P3, a VET teacher, realised that the students were almost adults and had the desire to be treated like adults. As a result, many students had become bored with "talk and chalk", and, therefore, her answer was to use technology for self-paced lessons. P4, also a VET teacher, ran a school-based business enterprise (fruit, vegetable and animals) which he felt was an authentic experience, to introduce the students to the world of industry business.

The academic teachers believed that the ETRF agenda only affected the VET teachers. Consequently, a "bury your head in the sand" approach (P1) was adopted by many academic teachers who believed that the reform would not impact on them or the academic students. They were surprised with the changed student population in their classroom as a result of the introduction of the ETRF agenda and were unprepared. P6 felt that improved school resources, including technology and facilities, would assist them to cater for a more diverse student population. She was concerned that only limited funds were available for academic students compared to VET students, who seemed to have unlimited resources.

The academic teachers believed they had the knowledge about what was relevant and important for students' needs. While the academic teachers appeared to lack a clear understanding of the reforms and showed little interest in coming to an understanding, this did not seem to impact on their perspectives of success in the school. P5, a male head of department of science, felt that the teachers had a grasp of what reforms were taking place, but at the same time his academic staff, and even he, did not know the exact details of the

reforms. Hence, teachers were not aware of the impact of the reforms on the students. P5 also believed that teachers were not aware of the deeper issues within the curriculum reform, for example, the introduction of the Queensland Curriculum Assessment and Reporting Framework. However, it was his belief that members of the teaching staff were aware of what was relevant and worthwhile for the students, and that Green Ridge State High had been rightly acknowledged (publicly) for all their achievements in this area. So even though teachers' knowledge was tacit, they extracted what was relevant to the needs of their particular students.

It appeared that many academic teachers were not informed and did not want to be informed about the reforms. This impacted on their understandings of the student clientele within the classroom. Therefore, the question is, how much impact did this have on the school's success in implementing the reform in the classroom and did the academic teachers realise why they had such student diversity in the classroom? Consequently, does successful implementation need to occur in waves, first targeting those who are directly involved, and second, reaching the rest of the school community? Would this then lead to a better understanding of student diversity and successful coping strategies within the classroom? It seemed that, at this school, the implementation tended to be less strategic, with an initial recognition that the VET area would change, and hence all resourcing and support was tailored to meet these new demands. Everyone was unaware of the consequential changes that would need to occur at the academic levels. Thus there appeared to be no initial planning that specifically targeted these students, especially the increased diversity of students who were now attending these classrooms.

In parallel, vocational education teachers were busy understanding and implementing the reforms, as well as teaching relevant industry practices to students. However, the power of knowledge shared by all teachers, not only the VET teachers, and the need for increased knowledge, was important to sustain and improve the wider moral and social environment (Fullan, 2003a; Kalantzis, 2003). As evidenced by the research, principals and teachers are essential to the effective implementation of school reform and applying it to the classroom (Birky, 2006; Harris, 2002c; Katzenmeyer, 2009; Muijs, 2003). This suggests that the roles teachers played in the classroom, as leaders of teaching, learning, and curriculum were crucial to success.

6.4.4.2 Pre-disposition of teachers

Some teachers were forced to change their teaching style and classroom management to now cater for a group of disengaged students. Although one VET teacher (P3) felt that the ETRF agenda was a positive change for the school, she felt that some students "appeared to lack direction, did not want to be at school, did not want to go to work, and did not want to attend TAFE". The students, according to P3, "were forced to stay at school and choose

subjects they were not interested in". P5, an academic head of department, was of the belief that "the new legislation had put too much pressure on some of the students and too much pressure on them to learn or earn". In reality, it was perceived that some of the students would not gain permanent employment and therefore, P5 suggested that some of the disengaged students could leave school and work casually. An English communication teacher (P6) realised that she was forced to change due to a different clientele remaining at school. One way to remain in control was to have students copy notes off the board in order to have a quiet room. P6 had tried to treat the students as young adults, but they did not respond. Some students had literacy problems and therefore were unable to cope in the classroom. Consequently, P6 found herself with her "back against the wall". Another academic teacher, P7 believed that students should be offered subjects "that they can pass". As a result, her expectations of what the students could produce had been lowered. She felt that her present curriculum was not working.

Initially, academic teachers tended to continue teaching how they always taught. Academic teachers, P6 and P7 felt they did not need to change or know about other things that were going on in the school, because like other teachers, they were very busy concentrating on teaching the students in their subject areas. When asked how the Education and Training Reform was implemented and what impact this had in the classroom, the academic teachers were not sure. For example, P6 stated that she was not aware of any administrative strategies that had actually been put in place to implement the reform to cater for the diverse range of students continuing on in the school. She appeared to be uninformed regarding what was happening in the vocational education areas of the school. P6 had actually said, "I'm not aware of any strategies that have been put in place. Could you tell me about that? What has been done*?"* In all instances, teachers were forced to make adjustments to their knowledge about their area of expertise and their pedagogical practices.

6.4.5 Teachers' Knowledge and Pedagogical Practices

The principal believed that good teaching and learning strategies in the classroom would support the ETRF agenda. However, the curriculum had to be "relevant and engaging to fully equip students for further education and life after school". Therefore, teachers in schools, who have classes of students with a diverse range of learning needs, had to adapt their teaching pedagogy (Boylan, 2002, 2004a; 2004b; Hargreaves, 2000, 2001, 2004; Lockie, 2001; van Veen, 2005). Consequently, the process of learning or developing pedagogies involved re-contextualising practices within the complex social dynamics of the school (Ball, 2006; Gruenewald, 2003).

The VET head of department (P2) felt that current pedagogical practices reflected industry requirements. One example she gave was where students studied the process from the vineyard to the wine making, and further to selling products. Students were required to also

make products, such as jams, following the food and hygiene laws. They had to cost and market the project, thus applying future life principles in the classroom. She believed that this type of activity aligned the VET teachers' pedagogical practices with industry. P3 indicated that VET teachers changed their pedagogy constantly as a result of technological changes. P4 had shared that he had set clear expectations and consequences as well as modelled appropriate behaviours in order to give the students a sense of an employer. Consequently, the VET teachers' pedagogical practices were forced to change as a result of the ETRF agenda and they actively engaged in teaching and learning from a platform of interest, development of readiness, need, and personal style (Berliner, 2003; McKenzie, 2003; 2008; Zyngier, 2005, 2008). Scaffolding was evident in the authentic projects chosen by the teachers, and this 'scaffolding through teaching' experience permits the teacher to develop a deeper understanding of their pedagogy (McConaghy, 2006; McConaghy & Burnett, 2002; McConaghy, Lloyd, Hardy, & Jenkins, 2006). The VET teachers, who welcomed change appeared responsive as they considered why and what they did in their lessons.

The academic head of department (P5) stated that it was the Education and Training Reforms which gave the direction for teaching and learning strategies. However, his concept of how this was carried out was different from the VET teachers' perspectives. He believed that teaching students how to learn, how to think, and how to organise themselves was the scaffolding needed in the classroom. P5 said that it was about "teaching students the discipline, the routine, the expectations and the deadlines". This aligns with the literature, which suggested that teachers teach students how to learn, to solve problems, and be life-long learners (Greenberg, 2004; Mertler, 2008; Norton-Meier, 2009; Schrum, 2007).

An academic teacher (P6), who doubted her own capabilities as a teacher, suggested that being a facilitator of learning appealed to her. However, her role was in an instructional delivery position and not a learning facilitation mode. Therefore this may have been a reason she found the classroom disheartening (Burden, 2003; Mostert, 2001a; 2001b). She was struggling with "how to access students" in order to cater for their different abilities. However, it was her goal to be "less regimented and more flexible with her teaching practices". P6 needed to know how to implement new practices concerning basic teaching functions, but also needed to take ownership of implementing these practices (Burden, 2003; Harris, 2002b; Osa, 2007; Potter, 2002). The literature suggests that complexity of managing student learning and teaching is improved by effective administration and organisation of time to plan and organise frameworks of learning (Anderson, 2002; Tomlinson & Allen, 2003). Perhaps, this is where her head of department could have helped. P6 was inwardly calling out for assistance with her pedagogical practices.

Academic teacher, P7 had disengaged students in her classroom. She believed that the teaching and learning strategies which supported the implementation of the reform depended

upon the pathways offered to the students in the VET curriculum. Within her maths subject there was a group of students who would have benefited from a trade or business maths subject, a subject not presently in the school's offerings. P7 was sure that success could be achieved through a change of subject selection for these students. Within her own pedagogical practices, flexible teaching strategies, willingness to change, and the implementation of a range of assessment items appeared to work for her.

6.4.6 Responses at the School Level

Student behaviour and classroom management are skills acquired by teachers over time (Beamish, 2006; Brownhill, 2006; Bryer & Main, 2005; Main & Bryer, 2005, 2007; Partridge, 2000). However, for some teachers in the school this did not appear to be the case. The VET head of department believed that the school's behaviour management strategies "had been positive" and that teachers were managing their classrooms. She felt that the disengaged population was being addressed by the administration in the school. However, at the grass roots level, P3, P4, P6 and P7 all agreed that the disengaged students were becoming a behaviour management problem. P4 was hesitant in leaving his agricultural classes to participate in professional development because "there were a few issues with behaviour". P6 felt that the students needed to be "taught to be self managing" and that the "student behaviour did not allow for one-on-one work with the students". P7 was "alarmed with the non-academic student behaviour" and felt that "no one really cared about them".

Research has revealed that positive student behaviour is a result of positive classrooms, and this is created by the teachers, who have been actively engaged in teaching and learning (Hattie, 2003, 2005a, 2005b). To effectively provide teaching and learning for a diverse range of students, teachers are required to be flexible in their methodologies, time, resources, classroom space, and approaches towards teaching (Tomlinson, 2000, 2001). While this sounds ideal, one wonders if these findings are still appropriate when students are forced to be at school, where in the past they were allowed to leave and move into part time employment. Although senior education is a time when students are being asked to embrace self-directed learning (Cuttance, 2001), the disengaged students in this school are not self managing of their own behaviour. This has impacted on the quality of teaching and learning in the classroom (McConaghy, 2002; McConaghy & Bloomfield, 2004; McConaghy, Lloyd, Hardy, & Jenkins, 2006). Many teachers were struggling to balance the curriculum requirements, catering for a group of students who simply were not interested in what the present curriculum was offering them.

6.4.7 Discussion

Research has indicated that, as students have moved into a different era, their needs have changed. It can be argued that as society has changed, so has the knowledge required by

students to prepare them for life and work (Falk, 2000; Kretzmann, McKnight, Dobrowolski, & Puntenney, 2005; Soros, 2002; Wells, Carnochan, Slayton, Allen, & Vasudeva, 1998). Schools are seen as the means through which this societal change and educational reforms are facilitated and implemented (Fullan, 2004; Mackay, 2005; Senge, 2002). The VET department at this school has recognised this and is providing appropriately for an education for the twenty-first century. VET teachers appeared to be sensitive to the needs of the VET students, and in doing so, have transformed their pedagogical practices to cater for individual and community growth (Hargreaves, 2003; Mitchell & Sackney, 2001, 2005, 2006; Mulford, 2000; Senge, 2000; Shain, 2001; Silins & Mulford, 2000).

Initially, the academic teachers felt that the reforms were impacting only on the VET subjects. Academic teachers, P6 and P7 questioned where the funding was coming from to support the ETRF agenda, and that there were limited funds for academic subjects. On the other hand, the VET head of department was given funding for "visits to wine areas in Australia" and acknowledged that the "government had put money into the college". A VET teacher P6 believed that the agriculture department had been very lucky as money had gone into helping implement the ETRF agenda. Overall, it appeared that the vocational education department was given lots of the resources and the flexibility to do what they wanted to do, whereas the academic teachers were not as well supported.

The school also formed partnerships with local industry and the Chardonnay College. This highlighted 'networking' as fundamental to the implementation of effective planning and development in the school's VET program (Abbott-Chapman, & Kilpatrick, 2001; Anta, 2002; Billett, & Seddon, 2004; Ryan, 2002; Smith, 2004). The academic teachers' response was to concentrate on their own areas of expertise. Some teachers did not understand that the purpose of school renewal was for improved student learning outcomes for all students (Dickie, Eccles, FitzGerald, McDonald, Cully, Blythe, Stanwick, & Brooks, 2009; Glatthorn & Jailall, 2000, 2008; Harris & Lambert, 2003; Hill, 2001; Mitchell, Chappell, Bateman, & Roy, 2006; Potter, Reynolds & Chapman, 2002). At the same time, some of the administration and academic teachers missed the thrust that successful school reform also focused on the development of teaching and learning strategies within the classroom (Mulford, Silins & Leithwood, 2004; Tessaring, & Wannan, 2009). Consequently, the school had simply not recognised that the new reform would result in the inclusion of a group of students who were neither academically nor vocationally inclined.

Globalisation has had an effect on school reform. The global emphasis impacted on the appropriate knowledge, skills, and capabilities required by students and workers in these economic times (Ball, 1994; Grub, 1996; Marginson, 2000). Some academic and VET teachers found it a challenge to have a broad range of students in the classroom, particularly within the academic subjects. Others found developing skills, capabilities and knowledge with

the broader range of students very challenging. Some students became disengaged and lacked interest in the academic curricular. Some teachers found it difficult in the classroom when the students did not make an effort to work. In fact, the principal acknowledged that the school had not fully come to terms with the diversity within the current student population.

Both VET and Aacademic teachers should have been involved in the decision making processes at the commencement of the reform introduction. By doing this, teachers may have been encouraged to take on greater responsibility, to attempt innovative teaching pedagogies, and support school reform (Kessler, 2000; Leithwood, Louis & Anderson, 2004; Short, Rinehart & Eckley, 1999). In saying this, internal pressures were placed on schools by parents with increased expectations around student outcomes (Smyth, Hattam, Cannon, Edwards, Wilson, & Wurst, 2009), and external pressures centred around national and community expectations for increased learning outcomes. This included the application of new technologies (Beare, 2001; Mitchell & Sackney, 2000). Hence, students of today are different learners compared to their parents (Bamford, 2004; Campbell, 2003; Karsenti, 2007). This applied to many older teachers as well.

Innovative pedagogies have impacted on student behaviour. Research has supported the notion that positive student behaviours are the result of positive classrooms, which have been created by engaging teachers who practise innovative pedagogies (Hattie, 2003; Kincheloe, 2009; McConaghy, & Bloomfield, 2004; Tomlinson & Allen, 2000). Knowledge, skills and commitment have influenced how well teachers have managed a diverse range of student behaviour (Burden & Byrd, 2007; Finn, Pannozzo, & Achilles, 2003; Potter, Reynolds & Chapman, 2002). Therefore, support at varying levels within the school hierarchy has determined the degree of teacher engagement in exploring new ways of teaching and learning within the classroom. This was the clear difference between the VET teachers and the academic teachers. The school leaders needed to be more aware of these challenges and plan accordingly.

6.5 Principal, Heads of Department and Teachers had Different Perspectives about the Level of Support Needed for Reform Implementation

Interviewed participants believed that teachers as well as the heads of department and the principal, were responsible for leading and implementing school reform. However, all had different perspectives about the level of support required for reform implementation.

6.5.1 Expectation From the Employing Authority

The Queensland Government's Education and Training Reforms for the Future (ETRF) represented a change process for the Queensland Government. In its senior phase reforms,

the ETRF initiative was required to align education, training, and employment with the world of work created by the economic, social, and cultural changes of the past 20 years. From the government's perspective, it also aimed to develop young people's senior phase experiences through access to improved career planning and a broader range of learning options.

> The reforms to the Senior Phase of Learning set out to re-position schools as not only providers of learning but brokers of learning tailored for individual young people. This significant shift in role was supported by the establishment of new systems, increased career and personal support for young people and a greater emphasis on links between schools and industry (Harreveld & Singh, 2008, p. 4).

However, from the principal's perspective, the Queensland Government's Department of Education and Training had put more pressure on principals to be accountable, expanding their already complex workload, with a further expectation they would require him to be skilled in understanding and implementing reforms. The principal was disappointed that it was left up to schools to communicate the reforms to the teachers, students, parents, and the wider community. It was the school's responsibility to engage the community and not the government's. This was difficult for a principal, who was also endeavouring to grasp the meaning of the reforms. Policies and procedures were sent from the Department of Education and Training, without accompanying professional development strategies. This perception was reflected by classroom teachers, who also grappled with new knowledge, while trying to understand the reforms.

6.5.2 The Level of Support from the Principal to Implement Reforms in the School

The principal was new to the school, and he found that the support given to him from his employing authority was minimal. At the same time, varying levels of support were given by him to the heads of department and teachers. On a personal level, the principal experienced the pressure of being accountable for everything in the school as well as needing to support the implementation of reform. He felt that he had "just tried to keep himself up-to-date in order to understand the reforms" while being more absorbed with the external demands and the needs of the school. The key resource that was essential in implementing the reform was time, and this was limited.

The principal believed that as recent educational reforms had shifted educational responsibility, he was pivotal in the school reform agenda. For his particular employing authority, efforts to improve education through reforms had focused on the principal and he had become more frustrated with the decrease in time he had to expend in direct involvement in pedagogical and educational responsibilities. Therefore, support was by means of email communication to others in the school, as well as administrators' meetings

and head of department meetings. He stated that it was important for communication to be accurate and up-to-date and this was assisted by frequent meetings.

The principal perceived that the teaching staff and the heads of department had been kept up-to-date with school reform. However, there seemed to be so much activity going on in the school with everyday teaching and learning that that this did not seem to be a reality. At the same time, the school was in the midst of finding new styles of reporting, as well as working to incorporate the "merging of the senior school with TAFE and the Chardonnay College".

Prior to the new principal being appointed to the school, he had acknowledged that the school had a solid vocational education department. The school program already had "strong school-based traineeships and work experience" as well as community links. The principal's philosophy was "if your staff is up-to-date, well communicated with, cared for, and explicitly aware of the purpose for the school in implementing reforms, then the result of teaching is made easier". However, he said that the teachers tended to remain isolated in their own faculties, and because they were busy, they often felt that they did not know about the other things that were going on in the school". At the same time he did admit that teachers were saying "I'm not involved in VET, so I don't need to know that". He found this attitude difficult to tolerate because he felt that "without having 3 hour meetings every week to bring everybody up to speed" it was difficult to find time to share an understanding that involved consistent participation of all staff. It was also difficult "to be able to crystallise what the important things are that they (teachers) need to know and to make sure people have the information".

6.5.3 The Level of Support from Heads of Department to Implement the Reforms

The vocational education head of department was pivotal to the success of implementing the reform. She felt supported by her previous principal to "run with the department" and the present principal also relied on her to implement the reforms. The VET head of department felt that "not being able to give equal support to all groups caused difficulties". She admitted that some teachers felt unsupported because "some groups had felt that the focus had been too much on one area at the expense of other areas".

The academic head of department was looking for support from both the employing authority and administration. The "driving force which comes down through policy and directives" was what he thought supported the implementation of the reforms. He was concerned that "Education Queensland did not give directions as to how the reform should be implemented in the schools". At a state level, he believed that conferences helped to educate teachers about reform, and together with professional dialogue with other teachers across Queensland, this supported reform implementation.

At the school level, he felt that the "middle management (heads of department) had developed an understanding that allowed individuals to feel supported". However, he believed that the "principal and the administrators supported teachers by giving them time to develop programs and other professional development". Personally, the academic head of department felt stretched for time. Even though he had a busy workload, he thought that communication, sharing of ideas and providing opportunities supported others. However, at times he "was confused because so many things were happening around him".

6.5.4 The Level of Support the Teachers Required to Implement the Reforms

Teachers were looking for support from their heads of department and the principal. P3, a female VET teacher felt that the reform was a positive change for the schools in Queensland, but at times it was "the blind leading the blind". Her support had come from the VET head of department through meetings, professional development and industry placements. Externally, online chat support groups assisted her. She added that, "teachers all over the state are writing and asking questions, sharing resources and being told to check certain sites". However, P3's main comment was that it was only those who were involved who knew what was happening.

An overwhelming finding from this study (P3, P4, P5, P6, and P7) was that it was only the heads of department who knew what was happening with the implementation of the reforms. In particular, it was predominantly the head of department in charge of vocational education (P2), who knew how the reforms would be implemented in the school. A vocational education teacher P4, who also had an academic background, believed that the personal experiences which had assisted him in implementing the ETRF agenda in agriculture science, included having good working relationships with the VET head of department and the agricultural head of department. By contrast, a lack of time for engagement with the reform had had a negative impact on many participants, P4 believed that it was important for the VET teachers to be given time for industry placements and professional development. He felt that this was not possible, due to a lack of support at the school level in giving teachers time. P4 also found that the workload for VET subjects seemed greater when compared to academic subjects. As he taught both academic and VET subjects he found that there was much more paperwork for VET subjects.

Generally, it was observed that the vocational education teachers in the school had been well informed about the new reforms through regular meetings. Therefore, they had coped with implementing the reforms during the year. At the same time non-vocational education staff (P5, P6 and P7) struggled, because they did not have meetings and had only been informed about the reforms through memoranda from the administration.

Within the school there also seemed to be a difference in the level of communication from the leadership team according to who they perceived was involved in the reform agenda. P6, a female academic teacher, who doubted her own capabilities as a classroom teacher, had no confidence in herself and confessed that she was not really aware of what the reform was about. It was her belief that only some teachers were "in the know". These were the vocational education teachers and heads of department. Another academic teacher, P7, felt that the teachers were not well informed about what was expected from the reform implementation. Communication was not coming down from the administration with regards to what the reforms were about and how they were to be implemented.

Table 6.1 summarises the support provided to the participants and what support was required.

Table 6.1 *Summary of Support Provided/Required*

Participants	Present level of support	What is required
The principal	Minimal from employing authority	Time Professional Development Team approach Effective meetings Communication
VET head of department	Strong support from principal	Targeted Professional development Shared decision making
Academic head of department	Minimal support from principal and deputy principals	Professional development Policies and Directives
VET teachers	VET head of department	Meetings Memos On line chat support groups Time Professional Development Industry Placements
Academic teachers	Minimal support from administration and head of departments	Memos/ Messages of information from Administration

6.5.5 Discussion

It has become evident, that the principal (P1), heads of department (P2, P5), and teachers (P3, P4, P6, P7), all required support when implementing the reforms. As a result of this change and as the literature suggests, the principal and heads of department had been called upon to rethink the priorities, goals, curriculum, pedagogies, learning resources, assessment methods, and technology within the school (Harris, 2004; Jacobson, 2005; Leithwood, 2005b; Levine, 1990, 2005). While doing this, the principal had been expected to provide support for teachers, students and parents (Darling-Hammond, Meyerson, LaPointe, & Orr, 2009; Davis, 2005; DiPaola & Tschannen-Moran, 2003; Lashway, 2003; Levine, 2005). As evidenced by the finding of this study, this expanded role has had a detrimental effect on schools (Blackmore, 2004a, 2004b, 2006; Dubrin, 2001; Frost, 2003c, 2004b; Fullan, 2003b). Blackmore (2004) and Thrupp (2003b) strongly suggest that the expanded workloads of principals can interfere with the complex task of implementing educational reforms. While leaders are under increased pressure to be accountable for everything in the school, including communicating and supporting reforms within the wider community, at this school it seemed that communication and support was happening in a very ad hoc manner.

In this case study, the principal had also endeavoured to become more knowledgeable about school reform. Research revealed that the expanded complex workload of principals could have a negative effect on the educational mission of schools (Blackmore, 2004b; Thrupp, Mansell, Hawksworth, & Harold, 2003; Thrupp, 2003a, 2003b). Hence, the principal's comments were consistent with the literature where he had been called upon to lead and give support in a climate of accountability and unpredictability. Blackmore (2004) and Thrupp (2003b) strongly suggest that the expanded workloads of principals can interferre with the complex task of implementing educational reforms. This begs the question regarding where principals should place their energy in the context of school reform. At the same time, principals need to be able to support staff and maintain accountability to the employing authority. It seems that this principal placed his emphasis predominantly on the latter, and this appeared to be to the detriment of the former issues.

Changes put pressures on teachers, and, therefore, it has become necessary for school leaders to support and help school staff plan together (Posner & Rothbart, 2005; Spady, 2004). Fink and Resnick (2001) argue that the principal is commonly expected to continually develop an understanding of new initiatives for change within a reform agenda, while addressing the demands from the government departments, educational authorities and the school itself. Deal and Peterson (2009) further reveal that reforms, change and school improvement often left school leaders disillusioned and confused. Therefore, the position which this principal found himself in at Green Ridge State High School was not uncommon. In spite of all the literature delineating the complexities of the lives of principals and the

added pressures they currently experience, this principal arrived at Green Ridge State High School with little understanding or experience with ETRF agenda. This was a situation that the employing authority would have been well aware of, yet little tangible support was provided as he transitioned to a new role where an innovative reform agenda was being promoted as essential. Not only does this finding confirm that the status quo still exists, but also suggests even in extenuating circumstances, support remains minimal. The principal was still expected to explain and effectively implement the ETRF agenda within the school despite being recently appointed to this leadership position.

The heads of department, as well has the principal, have an important role in supporting teachers. Leithwood, Louis, Anderson and Wahlstrom (2004) convincingly suggest that leaders are critically important with regards to the support and influence they have in engaging all staff in the educational reform agenda and coming to a mutual agreement about the school's goals and aspirations. This research supported this finding, but added to it by evidencing that: (a) staff engagement with reform appeared to be related to whether they perceived it had an impact on their day-to-day teaching life (regardless of the amount of support given); and (b) the knowledge and passion the leaders had about the reform was related to whether they believed the reform had a direct impact on them. In this school it seemed that the VET head of department had the greatest influence and had given the most support to her teachers. She was a teacher whose area was central to the reform. She had a clear vision of what the reform meant to her staff and the pathway that she believed the school should take. As teacher roles are also becoming more complex and the relationships between teacher leaders and principals are becoming more significant in promoting school reform (Hallinger, 2001; Linn, 2003), Lin (2003) agrees that it is crucial that leaders are seen by staff to be supportive and committed to progressing the reform agenda. Hallinger (2001) further adds that it is also important that all participants understand that reform impacts on all aspects of school, not just the participants that are perceived to be directly involved in the reform processes.

The vocational education teachers' comments were consistent with contemporary research on school reform, which identified collaboration and support between the principal and teachers as a sustainable strategy for educational revitalisation (Bloom & Stein, 2004; Fullan, 2005; Lovat, 2003). But this research also indicated that the intensity of this strategy is related to the amount of direct involvement of participants. It suggests that lack of direct involvement does not necessarily result in perspectives of the reform being unsuccessful. However, Fullan (2005) has challenged that without collegial cooperation, reform implementation could be less successful. Within this framework, a variety of differing leadership models had emerged. In this instance, it had been the principal, heads of department, and vocational education teachers who were in collaboration, and the VET teachers who felt well supported.

6.6 Summary of Findings

The principal (P1) believed that his prime responsibility was to lead the reform. However, his knowledge around the reform was limited. Consequently, interpreting and implementing the reform was difficult. This impacted on how the principal operated within the school. He perceived that his sensitivity around individuals was important in building strong relationships with the staff in the school. P1 was disappointed that it was left up to principals to inform the school and wider community of the reform implementation within the school. Hence, the principal's role was pivotal in the implementation of the ETRF reform, but his complex expanded workload, accountability pressures, and time constraints, impeded his role. P1's leadership style appeared to be authentic as he had a commitment to others through his personal interactions with them.

The VET head of department (P2) was the key player in implementing the reform. She had extensive knowledge around the reforms and was encouraged by the principal to increase this knowledge. Her visits to Australian wineries allowed her to gain knowledge on how to change her pedagogy in order to work with VET students in the classroom. P2 felt that her philosophy of sharing her knowledge with teachers allowed VET teachers to become more involved in the planning and decision making within the classroom. Hence, she believed that VET teachers displayed a willingness to embrace change and to prepare for and adapt to changes as a result of reform implementation. As a result, P2 believed that those delivering industry-related subjects had to change to cater for a diverse range of students remaining at school. Despite the successes, she had seen herself as a democratic and participative leader, while others perceived her as an authoritarian leader.

The academic head of department (P5) was not directly involved in implementing the reform. He felt that he had informed his faculty about the reforms and had been very active in empowering teachers to take on responsibilities within the faculty. P5 had been on a district committee and felt that he had a good grasp of the bigger picture of the reforms. He appeared to be on the periphery and had low level knowledge about the agenda. However, he was frustrated that support had not come down from the top, that is from Education Queensland, to the principal and then down through administration to the teachers. At the same time it was his view that the school lowered its educational expectations in order to cater for a diverse population of students. P5 saw himself as a situational leader empowering teachers to make decisions, while teachers, on the other hand, were reaching out for his support and knowledge about the reforms.

VET teachers' knowledge about the reforms appeared to be greater than the academic teachers. Academic teachers believed that only those involved with the reform, knew what was happening with the ETRF agenda. Most of the academic participants did not want to become involved with teacher leadership and wanted the top-down approach for

implementing the reforms. They looked for direction and knowledge about the reforms from administrative leaders within the school.

Those delivering the industry-related subjects changed their teaching pedagogy to cater for a diverse range of students remaining at school. VET teachers were kept in the ETRF agenda loop, asked questions, and adjusted their teaching and learning to the changing situations within the classroom. On the other hand, the academic teachers found that a broadening of clientele had changed the classroom environment, but many teachers had not changed their pedagogy.

Chapter 7: Conclusions and Recommendations

In a time of accountability, schools face substantial challenges in implementing school reforms. Principals and teachers are under pressure to improve student achievement. The ETRF agenda has made a challenging job even more daunting with its requirements for school change. This research has highlighted the influence that reform has had on the school landscape.

7.1 Introduction

Initially, this chapter reflects on the purpose of this study and its research design. This is followed by a summary of the findings framed by the research questions, which leads to sections highlighting the conclusions from this research and recommendations for further research.

7.2 Purpose of the Study

The purpose of this study was to explore, analyse and synthesise the issues pertinent to the implementation of Queensland's Education and Training Reform, and the impact the reform has had on teachers and administrators in one rural secondary school. Within the context of educational reform and vocational education, the specific aims were to explore how teachers and administrators responded to a changing educational environment, and catered for a broader range of students in senior schooling.

This research was important as it assisted in illuminating the literature surrounding the implementation of innovative reform specifically aimed to prepare students for a wide range of pathways as they leave school. In this context, traditional schooling was merged with vocational education, a very new context in Queensland and an area where little previous research has occurred. A review of the current literature in the vocational education area revealed that this was an under-researched area. In order to elucidate this gap, this study explored issues faced by vocational education teachers, academic teachers, and leaders in a climate of reform.

7.3 Research Design

The conceptual framework of the literature review (Figure 2-1) illustrated the multiplicity of areas within education that have been influenced as a result of the introduction of new national and state agendas. Australia's education system was in the process of changing and the ETRF had considerable influence on the areas identified in the literature. These were drawn together into four clusters, namely leadership, school reform, teacher change and teacher pedagogy.

It was from the literature relating to these clusters that the research questions emerged. The research questions that focused this research were:

(1) What leadership is in practice in the implementation of the ETRF?
(2) What are the perspectives of the teachers and school leaders with regards to how the ETRF was implemented in the school?
(3) How do teachers change as a consequence of the Education and Training Reform?
(4) How does the Education and Training Reform influence teacher pedagogy?

In keeping with the purpose of the research, the epistemological framework of constructionism underpinned the study. The research sought to elicit an understanding of how participants made sense of their world through their lived experience. Therefore, constructionism was chosen because it is congruent with exploring participants' worldview and the way in which people attach meaning to themselves, their relationships and the world around them. The study called for a qualitative approach that allowed the researcher to interpret and gain meaning from the understandings that participants had constructed from the events they had experienced. This approach seemed appropriate as it took into consideration participants' situations and their viewpoints, which were constructed from their experiences in coping with Education Queensland's reform agenda.

Given that the purpose of this study was to explore the issues from the perspective of the individual principal, heads of department and teachers, a case study approach was adopted. This approach not only complemented the epistemological and theoretical perspectives of constructionism and interpretivism, but allowed for an in-depth understanding of how teachers and administrators faced and dealt with issues in their natural context. This approach was consistent with Yin (2003), where a case study approach was considered appropriate when the phenomenon under study, in this instance, the implementation of reform, could not clearly be separated from the context of the research. The participants in this study were full-time teachers, who were employed by Education Queensland. The school was located in a Queensland rural community. The participants ranged from the principal down to classroom teachers. Four methods were utilised to gather and organise data including: a survey, semi-formal interviews, a focus group interview, and document analysis.

The predominant technique used in this research was semi-structured interviews, with the other techniques playing a minor role.

The survey instrument was devised to serve as the first step in collecting data. Closed and open-ended questions were included. The purpose of the survey was to discover how the Education and Training Reform had impacted on teachers at Green Ridge State High School. As well as allowing cross referencing of other data collection strategies used in this study, responses from the survey helped to refine the structure of the interview processes and informed the interview and focus group questions.

Interviews were face-to-face and were guided by a range open ended questions. The researcher/interviewer asked respondents (teachers and administrators) questions designed to elicit information pertinent to the research questions. The first group of interviews, conducted at the commencement of the study were semi-structured, and while specific information was required from the 7 participants, a more relaxed, semi-structured approach was engendered (Merriam, 2002; Patton, 2002). The second round of interviews for the 7 participants were open-ended, unstructured (Burns, 1997), informal, and conversational (Patton, 2002). All interviews were audio-taped to permit the researcher to focus on the interactions with the individuals during the interview. Each of the 7 participants read and agreed that their documented case study accurately reflected what they said. This process contributed to the trustworthiness of the data collection.

The focus group interviews occurred at the end of the data collection period. This group comprised two academic and two vocational education classroom teachers who were brought together with the researcher to discuss a selected topic in a non-threatening environment (Wilson, 1997). The questions asked in this interview were constructed according to the themes arising from the interviews with the other 7 participants (the principal, the two heads of department, and the four teachers).

Table 7.1 summarises the data collection instruments used in the study, together with number of participants for each, and the composition of each group.

Table 7.1 *Data Collection Instruments and Participants*

Instrument	Number of participants	Composition
Survey	24	15 Academic
		2 Vocational education
		7 Academic/vocational education
Case Study	7	Principal
		Vocational education head of department
		Academic head of department
		2 Vocational education
		2 Academic
Focus Group	4	2 Academic
		2 Academic/vocational education

The participant selection and the data collection process conformed with Ethical Clearance granted by the ACU Research Ethics Committee (Appendix 1) and Education Queensland (Appendix 2).

7.4 Limitations of Research

The purpose of this research was to explore the teachers' and administrators' perspective on how the Education and Training Reform (ETRF) was implementated. It also documented their responses pertaining to how they catered for a broader range of students in senior schooling. Within the constructionist paradigm, an interpretivist study was conducted. This interpretive qualitative study was appropriate, because of the significance of constructed meanings developed from the interpretation of shared journeys, stories and experiences of the participants within a school. A case study methodology was selected as it allows for an empirical inquiry that investigates a phenomenon within its real-life context

It is acknowledged that the interpretative nature of the 7 detailed cases and the small focus group, suggests that the findings only apply to this group under study at a specific point in time. This small group allowed for thick, rich descriptions of the phenomena presented by particular teachers, heads of department, and the principal in implementing reform into their particular school. The stories provide sufficient detail that "readers will be able to determine how closely their situations match the research situations, and hence, whether findings can be transferred" (Merriam, 1998, p. 211). Consequently, each individual who reads this research may apply their own limitations through a process of engaging with the cases and discussions presented, employing their own understanding. Possibly, through a "vicarious experience" (Stake, 1995, p. 87), make generalisations through case-to-case transfer.

7.5 Research Questions Addressed

The findings of the four research questions illuminated key issues worth considering for further research.

7.5.1 Research Question 1

What leadership is in practice in the implementation of the ETRF?

National educational catalysts for change have led the Queensland Government to instigate new educational reforms across a range of sectors of schooling. The particular focus of this study was on the introduction of the Education and Training Reform and how it was implemented in one small rural school. The central question for this research was: **How do teachers and administrators perceive government reform?**

The first research question sought to understand the leadership characteristics that were believed to best support the implementation of the reform in this school context. The case studies revealed that the principal, heads of department and teachers had different perspectives about leadership characteristics needed for reform implementation. Participants' opinions differed regarding whether teachers needed leadership skills in order to adjust to the changing times, while implementing the reform.

The principal felt that his particular leadership characteristics supported not only school reform, but also all of the staff within the school community. He perceived that an essential characteristic of leadership was one where the leader in a school realised that he/she was working with people and that a school was a diverse community, consisting of many different people with many different needs. The principal primarily saw himself as an individual, and therefore, treated others with respect as individuals. The leadership characteristics which he felt supported the implementation of Education and Training Reform were: using time management skills effectively, staying in touch and keeping up to date with all agendas, and being on the cutting edge of what was happening. On the other hand, he believed that those who refused to change and those who believed that the current student population was the same as the student population from 10 or 20 years ago, displayed characteristics that impeded school reforms.

The two heads of department had different views with regard to leadership characteristics that supported reform. The VET head of department (P2) described the leadership characteristics that assisted the Education and Training Reform as consultative. She was aware that the other faculties in the school felt that the focus had been on her department, and believed that teachers from other departments therefore exhibited an unwillingness to understand the reforms. She perceived that this attitude had impeded the reform implementation. However, she had described the leadership during this time and the implementation of the reform, as outstanding because the leadership team had encouraged

her VET team to embrace the reform. The academic head of department (P5) thought that the major leadership characteristic that supported the Education and Training Reform was leadership arising from the administrators at the top and moving down to the staff at the lower levels. P5 believed that the policies and directives were important and had to be followed properly when implementing new reforms.

Teachers had differing views on what leadership characteristics supported or impeded the Education and Training Reform in the school. Both VET teachers (P3, P4) felt that the leadership team in the school had made a positive impact. One VET teacher (P3) believed that the leadership in the school was progressive and the characteristics that supported the Education and Training Reforms included a willingness to embrace change and help others to adapt to the change. Both academic teachers (P6, P7) agreed that a consultative and collaborative approach to leadership was crucial in implementing reforms. The leadership characteristics that one Academic teacher (P6) felt supported the Education and Training Reform included leaders in the school being consultative and supportive. She perceived that being too authoritarian impedes school reform. It was through her own leadership as year 12 coordinator that she perceived herself as supporting school reform. However, this teacher had some concerns about the leadership in the school, especially with regard to the inexperience of the new principal. Another academic teacher (P7) thought that the leadership characteristics that supported the Education and Training Reform included having a progressive leadership team who were willing to embrace change. It was important for this team to support and consult with staff so that the teachers knew what was happening. On the other hand, she had experienced a leadership team who wanted to do everything themselves without consultation in another school, and she perceived that this approach impeded reforms.

Participants in the survey and focus group had suggested a range of characteristics which they believed supported school reform. These included: (a) a willingness to adapt to change; (b) a positive attitude towards change; (c) an ability to learn technological skills; and (d) having a high regard for the learner. These were necessary dimensions for effective change and these all impacted positively on the effective implementation of new reforms. The focus group participants agreed that administrators being supportive of all the teachers within the whole school context strongly supported school reform.

Across all groups there were key findings where there was general agreement. These findings are summarised in Table 7.2.

Table 7.2 *Key Findings Regarding Leadership Characteristics that Support or Impede Schools During Reform*

Leadership characteristics that support school reform	
Supporting reform	Leadership that incorporates:
Staff and student related dimension	Acknowledging that leaders work with individuals with their own particular needs
	Building relationship with the school staff
	Consulting, collaborating, and exhibiting a willingness to embrace change and help others
	Enabling teachers to feel supported and respected as individuals
	Empowering others to support ongoing reforms
	Having a high regard for the learner
	Acknowledging that the students of today are different from the students of the 70s, 80s & 90s
Structures related dimension	Having effective time management, staying in touch, keeping up to date, and remaining on the cutting edge of the reform agenda
	Developing and sustaining hierarchical structure
	Being knowledgeable about the agenda
	Accounting for reform implementation (which is the prime responsibility of the principal)
	Learning technological skills
Impeding reform	Leadership that **does not** incorporate
	Considering individual needs, such as teachers' needs resulting from being worn down by changes
	Considering Australia's needs and employment needs for VET students
	Providing support for all subject areas in a school
	Having an authoritarian style of leadership
	Making time to attend to all dimensions of reform requirements

In summary, the findings indicated that the principal, heads of department and teachers held different perspectives with regard to the leadership characteristics that supported or impeded the implementation of the Education and Training Reform. The principal placed a high value on building relationships and working with the individual. The VET head of department valued being knowledgeable about the reform and sharing this information with other VET teachers. The academic head of department placed a high value on leadership incorporating a hierarchical structure and empowering others in order to support ongoing reforms. All teachers were looking for consultation, collaboration, and information sharing within a hierarchical structure. Information from all sources placed the prime responsibility for implementing reform with the principal.

In light of leadership supporting reform, research reveals that a leader is an influencer and can influence almost anything in the work environment (Ash, 2000; Sarros, 1992; Yin, 1994; Yukl, 2002). It concluded that leadership involved people and the relationship between these people depended on networks of influence, social interactions and the reciprocal influence among organisations and participants (Daft, 1999; Fletcher, 2003; Kouzes, 2002). Fundamental to relationships was the role of the leader, who was perceived as being critically important when supporting the teachers who were implementing the reform (Leithwood, 2004b). The results of this study on the whole supported this stance. As for many participants, relationships were important and leading required acknowledgment that leaders were working with individuals who had different personal needs.

Leadership in schools has taken on many forms when supporting reform (Gronn, 2000, 2002a; Harris, 2002a, 2003b, 2005). Principals have been required to ensure students and parents are prepared for the new realities and to provide them, and teachers, with the necessary support (Davis, 2005). In reality, when leaders are working in a highly changeable environment, the dimensions relating to communicating with students and parents tended to become a low priority (Hallinger, 2001; Linn, 2003b). In this school, the main focus tended to be on surviving and putting in place structures that supported new courses and new pathways for learning. In this context, teachers' roles certainly became more complex and the relationships between teacher leaders and principals became more significant in promoting school reform. There was, however, some concern about the strength of these relationships as many felt unsupported, especially staff within the academic area.

Principals have been expected to manage complex roles when implementing school reform (Fink, 2001). As leaders, they are expected to continually develop new understandings about reforms while addressing the demands from the government departments, educational authorities, and the school itself. Furthermore, leaders have been encouraged to delegate responsibilities to ensure collaborative decision making occurs (Beare, 1997; Begley, 2001; Bennett, 2003; Bray, 1999; Caldwell, 2006; Harris, 2005). In this research study, the

leadership skills which supported school reform included the dimensions of prioritising one's time (and responsibilities); remaining in touch with (and in front of) the reform agenda, as it was being implemented; predicting where it was going; and planning for predicted changes. These responsibilities formed part of the principal's complex role in managing reform. This study revealed that leadership did in fact require consultation, collaboration, and a willingness to embrace change and to work towards helping others to change. But being a leader without a deep understanding of the reform that is occurring can cause much angst among professional colleagues within the school.

Teachers have the capacity to lead student learning, to influence and lead colleagues in effective educational practices, and, in due course, to create a community of learners (Darling-Hammond, 1999). However, for leaders to be successful, they must model the kind of behaviour that they expect from others (Kouzes, 2002). The VET head of department felt that she had been collaborative with her VET teachers. Yet some of her colleagues disagreed with this perception. Teachers also demonstrate leadership when they facilitate the development of others, and collaborate with others when team teaching and expanding their influence and role beyond the school (Boles, 1996). Hence, the two heads of department had different expectations and methods of supporting their teachers, as their two discipline areas catered for different expected outcomes and different sectors beyond the school walls.

Traditionally, leadership in schools was invested in authority and hierarchy (Beare, 1989; Hoy, 1996). Unless the individual's behaviour persuades others in the organisation, then their leadership will not take effect. However, it is through educational reforms that a more democratic understanding of leadership has resulted (Leithwood, 1996). In saying this, the academic head of department and some teachers were looking for a hierarchical structure in order to assist them to implement reform, and the VET teachers perceived the VET head of department was too authoritarian. Thus, leading in reform times is complex, with many participants holding conflicting perspectives of what is needed and what is occurring.

Research suggests that principals engendered sustained success when they worked with other school leaders, including teachers (Andrews, 2008; Crowther, 2005; Crowther, 2009; Crowther, Hann, & Andrews, 2002) Consequently, principals must be competent in nurturing teacher leadership. The highly successful parallel leadership relationships, reported in previous research, can then be achieved through a deliberate emphasis on the development of teacher leaders (Limerick, 1998). This was something which the principal practised with the heads of department. Nevertheless, the principal realised that accountability for the implementation was his prime responsibility. Juxtaposed against this were a group of teachers who were not interested in the dimension of teacher leadership. These teachers tended to be too old or too busy for change.

It has been suggested that schools with vocational courses support the school reform agendas for 21st century education (Billett, 2000; Boud, 2000; Senge, 1991). Schools have made improvements to the quality, flexibility, and relevance of vocational learning outcomes, with industries and business being asked to play an increasingly important role in the development and implementation of vocational curricular (Chappell, 2003; Kincheloe, 2009). The principal had supported this in saying that leaders not considering Australia's needs and the employment needs for VET students, impeded school reform.

7.5.2 Research Question 2

What are the perspectives of the teachers and school leaders with regards to how the ETRF was implemented in the school?

As indicated in Chapter 6, this study revealed that the principal, heads of department and teachers' understanding of the reforms were underpinned by their differing roles, responsibilities, and differing knowledge about the reforms. Teachers were reluctant to become involved in learning about and leading the reforms as they believed that it was the responsibility of the leaders in the school to implement the reform. Lack of teacher engagement in the implementation of the reforms was evident in the early days of the implementation stage. Many did not have the knowledge and understanding of the reforms.

The survey and interviews indicated that the levels of understanding of the government's Education and Training Reform documents, on the whole, were fairly low. The participants had differing roles, from principal to classroom teacher. Some participants had vocational education backgrounds, some had academic backgrounds, and others had both. Many had leadership roles in different areas. Their understanding of the agenda seemed to not clearly align with any particular role.

The majority of the survey participants believed that they had coped with the reforms. Previous experience in other areas, such as TAFE or in industry, seemed to have assisted teachers to respond to this particular climate of school reform. Others who did not have this experience were struggling to cope. The interview data gathered from the case studies confirmed these viewpoints. Both VET teachers (P3, P4) agreed that their faculty had felt the impact of the reforms. A VET teacher (P3) stated that her subject areas of business and technology were constantly changing, and therefore, she thought that the Education and Training Reform had a great impact on her faculty. The Academic teachers (P6, P7) had little or no knowledge about implementing the Education and Training Reforms. One academic teacher (P6) thought that the school administration had been flexible in its operation, especially within the VET area of traineeships. She was not aware of recent strategies and reforms that had affected her areas.

The focus group's understanding was that the Education and Training Reforms were being implemented in the vocational education classes only. This, they felt, created an issue within the school, and that the vocational education classes required a greater depth of understanding of the agenda as compared to their academic counterparts. The focus group suggested that the academic teachers could not expect the vocational education students to perform in the same manner as the academic students.

The principal (P1) felt that the VET areas, and in particular the traineeships, school-based apprenticeships, and structured workplace learning, had increased learning pathways for students. This had placed the school in a position of readiness to implement the reforms. However, in saying this, the new principal felt that he did not have a complete grasp of the reforms. He was disappointed with the government and Education Queensland which had left it up to the schools to implement the reforms. It appeared to be the school's responsibility to engage and inform the community, which in turn added to the principal's workload. Over a period of 12 months, the principal believed that the teachers were continually challenged by the new reforms, and that many of them were failing to see the changed scope and complexity of their new role within the ETRF agenda.

The two heads of department did agree that there was a strong focus on the VET subjects when implementing the reforms. However, the academic head of department (P5) felt that other areas were neglected as a result of this. The VET head of department (P2) perceived the Education and Training Reform was being positively implemented in her faculty. She believed that the wine and tourism program at the school was working well with the Chardonnay College and that VET programs were keeping abreast with industry requirements. The academic head of department felt that the school had a strong senior focus and he believed that in implementing the Education and Training Reform, the junior school was neglected. He also perceived that resources and time were being invested in the vocational education senior subjects at the expense of the academic subjects. It was his belief that procedures and policies needed to be set up to implement the reforms properly, as it was important for all teachers to understand them right across the school, not just in the vocational education area. Table 7.3 summarises key findings with regard to the implementation of the reform in this particular context.

Table 7.3 *Key Findings with regard to how ETRF was Implemented at Green Ridge State High School*

Reform implementation
The Implementation of the ETRF was erratic.
Before and during implementation, the employing authorities provided minimal support at the grass roots level.
During implementation the vocational education school sector was perceived to be valued more than the academic sector.
In implementing the reform, the level of knowledge about the ETRF agenda appeared to be strongly related to the roles of the participants in the school
Successful reform implementation was underpinned by past experiences and qualifications, particularly with regard to TAFE qualifications and the implementation of previous VET programs.

7.5.2.1 Strategies that support successful implementation

The findings illuminated key issues which supported the implementation of the reform. Leadership had made a difference when it supported teachers in implementing the reform and this was especially true for the VET teachers. Teachers wanted to be involved in the decision making process of implementation, provided there was clear direction on what this entailed. Individual roles and responsibilities and participants' knowledge about the reforms also were closely related to the degree to which successful implementation seemed to occur. The VET head of department and the VET teachers had the most knowledge about the Education and Training Reform and they were the most successful at attaining some level of implementation. This was not the case for the academic head of department or the academic teachers.

Leadership had made a difference when it supported teachers in implementing reform. Involving them in the decision making process for school reform at the classroom level had proven crucial (Mulford & Silins, 2003). Past research indicated that increasing teacher effectiveness had been the first step in accepting school reform and improving student achievement (Rowe, 2003; Witziers et al., 2003), By doing this, teacher leaders experienced increased expertise and confidence in their ability to make changes (Harris & Muijs, 2002, 2005; Muijs & Harris, 2003). This had, in turn, encouraged other teachers to take on greater responsibility, attempt innovative classroom pedagogies, and support school reform (Bogler, 2005; Jeffrey & Craft, 2004; Kessler, 2000, 2006; Leithwood, 2004a; Leithwood et al., 2004; Lunenberg, Korthagen, & Swennen, 2007; Russell & Loughran, 2007; Short et al., 1999). This study confirmed the importance of these relationships. In the VET faculty, the VET head

of department was confident in implementing the reform. She ably provided support for her key teachers and involved them in decision making processes. They in turn provided support for other teachers in their departments.

7.5.2.2 Strategies that hinder successful implementation

The employing authority provided minimal support for principals and other school personnel with regard to assisting them to implement the reform. Therefore, it was left to the VET and academic teachers to take charge of this agenda. Consequently, across the school, the implementation of the Education and Training Reform was inconsistent.

Research has indicated that school reform is ongoing. Reform initiatives require leadership teams to guide the process of implementing school reform and consequently, there had been a growing recognition that principals could not lead alone (Mulford, 2003a, 2003b; Silins, 2002; Smylie, Conley, Marks, & Murphy, 2002). It could be argued that leaders at this school played an important role in the process of implementing school reform in order for student learning to be sustainable (Mulford, Mulford, Silins, & Leithwood, 2004). However, in suggesting this, the employing authorities provided minimal support at the grass roots level before and during the implementation. The authority also provided minimal support for the Principal as he moved into his new role in a school that was at the heart of the ETRF agenda.

Leadership, that did not support teachers as new reforms were being implemented, impacted negatively on the success of the agenda. The academic head of department did not fully understand the reform agenda, was not confident about the agenda, and appeared not to provide effective support for his key teachers. Most academic teachers felt undervalued during the implementation process.

7.5.3 Research Question 3

How do teachers change as a consequence of the Education and Training Reform?

When teachers participated in school reforms of their own choice, the reforms were more likely to "succeed". Therefore, the challenge for school leaders was to engage and influence teachers to undertake school reform strategies. Also, the acceptance of change and teacher contributions to the discourse of school reform were essential to the success within the school.

The study revealed that teachers could identify the level of support required for them to function effectively in the school community. The principal (P1) believed that teachers would embrace what they could understand and would successfully implement reform within the classroom. However, he expressed a concern that what impeded teacher change was when their supervisors were oblivious to teacher needs and workloads. What assisted teachers to

change was having the teachers working as a team while overcoming individual classroom challenges.

The principal felt that he had little understanding and knowledge around the Education and Training Reforms. As previously discussed, this highlights the need for tangible support from the employing authority as new principals move into new environments. For the principal to lead and collaborate with his staff, adequate in-service and mentoring from his superiors would have helped. Nevertheless, at the end of the year he acknowledged that most teachers were coming to grips with the reforms and that they had a better understanding of them as compared to the beginning of the year. However, those teachers, who were nearing retirement, were resisting change. This resistance was also reflected in their unwillingness to engage with behaviour management strategies or utilise a wider range of new classroom teaching strategies.

Both heads of department (P2, P5) felt that they had supported their staff. The VET head of department (P2) believed that the teachers in her area had positively changed. This was a consequence of the introduction of the Education and Training Reform because the subjects in the VET area were forced to change. Students were participating in real life experiences at Seaworld Nara Resort and at the college. Therefore, the teachers had embraced these opportunities to change their pedagogy as a result of the authentic experiences. The academic head of department (P5) believed he was a good role model and had helped his staff to change. During the year he had stepped back in order to allow other science staff to take on more responsibility and leadership roles. In doing this he felt that he had empowered staff.

Both VET teachers (P3, P4) agreed that they were forced to change and needed support. When considering how teachers change as a consequence of the Education and Training Reform, one VET teacher (P3) felt that it was like any change, and that it was difficult at first. However, not everybody was affected by the reform, and therefore, only those involved in vocational education were "in the loop of change". Another VET teacher (P4) agreed that they were forced to change as a consequence of the Education and Training Reform. New training packages had been introduced and therefore teachers had to become very familiar with packages in order to teach them. As a vocational education teacher, (P4) found it was important to spend time in industry to ensure that teachers' skills were relevant and up to date. In his present position, he felt that it was not possible to fully participate in the professional development opportunities, due to the lack of support at the school level.

The two academic teachers (P6, P7) had slightly different views on how teachers were coping with change. In discussing how teachers changed as a consequence of the Education and Training Reform, one academic teacher (P6) said that she did not know how teachers were coping and felt that many reforms were 'just talked about'. She felt that she was on the

edge of the reform and thus had left it to the heads of department to worry about. However, she did believe that professional development and self reviews assisted teachers to change. Another academic teacher (P7) deemed that teachers changed as a consequence of the Education and Training Reform when there was flexibility and a deeper understanding of just what the 'new' student clientele could produce. This change, however, was forced on the academic teachers. It was not about providing new courses tailored for new employment opportunities, but rather about coping with a group of disengaged students who now participated in the academic subjects. She felt that the VET teachers were well placed for change because the school had a good history of preparing the students for their careers. The past principal had set up traineeships and work placements, as well as paving the way for the Chardonnay College. However, there was an acknowledgement that some teachers were not coping with the thought of implementing the reform and many felt that they had done it all before.

In the survey, the VET and academic teachers appeared to respond to change in different ways. A VET teacher suggested he had changed by 'becoming creative in order to encourage students to be innovative, think imaginatively, and think outside the box'. Conversely, some academic respondents felt that teachers made change for the sake of change and not for the betterment of students' education. This was their way of responding to a climate of school reform. Table 7.4 summarises the key findings with regard to the changes teachers had made, resulting from their involvement with the implementation of the ETRF agenda.

Table 7.4 *Key Findings with regard to Teacher Change*

The process of change varied according to the teachers' roles and responsibilities.		

• VET teachers	needed to be ready to deal with the new agenda – *keeping one step ahead.*
• Academic teachers	refused to initially change – *a head in the sand approach.*

Change was also driven by the 'new' student clientele at the school with the introduction of the ETRF agenda.

• VET teachers	created pathways to cope with new clientele (e.g., courses linked with Chardonnay Wine and Tourism College).
	developed strategies to keep students entertained and on task – change on the run.
	catered for teaching students with low literacy and numeracy skills.
	developed strategies to cater for a range of learning abilities.
• Academic teachers	were forced to try and engage disengaged students – *reacted to issues as they arose.*
	developed strategies to keep disengaged students entertained and on task – changes made on the run.
	resisted changing their practices /or subject content to meet the needs of the new clientele.
	were forced to cope with behaviour management problems in the classroom.

Professional development that assisted teachers to change

• VET teachers	Industry Placements for VET teachers assisted them to change.
	Head of department accepted all professional development offered
	Professional development centred around ETRF agenda
• Academic teachers	did not take up Professional Development opportunities

Vocational education teachers were required and willing to work with the new agenda and keep ahead of it. In contrast, the academic teachers continued to teach in their subject areas and left the responsibility of implementing the reform to the VET teachers. Hence, there was a resistance to change by the academic teachers, and they were not motivated to become informed about the Education and Training Reform.

Nevertheless, as a result of the reform, teachers did notice the diverse range of students in the classroom. Change was driven by the 'new' student clientele at the school. For most teachers, change was forced on them and they responded to the issues as they arose. Both VET and academic teachers were faced with a group of students who were disengaged from any form of education. Strategies were developed to keep students on task, but some teachers faced an increase in behaviour management issues. Strategies were now required to cater for a diverse group of students with a range of learning abilities. Some teachers were motivated to accept professional development opportunities, while others found that both time and behaviour management problems were barriers to taking time off from school for professional development. VET teachers, however, accessed opportunities for industry placements. Some teachers who were nearing retirement resisted change and continued to teach using the same style they had utilised for a number of years. Some experienced teachers also felt that the Education and Training Reform was another "fad" and appeared to "bunker down" and wait out until the change had passed.

Research has demonstrated that the collaborative approach to school reform helps teachers to realise that they too were the learners in a learning organisation (Blasé & Blasé, 2001; Bloom & Stein, 2004; Butt & Lance, 2005; Butt, Lance, Fielding, Gunter, Rayner, & Thomas, 2005; Gunter, 2008). Thus the reform could be viewed as an opportunity for teachers to improve and develop their own teaching practices. Within a collaborative culture, the individual teacher and that teacher's classroom, along with building working relationships with others, were the focus and the driving forces for effective change (Beare, 2001; Carbonneau, Vallerand, Fernet, & Guay, 2008; Crosswell, 2005; Crosswell & Elliott, 2009; Crowther et al., 2008; Crowther, 2002; Harris, 2002b). The key factor of a reform implementation was the individual teaching situation with the key agent being the individual teacher (Hargreaves, 2003a, 2003b, 2004, 2008). The experience at this school suggests that in a very complex environment involving different dimensions of schooling with differing agendas, establishing and maintaining a collaborative approach to school reform is almost an impossibility. In this context, it may be better to implement reform in stages rather than adopting a 'whole school' single stage approach to the agenda. In such an approach it would also be important to make explicit to all staff the adoption of a staged approach to reform, and clearly articulate at what stage which staff would need to be involved and the type of support that they could expect.

7.5.4 Research Question 4

How does the Education and Training Reform influence teacher pedagogy?

The study revealed that student diversity resulted in some teachers implementing coping strategies within the classroom. However, the principal (P1) believed that most teachers catered for student diversity in their classroom. As previously reported, he said that 'if the

teachers' focus was on the curriculum and if each teacher had a questioning attitude about the purpose of being a teacher, then all things would support the ETRF agenda'. He expressed with apprehension that it was a real cleverness to know who you were and who the students were, and therefore, this background knowledge was essential in implementing good teaching and learning strategies. In saying this, the principal revealed that not many teachers had experienced different careers before entering the teaching profession, and hence, he believed that it was difficult for them to prepare students for the real world.

Both heads of department (P2, P5) had hinted that teachers needed to review their pedagogical practices in order to understand the new student diversity in the school. The VET head of department (P2) felt that as a more diverse range of students attended the school, behaviour management had become a problem in the classroom. Teachers needed to address this change in their teaching and learning practices. The academic head of department (P5) felt that particular subjects in the school had required pedagogical changes as a result of the Education and Training Reform. He was certain that the school was giving the students (particularly the vocational education students) more opportunities to gain skills so that they could contribute to society. Therefore, for teachers to teach students how to learn and have deeper understandings, they would need to review their pedagogical practices.

One VET teacher (P3) believed that teachers had to keep up-to-date with the emerging new world in order to up-skill the diverse range of students. She also stated that the technology, hospitality, tourism and business teachers' pedagogy was influenced most by the Education and Training Reform. It was necessary for vocational education teachers to upgrade their qualifications in order to retain the registered training organisation status so students could be taught Certificates I, II and III. This has called for teachers to reflect upon their pedagogical practices.

In the academic area, changes did not seem to be about introducing new pedagogical approaches or changing the subject content. Change occurred as a result of coping with the current situation. Student management was a concern for many academic teachers. Academic teacher (P6) was struggling with behaviour management issues within the classroom. Her responses to the changed clientele entailed introducing self-paced courses, a pathway that influenced how she taught her subject area. She liked to treat the senior students as young adults and believed that this boosted their self esteem. She would also like to be less regimented, more flexible and more varied, but did not have the confidence to do this. She did not feel respected or valued by the students. Another academic teacher (P7) said that the Education and Training Reform influenced teacher pedagogy when professional development was provided and collegial support occurred. She realised that she would need a diverse range of teaching strategies to help support the students who would be staying at

school longer than ever before. She was eager to learn new things and move forward with the times.

The focus group felt the vocational education classes, and the issues these teachers faced needed greater understanding from the academic teachers and leaders in the school. These teachers required substantive support from the principal and heads of department as they dealt with new pathways for students and new ways of learning. The vocational education teachers had different teaching pedagogies as compared to the academic teachers, purely because the subject areas they taught were closely aligned with industry. It should also be noted that many of these teachers had industry experience before entering the teaching profession, and hence this industry-based approach to teaching came to them naturally.

Survey participants felt that the ETRF impacted on the student clientele only within the vocational education area of the school. One academic respondent believed that the main impact he was seeing was that the number of students attempting board english had dropped, while english communications (a VET subject) was on the rise. This meant that the english teachers were experiencing minimal pressure to change, while the english communications teachers had more work to do, particularly with regard to their classroom management. There were issues with disciplining the students and coping with VET students who did not want to engage at school. Over half of the respondents stated that they had not changed their teaching pedagogy as a result of the ETRF agenda. No teacher recognised that many of the problems they were experiencing in the classroom could be related to their own pedagogical practices or the relevance of the content knowledge they were teaching. One VET respondent, who had changed her teaching pedagogy, said, "I have tried to provide links for students to make what we are doing more relevant, and I've always used my practical background in my teaching practice and use a wide variety of teaching styles".

The majority of the participants acknowledged that they had not changed their knowledge about student learning during the introduction of the ETRF. One academic/VET teacher believed that "ETRF has not made a change to student learning, but a change had occurred through a change in society and how students react to those changes". An academic respondent stated that "students' learning environments change, therefore we change", while a VET teacher said "teachers are already focused on catering to individual needs and learning styles in the classroom".

Table 7.5 summarises the key findings with regard to the way teachers changed their pedagogy in response to the introduction of ETRF.

Table 7.5 *Key Findings with regard to Teacher Pedagogy*

Teacher pedagogy
Many teachers had not experienced different careers before entering the teaching profession and therefore, it was difficult for them to prepare students for the real world.
Vocational education teachers were required to upgrade their qualifications in order to retain the schools VET registration to teach certain certificates. This had called for them to reflect upon their pedagogical practices.
Teachers needed a diverse range of teaching strategies to help support the students who would be staying at school longer.
The vocational education teachers had different teaching pedagogies compared to the academic teachers, purely because of the context in which they taught.
The majority of the participants acknowledged that they had not changed their knowledge of student learning during the introduction of the ETRF.

With a new clientele in the classroom, the VET teachers had developed a diverse range of teaching strategies to support these students. The academic teachers resisted changing their pedagogy. They acknowledged that teachers were required to prepare the students for a new world, but many of these teachers did not have the "worldly" experience which was required for them to reflect on their teaching pedagogy.

Research indicated that teachers needed to have a capacity to generate knowledge (Anderson, 2002; Andrews, 2002). It also demonstrated that a sound knowledge-based competence is foundational to education. Consequently, the capability of an effective teacher was to cultivate a style which could empower the teacher to integrate knowledge delivery, pedagogy and learning theory into professional practice (Ash, 2000; Tanck, 1994). Advocates consider the development of a collaborative approach by teachers, to conceptualise knowledge through the development of a school wide pedagogy (Andrews, 2002; Cotton, 2003; Tanck, 1994), is most successful when implementing school reform.

Effective pedagogy has incorporated a palette of teaching strategies that supported the classroom environment. Research also recognised that to acknowledge individual differences and promote the wellbeing of the students, teachers and the whole school community need to work together in implementing reforms. In executing collaborative strategies, teachers engaged in intellectually challenging curriculum while working in a supportive environment (Aitken, 2008; Andrews, 2002; Cotton, 2003; Doherty, Hilberg, Epaloose, & Tharp, 2002; Tanck, 1994; Tsui, 2002). This suggests that the emotional dimension of teachers' work is an important component to consider when undergoing substantive change. The principal at this school certainly acknowledged this when he talked about the importance of establishing and

maintaining relationships with others as he worked on the reform agenda. But he was alone in this stance. As evidenced by the data, this was not a dimension of the school that others explicitly valued as being important. So the question is, that if this is such an important dimension for supporting the change process, what structures, processes and philosophical stances best support the development of a collaborative culture in a very large and complex community?

7.6 Conclusions of Study

The following conclusions represent an understanding of the issues the school faced in implementing the Education and Training Reform. The conclusions for this study have been drawn from the case studies. The conclusions are that: policy does drive reforms but collaboration must exist for the reforms to be successful; system leaders should provide ongoing support and leadership; in practice, leaders need to understand the roles and responsibilities of all stakeholders, as well as having the skill to communicate and work closely with others; and shared decision making together with teacher professionalism are paramount in implementing reform.

7.6.1 Conclusions

7.6.1.1 Policy driving reforms

Ongoing provisions of resources and promotion of collaboration are essential in promoting the policies of reform. The first conclusion drawn from the research is that the state government needs to adjust accountability requirements and funding capacity in order to support schools in implementing new reforms. The traditional response in implementing reforms has been for state governments to direct reform changes without providing the resources required for continuing support or gradual phases of implementation.

Policy success depends upon the capacity and will of all stakeholders to implement the reform. Training could be offered, funding could be provided and consultants could be engaged to provide expertise. As indicated by the findings of this study, the motivation to implement the policy or reform may not be present if there is a resistance to change (McLaughlin, 1987). Therefore, policy makers should be very clear in communicating their reforms to education systems. They should also provide a vision for the necessity of the reform and reasons why systems and schools will benefit from the implementation.

7.6.1.2 The importance of system leaders

System leaders are important when implementing reforms. The second conclusion is that a more lateral approach needs to be created so that the conditions within the system (the employing authority directing reform implementation) support system leadership. This means that the employing authorities are required to work collaboratively with principals in implementing reform. This approach is a long term, slow, self reflective process. Monitoring is essential in order to support school leaders and provide opportunities for leaders to self reflect and provide feedback.

Such support is essential if the reform is to be sustainable. Employing authorities are called to develop a collective vision through training and assisting school leaders (Collier & Esteban, 2000). Consequently, school leaders should work effectively together (within and

between schools) as well as with the employing authority. Hence, for reforms to be implemented successfully, it is paramount for Education Queensland, the employing authority to inform, consult and support the principal, heads of department, and all teachers (academic and vocational education) by providing ongoing professional development.

All stakeholders must be prepared before the implementation of new reforms occur. This includes parents, students, industry, and the wider community, who should all be part of an ongoing process of consultation and feedback. It should not be left up to the schools to communicate to the wider community.

7.6.1.3 Reforms in practice

Successful implementation of new reforms is complex, long term, and must be inclusive of all participants. The type of support required at the school level from the employing authority should focus on three main areas. First, it is important for the principal to understand the role and responsibilities when implementing school reform. Second, the leader must work closely with middle management, especially heads of department (both academic and vocational education), and hence requires the necessary skills for this to occur. Third, communication with teachers, parents, and the wider community should be regular and clear.

As reforms are implemented, all teachers should be informed and supported through continued professional development. An understanding of their roles and responsibilities in implementing the reform is crucial. The principal, heads of department, and teachers should all be in a knowledgeable position to be able to explain the reform process, purpose and benefits to students and parents at any time. At the same time, the state government's role, in conjunction with the principal and school leaders, is to inform business and industry as well as the wider community about the reform and its implications. Establishing a school culture that supports school reform and the well-being of all participants, is a multifarious task.

It is important not to assume that teachers will automatically become teacher leaders as a result of reform implementation. This study has revealed that some teachers were not interested in the reform implementation and remained distanced from the reform agenda in the school. While teacher leadership is seen as imperative in implementing reforms, there needs to be a recognition that many teachers are unwilling to engage in such leadership, and in fact see it as a burden to their already complex roles. In addition, it should be noted that teachers working effectively at the classroom level often contribute greatly to the reform agenda.

Teachers are often unprepared as new reforms are implemented. This research concludes that many teachers enter a reform culture unprepared to change or unaware of the need to change their existing pedagogy. Professional development and support are required to engage teachers in quality teaching practices. Flexible teaching strategies and classroom

management are learnt practices. Thus, this support should be ongoing as teachers meet the changing demands of a diverse student population resulting from ongoing policy reforms.

7.6.1.4 Theory in implementing reform

Systemic change is far reaching. It is recognised that fundamental educational change in one aspect of education requires fundamental change in other areas. Banathy (1991) argues that it must include the nature of the learning experiences, the instructional system, the administrative system that supports the instructional system, and the governance system which governs the whole educational system. Such an approach to change is radical, but in implementing the education and training reform, schools indeed need such radical change. However, in doing so, there may be some resistance.

The fourth conclusion drawn from the research is that the key elements in implementing school reform are teacher professionalism and shared decision making initiatives. Some teachers resist change and engaging in professional development activities. Some are unable to cope with rapid change, and therefore there is a need for greater support from the principal, heads of department, and fellow teachers. It is acknowledged that teacher acceptance of change is essential to the success of school improvement as a result of implementing school reform.

Not all teachers wish to be school leaders. However, they should be encouraged to share in the school decision making. Teachers need to feel valued and encouraged to ask questions about reform implementation. Therefore, shared visions and a focus on communication are as important as having teacher leaders.

Ellsworth (2000) maintains that educators are constantly dealing with change. Therefore, educational change requires a strategy. Lasting change requires a focus on the system which unites the tactics of addressing particular components within the whole educational system. Morgon (1994) suggests that all levels of the stakeholders must be involved in the change. Yet, he argues that successful systemic change has resulted from strong leadership and not a collaborative design. However, Ellsworth (2000) does argue that a systems view is crucial for the success of any change.

For lasting successful change, it must be recognised that interdependence of all members and all components of the system being changed must unite to transcend the system's limitations. Communication is a two way process which is pivotal for change. Educators benefit from communication from above and Government bodies benefit from information from the grass roots level. Ellsworth (2000) insists that communication must flow in both directions throughout the change process. Consequently, figures 7.3 and 7.4 demonstrate this process.

Figure 7.1 and 7.2 illustrate the two stages of reform implemented in the school being studied. The VET head of department was well informed and led the school with reform implementation. Other teachers withdrew and did not want to be part of the implementation process. The result was that many teachers were somewhat ill-prepared within the classroom context to cope with the diverse range of students remaining at school. Figures 7.3 and 7.4 illustrate a proposed ideal process for implementing reforms. Within this model, all stakeholders will be informed, supported and prepared.
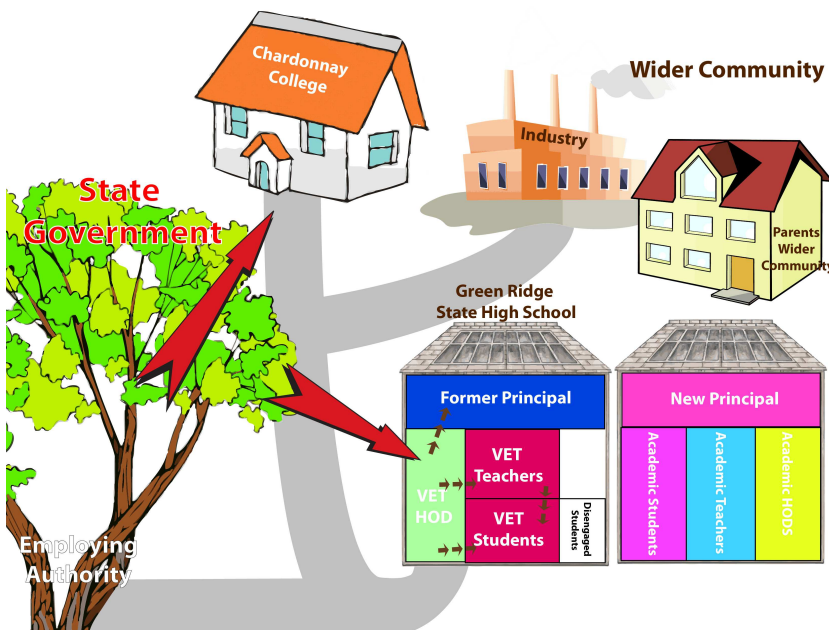
Figure 7.1. Stage 1 Inconsistent model of reform utilised at Green Range SHS

Stage 1

1. In stage one of the Queensland Government ETRF implementation, it was perceived that Education Queensland was missing the target in informing and supporting principals and their schools.

2. The VET head of department was informed from external sources, and she felt prepared and supported in implementing this reform. It appeared that the Vet HOD was running the ETRF agenda in her school and that the VET department was the target for the reform. She was disseminating information to the principal, VET teachers and students.

3. The VET HOD had a strong link and relationship with the former principal.

4. The new principal felt unsupported and uninformed by his employing authority. He was in the position of disseminating minimal information to the academic HODs and wider community.

5. The academic HODs were aware that there was a change in the VET department, but had little knowledge of the ETRF agenda.

6. It appeared that the academic teachers were not interested in becoming informed about this new reform. They continued to be very busy in their own classrooms.

7. The academic students continued with their academic courses.

8. Disengaged students emerged. Students were forced to remain at school in order to learn or earn.

9. The wider community and parents were uninformed of the new reform, except for the minimal information given to them.
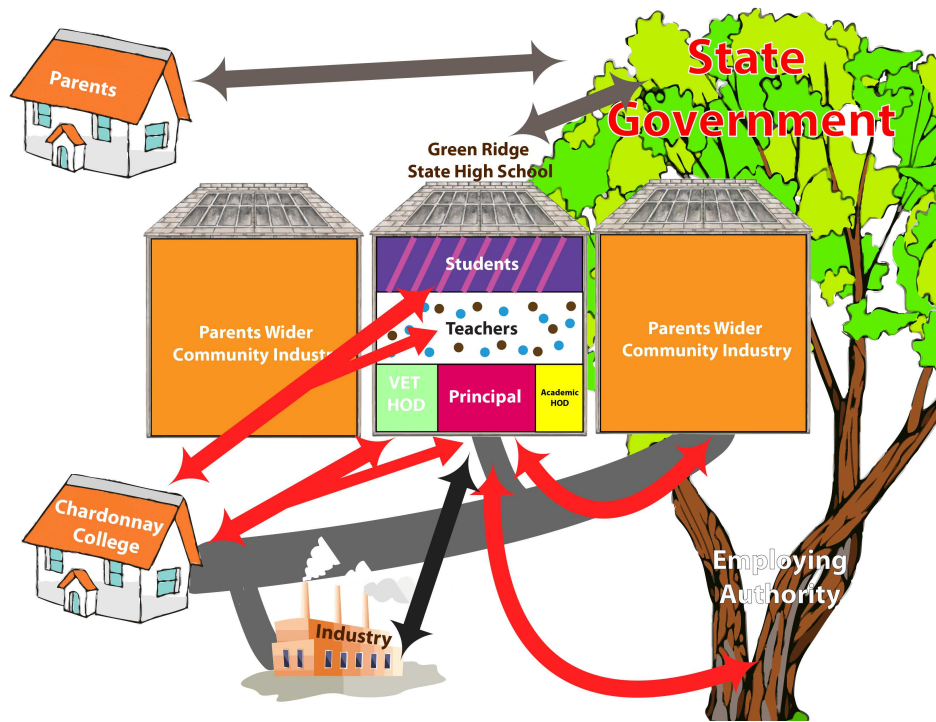
Figure 7.2. Stage 2 Inconsistent model of reform utilised at Green Range SHS

Stage 2

1. The VET head of department continued to be informed from external sources. She was prepared, supported and was running with the reform in her school.

2. The principal was informed, but felt unsupported by his employing authority.

3. The principal and the VET HOD disseminated information to the academic HODs.

4. The VET teachers were "in the loop". They appeared to be prepared and were providing new courses to students. VET teachers were participating in professional development.

5. Some information was filtered to academic teachers, but a number of teachers were not interested in becoming informed. Some resisted the ETRF agenda. Many were faced with disengaged students and behavioural issues in the classroom.

6. A number of academic teachers did not want to change or adjust their teaching pedagogy in order to cater for a diverse range of students.

7. The wider community was becoming more informed by the principal.
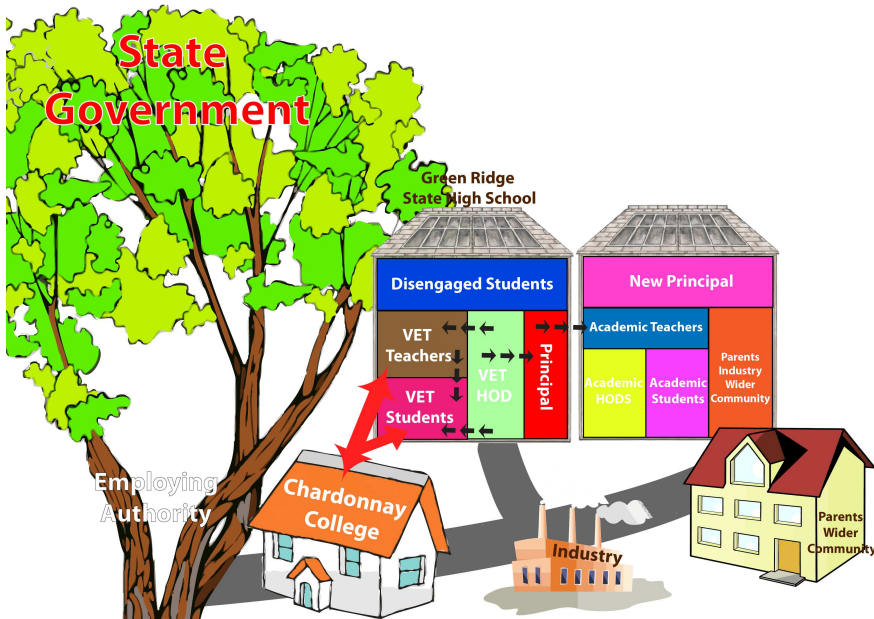
Figure 7.3. Stage 1 Proposed comprehensive model of reform

Stage 1

1. Education Queensland, the employing authority informs, consults, and supports the principal and all heads of department by providing professional development.

2. The Queensland Government and Education Queensland inform and consult with teachers and the wider community.

3. The principal understands his role and responsibilities when implementing school reform.

4. The principal works closely with the HODs, especially with the VET HOD.

5. The principal communicates with all teachers, parents and the wider community.

6. The HODs communicate with all teachers and students.

7. The principal and the VET HOD communicates with business and industry
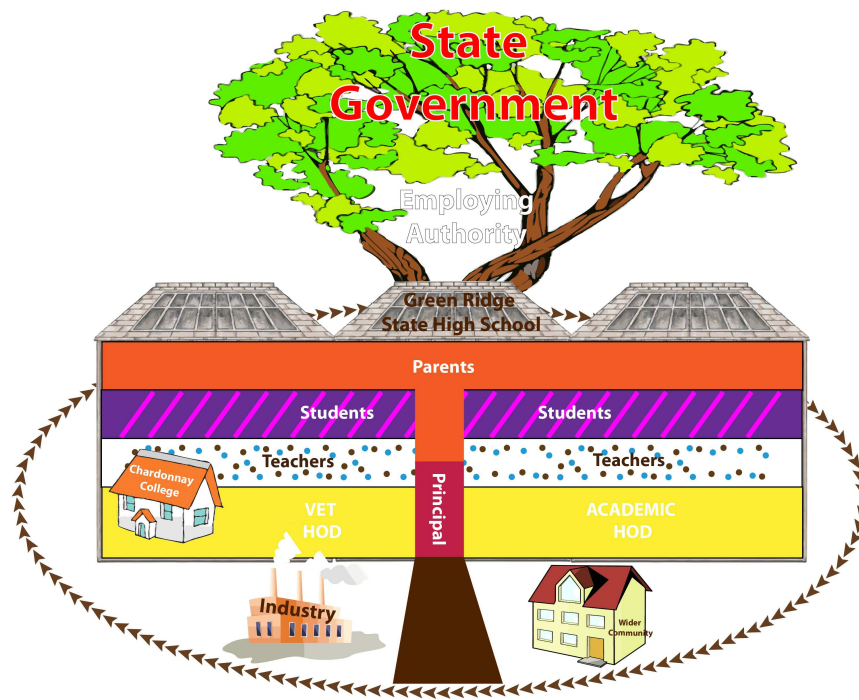
Figure 7.4. Stage 2 Proposed comprehensive model of reform

Stage 2

1. The principal and the heads of department understand their roles and responsibilities in implementing the reform.

2. All teachers are informed and supported through continued professional development.

3. All teachers understand their roles and responsibilities in implementing/ supporting the reform.

4. Students and parents understand the new reform.

5. The principal, HODs and teachers continue to inform students and parents.

6. Queensland Government continues to inform business/industry and the wider community about the ETRF agenda and the implications.

7. Students are engaged/supported by the school community and Education Queensland.

7.6.2 Summation

Green Ridge State High School included teachers and administrators working within two broad and sometimes overlapping spheres within the school. These spheres included academic and vocational areas with teachers and leaders within each, and they all held differing roles and responsibilities.

It was evident from the survey, interviews, and focus group that vocational education teachers and academic teachers had different understandings and knowledge of the education and training reforms. Vocational education teachers were more informed and applied new strategies to their teaching. Academic teachers, on the other hand, had less understanding of the reform agenda and their focus remained on teaching academic subjects in the same way as previous to the reforms.

7.7 Recommendations from this Study

The above conclusions of this research indicate, predominantly, that principals, heads of department, and academic and vocational education teachers, require professional development and support at each level in order to gain knowledge and understandings about reforms. The following recommendations for moving forward from this research are as follows.

7.7.1 Recommendation 1

The state government through Education Queensland (the employing authority) should consider funding substantial professional learning opportunities for principals, prior to the implementation of major school reforms.

The first recommendation arising from this research is pertinent not only to principals, but also to Education Queensland as an employing authority. Data collected from the case studies indicated that participants were concerned about the depth of knowledge and understanding the principal held relating to the reforms. Rather than assuming that all principals have the capacity to implement government reforms, Education Queensland should consider the provision of opportunities for principals to engage in processes of learning about the reforms from professional development workshops or mentors. This in turn would enhance principals' capacity to not only demonstrate a personal understanding of the reforms, but also to develop processes to support and sustain school-wide professional learning. In brief, further research is needed regarding identifying principals' professional learning needs to enable them to focus on developing effective processes for the successful implementation of school reform.

7.7.2 Recommendation 2

Education Queensland should provide support through system leadership. All teaching staff need access to professional learning in order to clearly understand the full implications of new educational reforms.

This recommendation emerged from the finding that VET teachers were well informed about the new reforms, but academic teachers were not. Reform implementation must be inclusive of all participants.

7.7.3 Recommendation 3

Teacher leaders are encouraged to participate in professional opportunities that enable them to plan and implement effective processes for informing and supporting teachers, as they implement reform within the school context

Administrators in the school should support and encourage formal leadership processes across the school. It appears that the opportunities for leadership development were generally not supported by the formal processes in the school.

7.7.4 Recommendation 4

Principals and teacher leaders need to build positive relationships and a collaborative culture for empowering teachers during educational reform. This includes assisting and encouraging participants to cope with rapid change.

Although teacher leadership and school reform are well established in educational literature, there has been little empirical research undertaken in the vocational education field. This study is important because it contributes to the body of knowledge about the process of implementing reforms into a school which has a strong vocational education focus. While this research has identified that vocational education and academic teachers are divided over the implications of school reform, further research is recommended around the VET teachers' development of knowledge and understandings of school reform, leadership, teacher change and pedagogy.

This research clearly shows the complexity of implementing a large reform agenda such as the Education and Training Reform, and delineates recommendations for other school communities when implementing new reform agendas in the future. Further research could confirm these conclusions and investigate new models that would assist school communities to move to a more staged approach, while implementing large school reform agendas in the future.

Chapter 8: Appendices

Appendix A: Ethics Approval Letter ACU

Australian Catholic University
Brisbane Sydney Canberra Ballarat Melbourne

✠ **ACU National**

Human Research Ethics Committee

<u>Committee Approval Form</u>

Principal Investigator/Supervisor: Associate Professor Elizabeth Warren   Brisbane Campus

Co-Investigators: Dr Janelle Young   Brisbane Campus

Student Researcher: Ms Robyn Burton-Ree   Brisbane Campus

Ethics approval has been granted for the following project:
Education and Training Reform: The impact the reform will have on teachers and administrators in one Secondary School in Rural Queensland and their responses to catering for a broader range of students in Senior Schooling

for the period: 6 February 2006 to 31 December 2006

Human Research Ethics Committee (HREC) Register Number: Q200405 27

The following <u>standard</u> conditions as stipulated in the *National Statement on Ethical Conduct in Research Involving Humans* (1999) apply:

(i)   that Principal Investigators / Supervisors provide, on the form supplied by the Human Research Ethics Committee, annual reports on matters such as:
  • security of records
  • compliance with approved consent procedures and documentation
  • compliance with special conditions, and

(ii) that researchers report to the HREC immediately any matter that might affect the ethical acceptability of the protocol, such as:
  • proposed changes to the protocol
  • unforeseen circumstances or events
  • adverse effects on participants

The HREC will conduct an audit each year of all projects deemed to be of more than minimum risk. There will also be random audits of a sample of projects considered to be of minimum risk on all campuses each year.

Within one month of the conclusion of the project, researchers are required to complete a *Final Report Form* and submit it to the local Research Services Officer.

If the project continues for more than one year, researchers are required to complete an *Annual Progress Report Form* and submit it to the local Research Services Officer within one month of the anniversary date of the ethics approval.

K. Pashley.

Signed: ......   Date: 6 February 2006
  (Research Services Officer, McAuley Campus)

(Committee Approval.dot @ 15/10/04)   Page 1 of 1

Appendix B: Ethics Approval Letter Education Queensland

**Queensland
Government**

5 July 2005

Department of
Education and the Arts

Mrs Robyn Burton-Ree
A/Deputy Principal
Stanthorpe State High School
Tindarra Heights MS 1983
STANTHORPE QLD 4380

Dear Mrs Burton-Ree

Thank you for your application seeking approval to conduct research titled *"Education and Training Reform: One Secondary School in Rural Queensland"* in Queensland State Schools. I wish to advise that your application has been approved subject to full ethical clearance from the Australian Catholic University.

This approval means that you can approach principals of schools and invite them to participate in your research project. As detailed in the research guidelines:

- You need to obtain approval from the relevant principals before your research project can commence.

- Principals have the right to decline participation if they consider that the research will cause undue disruption to educational programs in their schools.

- Principals have the right to monitor any research activities conducted in their facilities and can withdraw their support at any time.

At the conclusion of your study, you are required to provide the Department of Education and the Arts with a summary of your research results and any published paper resulting from this study. A summary of your research findings should also be forwarded to participating principals.

Please note that this letter constitutes approval to invite principals to participate in the research project as outlined in your research application. This approval does not constitute support for the general and commercial use of an intervention or curriculum program, software program, or other enterprise that you may be evaluating as part of your research.

Should you require further information on the research application process please do not hesitate to contact Dr Roland Simons, Senior Research Officer, Strategic Policy and Education Futures Division on (07) 3237 0417. Please quote the file number 550/27/358 in future correspondence.

Yours sincerely

Carol Markie-Dadds
Acting Assistant Director
Education Futures
Strategic Policy and Education Futures Division
Trim ref: 05/64053

Strategic Policy and Education Futures
Level 21 Education House
30 Mary Street Brisbane 4000
PO Box 15033 City East
Queensland 4002 Australia
Telephone +61 7 3405 5738
Facsimile +61 7 3237 1175
Website www.education.qld.gov.au
ABN 76 337 613 647

Appendix C: Information Letter

Australian Catholic University Limited
ABN 15 050 192 660

Brisbane Campus (McAuley)
1100 Nudgee Road Banyo QLD 4014
PO Box 456 Virginia QLD 4014
Telephone 07 3623 7100
Facsimile   07 3623 7249
www.acu.edu.au

INFORMATION LETTER TO PARTICIPANTS

TITLE OF PROJECT: Education and Training Reform: The impact the reform will have on teachers and administrators in one Secondary School in Rural Queensland and their responses to catering for a broader range of students in Senior Schooling

PRINCIPAL INVESTIGATOR: ASSOC. PROFESSOR ELIZABETH WARREN
STUDENT RESEARCHER: ROBYN BURTON-REE

Dear Participant

The aim of this research is to investigate, explore and document teachers and administrators' response to catering for a broader range of students in Senior Schooling as a result of the Queensland Government's Education and Training Reforms for the Future (ETRF) agenda.

The data collection will take the form of questionnaires of all participants, interviews of teaching and administrative participants and reflective discussions with administrators and teachers. Interviews will be audiotaped. Data collection will occur after school hours.

At any time during the project you are free to withdraw your consent and discontinue as a participant without giving any reason. Confidentiality will be ensured during the conduct of the research and in any report or publication arising from the research.

Any questions regarding this project should be directed to the Principal Investigator, Associate Professor Elizabeth Warren, on telephone number 07 3623 7218 in the School of Education, McAuley Campus. The results of the project will be communicated to all participants. This study has been approved by the Human Research Ethics Committee at Australian Catholic University.

Participation in this research project is voluntary. You can withdraw from the study at any stage without giving a reason. Confidentiality will be maintained during the study and in any report of the study. All participants will be given a code and names will not be retained with the data. Individual participants will not be able to be identified in any reports of the study, as only aggregated data will be reported.

.

In the event that you have any complaint or concern about the way you have been treated during the study, or if you have any query that the Investigator has not been able to satisfy, you may write to the Chair of the Human Research Ethics Committee care of the nearest branch of the Research Services Unit.

QLD
Chair, HREC
C/- Research Services
Australian Catholic University
PO Box 456
VIRGINIA   QLD   4014
Tel: 07 3623 7294   Fax: 07 3623 7328

Any complaint or concern will be treated in confidence and fully investigated. The participant will be informed of the outcome.

If you agree to participate in this project, could you please sign both copies of the informed consent form, retain one copy and return the other to Associate Professor Elizabeth Warren. Your support for the research project will be most appreciated

Yours sincerely,

Associate Professor Elizabeth Warren
ACU
McAuley Campus
PO Box 456
Virginia Q 4014

Appendix D: Consent Form

CONSENT FORM FOR TEACHERS

"Respondent's copy"

TITLE OF PROJECT: Education and Training Reform: The impact the reform will have on teachers and administrators in one Secondary School in Rural Queensland and their responses to catering for a broader range of students in Senior Schooling

PRINCIPAL INVESTIGATOR: ASSOC. DEAN. ELIZABETH WARREN

STUDENT RESEARCHER:ROBYN BURTON-REE

I .... *(the participant)* have read and understood the information provided in the Letter to the Participants. Any questions I have asked have been answered to my satisfaction. I agree to participate in this activity, realising that I can withdraw at any time. I agree that research data collected for the study may be published or may be provided to other researchers in a form that does not identify me in any way.

NAME OF PARTICIPANT: ....
(block letters)
SIGNATURE ....   DATE ....

SIGNATURE OF PRINCIPAL INVESTIGATOR ....

DATE:…………………………………..

Australian Catholic University
Brisbane Sydney Canberra Ballarat Melbourne

CONSENT FORM FOR TEACHERS

"Researcher's's copy"

TITLE OF PROJECT: Education and Training Reform: The impact the reform will have on teachers and administrators in one Secondary School in Rural Queensland and their responses to catering for a broader range of students in Senior Schooling

STAFF INVESTIGATOR: ASSOC. DEAN. ELIZABETH WARREN

CO-INVESTIGATOR: ROBYN BURTON-REE

I .... *(the participant)* have read (*or, where appropriate*, have had read to me*)* and understood the information provided in the Letter to the Participants. Any questions I have asked have been answered to my satisfaction. I agree to participate in this activity, realising that I can withdraw at any time. I agree that research data collected for the study may be published or may be provided to other researchers in a form that does not identify me in any way.

NAME OF PARTICIPANT: ....
(block letters)
SIGNATURE ....   DATE ....

SIGNATURE OF PRINCIPAL INVESTIGATOR ....

DATE:…………………………………

Appendix E: Pre-test Survey

Teacher Survey 2005

Name (optional) _____   SCHOOL
Date:

This survey is to find out what you think the impact of the Education and Training Reform has

on your teaching. Thank you for your time.

Professional context

Gender: ☐ Male   ☐ Female

Age range: ☐ 21-35   ☐ 26-30   ☐ 31-35   ☐ 36-40   ☐ 41-45
                 ☐ 46-50   ☐ 51-55   ☐ 56 or older

Years teaching: ☐ <1 year   ☐ 1-2 years   ☐ 3-4 years   ☐ 5-6 years
                 ☐ 7-10 years ☐ 11-20 years   ☐ >20 years

Years at present ☐ <1 year   ☐ 1-2 years   ☐ 3-4 years   ☐ 5-6 years
school: ☐ 7-10 years ☐ >10 years

Year levels taught in the last 5 years (please circle): 1 2 3 4 5 6 7 8 9 10 11
12

Qualifications: ☐ Certificate   ☐ Diploma   ☐ Graduate Diploma
                 ☐ Degree ☐ Higher Degree (e.g., Masters/Doctorate)
                 ☐ Other _____

Understanding of the ETRF Agenda

Where did you learn about the Queensland Government's Education and Training Reforms for the Future?	**What are the major sources of information that you use to keep up-to-date with major educational reforms?**
☐ School ☐ Tertiary institution ☐ Professional development ☐ Professional associations ☐ Professional reading ☐ Other (please specify) _____ _____ _____	☐ Internet ☐ Meetings/Conferences/Workshops ☐ Newspaper articles ☐ Professional books ☐ Professional association journals ☐ Research journals ☐ Radio programs ☐ Television programs ☐ Units of study ☐ Other (please specify) _____

Please indicate the level of your understanding for the following, using the following scale
 	
  1 − none   2 − some
  3 − good level   4 − high level
 	
☐ Green Paper
☐ White Paper
☐ A Preparatory Year
☐ Middle Phase of Learning State School Action Plan
☐ Senior Phase of Learning
☐ Information and Communication Technologies for Learning
☐ New Queensland Certificate of Education
 	
☐ Senior Education and Training (SET) Plan guides
    for students
	What do you think you will need in order to further develop your knowledge and understanding of the ETRF Agenda?
	
	☐ Professional development opportunities to discuss current issues in education
	☐ Resources (print, CD-ROM, media) which explain current aspects of educational reform
	☐ Mentoring/peer coaching
	☐ Collaborative planning
	☐ Other (please specify)
	
	_____
	
	_____
	
	_____

Your feelings about the Queensland Education and Training Reforms for the Future

Question 1 Are there currently issues/concerns which inhibit your understanding of the reforms?

☐ Yes ☐ No If "yes", please list.

Question 2 To what extent do you <u>enjoy</u> teaching?

☐ Not all ☐ Little extent ☐ Some extent ☐ Great extent

Question 3 **How <u>confident</u> do you feel, in general, about teaching in an era where the Government is reshaping Queensland's education and training systems to cater for students' individual needs, inspire academic achievement, and equip them for the world of work?**

☐ Not confident ☐ Fairly confident ☐ Confident ☐ Very confident

Question 4 **Please rate each of the areas as they apply to you. Use the following code to put a <u>number</u> in each box. [1 – less than other areas; 2 – same as other areas in general; 3 – more than some other areas]**

	Confidence in delivering	Teaching emphasis	Teaching effectiveness
Relevant and engaging curriculum	☐	☐	☐
Facilitating Senior Education and Training (SET) Plans	☐	☐	☐
A Whole of School Response to Career Education	☐	☐	☐
A Focus on Young People and their Networks	☐	☐	☐
Range of learning experiences that gives more flexibility to what students learn and when and where they learn	☐	☐	☐
Intervention and prevention programs aimed at preventing premature withdrawal from formal education and training	☐	☐	☐

I would like to survey your opinions about the ETRF changes
Please tick the most appropriate response

		AGREE	DISAGREE	UNSURE
	Do you agree or disagree with the following statements			
1	Vocational education and training **(VET) is playing an increasingly valuable role in helping young people** move from school to further education, training and employment.			
2	As more young people choose to stay at school it is important that **we make school more relevant to a wider range of students, not just those who intend to go to university.**			
3	Vocational education and training **gives young people practical opportunities to explore career paths and to develop the skills and attributes** they will need as part of the future workforce, and as such it can benefit all school students.			
4	**The Education and Training Reforms for the Future make clear our goals and aspirations for young people.** That is, that they achieve a Senior Certificate or a Certificate III vocational qualification during their senior phase of learning.			
5	Students **need access to a package of vocational education and training programs that will lead to qualifications and that include work placement** to ensure that these programs meet industry standards.			
6	Qualifications obtained through VET in Schools programs will receive better recognition from industry.			
7	QSA will have sustainable processes in syllabus development, support and advice to schools to ensure qualifications are current. **This is a positive outcome.**			
8	Pathways through VET to further education and employment will be stronger than at present.			
9	**More VET study options will be available to students,** including the option for school students to enrol in a Certificate III level qualification that can be completed post-school at a registered training organisation.			
10	The Queensland Certificate of Education will be a broad-based qualification that requires young people to achieve a significant amount of learning at a set standard and meet requirements for literacy and numeracy. **This is a positive move**.			
11	During Year 10 or before young people turn 16, schools will be required to register, with the QSA, all students and their intended learning options for the Senior Phase of Learning. Once registered, a learning account will be created that will allow students to record their achievements during the senior phase of learning. **This will provide motivation for students.**			
12	Transition into the Senior Phase of Learning begins in Year 10 and includes the two years after Year 10 when young people undertake education or training. The Senior Phase of Learning can end with the awarding of a Senior Certificate, Certificate III vocational qualification			

	or two years of full-time learning after Year 10. **This is clear and easily understood by all parties.**			
13	Despite the many options possible, **a young person may benefit from a program that is not provided by a school**, TAFE, registered training organisation or university, or a departmental employment skills development program provided by the Department of Employment and Training.			
14	The traditional academic path through senior schooling **will be improved** as university subjects and other courses and subjects will be recorded towards a Queensland Certificate of Education.			

.
Please respond to the following items by writing in the spaces provided. Thank you.

Question 1
(a)　　Community needs and labour market expectations provide the impetus for integrating VET into the school curriculum. Do you integrate Vocational and Educational Training into your classroom?

(b)　　How is this done in your classroom?

Question 2
(a)　How have you coped with school reform?

(b)　What experiences have assisted you in responding to a climate of school reform?

Question 3
(a)　Over the past two years, have you changed in the ways you teach the content of your subject? What ways have you changed? Give some examples.

(b)　　Have you changed in the ways you teach your subject? What ways have you changed? Give some examples?

Question 4

(a) What strategies have you put into place to cater for a more diverse population?

(b) What strategies do teachers believe best cater for an increasing diverse population in Senior Schooling?

Question 5

(a) Do you think that the Education and Training Reforms will enhance your teaching?

(b)   Why?

Question 6

(a)   Do you think that the Education and Training Reforms will hinder your teaching?

(b)   Why?

Thank you for your time in answering this survey.

Appendix F: Teacher Survey

Teacher Survey

Teacher Survey No 1   **X STATE HIGH SCHOOL**

This survey is to find out what you think the impact of the Education and Training Reform has on your teaching. Please tick or write your response in the space provided. Thank you for your time.

PART A   Professional context

Q1   Gender: ☐ Male   ☐ Female

Q2   Age range: ☐ 21-35   ☐ 26-30   ☐ 31-35   ☐ 36-40   ☐ 41-45
              ☐ 46-50   ☐ 51-55   ☐ 56 or older

Q3   Years teaching: ☐ <1 year   ☐ 1-2 years   ☐ 3-4 years   ☐ 5-6 years
              ☐ 7-10 years ☐ 11-20 years   ☐ >20 years

Q4   Years at present   ☐ <1 year   ☐ 1-2 years   ☐ 3-4 years   ☐ 5-6 years
school: ☐ 7-10 years   ☐ >10 years

Q5   Year levels taught in the last 5 years (please circle): 1   2   3   4   5   6   7   8   9   10   11   12

Q6   Qualifications: ☐ Certificate in _____
                ☐ Diploma in _____
                ☐ Graduate Diploma in _____
                ☐ Degree in _____
                ☐ Higher Degree (e.g., Masters/Doctorate) in _____
                ☐ Other _____

Q7   Do you have a vocational education and training background?
          ☐ Yes   ☐ No
Q8   Do you have an academic background?
          ☐ Yes   ☐ No

Q9 Please tell me about your educational journey to this point.

_____
_____
_____
_____
_____
_____
_____

Part B Understanding of the ETRF Agenda

Q1 Where did you learn about the Queensland Government's Education and Training Reforms for the Future?	**Q2** What are the major sources of information that you use to keep up-to-date with major educational reforms?
☐ School ☐ Tertiary institution ☐ Professional development ☐ Professional associations ☐ Professional reading ☐ Other (please specify) _____ _____ _____ _____	☐ Internet ☐ School Meetings/Conferences/Workshops ☐ Newspaper articles ☐ Professional books ☐ Professional association journals ☐ Research journals ☐ Radio programs ☐ Television programs ☐ Units of study ☐ Other (please specify) _____ _____

Q3 Please indicate the level of your understanding for the following, using the following scale
      1 – none   2 – some
      3 – good level 4 – high level
 	
☐ Green Paper
☐ White Paper
☐ A Preparatory Year
☐ Middle Phase of Learning State School Action Plan
☐ Senior Phase of Learning
☐ Information and Communication Technologies for Learning
☐ New Queensland Certificate of Education
☐ Senior Education and Training (SET) Plan guides for students
	Q4 What do you think you will need in order to further develop your knowledge and understanding of the ETRF Agenda?
	☐ Professional development opportunities to discuss current issues in education
	☐ Resources (print, CD-ROM, media) which explain current aspects of educational reform
	☐ Mentoring/peer coaching
	☐ Collaborative planning
	☐ Staff meetings – agenda items
	☐ Other (please specify)
	_____
	_____
	_____

Part C **Your opinions about the Queensland Education and Training Reforms for the Future**

Q1 Are there currently issues/concerns which inhibit your understanding of the reforms?

☐ Yes ☐ No

If "yes", please list.

Q2 To what extent are you comfortable with the ETRF Agenda?

☐ Not all ☐ Little extent ☐ Some extent ☐ Great extent

Q3 How <u>confident</u> do you feel, in general, about teaching in an era where the Government is reshaping Queensland's education and training systems to cater for students' individual needs, inspire academic achievement, and equip them for the world of work?

☐ Not confident ☐ Fairly confident ☐ Confident ☐ Very confident

Please tick the boxes below to indicate the degree to which you agree or disagree with the following statements.

		STRONGLY AGREE	AGREE	UNSURE	DISAGREE	STRONGLY DISAGREE
Q4	Vocational education and training is a valuable in helping young people move from school to further education, training and employment.					
Q5	School is the best place for Vocational Education and Training.					
Q6	VET provides the skills students need in workplace and industry.					
Q7	It is an important role for schools to offer work experience.					
Q8	Schools with VET components are more relevant for students					
Q9	TAFE and other Registered Training Organisations are better at offering VET than schools.					
Q10	All students need work placements.					
Q11	The inclusion of VET in the school program negatively impacts on the school's academic program.					
Q12	Pathways through VET to further education and employment are stronger than ever before.					
Q13	Work Placements should be offered					

	by non educational Registered Training Organisations.					
Q14	Students benefit from studying both VET and academic subjects.					
Q15	The Queensland Certificate of Education will be a broad-based qualification that is a positive move.					
Q16	A learning account will provide positive motivation to students.					
Q17	The Senior Phase of learning is clear and easily understood by students, teachers, parents and industry.					
Q18	All students benefit by staying at school until the end of Year 12.					
Q19	The traditional academic path through senior schooling **will be improved** as university subjects and other courses and subjects will be recorded towards a Queensland Certificate of Education.					

Part D Your experiences with the Queensland Education and Training Reforms for the Future

Please respond to the following items by writing in the spaces provided. Thank you.

Q1   How do you integrate Vocational and Educational Training into your classroom?

Q2   Please give examples.

Q3   How have you coped with school reform? Please give examples.

Q4   What experiences have assisted you in responding to a climate of school reform? Please give examples.

Q5   What has been the most challenging school reform for you?

Q6 With the introduction of the ETRF in your school, have you changed your <u>teaching pedagogy?</u>

☐ Yes ☐ No

Q7 Please explain.

Q8 With the introduction of the ETRF in your school, have you changed your <u>subject matter knowledge?</u>
☐ Yes ☐ No

Q9 Please explain.

Q10 With the introduction of the ETRF in your school, have you changed your <u>curriculum knowledge?</u>

☐ Yes ☐ No

Q11 Please explain.

Q12 With the introduction of the ETRF in your school, have you changed your <u>pedagogical content knowledge?</u>

☐ Yes ☐ No

Q13 Please explain.

Q14 With the introduction of the ETRF in your school, have you changed your <u>resources for student learning?</u>

☐ Yes ☐ No

Q15 Please explain.

Q16   With the introduction of the ETRF in your school, have you changed your <u>knowledge on student learning?</u>

☐ Yes   ☐ No

Q17   Please explain.

Q18   With the introduction of the ETRF in your school, have you changed your <u>teaching strategies</u> in implementing school reform?

☐ Yes   ☐ No

Q19   Please explain.

Q20   How do you cater for a more diverse population in your classroom?

Q21   How do you cater for students with learning difficulties?

Q22   How do you cater for students who are gifted and talented?

Q23   If any, in what way do you think that the Education and Training Reforms will enhance your teaching?

Q24   Why?

Q25   If any, in what way do you think that the Education and Training Reforms will hinder your teaching?

Q26   Why?

Q27   Give four characteristics that you think a teacher needs to possess to cope with the Education and Training Reforms?

Q28   Please give examples.

Q29   Do you think teachers need to possess leadership qualities to cope with the Education and Training Reforms?
             ☐ Yes   ☐ No

Q30   What types?

Thank you for your time in answering this survey.

Appendix G: Survey Analysis

Survey Analysis

PART A   Professional context
Teachers and administrative staff were requested to supply some broad demographic details

including age range, years teaching, year levels taught and qualifications, A summary of this

data showing the general features of the school is shown in Table 1.

Table 1 Table of general demographic parameters 2006

Age Range	21-56>
Range of Years Teaching	7>
Range of Years at present school	1-10>
Year Levels taught	8-12
Vocational education and training background	8.3%
Academic background	62.5%
Both Vocational and Academic background	29.2%

A Age Range

Age	Male	Female
21-35	1	
26-30		
31-35	1	1
36-40	1	2
41-45	1	
46-50	1	5
51-55	5	2
56 or older	3	1
	54%	46%

B Years Teaching

Years	Male	Female	
<1			
1-2			
3-4			
5-6			
7-10	3	1	17%
11-20	6	6	50%
>20	4	4	33%

C Years at present school

Years	Male	Female	
<1		2	8.3%
1-2	2		8.3%
3-4	3	3	25%
5-6	5	1	25%
7-10		2	8.3%
>10	3	3	25%

D Background

	Male	Female	
Academic	8	7	62.5%
Vocational	2		8.3%
Both	3	4	29.2%

Qualifications ranged from:

- ☐ Trade qualifications,

- ☐ Certificate in Teaching or Welding and Metal Fabrication,

- ☐ Graduate Diploma in Education or Aboriginal Studies or Educational Studies, Diploma in Retailing or Teaching or Theology or Visual Arts,

- ☐ Degree in Education or Science or Music or Arts or Theology or Applied Physics or Agricultural Science or Applied Science, Degree in Hotel Management, ,

- ☐ Masters in Education Technology or Australian Studies or Visual Arts (Honours) , Incomplete PHD

Educational Journey

Female

- ☐ Completed Diploma, resigned after 3 years, travelled Europe, returned to teaching, returned to study (graduate diploma) taught in TAFE sector , taken leave to do contract work in state secondary school.(11-20 years teaching with less than 1 year at present school) 46-50 years Both Voc ed and academic background

☐ .(11-20 years teaching with 3-4 yrs at present school) Diploma in Primary Teaching, Grad Diploma in Accounting, Degree in Economics, Masters in Education, Grad Cert in Educational Studies (56 or older) Both Voc ed and academic background

☐ Taught 15yrs in Qld, Canberra, Canada, Taught 12 yrs Gold Coast, returned to study at Griffith (degree in Hotel Management), returned to teaching in state secondary school. (5-6 years at present school, more than 20 years teaching experience, both vocational and academic background) 51-55 years old.

☐ Teachers College, 2 years teaching, Bachelor degree externally, teaching TAFE at night, Voc Ed teaching for 10 years in state secondary school.(10 years at present school, 11-20 years experience teaching, both Voc ed and academic background) 36-40 years

☐ External senior as mature aged student, BA degree, Grad Dip (7-10 yrs teaching) (less than one year at present school, 7-10 years experience teaching, academic background) 46-50 years old.

☐ Uni degree in Science, Certificate in Tourism, part time work in Hospitality, 10 years previous experience in VET agenda, 5 years Vocational training in Tourism, 4 years HOD (10 years at present school, more than 20 years experience, academic background but has moved into VET) 46-50 years

☐ Degree in Education, taught in rural Queensland, had family, moved to NT, taught in Alice Springs, for 12 years, returned to Qld (11 years teaching), upgraded qualifications through DEET scholarship (10 yrs at present school, more than 20 years experience teaching, academic background) 46-50 years

☐ Diploma in teaching, primary teaching, Graduate Diploma in Special Education, teacher for visually impaired for 4 years Cairns, supply teaching at Redcliffe Special school, Graduate Diploma in Special Education, Multiple disabilities, teaching at Woody Pt Special School, AVT 6 months on Darling Downs, 10 teaching at present school in special education and support teacher. More than 20 years teaching experience, academic background, 51-55 years.

☐ Graduate Diploma in Education, Degree in Music, academic background, 7-10 years at current school, 11-20 years teaching experience, 46-50 years

☐ Varied teaching background in state and private education, Degree in Arts/education with Masters in Education. Academic background. P-12 teaching in special education, guidance and counselling role, science specialist teacher, now Guidance Officer, academic background, 5-6 years at current school, 11-20 years experience, 31-35 years.

☐ Diploma in Teaching, Degree in Education, academic background, completed Bach of Education via part time study, teaching experience Gold Coast, Charters Towers, took maternity leave, 3-4 years at current school, 11-20 years experience, 36-40 years. Currently on fraction teaching.

Males

☐ Apprentice pastry cook at 12, high school at night 18-21 years. First degree at 38 yrs, Diploma in retailing, Grad diploma in taxation, Bach of Arts, Masters in Education Technology, MACE, Workplace assessment training, both academic and voc ed background. 3-4 years teaching at present school, 11-20 years teaching experience, 56 years or older.

☐ Certificate in Welding and metal fabrication and chainsaw usage, Grad Dipl in Education UQ, Degree in Applied Science UQ, both vocational and academic background, 5-6 years at present school, 11-20 years teaching experience, 21-35 age

☐ Degree in Education, 16 years secondary teacher, 7 years subject master, 6 years Deputy Principal, 7 years Principal.

☐ University studies – Bach of arts, theology, Diploma in Theology and visual arts, Graduate diploma in aboriginal studies, Honours degree in Australian studies and visual arts (incomplete PHD), Began teaching in 1969, experience in primary and secondary education. Areas of specialisation visual arts, literature and history,

cultural studies, theology. Have worked in Indigenous education in primary, secondary and TAFE. Academic background. 11-20 years teaching experience, 1-2 years at present school. 56yr or older.

☐ Graduate Diploma in Secondary Education, Degree in Applied Physics, Had re-enrolled to do Grad Dip of software development, but withdrew because of time issues. Academic background, 1-2 years at present school, 7-10 years teaching experience, 31-35 age group.

☐ Diploma teaching in Primary, Graduate Diploma in Ed Studies (multicultural education), Degree in Arts, Masters in Education (Second Language Teaching) Began teaching 1977 at primary school, transferred to secondary school-taught History, Geography, English. Established Italian in curriculum. Lived in Italy for 10months to improve proficiency, seconded as a regional LOTE co-ordinator, founded Italian immersion program, 19 years on QSA, 13 years as chair. More than 10 years at present school, more than 20 years experience 51-55 yrs. Academic background.

☐ Diploma in Education, Degree in Science, academic background, involved in QCS training of students. More than 10 years at present school, more than 20 years experience 41-45 yrs

☐ Graduate Diploma and Degree, 5-6 years at current school. 7-10 years teaching experience, academic background.

☐ Graduate Diploma in Education (Teacher Librarian) and Degree in Education (1st Honours), trained as an English teacher, aim was to skip masters and start PHD with a goal of teaching at University. Goal on hold, need security of salary not contract work. Taught in London, Springwood, Charters Towers and present school. Teacher Librarian position and see this as a long term career option. Academic background, 5-6 years at current school, 7-10 years experience, 31-35 years.

☐ Degree in B. Ag.Sc and B. Tech. Academic background, 5 years teaching agriculture in NSW, ten years teaching Primary school education in Papua New Guinea – training students to become primary school teachers. Four years teaching computers in Queensland. 3-4 years at present school, more than 20 years teaching experience, 46-50 years.

☐ Left school at the end of year 11, started apprenticeship, worked as tradesperson for 15 years, began teaching part time at TAFE, Diploma in Teaching to do Manual Arts teaching. 5-6 years at current school, 11-20 years teaching experience, Vocational ed background, 51-55 years.

☐ Apprenticeship and worked as a tradesperson for 20 years. Then Diploma in Teaching. 3-4 years at present school, 11-20 years teaching experience, 51-55 years, Vocational education background.

Part B Understanding of the ETRF Agenda

Q1   Where did you learn about the Queensland Government's Education and Training

Reforms for the Future?

School	23
Tertiary institution	
Professional development	7
Professional associations	3
Professional reading	6
Other	3

Q2 What are the major sources of information that you use to keep up-to-date with major

educational reforms?

Internet	9
School Meetings/Conferences/Workshops	24
Newspaper articles	7
Professional books	2
Professional association journals	10
Research journals	4
Radio programs	2
Television programs	2
Units of study	1
Other	

Q3 Please indicate the level of your understanding for the following

	none	some	Good level	High level
Green Paper	13	5	4	2
White Paper	13	4	5	2
A Preparatory Year	8	10	3	3
[Middle Phase of Learning State School Action Plan](#)	3	14	5	3
Senior Phase of Learning	6	8	5	5
Information and Communication Technologies for Learning	4	12	4	4
New Queensland Certificate of Education	7	10	4	3
Senior Education and Training (SET) Plan guides for students	8	9	3	3

Q4 What do you think you will need in order to further develop your knowledge and

understanding of the ETRF Agenda?

Professional development opportunities to discuss current issues in education	15
Resources (print, CD-ROM, media) which explain current aspects of educational reform	11
Mentoring/peer coaching	3
Collaborative planning	5
Staff meetings – agenda items	13
Other	1 Instruction by people who know what is happening

Part C Your opinions about the Queensland Education and Training

Q1   Are there currently issues/concerns which inhibit your understanding of the reforms?

Yes	No
11	13

Concerns covered lack of time, education being constantly reformed, will this reform change when there is a change of government, very little knowledge, in need of familiarisation after a return to teaching, being vague about most reforms, not enough understanding in formation being filtered down, no desire to change, lack of simple information, up to date information being given via a forum/chat room on educational website, time.

Q2 To what extent are you comfortable with the ETRF Agenda?

Not all	Little extent	Some extent	Great extent
6	5	10	3

Q3 How <u>confident</u> do you feel, in general, about teaching in an era where the Government is reshaping Queensland's education and training systems to cater for students' individual needs, inspire academic achievement, and equip them for the world of work?

Not confident	Fairly confident	Confident	Very confident
4	8	10	2

		STRONGLY AGREE	AGREE	UNSURE	DISAGREE	STRONGLY DISAGREE
Q4	Vocational education and training is a valuable in helping young people move from school to further education, training and employment.	11	11	2		
Q5	School is the best place for Vocational Education and Training.	1	6	7	7	3
Q6	VET provides the skills students need in workplace and industry.	2	13	8	1	
Q7	It is an important role for schools to offer work experience.	10	13		1	
Q8	Schools with VET components are more relevant for students	5	12	3	4	
Q9	TAFE and other Registered Training Organisations are better at offering VET than schools.	6		10	7	1
Q10	All students need work placements.	6	6	5	7	
Q11	The inclusion of VET in the school program negatively impacts on the school's academic program.	1	6	7	8	2
Q12	Pathways through VET to further education and employment are stronger than ever before.	4	14	5		1
Q13	Work Placements should be offered by non educational Registered Training Organisations.	1	8	7	7	1
Q14	Students benefit from studying both VET and academic subjects.	2	13	4	4	1
Q15	The Queensland Certificate of Education will be a broad-based qualification that is a positive move.	3	9	7	5	
Q16	A learning account will provide positive motivation to students.	4	7	10	3	
Q17	The Senior Phase of learning is clear and easily understood by students, teachers, parents and industry.		2	8	14	
Q18	All students benefit by staying at school until the end of Year 12.		1	3	16	4
Q19	The traditional academic path through senior schooling will be improved as university subjects and other courses and subjects will be recorded towards a Queensland Certificate of Education.	1	12	6	5	

Part D Your experiences with the Queensland Education and Training Reforms for the Future

Q1 How do you integrate Vocational and Educational Training into your classroom?

Information Technology services for competencies

Information technology services runs both Board and TAFE competencies – however more industry revelance would be nice

Little knowledge

More work experience

Voc Ed subjects have nationally accredited certificates

Focus on alternative career pathways

Use on the job learning

Limited opportunities given that can be taught in Senior English.

VET students catch up work missed on return (suppose to)

Self paced modules

School offers SASs as Senior Subjects

School offers OP subjects with VET embedded

Teach Hospitality Certificate I

It is the bones of the subject

Follow criteria

Nil

I have in previous Secondary education positions – not appropriate at present

At the moment I don't

This is impossible in the program in which I teach. Students in Yr 11, 12 Italian do however study a unit on "Future Job Prospects"

VET students catch up work missed on return or at least are supposed to

Our faculty offers Voc Ed subjects that lead to nationally accredited certificates

School offers SASs as senior subjects

School offers OP subjects with VET embedded

Not really

Not relevant in my context, a part from students being absent from classes at various times

In regard to special education – skills needed for work are integrated into programs, work placements

Assist teachers and school implement strategies to meet needs of students' SET plan pathways

I started teaching VET in schools in 1995. The monitoring of specific outcomes for 25 students across a number of competencies is a logistic nightmare

Limited opportunities given that I only teach 1 senior English class

I don't teach a senior VET subject but have students doing traineeships. Provide thorough revision sheets, photocopy notes for students, offer help at lunch-times, ask for students comments on work experience when discussing relevant topics

Focus on alternative career pathways

Use on the job learning (encouraging student participation)

Q2   Please give examples.

Hospitality, Horticulture, Business, Tourism etc SAS subjects

Developing multimedia web pages similar to real job experiences

Setting up web hosting – similar to real job experiences

ITS, Tourism , Ag Science (OP subjects with VET embedded)

Take students out into the real world

Cater for outside functions in the real world

Offering Cert 3 in ITS in 11/12

Kids chose the subject

If student meets criteria he passes

Encouraging mature age students into enrolment

TAFE sector subject

Ongoing work experience placements

This involves writing a formal application for a job in which they outline the reasons why they would be suitable (ie unit on Future Job Prospects)

Certificates 1 & 2 Horticulture, Certificate 1 in rural operations and Certificate 2 in Agriculture

Yr 10 SOSE, Resume, job seeking skills – written and oral

(as above) I don't teach a senior VET subject but have students doing traineeships. Provide thorough revision sheets, photocopy notes for students, offer help at lunch-times, ask for

students comments on work experience when discussing relevant topics
Hospitality, horticulture, business, tourism etc
ITS Tourism AG Science
Staying on task, punctuality, appropriate behaviour etc, programs

incorporating selling products made at school, work experience
VET has to sit within the existing curriculum but unfortunately the VET outcomes dominate.
Organise opportunities for students to participate in industry activities
Include units on career pathways

Q3   How have you coped with school reform? Please give examples.

The school was practicing the reform agenda before it was initiated – VET, SAT's, Work Education Office, IEPs, Mentoring
OK except the reform assessment is too wishy washy with assessment criteria – needs more criteria objectivity ie can students do file transfer protocol skills or not?
Qld College of Wine Tourism, Industry Partnerships
Don't like having VET tutorial students sitting in academic classes supposedly studying
Do our best and keep plugging on
Adapting current work programs to meet new requirements
Have been out of the scene in ministry until recently
I have not – it has just increased my hours of work
Quite well (I'm still here)
Don't like having VET tutorial students sitting in academic classes supposedly studying
By implementing them where relevant
School reform has been going on throughout all of my career. ETRF knowledge not given to all staff

Not well. There is no time allocated for developing and writing new programs
OK
Generally supported any new initiatives but giving moral support or talked these up positively in the community.
Our facilities are good enough to provide the educational outcomes required
This school was practicing the reform agenda before it was initiated – VET, SATs, Work Education Office, IEPs, mentoring; Qld College of Wine Tourism, Industry partnerships
I support outcome based learning integrated into science curriculum
It has been seamless
Humanities in Yr 8, cooperation with primary teachers to promote smooth transition from primary to secondary
Has not had a great deal of impact
As school reform not been difficult – working with small groups, individual, and parents to accommodate change
The main impact I'm seeing is that the number of students attempting Board English has dropped, while English Communications is on the rise
Very well – utilise PD opportunities

Q4   What experiences have assisted you in responding to a climate of school reform? Please give examples.

Have worked in the industry
Industry Partnerships
National Certificates
VET through QSA
Guidance from HODs and Admin
Around long enough to know that reforms come and go
Graduates starting at the school who bring resources relevant to new programs
I have not got long before I retire
Professional development is a great assistance when available or provided
Professional development and staff meeting explanation
Nil
My early personal experiences as a migrant in a new land, unable to speak English etc. taught me to meet challenges. My own professional life has seen me initiate changes within the school curriculum.

Our staff having a wide range of practical skills
Industry partnerships
National Certificate VET through QSA
Directives from Central and District Offices
Willingness of teachers to have a go – embrace change
Talk with colleagues, staff meetings,
Own efforts in Y7-8 transition
Worked outside of education for dept of families – Qld correctional services. Working alongside school staff
Working at TAFE
Being in a school with highly experienced staff helps. They tend to be more circumspect about reforms which gives the school a more balanced feel than one where everyone jumps as soon as a new agenda is proposed.
QSA – PD
Read documents provided by EQ
Accepted role as work education coordinator

Q5   What has been the most challenging school reform for you?

Providing alternate pathways/programs for students at risk
Having VET tut students in room but not part of class
Improving retention rates and now to find we have abandoned this now
ITS introduction with embedded VET
The first one I encountered
Middle schooling changes – new syllabuses by KLAs
Lack of time to develop programs
Cost cutting
The lack of organised   professional development after the move to school based management.
Compulsory attendance to yr 12
Subject specific reforms

Becoming familiar with industry practices
Having VET tutorial students in rooms but not part of class
Trying to implement the KLA curriculum into AG
Prioritising alternative pathways/programs for students as risk
Developing a culture of change
What do you mean by challenging – school reform has been seamless, therefore not challenging in the sense of being difficult
Reshaping pedagogy for changing needs of middle phase of schooling
Transitioning new approaches in traditional modes of teaching
Keeping up with changes
Having trainees in my class who regularly miss class time

Q6 With the introduction of the ETRF in your school, have you changed your <u>teaching pedagogy?</u>

YES	NO	Don't Know
8	15	1

Q7 Please explain.

Students have to take control of their learning

Always done my best for each student

They are not spoon fed

Have to ensure that the work is gone over time and time again ti catch everyone

ETRF has not been articulated to the majority of staff at my school

Have made sure that units of work contain different pedagogies so that all students can enjoy some parts of the lesson– real life assessment and not so many tests

I've always tried to do a good job

I have always tried to teach the individual, using a variety of resources and technology

Have to ensure that the work is gone over time and time again to catch everyone

Content has become more pragmatic – less inspirational, visionary. Need for setting higher expectations among students

No, in P.N.G. we are already doing computer teaching at TAFE level at some time as teaching a different curriculum – so used to making teaching more relevant to actual work practise

My pedagogy has generally been quite inclusive

I've always used my practical background in my teaching practice and use a wide variety of teaching styles

School already practising reform agenda

I have tried to provide links for students to make what we are doing more relevant

I feel the ETRF has nto been the guiding light in this area. The productive pedagogies reinforced my underlying teaching pedagogies

Productive pedagogy – also multiple intelligences/Blooms etc

I have not changed my outlook to education as I think I have always believed all students are entitled to an education which is appropriate for them and allows them to develop academically, socially and emotionally to the best of their ability (in regard to special education)

Not teaching – belief system supports ETRF reforms

Each student has to have an individual programme to monitor VET outcomes

I don't know about teaching pedagogy, but as a teacher librarian I'm cognizant of trying to provide all students with access to information relevant to their needs – not just those on a more traditional academic path

I have always found that drawing on students experiences in class is valuable. I think it is important to be organised to best manage the needs of trainees

I had an ETRF philosophy prior

Q8 With the introduction of the ETRF in your school, have you changed your <u>subject matter knowledge?</u>

YES	NO
7	17

Q9 Please explain.

Have to keep up to date with industry requirements

Always tried to teach as much as I can

Become more real life – do practical work which is related to life eg unit on cooking for

crowds – assessment do the supper for awards night.

Subject matter stays the same – its only the jargon that changes

ETRF has not been articulated to the majority of staff at my school

Awareness of school to work issues

Need to teach 'employment' centred content

Greater reliance on computer literacy

Information processing technology – I introduced PHP and webhosting technology to upgrade from Delphi to more current technology in line with world and Australian work experiences. USQ teaches PHP at first year level IPT for example

Not really, I'm involved in a relatively specific area – language teaching

I have had to learn more practical skills associated with cattle production

To be inline with OBE and to make things more relevant for students

Subject matter knowledge must always be updated. I don't think the ETRF has had anything to do with it. As a lifelong learner and dynamic teacher I am always on the lookout to ensure subject matter knowledge is up to date, relevant and in line with curriculum requirements

Create greater connection between traditional content and contemporary world

Expansion of subject knowledge not linked to ETRF introduction

Independent learning is critical to my work

Developing – always developing – do you call that change?

I do not currently teach any senior VET subjects and have previously taught junior prac subjects

Introduction of Tourism

Q10 With the introduction of the ETRF in your school, have you changed your <u>curriculum knowledge?</u>

YES	NO	Developing	Neither
7	14		1

Q11 Please explain.

I think I am continually learning about curriculum whether ETRF was introduced or not

Becoming more aware of need to focus – essential learnings – care/extension

But started to implement the new syllabus based on ETRF developing

With ITS we have introduced work experiences that are more relevant to work industries. The Stanthorpe Museum was chosen to ba a real client for developing relevant experiences.

Knowledge of AQTF system

Started to implement new syllabus based on ETRF

Made no difference, another superficial change

ITS and Cert II IT – knowledge needed

It is working well

ETRF has not been articulated to the majority of staff at my school

Open to change – feeling my way

The curriculum in Italian remains largely the same as clients were generally academic students

There has been less emphasis on curriculum knowledge and more on finding relevant information

Before coming to this school I was involved in a project aimed at improving pedagogical content knowledge. I have tried to continue to improve mine and others PCK

Middle phase – new English syllabus P-10 – changes in direction to critical literacy

Tourism SAS

Being a TAFE employee, I am up to date with new training packages

Q12 With the introduction of the ETRF in your school, have you changed your <u>pedagogical content knowledge?</u>

YES	NO	Neither
6	14	1

Q13 Please explain.

(as above)I think I am continually learning about curriculum whether ETRF was introduced or not
Made myself familiar with changes in the syllabus eg we now use A-D instead of VHA-VLA
developing
Knowledge of Competency based assessment
Made myself familiar with changes in the syllabus – eg we now use A-D instead of VHA-VLA
ETRF has not been articulated to the majority of staff at my school
Open to change – feeling my way

It has always been student based
I have always tried to teach as much about a topic as I can have time for
Teachers especially me, have always wanted to make teaching industry relevant and similar to real experiences
It has been broadened through exposure to a more hands on or task based pedagogy
I have been made more aware
Before coming to this school I was involved in a project aimed at improving pedagogical content knowledge. I have tried to continue to improve mine and others PCK
Professional reading in Productive Pedagogies, new basics etc

Q14 With the introduction of the ETRF in your school, have you changed your <u>resources for student learning?</u>

YES	NO
12	10

Q15 Please explain.

As above - I think I am continually learning about curriculum whether ETRF was introduced or not
We use new resources everytime we offer the unit to students to ensure that material is up to date
Developed specialist resource to facilitate national training packages in viticulture, agriculture, wine processing tourism, hospitality, business, furnishings, engineering
Had to create self paced modules
Budget constraints restrict teaching work experiences
Tended to make more use of the community as a teaching resource.
Have invited Italian native speakers to the school or organised excursions for students to directly experience culturally relevant experiences

A full class of FLASH would have students meet current industry standards in Multimedia
Bring in outside chefs
But I have been recently thinking more use should be made of email eg sending students task sheets and even class notes/reminders
We use new resources every time we offer the unit to students to ensure that material is up to date.
There are still not enough
Now money to get new stuff
ETRF has not been articulated to the majority of staff at my school
Greater use of computer based learning environments
Resources based on workplace learning
Our faculty continues to develop further practical areas
New purchases of software and books
Tried to get more ICTs into course
Rewritten units, new units for humanities in Yr 8 (Eng and SOSE)

Student resources are always changing, More self paced material

Continual process – prior to ETRF

Q16 With the introduction of the ETRF in your school, have you changed your <u>knowledge on student learning?</u>

YES	NO	Neither
5	15	1

Q17 Please explain.

Catering for uniqueness

As above I think I am continually learning about curriculum whether ETRF was introduced or not – not necessarily linked

ETRF has not made the change but a change has occurred through change in society and now students react to those changes

Students, learning environments change therefore we change

More focused on providing to individual needs in the classroom

Background is across competency based and academic learning

Aways known that different people learn in different ways so I have to adapt to each student

Students and learning environments change – so change!

I've always tried to get real points across to real kids

Some students meed a few more goes than others

ETRF has not been articulated to the majority of staff at my school

Open to change – feeling my way

Teachers are already work experience driven. Government reforms do not really facilitate change but rather respond to change and perceived needs. Our school at Stanthorpe is one of the best for developing real work experiences for our students, this culture comes from dedicated admin like Mr Neville who have visionary prowess and staff who support him

Yes, generally become more empathic about kids working (part-time – generally for the kids in my area) and so have changed expectations about homework as a learning option

I am more aware of different learning styles

The school has not approached student centred learning or student information on how to learn across all KLAs

Trying to! So much professional reading, so little time

Q18   With the introduction of the ETRF in your school, have you changed your <u>teaching strategies</u> in implementing school reform?

YES	NO	Neither
11	9	1

Q19   Please explain.

They are different according to a teaching/learning situation anyway ie class to class differs

Give lots of warning of assessment tasks coming up so that students can best manage their time. Leniency on particular students who can go through times when they are really pushed.

More focused on providing to individual needs in the classroom

More flexible, more organised

Teaching for competency based learning /assessment

They are different according to a teaching/learning structure ie class to class differs

I've always tried to give each kid a good go

Aways known that different people learn in different ways so I have to adapt to each student

We have introduced more design type assignments

ETRF has not been articulated to the majority of staff at my school

Open to change – feeling my way

Generally try to cater for students learning styles more

The development of PHP rather than Delphi in IPT was implemented by me to upgrade changes that are more relevant to work practices

I have always trialled use of a wide range of strategies

Particularly in middle phase – multi modal approach – multi tasking etc

Q20   How do you cater for a more diverse population in your classroom?

Ensure assessment and class tasks are engaging and relevant for each class eg a class has recently completed a report on the social and financial effects of mobile phone usage

Because of the limited and specialist areas I teach in, the population is not more diverse than it ever was

Range of activities – self paced in some subjects

Other traditional subjects I give strong focus and guidelines

Review work more often

Cover all learning pedagogies

By being flexible and helping each kid

Always known that different people learn in different ways so I have to adapt to each student

The population is more diverse than in the past

We have been trying to cater for a diverse population for a very long time

Respect the students' diversity and encourage all to proceed to the best of their abilities

Try to avoid holding any student back because of slower learners – but encourage self fulfilled progress

For special needs students, devising specific tasks to cope with their abilities.

Focus on the strengths of the students and try to highlight these

Stanthorpe is already culturally diverse

Engagement through participation. Valuing their experiences and encouraging them to share these with their peers; through discussions, debates, essays etc

Review work more often – a more diverse population, what then?

Different levels of depth

Use of relevant knowledge and skills

Hands on focus

Range of tasks and challenges

Support staff when requested

Try to structure learning activities that cater for diverse populations, use mentoring programmes

Some student negotiation of curriculum

Catering for individual needs

Modifying programs

Don't understand this question

Varied resources

Literacy support
Alternative assessment for competency

Tasks that can be responded to at different levels

Q21 How do you cater for students with learning difficulties?

Very rare in Board Senior English now, as they almost always choose ECT. I do have the flexibility in my timetable now to make extra time for students having trouble
Set different levels of expectation re output
More one on one time
Make sure there is support person with students
One to one support if possible
Use special needs teachers
Aways known that different people learn in different ways so I have to adapt to each student
With difficulty
In design work we have some basic examples that they can follow if they are unable to work through the process by themselves
More select and appropriate curriculum
Some help from support teachers but there is very little of that help
Seek to adapt to their needs and encourage them in self esteem.
For special needs students, devising specific tasks to cope with their abilities.
Focus on the strengths of the students and try to highlight these
The computer is a wonderful tool for helping the slow learner. With web paged based resources, the computer

does the teaching, so different students are catered for, while the teacher is a tutor
Generally there are few of these in Senior Italian
Set different levels of expectation re output
More one on one time
I have in the past developed different tests and arrangements
Read exam papers
Used select resources
Learning support
Individual teachers cater for needs
Support staff
IEP – where appropriate or adjust class program to suit
Planning with teachers, work education support staff and consideration of alternative programs
Additional support – staff
more time given to complete work
modification of curriculum
modify assessments and learning resources to suit
usually rely on an aid to help in the classroom
one to one support if possible
literacy support
different pedagogies
providing learning support (school based decision)
offer lunch time help regularly
mark drafts

Q22 How do you cater for students who are gifted and talented?

I attempt to extend them and encourage them to see me outside of class. In English we have the potential to extend discussions in a challenging way and students may be guided towards further reading
Provide them with extension material
They can do extra modules for extra credit
As above Planning with teachers, work education support staff and consideration of alternative programs – focus on strengths and compensate for weakness
Higher level thinking with extra activities/exercises

Don't
Extension
Provide extension opportunities
Encourage them to peer mentor
With difficulty
Aways known that different people learn in different ways so I have to adapt to each student
The design assignments are flexible enough for them to extend the project to their limits
Wider range of curriculum
No support from support teachers
Extension activities, biennial trip to Italy, excursions to the opera, exchanges with other QLD schools doing Italian, working them in Awards night performances

Extra-curricular activities

Give as much encouragement as possible – provide opportunities for extra learning and faster progress

Give extension work and more challenging tasks

Again with computer resources, the depth of material allows slow or gifted students to make individual levels of experience

Provide extension opportunities

Encourage them to peer mentor

Try to provide challenging tasks that can either be simple or have more depth

Offer extra curricular opportunities

Try to have open-ended assessment to help extend kids

Negotiation of tasks

Own time to pursue ideas

Higher level thinking work – extra activities/exercise

Extension tasks

Allow flexibility within each task to be taken to a level appropriate for an individual

Q23 If any, in what way do you think that the Education and Training Reforms will enhance your teaching?

The longer I spend on this survey, the more I realise that I don't know too much about ETRF

I'm very critical of ETRF. It won't enhance my teaching

Greater room for differences to be recognised, not ignored

None

Can't think of any

Doubtful

Don't know – little/no knowledge of ETRF

Too early to say

Aways known that different people learn in different ways so I have to adapt to each student

Would rather see workplace centred education based in TAFE adult centred pathways – think it is over rated in present format. From yr 11 on learning

should be in an adult environment for vocational students not mixing with yrs 8, 9 10 etc

Unsure

Placing computers in every classroom

Video links to actual work places so teachers could show real practices in real time (already happening in some day care industries)

Mainly at a tolerance/awareness level, more understanding of student needs vis-à-vis, work and schooling

Doubtful

I am more aware of my teaching practice

Give me freedom to address specific student needs

Refresh me – force a rethinking of traditional approaches

Not relevant

Too early to say

Keep things relevant

Q24 Why?

No longer teaching to average

Sick of every new great idea being put on teachers to deal with

Just another directive from people in head office trying to justify their jobs

I'm doing my best now

Aways known that different people learn in different ways so I have to adapt to each student

Don't know – little/no knowledge of ETRF

Immaturity

Lack of understanding of workplace environment

School environment does not foster VET learning as a technical adult one

Governments have the budgets to facilitate change – computer technology costs a lot.

Need to give kids a chance to experience success and build self-confidence

Freedom of choice

I don't think ETRF introduction has influenced my approach to teaching

Too early to say

To keep all students engaged

Q25 If any, in what way do you think that the Education and Training Reforms will hinder your teaching?

The nature of classroom teaching will change. Teachers will have to keep individual learning programmes for each student
paperwork
Just as a new idea becomes accepted, it changes again eg change of policy
Keeping students at school who should be doing apprenticeships or out working
Those with no interest in learning
Yes
No
With more student based learning some students miss out on basic skills because we have less time to teach them by the watch and copy type tasks we have used in the past
Keeping unmotivated students at school

Needs to be an alternate pathway of training meeting vocational students' needs
Unsure
The loss of traditional skill may occur due to a broad based approach. Reading, writing, grammar and maths timetables are more important than computer skills
I really can't see any
No
It doesn't
Time to read, to think, to plan. It is such a limited quality
Too early to say
Keep students at school when they could do better at other venues for learning – affect class tone for learning
It is common to have students missing from class. Keeping track of this is difficult

Q26 Why?

Within one classroom, some students will be covering VET outcomes, some will be purely tertiary focussed, some will be on modified programmes due to disabilities or learning difficulties
I keep just plugging along
Have seen too many fads come and go
It is more bullshit to read which takes me away from the classroom
You cannot develop broadly until you have mastered the basics in reading, writing and arithmetic
It is terrible to see yr 12 students and teachers who cannot spell, read or write properly
Because it will assist in better education
Too early to say

Q27 Give four characteristics that you think a teacher needs to possess to cope with the Education and Training Reforms?

A healthy balance between optimism and cynicism
A healthy balance between patience and being somewhat pugnacious
Willingness to adapt to change
Skills needed to interpret and implement the reforms
Positive attitude
Technology skills
Attitude skills
Regard for the learner
Industry experience
Creativity
Adaptability
Vision
stickability
Patience of a saint
Motivation
Innovation

Knowledge
understanding
Flexibility
Willingness to try new things
Willingness to structure learning for the student not what needs to be taught from an industry point of view
Knowledge of reforms
Capacity to change long standing practice
Acceptance of non-academic outcomes
Capacity to accept to new short regime – times, curriculum, part time students etc
A thick skin, patience, perseverance, the ability to deal with idiots
Adaptability
Patience
A very thick skin
Stupidity to stay in the job
Inlimited patience

3 sets of eyes and hands
don't know
flexibility, willingness to change, open to suggestions, patience
being flexible within a program to cope with any reforms
ability to embrace change, be empathetic to kids' needs, be able to communicate well with all stakeholders, lend a hand or a shoulder
flexible, handle pressure, likable but firm
work well with staff, treat students with respect
patience
openness
dedication
passion'
open to new learning experiences
attitude of being a lifelong learner

being dynamic
enthusiastic
change, compassion, understanding, selflessness
open minded, willing to change approaches to teaching
knowledge of reforms and how to cope with a wider variety of students and student needs motivation
innovation
knowledge understanding
desire to help individual students
ability to teach applied units/subject matter rather than pure disciplines eg Tourism rather than Geography, applied science rather than physics
ability to adapt in a rapidly changing environment
flexibility, open mindness, empathy

Q28   Please give examples.

Having seniors forced to stay till Yr 12 when they're not interested only creates behaviour/management problems
Both EQ and the Commonwealth are only politically motivated – they don't care about kids
Our teachers make change for the sake of change not for the betterment of our kids' education
More students are working on individual projects and so demands on the teacher are increased about 20 times. It is constantly "sir what should I do now?" Or "Sir I need (materials)"
Creativity to encourage students to innovate, think imaginatively and think outside the box
Adaptablity to be able to fuse work and school pathways and see workplace needs
Vision to be able to goal set and carry through towards the goal of effectively equipping students for the transition from school to work

Webpage, FTP, webhosting
Ability to change good attitude to help student
Helping students needs
Actual work time in real industries, eg multimedia
Behaviour – have a side range of tools
Centred on students needs not teachers agenda
Educational outcomes – work as a team to develop relevant and challenging materials
A teacher needs to be able to work professionally but will have more planning and need to be patient.
Any reform agenda needs careful consideration. While it's wrong to cling to ideas or practices simply because they're comfortable and familiar, it is equally wrong to attempt to impose change – too much educational reform goes the way of the dodo before it is ever fully realised. As I've indicated above I do not know a great deal about ETRF. Only time will tell how significant the impact of this will be
Support and information (not jargon)

Q29   Do you think teachers need to possess leadership qualities to cope with the Education and Training Reforms?

YES	NO	Some will
10	13	1

Q30   What types?

They need to possess these at any time regardless of reforms
collaboration
Be able to make decisions and have to invest time in planning and reflecting.
Not always apparent
They need to posses these at any time regardless of reforms
No more than for other teaching
The position with the responsibility for knowing these things
The type of leadership that gives me the strength of putting up with politicians that are making my job harder.
Don't be worn down by the changes they are only workers
Team leadership ability to work as a team member and contribute through service and example
All teachers need to possess some form of leadership qualities
They just need to be more understanding to changed circumstances that kids find themselves in
Others will cope as long as there is strong leadership by the relevant people in schools
Be willing to share ideas, make suggestions, offer help

Appendix H: Interview Guide Teacher Questions

The overarching question that guides this study is: **How are teachers and administrators in one school responding to the increased participation of a broader range of students in Senior Schooling?**

NAME: SURNAME, first name		INTERVIEW A1 Date: **Term 1 2006**
SCHOOL:	TRANSCRIPTION DATE:	INTERVIEW A2 Date:

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INTERVIEW 1
Teacher Questions
</div>

A   Leadership

1 What leadership characteristics do you believe

     a. Support School Reform

     b. Impede School Reform

2 How would you describe the leadership within this school and implementation of ETRF agenda?

B.   Administration

1 What administrative strategies do you believe best cater for an increasing diverse population in Senior Schooling

2 What administrative strategies have been put in place to cater for this?

C.   Teachers

     a.   What teaching strategies do you believe best cater for an increasing diverse population in Senior Schooling?

     b. What teaching strategies have you put in place to cater for this?

     c. What personal experiences have you had that have assisted you in implementing the ETRF agenda? (PD, Collegial support)

     d. How do you think teachers are coping with implementing the ETRF agenda?

     e. How do teachers change?

     f.   What impedes this change?

     g. And assists them to change? Assists teachers to change.

     h.   What teaching and learning strategies do you believe support the implementation of the ETRF agenda?

     Give some specific examples.

D.   General open questions

1.   Any comments with regard to the implementation of ETRF agenda.

     a.   across Queensland

     b.   In this School

2. Any comments with regard to issues that **students** are having with the ETRF change (how are they dealing with this?)
3. Any comments with regard to issues that **parents** are having with the ETRF change (how are they dealing with this?)
4. Any comments with regard to issues that the **wider community** is having with the ETRF change (how are they dealing with this?)
5. Any comments with regard to issues with **resources** as a result of the ETRF change?
6. Any comments with regard to issues with the **curriculum** as a result of the ETRF change?

Appendix I: Interview Guide Administrators' Questions

The overarching question that guides this study is: **How are teachers and administrators in one school responding to the increased participation of a broader range of students in Senior Schooling?**

NAME: SURNAME, first name		INTERVIEW A1 Date: **Term 1 2006**
SCHOOL:	TRANSCRIPTION DATE:	INTERVIEW A2 Date:

INTERVIEW 1

Administrator Questions

A   Leadership

2. What leadership characteristics do you believe

   a. Support School Reform

   b. Impede School Reform

3. How would you describe the leadership within this school and implementation of ETRF agenda?

B.   Administration

2. What administrative strategies do you believe best cater for an increasing diverse population in Senior Schooling? And remember you're in admin as Head of Department. So as Head of Department, what sort of strategies would you use with your crew to help best cater for an increasing diverse population?

3. What administrative strategies have you put in place to cater for this? I think we've done that.

4. What personal experiences have you had that have assisted you in implementing the ETRF agenda? (PD, Collegial support)

C.   Teachers

1. How do you think teachers are coping with implementing the ETRF agenda

   a. How do teachers change and

   b. what impedes

   c. and assists them to change?

2. What teaching and learning strategies do you believe support the implementation of the ETRF agenda?

   a. Give some specific examples.

D.   General open questions

1. Any comments with regard to the implementation of ETRF agenda.

2. across Queensland

3. In this School

4. Any comments with regard to issues that **students** are having with the ETRF change (how are they dealing with this?)
5. Any comments with regard to issues that **parents** are having with the ETRF change (how are they dealing with this?)
6. Any comments with regard to issues that the **wider community** is having with the ETRF change (how are they dealing with this?)
7. Any comments with regard to issues with **resources** as a result of the ETRF change?
8. Any comments with regard to issues with the **curriculum** as a result of the ETRF change?

Appendix J: Example Process of Analysis for Administrators

Research Question One: **Leadership**

1 What leadership characteristics do you believe (a) **Support School Reform**

Stage 1 Data Generation, display and reflection

Participants	Data Generation Strategies
Invitation to all staff in school	Survey
Principal (identified as Principal) 2 Heads of Departments • Academic (identified as HOD A) • Vocational Education (identified as HOD V) 4 Teachers • 2 Academic (T A a), (T A b) • 2 Vocational Education (T V a), (T V b)	Semi-structured (beginning) and informal interviews (end)
4 Teachers • 2 Academic (T A c) (T A d) • 2 Vocational Education (T V c), (T V d)	Focus Group
	Document Analysis

Semi Structured Interview (beginning)
Stage 2 Data coding and distillation Themes from data gathered

Codes REL Leadership in supporting school reform is perceived in terms of Relational PER Leadership in supporting school reform is perceived in terms of Personal Characterises/Competencies ORG Leadership in supporting school reform is perceived in terms of Organizational Skills FDIR Leadership in supporting school reform is perceived in terms of Future Directions/Vision	
REL	
Principal	
• knows that they're working with people • different people with many different needs • student to staff • focus on individuals	• people count • comes down to individuals • myself and one other student • it's their needs that are crucial at the time.
HOD A	
• Our school, we've got a lot of pathway opportunities and we're not behind in providing those opportunities for many students. I • know in terms of support for it, we've discussed it openly at HOD meetings and we develop an understanding, just with our middle	• Encourages professional development. • I think it's an open door but sometimes having the open door doesn't mean that motivating people to do it. • I think admin certainly do

management group and also the ideas of sharing. If we want to make an important decision we can • those opportunities are made available and also if there is need for a person to continue to develop a program, there are opportunities for that person to get time off or being just replaced so they have time to work on those projects. In terms of support, I think the infrastructure, if you like, is there to do that and the motivation has come down, • I get a lot of opportunities, particularly in developing opportunities for Senior Students and also the teachers to get training, to get a better understanding of what's happening. I make it available. There's a lot of advertising but not motivation.	what their responsibility is, but teachers are more inclined to think well, I don't have to do it. If you ask me, I'll say no because I actually want some of my personal time. • In terms of this, there's an open door but in terms of motivating and encouraging staff to do it, making it a priority, our school focus and say on a particular area. It might be developing pathways. You want to get another teacher involved in this. Normally there are people, to approach specific people, but the general bulk of teachers involved, I don't think they're necessarily motivated, committed and that.
HOD V	
• Sharing the base. Being able to support the base to start with. Letting people be involved in the planning and decision making. • to encourage people to have ideas of their own rather than just going through the motions.	• about P letting me do that. I'm really, as you know a lateral thinker, and I was quite happy to go to P always and say I've had an idea and he'll say, oh no and he would be my sounding board and for that matter, other people as well, to be by sounding board for changing things. Having also, I knew that if I went too far, he would pull me back. He would still put it into the bigger context and say, we're not quite ready for this yet.
PER	
Principal	
• I'm an individual and I like to be considered as an individual • It's so easy to think on mass. • needs the <u>skills</u> to be on, it sounds	• leader needs to be up to date. • time management skills to stay in touch

cliché but on the cutting edge of what's happening.	- up to date school agenda but each year's agenda and the state agenda - to know what will work in the context of this school - to know what won't and then one gets a sense of reform or a particular strategy or initiative that will work to be able to ask the key questions.
HOD A	
- I think leadership characteristics in terms of administration, I think the motivation that obviously comes down to the policy and directives, central office sort of, down from EQ. - Beginning teachers are normally quite keen except that a lot, particularly in this area, the country area, a lot of the beginning teachers, this isn't their place, their home. They're here for a time and they're also traveling a lot, with other opportunities. If it doesn't work in with their schedule, it's trying to get a balance in everything.	- I think is a bit unfair because there are some older teachers who are very enthused and want to be involved but they also have the experience to have a balance between the home life. - There are teachers that can too but I've some younger teachers, particularly once they've got through their probational period move on. They then fall under the cloud of the politics in terms of the different groups. - Sometimes it's hard to address particular teachers because of the associations that they have, the factions if you like, that we don't do that. We do enough at school. I do extra curricula stuff. I don't need to do PD. Young teachers, particularly in this school environment, they have to float or they'll sink.
ORG	
Principal	
- to organize a whole school around the needs of those individuals to support school reform - leader who's supporting school reform is once again able to sift through (reforms)	- balance the many demands - that time is always limited - not to be able to take on so many things,

• and consult with staff	• each one only gets a fragment of one's time • nothing of quality ever gets achieved.
FDIR	
PRINCIPAL	
• decide what is important and what isn't, what's already happening and what isn't already happening and what needs to happen and to get a definite plan for those.	• four platforms of those reforms, we consider those that affect the early phase of learning, the middle phase of learning, the senior phase of learning and the use of ICT's and the use of Information and Communication Technology • each of those have their own action plans and sets of strategies.

Stage 3 Generation of key themes Data themes from Stage 2 categorised

Individuals	Skills and Knowledge	Vision
Different people Different needs One on one People count Focus on individuals Motivating Encouraging professional development Balancing act Personal time Pathways opportunities Sharing of views Developing programs Looking after beginning teachers Empowering Consultation Sharing ideas supporting	Up to date On the cutting edge Time management Know what will work Know what won't work Action plan Strategies in place School focus politics	Plan for the future Recognise reforms and plan strategies for future Providing pathways

Stage 4 Story report and conclusions

Leadership characteristics that support school reform is perceived to be

relational
- leadership is about valuing and encouraging individuals
- leadership is about taking care of individuals

Leadership characteristics that support school reform is perceived in terms of having **competency**
- leadership requires knowledge, skills and organisational competency

Leadership characteristics that support school reform is perceived in terms of **empowering**
- Empowering others to work towards a common goal, supporting and consulting with them

Leadership characteristics that support school reform is perceived in terms of having **a vision for the future**
- leadership is about having a vision and direction and providing pathways for students

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Process of Analysis
Research Question One: **Leadership**

What leadership characteristics do you believe (b) **Impede School Reform**

Semi Structured Interview (beginning)
Stage 2 Data coding and distillation Themes from data gathered

Codes	
REL Leadership characteristics that impede school reform is perceived in terms of Relational	
PER Leadership characteristics that impede school reform is perceived in terms of Personal Characteristics/Competencies	
ORG Leadership characteristics that impede school reform is perceived in terms of Organizational Skills	
FDIR Leadership characteristics that impede school reform is perceived in terms of Future Directions/Vision	
REL	
Principal	
- someone doesn't have a sense of the individual - no idea what the needs are.	- always working with people on the mass - never have a one to one conversation with anybody or a student
HOD V	
a focus has been too much on one area and not on theirs, so they haven't felt so supported.	don't get 100% on the data do we for staff satisfaction
PER	
Principal	

• head in the sand attitude • we're too busy to look at anything new • got it right five years ago • that people coming through, nobody wants a job any more where they get their hands dirty (students) • leadership doesn't recognize what the needs of the country are. • lack of ability to grasp that bigger picture • They'll go off to uni or they'll find work. They'll be fine.(teachers attitude)	• no problem with what we're now doing • can come with age, a refusal to accept that our clientele year's 8 to 12, that comes through the front gate now is not the same as the clientele that came through the gate in the 70's the 80's or even the late 90's. • paradigm shifts, if you have a particular mental model of the way you think the world operates, the way you think young people, the way you think young people operate and there's no mesh between that and reality
HOD A	
• lack of clear direction, like clear directions of what we want to achieve • We all need to know the boundaries. We all need to know our place and some people are leaders, some people are visionaries. You've got to balance it up.	• having a clear direction, saying, this is where we've got to go. Got to be there by this time. What are you doing? What are you doing? That sort of work doesn't happen. Lots of discussions. I find it very frustrating
HOD V	
• For a long time in the early days of starting VET, it was a hard slog between our VET and academic focus and making sure that it wasn't challenging the academic focus	• that leadership focuses on one and doesn't forget the other one
ORG	
Principal	
• wondering why strategies don't work • (student expectations) concept of a job in their head is some sort of office, clean sort of work, not actually building and constructing things and our country will grind to a holt • keep offering what we're offering.	• no idea what the current skills market is. • think beyond the school gate and think about town and this particular district and our contribution to the national economy and work force
FDIR	
Principal	
• Change is rapid	TV at the moment, they're doing

	a very good job with a couple of commercials are promoting non university options and trades

Stage 3 Generation of key themes Data themes from Stage 2 categorised

Individual Never one on one Disregard for needs Low staff satisfaction Vision Not considering that change is rapid	Interpersonal skills Head in sand attitude Too busy Unable to grasp big picture Refusal to keep abreast with clientele changes Focus on one and not other Not defining boundaries	Organisational Strategies not working Not considering student expectations Keep offering the same things Not thinking beyond town, district, national economy Careful for Vet not challenging academic focus (in the beginning) Lack of clear direction

Stage 4 Story report and conclusions

Leadership that impedes school reform is perceived as **relational**
- Leader does not have the regard for individual needs and does not consider one on one relations
- Leader focuses on one person and not the other

Leadership that impedes school reform is perceived in terms of **personal characteristics**
- Leader is too busy, refusing to keep abreast with changing clientele and having the head in the sand

Leadership that impedes school reform is perceived in terms of **organisational**
- Leader does not consider student expectations, strategies don't work, same things are offered and does not think beyond the town, district or about the national economy
- Leader being insensitive and not considering the past when VET was challenging the academic focus
- Leader has a lack of clear direction

Process of Analysis
Research Question One: **Leadership**

> 2   How would you describe the leadership within this school and implementation of ETRF agenda?

Semi Structured Interview (beginning)
Stage 2 Data coding and distillation Themes from data gathered

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Codes
REL Leadership implementing reform is perceived in terms of Relational
PER Leadership implementing reform is perceived in terms of Personal Characterises/Competencies
ORG Leadership implementing reform is perceived in terms of Organizational Skills/Curriculum offerings
FDIR Leadership implementing reform is perceived in terms of Future Directions/Vision

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REL	
HOD A	
• there was some movement towards middle schooling at a conference last year, and I think, to be honest, I think the input we have with year 7 classes coming in, year 7 and 6 classes coming in to do activities in our facilities, particularly from the science department. The kids have come in, and these lots of Year 8's	• I think we do our Senior stuff very well here in terms of the leadership it provides. There's a lot of opportunity, particularly for the senior experienced teachers to work for. It would be a bit difficult I think in the future with

this year are a different type of student to what we've had, this year's Year 9's and Year 10's, 'cause they've come prepared and they know the teachers better and I think we are moving along to an acceptable level in the Junior years crossing over from primary to secondary.	some of our senior teachers when they leave or retire because the procedure about what they do, has been personally developed and it's going to be hard to maintain some of those things.
HOD V	
• we look at every student as an individual • It doesn't matter whether we're supporting kids, kids with special needs, kids that need support, all the things with behaviour management	• here's the kid, what's the need? • Supporting teacher change • Supporting reform changes
ORG	
Principal	
• broad range of school based traineeships, school based apprenticeships	• ability for this school to increase it's range of structured workplace learning • many in this school, of over a period of time, increasing the number of pathways for students,
HOD A	
• I think our school has a very strong senior focus. I look at it as a top down sort of focus with the curriculum. It starts at senior and works its way down. The pathways with the Wine Tourism, the College that's across the road, all of the traineeships involved with various commercial ventures.	• In terms of ETRF across the school, I feel we neglect the Junior School to a point. Yes we want to get results for our Senior students and yes it's probably weighted more, because that effects their chances of getting employment after school, but I think we do shoot ourselves in the foot a bit with some of our kids because we don't set up procedures, policies.
HOD V	
• Outstanding. • never really try to put a kid in a category and that's our strength	• You don't get showcase awards for nothing. It's all about our ETRF agenda, Banker Ridge, the college over there, everything's about the ETRF agenda.

	The thing I think that we do best, about everything to do with ETRF and generally education

Stage 3 Generation of key themes Data themes from Stage 2 categorised

Student	Teacher	Curriculum
Different clientele	individual needs	Increasing pathways
Student support	Opportunities	Strong senior focus
Student needs	Supporting teacher change	Increasing opportunities
		Successful showcase awards
		Not neglecting the Junior school in favour of Senior school
		Supporting reform changes

Stage 4 Story report and conclusions

Leadership is perceived in terms of having opportunities and experience with **school curriculum offerings in implementing reform**
- Leading with increasing pathways, increasing opportunities, strong senior focus and proven success with showcase awards
- Not neglecting the Junior school in favour of Senior School
- Supporting reform changes

Leadership is perceived in terms of **supporting teachers and students in implementing reform**
- Leadership in addressing individual needs, support, considering different clientele and providing them with opportunities
- Supporting teacher change

Appendix K : Example Focus Group Guide

The overarching question that guides this study is: **How are teachers and administrators in one school responding to the increased participation of a broader range of students in Senior Schooling?**

NAME: SURNAME, first name		
SCHOOL: State High School	TRANSCRIPTION DATE:	Date: Term 4 2006

1. How you think that **teachers are responding to the increased participation of a broader range of students in Senior Schooling?**

2. How you think that **administrators are responding to the increased participation of a broader range of students in Senior Schooling?**

3. What are the major sources of information that you have used to keep up-to-date with major educational reforms this year?

4. What do you think you will need in order to further develop your knowledge and understanding of the ETRF Agenda?

5. How do you believe that Vocational education and training is a valuable in helping young people move from school to further education, training and employment?

6. Do you believe that TAFE and other Registered Training Organisations are better at offering VET than schools? Why?

7. Do you believe that Students benefit from studying both VET and academic subjects?

8. Is this school good at catering for students with learning difficulties?

9. Is this school good at catering for a more diverse population in the classroom?

10. Is this school good at catering for students who are gifted and talented?

11. How has the school changed this year?

12. What factors have had greatest impact on your change journey over the year?

Appendix L : Example Process of Analysis for Focus Group

I: **Interviewer**

R: **Responses**

	Summary
I: Students in year 11 and 12 is what we're talking about.	Teacher reluctance to teach some groups of students who are not OP students (classroom environment)
R: I teach respondents and what you see and what you feel.	
I: Are they negative about it? Are there particular areas that are negative or….	
R: I think there's a certain reluctance on behalf of some teachers to think well, I don't want to take the non OP groups of students and things like that, because they see them automatically as being a problematical group. So that will, I think continue to be a problem until either one, it's opened up so that teachers can get a better idea of what's actually happening in those classes and it does, I think, require a different mindset, in terms of how you approach these kids. If you've always demanded academic excellence and those things are expected of certain, had a certain expectation that senior kids are generally catered to and you've now got a new clientele that don't see academic excellence as their priority.	Seen as a group with problems (social support)
	Need for teachers to think differently on how to approach non OP students (teacher reluctance)
	New clientele don't fit into academic excellence (teacher expectations)
(inaudible)	
I: What about the traineeships? What have you seen this year with the kids who do traineeships?	
R: Traineeships are good for the kids but they put whole new challenges on teachers because we don't have kids there for 2 days a week. If you've got 6 kids in the class who are doing traineeships on different days, it's very hard to get a focussed teaching episode time when they're all there. You either put them on self paced sort of units or you teach the same thing over and over for a week which becomes quite difficult. The	Teachers have a new challenge with traineeship students in their class for three days a week (need for different teaching strategies)

	self paced could work but not a lot of these kids aren't very motivated to be self paced.	
R:	Time management. That's the issue as well. Not only do they have their traineeships but quite often these kids have home duties and then they've got jobs and then they've got to do assignments and stuff like that, so they don't have time. At the end of the day, it's not something that we can realistically /?/	
R:	You've got to restructure everything right down to units of work and individual lessons.	

Appendix M : Interview Guide Teacher Questions Term 4

The overarching question that guides this study is: **How are teachers and administrators in one school responding to the increased participation of a broader range of students in Senior Schooling?**

NAME: SURNAME, first name		INTERVIEW A1 Date: **Term 1 2006**
SCHOOL:	TRANSCRIPTION DATE:	INTERVIEW A2 Date: Term 4 2006

INTERVIEW 2

Teacher Questions

A   Leadership

- In the past 12 months how has the leadership team in the school

1. Supported School Reform (*of the four platforms of reforms, we consider those that affect the early phase of learning, the middle phase of learning, the senior phase of learning and the use of ICT's and the use of Information and Communication Technology)*?

2. Thought beyond the school gate and thought about Stanthorpe and this particular district and the contribution to the national economy and work force?

3. Met the school needs with regards to school reform?

4. Met individual student needs with regards to school reform?

5. Met individual staff needs with regards to school reform?

6. Kept staff and Hods up to date with school reform?

7. In the past 12 months how has the leadership team in the school

8. Impeded School Reform?

9. Adapted to change?

10. Considered the changing clientele in years 8-12 with regards to school reform?

11. Grasped the bigger picture?

12. How would you describe the leadership within this school for 2006?

13. How has the leadership team offered different pathways for students in 2006?

B.   Administration

What administrative strategies do you believe best cater for an increasing diverse population in Senior Schooling What administrative strategies have best catered for an increasing diverse population in Senior Schooling in 2006?

1. What is the administration team (Principal, Deputy Principals, HODs) trying to do and why?

2. What is the team good at?

3. How do you know this?

4. What is stopping them?

5. Has there been clear communication links between staff, middle management, the principal and two deputies? (if yes, how?)

6. Are staff aware of what is happening in the school?

7. Are students aware of what is happening in the school?

8. Are parents and community members aware of what is happening in the school?

9. What administrative strategies have been put in place to cater for reform?

10. Do teachers have a grasp of what reforms are taking place?

11. How are they aware of these reforms?

12. Do they know the role they take in implementing these reforms?

13. What personal experiences have you had in 2006 that have assisted you in implementing the ETRF agenda?

14. What professional development have you had this year?

15. Have you read for professional development? For example?

16. Have you experience collegial support? How?

17. How do you think teachers have coped with implementing the ETRF agenda this year?

18. Do teachers know what the ETRF agenda is about?

19. How have they been informed?

20. As a result of the ETRF agenda, do you think that teachers have changed this year? Why?

21. Are teachers coping with the scope and complexity of their role in the school? How?

22. Are teachers teaching the curriculum well?

23. How do you know this?

24. Are teachers aware of the deeper issues with their curriculum eg QCAR

25. Are teachers aware of what is relevant and worthwhile? How?

26. Do teachers have a range of teaching strategies?

27. How do you know this?

28. Are teachers keeping up with the changing world? How?

29. How can you help teachers to work smarter and not necessarily harder?

30. Do you believe that teachers feel that they are understood? How do you know this?

31. Do you believe that teachers feel supported? How?

C.   Teachers

- What teaching and learning strategies do you believe support the implementation of the ETRF agenda?
1. Do you think that teachers connect the ETRF agenda to the real world? Why?
2. Do you think that teachers are preparing the students for the real world? How do you know this?
3. What teaching strategies do you believe best cater for an increasing diverse population in Senior Schooling?
4. What teaching strategies have you put in place to cater for this?
5. What personal experiences have you had that have assisted you in implementing the ETRF agenda? (PD, Collegial support)
6. How do you think teachers are coping with implementing the ETRF agenda?
7. How do teachers change?
8. What impedes this change?
9. And assists them to change? Assists teachers to change.
10. What teaching and learning strategies do you believe support the implementation of the ETRF agenda?
11. During this year, have you changed your resources for student learning this year?
12. During this year, have you changed your teaching pedagogy?
13. During this year, have you changed your knowledge on student learning?
14. During this year, have you changed your teaching strategies?

    Give some specific examples.

D.   General open questions

Any comments with regard to the implementation of ETRF agenda.

1. across Queensland this year
2. and in this school during 2006

3. Any comments with regard to issues that **students** have had with the ETRF change during 2006 (how are they dealing with this?) Do you think they're realizing that there's a change?

4. And what about the parents? Any comments with regards to issues that parents have had with the ETRF change this year and how they're dealing with it (eg change in legislation)?

5. How has the wider community dealt with the ETRF change at this school during 2006?

6. Any comments with regard to issues with **resources** as a result of the ETRF change in 2006?

7. Any comments with regard to issues with the **curriculum** as a result of the ETRF change in 2006?

    a. What factors have had greatest impact on your change journey over the year?

    b. How have you changed during 2006?

  c. How has the school changed during 2006?

  d. Do you feel that you have a better understanding of the ETRF agenda now compared to the beginning of the year?

  e. What do you think you will need in order to further develop your knowledge and understanding of the ETRF agenda?

  f. Do you believe that Students benefit from studying both VET and academic subjects

8. How do you believe that Vocational education and training is a valuable in helping young people move from school to further education, training and employment?

9. Do you believe that TAFE and other Registered Training Organisations are better at offering VET than schools? Why?

Appendix N: Interview Guide Administrator Questions Term 4

Interview Guide :

The overarching question that guides this study is: **How are teachers and administrators in one school responding to the increased participation of a broader range of students in Senior Schooling?**

NAME: SURNAME, first name		INTERVIEW A1 Date: **Term 1 2006**
SCHOOL: Stanthorpe State High School	TRANSCRIPTION DATE:	INTERVIEW A2 Date: Term 4 2004

INTERVIEW 2
Administrator Questions

A   Leadership

- In the past 12 months how has the leadership team in the school

1. Supported School Reform (*of the four platforms of reforms, we consider those that affect the early phase of learning, the middle phase of learning, the senior phase of learning and the use of ICT's and the use of Information and Communication Technology)*?

2. Thought beyond the school gate and thought about Stanthorpe and this particular district?

3. Met the school needs with regards to school reform?

4. Met individual student needs with regards to school reform?

5. Met individual staff needs with regards to school reform?

6. Kept staff and Hods up to date with school reform?

- In the past 12 months how has the leadership team in the school

1. Adapted to change?

2. Considered the changing clientele in years 8-12 with regards to school reform?

3. Grasped the bigger picture?

4. How would you describe the leadership within this school for 2006?

5. How has the leadership team offered different pathways for students in 2006?

B. Administration

1. What administrative strategies have best catered for an increasing diverse population in Senior Schooling in 2006?

2. What is the administration team (Principal, Deputy Principals, HODs) trying to do and why?

3. What is the team good at?

4. How do you know this?

5. What is stopping them?

6. Has there been clear communication links between staff, middle management, the principal and two deputies? (if yes, how?)

7. Are staff aware of what is happening in the school?

8. Are students aware of what is happening in the school?

9. Are parents and community members aware of what is happening in the school?

10. What administrative strategies have you put in place to cater for reform?

11. Do staff have a grasp of what reforms are taking place?

12. How are they aware of these reforms?

13. Do they know the role they take in implementing these reforms?

14. What personal experiences have you had in 2006 that have assisted you in implementing the ETRF agenda?

15. What professional development have you had this year?

16. Have you read for professional development? For example?

17. Have you experience collegial support? How?

18. How do you think teachers have coped with implementing the ETRF agenda this year?

19. Do staff know what the ETRF agenda is about?

20. How have they been informed?

21. As a result of the ETRF agenda, do you think that teachers have changed this year? Why?

22. Are teachers coping with the scope and complexity of their role in the school? How?

23. Are teachers teaching the curriculum well?

24. How do you know this?

25. Are teachers aware of the deeper issues with their curriculum eg QCAR, Literate Futures

26. Are teachers aware of what is relevant and worthwhile? How?

27. Do teachers have a range of teaching strategies?

28. How do you know this?

29. Are teachers keeping up with the changing world? How?

30. How can you help teachers to work smarter and not necessarily harder?

31. Do you believe that teachers feel that they are understood? How do you know this?

32. Do you believe that teachers feel supported? How?

33. Administrators responding to the increased participation of a broader range of students in Senior Schooling?

34. : How are teachers responding to the increased participation of a broader range of students in Senior Schooling?

C.   Teachers

1. What teaching and learning strategies do you believe support the implementation of the ETRF agenda?

2. Do you think that teachers connect the ETRF agenda to the real world? Why?

3. Do you think that teachers are preparing the students for the real world? How do you know this?

4. As HOD

5. During this year, have you changed your resources for student learning this year?

6. During this year, have you changed your teaching pedagogy?

7. During this year, have you changed your knowledge on student learning?

8. During this year, have you changed your teaching strategies?

D.   General open questions

1.   Any comments with regard to the implementation of ETRF agenda.

> a. across Queensland this year
>
> b. and in this school during 2006

2.   Any comments with regard to issues that **students** have had with the ETRF change during 2006 (how are they dealing with this?) Do you think they're realizing that there's a change?

3.   And what about the parents? Any comments with regards to issues that parents have had with the ETRF change this year and how they're dealing with it (eg change in legislation)

4.   How has the wider community dealt with the ETRF change at this school during 2006?

5.   Any comments with regard to issues with **resources** as a result of the ETRF change in 2006?

6.   Any comments with regard to issues with the **curriculum** as a result of the ETRF change in 2006?

7.   What factors have had greatest impact on your change journey over the year?

8.   How have you changed during 2006?

9.   How has the school changed during 2006?

10.   Do you feel that you have a better understanding of the ETRF agenda now compared to the beginning of the year?

11.   What do you think you will need in order to further develop your knowledge and understanding of the ETRF agenda?

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