LEADERSHIP FOR CHANGE IN AN ELEMENTARY SCHOOL

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by

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ABSTRACT

This study investigated the interactions between an administrator and the staff in a school characterized by its ability to deal successfully with change. The research questions were: (1) What is the context for leadership in the school? (2) How is the school organized? Specifically: a) What is the organizational structure? b) How are decisions made? (3) What forms of leadership are exercised by different groups and individuals within the school?

The study focused on: selected components of transformational leadership; power relationships; and conditions that encourage the building of a collaborative culture that is supportive of change. To achieve this, the study investigated change, shared decision making, teacher empowerment, evidence of collegiality, power relationships and administrator support.

The study used three major sources of data collection: interviews, a questionnaire and a collection of artifacts from the school. The questionnaire was administered to all the staff members in the selected school. The response rate was 63%.

Interviews were completed with the principal, the assistant principal and four other members of the staff who were regarded as leaders within the school improvement process.

The questionnaire statements were categorized within

the following broad constructs: transformational leadership; transactional leadership; factors affecting implementation of change; strategies used by school leadership; and facilitative power. Appropriate tables showing percentages of agreement were created.

Pearson r correlation coefficients determined that a strong and positive relationship exits between facilitative power and transactional leadership. Strong and positive relationships were also found to exist between the strategies leaders use to improve their schools (strengthens culture, bureaucratic mechanisms, staff development, use of symbols, shared power, and direct communication) and facilitative power.

Data analysis showed that the school under study has a collaborative culture with norms of continuous improvement. The school improvement project was found to have had positive effects on the school especially in the area of promoting shared goals. The study indicated that leadership in the school comes from many sources and decisions are usually made in a shared manner. Shared decision making was found to be a positive experience for the school staff.

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CHAPTER 1

OVERVIEW OF STUDY

Much concern has been expressed over the past number of years about
the ability of Newfoundland schools to adequately educate the young people of
this province. Below average scores on the Canadian Test of Basic Skills, high
illiteracy rates, and a drop-out rate estimated to be between 30%-40% are
causes of concern. Most recently the Royal Commission of Inquiry into the
Delivery of Programs and Services in Primary, Elementary, Secondary
Education entitled <u>Our Children, Our Future</u> stated:

> There is a widely-held and documented belief that educational standards
> are too low, and that too many graduates lack the basic and relevant
> skills required to function in our present society, let alone the modern,
> global marketplace that is quickly establishing itself as the economic
> arena of the future. (p.xv)

At the same time more and more demands are being made of the
schools. Tax payers want more "scholar for the dollar". The information
explosion and the rapid growth of technology necessitate a change in teaching
methods. French immersion, global education, environmental education,
multiculturalism, A.I.D.S. education, comprehensive school health, and
entrepreneurship represent just some of the demands now being made on
schools. Goens and Clover (1991) state the situation succinctly:

> A highly literate and educated populace is required, not only for
> economic reasons but also for a civil and cultured society. The quality of
> schools and how well our diverse society is educated forms the basis for
> the nation's integrity, competitiveness, and stature. In this, the last
> decade of the twentieth century, public schools will either respond to the
> task of education or they will fail. (p. 245)

Over the years, educators within the province have constantly strived to meet the demands placed on the education system. Major changes in teaching methodologies and school organization have been initiated at both the Department of Education and School Board levels during the past number of years. Examples of such initiatives include: the reorganization of the high school program and the introduction of Grade 12; the new Special Education Policy which advocates greater integration of special needs students into regular classrooms; the move towards a Whole Language Philosophy in the teaching of Language Arts at the Elementary School level; and the call for Resource Based Teaching across all grade levels. Further changes will have to be made if the schools are to meet the challenges of the future.

The question to be asked, then, is: How have these initiatives actually affected teaching and instruction at the classroom level? In too many cases the answer would likely be that very little of substance has actually changed.

Affecting change is not a simple task. The failure of educational change and reform is well documented. Fullan and Hargreaves (1991) state that "Educational reform has failed over and over again (p.xiii)". Yet some schools have a reputation for being modern and up-to-date. Somehow these schools seem to seek out and embrace the newest teaching methodologies and techniques. What is it that permits change to be successfully implemented in some schools but not in others? Fullan and Hargreaves (1991) state the question in another way. "What kind of work communities or school cultures are

most supportive of teacher growth and school improvement?" (p.37).

<div align="center">Background to the Problem</div>

Researchers who have been interested in knowing more about why educational reform efforts have failed, have built up a large body of knowledge about the change process, staff development, and the role leadership plays in school improvement efforts. Central to this knowledge is the notion of school culture and the need for collective action.

Much has been written on the subject of school culture and its relationship to school improvement through staff development, educational change and reform. Goodlad (1984), wrote that:

> These ways of schooling have proved to be extraordinarily resistant to change, encouraging the view that "nothing changes; there is only the appearance of change." ...Schools do differ, not in their behavioural regularities, but in the way humans in them, individually and collectively, cope with these regularities and relate to one another. (p.267)

Deal (1990), claims that culture gives stability and meaning to the process of education, but it may also frustrate efforts to improve, reform, or change educational forms and practices (p.4).

In fact, the capacity of school cultures to resist change is so strong that some writers think school culture itself is the very thing that is in need of change. For example: Michael Fullan (1991) states: "Assume that changing the culture of institutions is the real agenda, not implementing single innovations. Put another way, when implementing particular innovations, we should always

pay attention to whether the institution is developing or not" (p.107). Roland Barth (1986) concurs when he writes: "What needs to be improved about the schools is their culture, the quality of interpersonal relationships, and the nature and quality of the learning experiences" (p.296).

Little (1982) divides school culture into two main types: cultures of isolation and cultures of collaboration. Within this framework the predominant culture of traditional schools has been one of isolation where individuals work alone in their classrooms. Cultures of isolation are resistant to change efforts.

Collaborative cultures seem to be more cohesive. In these schools there is more sharing and collegiality. Teachers seem to know where they are going as a group. These cultures facilitate commitment to change and collegial experimentation (Fullan & Hargreaves, 1991; Little, 1982).

Changing the culture of the school from one of isolation to one of collaboration and collegiality will indeed be a challenging task (Joyce, Bennett & Rolheiser-Bennett, 1990). However, Sergiovanni (1984) says that strong, functional cultures can be nurtured and built by school leadership and membership (p.10). The effective schools literature consistently reports that the role of the principal is critical to the establishment of a positive school climate and an effective school (Fullan, 1982; Goodlad, 1984; Brookover, 1979; Mortimore et al. 1988; Purkey & Smith, 1985;).

The leadership style of the principal has a key role to play in the development of a strong, functional culture. Leadership theories have evolved

through the century from Taylor's "Scientific Management" in the early 1900's, to Follett's "Human Relations" in the 1930's, and including the "Contingency Approach" of the 1960's and 1970's. Recently a different type of leadership has been described. Burns (1979), writes of two types of leadership: transactional and transformational leadership. Transactional leadership involves an exchange of valued things. Sergiovanni (1990b) refers to transactional leadership as "leadership by bartering" (p. 23). Leaders and followers trade needs and services for different purposes. An example would be merit pay for increased performance. Transforming leadership is also based on using the needs of followers but more is involved and is described by Burns (1979):

> The transforming leader looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower. The result of transforming leadership is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents (p.4).

Fullan (1992b) describes the role of the transforming educational leader:

> Transformational leaders...focus on changing the culture of the school. They build visions, develop norms of collegiality and continuous improvement, share strategies for coping with problems and resolving conflicts, encourage teacher development as career-long inquiry and learning, and restructure the school to foster continuous development. These leaders develop collaborative work cultures that raise individual and group commitment and capacity, thereby providing a powerful environment for assessing instructional practices and for making improvements on an ongoing basis. (p.7)

Roberts (1985) found that transformative leadership created alignment and attunement among staff members. The effect of this "was to create a highly energized system for innovation and change" (p. 1036). Brown (1991), calls it

"leadership for educational change" (p.1).

If schools are going to meet the demands of the future it is clear that the principal is in a key position to effect improvement. Understanding the role that school culture plays is of paramount importance. Of even greater importance is an understanding of transformational leadership and all that it entails. For as Fullan (1991) and Leithwood & Jantzi (1990) point out, the development of collaborative schools has depended heavily on the actions of the principals involved.

Purpose of the Study

The primary purpose of this study is to examine the interactions between an administrator and the staff, in a school that is perceived to have a reputation for using innovative teaching methods and where the principal is seen to exhibit the characteristics of a transforming leader. Specifically, the study will concentrate on: (1) selected components of transformational leadership (using the work of Leithwood et al); (2) power relationships; and (3) conditions that encourage the building of a collaborative culture that is supportive of change. To do this will require the investigation of such factors as: shared decision making, power relationships, teacher empowerment and sense of efficacy, administrator support, change, and evidence of collegiality.

Significance of the Study

This study is based on the view that shared decision making and collaboration lead to schools that are successful academically and that are

more adaptable to change. This investigation will add to the knowledge base of how transformational leadership and facilitative power (if used) can help create collaborative cultures in schools. Ultimately, this study will provide further insight into the role of the principal in creating a school climate that encourages excellence and permits significant change to occur.

Research Questions

The study will address the following research questions:

1. What is the context for leadership in the school?

2. How is the school organized? Specifically:

    a) What is the organizational structure?

    b) How are decisions made?

3. What forms of leadership are exercised by different groups and individuals within the school?

Limitations of the Study

A number of limitations are inherent in the study.

The study is concerned with better understanding of school culture. Since this involves personal values and beliefs, the study may consequently be limited by the willingness and ability of participants to respond accurately to questions of this nature.

As this study is limited to an in-depth look at one elementary school, findings of this study may not be generizable to other elementary schools. Also, findings may not be generizable to Intermediate and Senior High Schools which

have a different internal organizational structure. Many such studies are needed if we are to understand educational change.

Delimitations of the Study

This study is delimited to an in-depth look at selected aspects of one elementary school, situated in the province of Newfoundland. The school chosen for this study was selected o the basis of its reputation as a school dealing effectively with multiple planned changes.

Organization of the Thesis

Chapter 1 provided an introduction and background to the problem to be studied. The purpose of the study has been stated, as have the research questions. The limitations and the delimitations of the study have been outlined.

Chapter 2 provides a review of the literature on school culture, power relations and leadership and their relationship to change.

Chapter 3 outlines the methodology used to design the study. This includes a statement on data collection and treatment. Development of the questionnaire; validation, and testing of the instrument are discussed.

Chapters 4, 5, and 6 present the research findings and Chapter 7 lists the conclusions and recommendations.

CHAPTER 2

REVIEW OF THE LITERATURE

The time is right for change within the school system. Fullan

(1991, p.105), states that recent trends and developments have created the

conditions and pressures necessary for this to happen. The time for change

has never been as favourable as it is right now. Fullan gives the following

reasons for his opinion:

> Among these trends are the changing multicultural populations of our
> schools; distressing signs of persistent and increasing dropout and
> dissatisfaction with school as the student proceeds higher up the system;
> limited impact of isolated reform strategies in such things as curriculum
> packages and inservice training; renewal of large proportions of the
> teaching force as older staff move through and out of the system; and
> the emergence of alternate forms of leadership, as more women move
> into administrative positions. (p.105)

Educational research is now able to provide some practical advice to the

improvement of schools. Over the past number of years research into school

effectiveness and school improvement has helped to provide some answers to

the question: What makes some schools better than others? Due to the

complexities of the school as a social organization, it has not been possible to

improve schools through the application of this knowledge. Replication of

successful initiatives has been poor and changing classroom practice is very

difficult. A close look at successful and adaptable schools ought to give insight

into why these schools respond positively to change.

This chapter will provide a brief review of the history of the School

Effectiveness Movement. It is designed to set the stage for a review of the literature concerning the change process, the importance of school culture and the role leadership plays in bringing about change at the instructional level.

School Effectiveness Research

School Effectiveness Research originated as a response to two influential studies in the 1960's and early 1970's which shocked educators around the world. James Coleman (1966) in his report Equality of Educational Opportunity found that family background was the primary determinant of student achievement. These findings were further backed up by Christopher Jencks (1972) who reassessed Coleman's statistics, along with other evidence, and came up with a similar conclusion.

While these findings were depressing for educators they also became widely believed. It seemed obvious that a child who came from a disadvantaged background would not be able to compete on a level playing field with a child from an economically advantaged background. Other researchers, however, realizing what many parents had known for years--that there were important differences between schools--found that the school attended did make a difference to the child's academic and non-academic achievement.

The Studies

American Studies

Brookover, Beady, Flood, Schweitzer, and Wisenbaker (1979) hypothesised that "there are differences in school social systems that explain

differences in student outcome among schools" (p.7). Their conclusion states, "Although it is not proof, these analyses suggest that school climate rather than family background as reflected in student body composition has the more direct impact on achievement" (p.141).

Ronald Edmonds (1981) found that schools do make a difference and he concluded that "five institutional organizational characteristics consistently were evident in the effective schools and were absent in whole or on part in the ineffective schools" (p.58). (The characteristics of effective schools are listed in the next section of the paper.)

Schools in the American studies were determined to be effective if they achieved good results on standardized reading and mathematics scores.

British Studies

Two British research projects also found that the school attended made an important contribution to the explanation of variations in pupil attainment and progress. Rutter, Maughan, Mortimore, Ouston & Smith (1979) conclude that "Schools do indeed have an important impact on children's development and it does matter which school a child attends" (p.1). Mortimore, Sammons, Stoll, Lewis, & Ecobs, (1988) support the findings of the others when they state: "Our results indicate that the school to which a child belongs during his junior years can have a beneficial or negative effect on her or his progress and development" (p.204).

While the particular school a child attends cannot negate the impact of

family background, it can have a considerable affect upon both the child's academic and non-academic achievement. Mortimore et al (1988) write:

> The implications of these findings are considerable. By attending a more effective school all pupils will benefit, even those who are at an educational disadvantage because of their particular background characteristics. Effective schools tend to be good for all their pupils. Even though overall differences in patterns of pupil attainment are not removed in the most effective schools, the performance of all students is raised and, as we have demonstrated, disadvantaged children in the most effective schools can end up with higher achievements than their advantaged peers in the less effective schools. (p.217)

Two items are of particular interest about these British studies. First, the researchers were able to compare differences in student intake and compare this data to their achievement and progress over a number of years. Secondly, these studies were able to measure progress and achievement on many variables, such as academic outcomes, (progress and achievement); and non-cognitive outcomes (attendance, delinquency, and behaviour).

Characteristics of Effective Schools

Once it was determined that differences in schools did impact on academic and non-academic outcomes researchers started looking for common factors that helped to explain why some schools were able to produce better results than others. The researchers determined lists of characteristics that were common to the schools thought to be more effective.

Purkey and Smith (1985), drawing on four bodies of literature, (characteristics of effective schools, change theory, organizational theory, and workplace reform) developed a list of nine characteristics of effective schools

that could be instituted by administrative mandate. They then describe four more characteristics that define the school culture and lead to the development of a school climate that supports and nourishes academic success.

Fullan (1985), following the division made by Purkey and Smith, refers to eight organizational variables of effective schools and four process variables. According to Fullan it is the process variables that "fuel the dynamics of interaction and development of the previous organizational variables (1985, p.400)".

The thirteen characteristics of effective schools, as outlined by Purkey and Smith (1985, p.358-359) are listed below:

1. <u>School-site management and democratic decision making</u>. School staffs are given more responsibility and authority to determine how they will increase academic performance in their school. This means giving more authority over curricular and instructional decisions and the allocation of building resources.

2. <u>Leadership</u>. Strong leadership is needed to initiate and maintain improvement efforts. Leadership may come from the principal, the teachers or both (i.e. a team approach). If such leadership is not available then an external change facilitator must be provided.

3. <u>Staff stability</u>. Frequent changes in staff will likely have a negative effect on efforts to develop a cohesive school personality, especially in the beginning stages.

4. <u>Curriculum articulation and organization</u>. A well planned curriculum that increases the amount of time spent on basic skills and other academic areas will be more beneficial than the broad curriculums that are prevalent in many schools.

5. <u>Staff development</u>. Staff development must be school wide and continuous. It must also be linked to the needs of the staff and support the instructional and organizational objectives of the school.

6. <u>Parental involvement and support</u>. Student performance will likely be positively influenced when parents support the school's homework, discipline and attendance policies. Research evidence on the effects of parent involvement in daily school activities is mixed.

7. <u>Schoolwide recognition of academic success</u>. The public recognition of academic success and improvement helps to stress to students the importance of achievement. It encourages students to adopt similar norms and values.

8. <u>Maximized learning time</u>. Time on task is maximized so that greater portions of the class period and the school day are spent on active learning. Interruptions and disruptions are minimized.

9. <u>District support</u>. District support is fundamental to the change process. Recognition of the school's efforts and the provision of resources are just two areas where support is important.

The preceding characteristics set the stage for the next four. These last

characteristics are not easily achieved and must be worked over time.

10. _Collaborative planning and collegial relationships_. In schools where teachers and administrators work and plan together change is more easily accomplished. Collegiality breaks down barriers and allows teachers to share their problems and successes. This can lead to consensus and promote feelings of unity among the staff.

11. _Sense of community_. Effective schools are able to build a sense of community that reduces alienation and promotes performance among both teachers and staff.

12. _Clear goals and high expectations commonly shared_. When school staffs agree on goals and expectations for students they are more likely to be successful because everyone is working toward a mutually agreed on purpose.

13. _Order and discipline_. Order and discipline are a reflection of the seriousness and purposefulness of the school's commitment to its task. Rules must be established by mutual agreement and they must be fairly and consistently enforced. Buildings must be well maintained.

The characteristics of effective schools give insight into the ways some schools are organized and may provide a starting point for schools which want to improve their effectiveness. However, a word of caution is in order. School effectiveness research has been criticized because of its dependence on test scores. Critics fear that too much reliance on this research will lead to a "recipe" approach to school improvement, resulting in the continuation of

existing forms of domination and power distribution and the perpetuation of current practices (Beare, Caldwell & Milliken, 1989). It should also be noted that this research does not appear to be representative of how an effective school would be defined in Newfoundland or in Canada.

Affecting change at the school level is not easily done. The next section on school culture gives some insight into the complexity of changing schools and the importance of school culture to the change process.

School Culture

In 1991 Michael Fullan wrote that we must assume that "changing the culture of institutions is the real agenda, not implementing single innovations" (p.107).

At first glance one may question the validity of this assumption for the connection between effecting change at the classroom level and changing the culture of the school is not always readily apparent. However, a closer look at the concept of organizational culture and its relationship to the change process will demonstrate the full importance of Fullan's statement. First, an understanding of organizational culture is necessary.

Definition of Culture

Culture is often described as "the way we do things around here" (Deal, 1987; Sackney, 1986). While this definition is helpful, the concept of culture is much deeper and more complex than such a phrase indicates. Schein (1985, p.6-9), suggests that organizational culture refers to basic assumptions and

beliefs that members of an organization share. These assumptions and beliefs are learned responses which eventually come to be so ingrained that they become taken for granted and drop out of awareness. Schein defines culture as:

> A pattern of basic assumptions--invented, discovered, or developed by a given group as it learns to cope with its problems of external adaptation and internal integration--that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to these problems. (p.9)

To other writers, culture refers to the shared meanings and beliefs that members of an organization hold (Deal, 1987; Sergiovanni, 1984; Leithwood and Jantzi, 1990; Corbett, Firestone, & Rossman, 1987). Corbett et al (1987) provide a good insight into school culture when they write:

> Culture describes the way things are. It provides the contextual clues necessary to interpret events, behaviours, words, and acts--and gives them meaning. Culture also prescribes the way in which people should act, regulating appropriate and acceptable behaviours in given situations. Culture, thus defines what is true and good. (p.37)

Organizational culture is a fairly new concept. Schein (1985) points out that it is necessary to define what we mean by organization. For example, do we speak about the culture of the educational system of Newfoundland, the culture of an individual school district or the culture of an individual school? Schein states that: "Culture should be viewed as a property of an independently defined stable social unit" (p.7). Since each of the foregoing can be thought of in terms of being an independent and stable social unit each can therefore possess its own culture. In other words: all schools have cultures (Sergiovanni,

1984, p.10). From a distance, schools appear to have cultures that are very similar, yet a closer look will show subtle but important differences in norms, beliefs, and values (Corbett et al, 1987).

Each cultural unit can also contain within it various subcultures (Schein, 1985; Leithwood & Jantzi, 1990; Little, 1990a). For example, within a school one may find different subcultures for the administrators, teachers, students and parents.

Although each school creates its own unique culture as it interacts with members of the organization and its environment, school cultures have much in common and can be grouped into four broad categories.

<div align="center">Types of Cultures</div>

1. Cultures of Isolation

Isolated cultures are characterized by teachers who spend their time working alone in their classrooms with little or no contact with other adults. This independence/ teacher autonomy (Little, 1990a), or fragmented individualism (Hargreaves, 1989a), is the most common state of affairs for teachers (Fullan & Hargreaves, 1991).

Such an isolated culture gives the individual teacher a lot of power within the classroom. It offers protection from outside interference, blame and criticism but it also shuts out praise, feedback and support (Hargreaves 1989a; Little, 1990a).

Two profound effects result from professional isolation. The first is the

lack of opportunity to develop collectively held goals which, in turn, results in a lack of cohesiveness through out the school. The second is that isolated teachers seldom talk about instructional matters. This means that teachers do not receive positive feedback about their work and do not share new and successful ideas (Rosenholtz, 1985, p. 364-365).

2. Cultures of Collaboration

    In schools with cultures that can be classified as collaborative or collegial in nature, teachers work together in an atmosphere of openness and support. Unlike isolated cultures, failure and uncertainty are not protected but are brought into the open and discussed with a view to making improvements (Hargreaves, 1989b, p.20).

3. Balkanization

    Balkanization is a term used by Hargreaves (1989a) to describe cultures where teachers associate more closely with a particular group within the school than with the school as a whole. These groups often compete with one another and teachers attach their loyalties to the group rather than the school. Examples of balkanized groups might be all the English or Science teachers in a High School. Balkanization can lead to misunderstandings and poor communication among groups (p.9).

4. Cultures of Contrived Collegiality

    Hargreaves (1989b) describes contrived collegiality as a set of formal procedures initiated by the bureaucracy to increase joint teacher planning. He

mentions things such as peer coaching, mentor teaching, and formally scheduled meetings as ways designed to get collegial interaction going in schools where little has existed. Contrived collegiality can be useful to the building of trust and support so teachers can move towards true collegiality. But, Hargreaves warns that mandated collegiality cannot guarantee a teaching community that works effectively, openly and supportively together. True collaborative cultures foster and facilitate support and partnership; they do not demand it (p.22).

Little (1990a) expresses some of the same concerns when she writes about induced collaboration. "Teachers are now being pressed, invited, and cajoled into ventures in "collaboration" but the organization of their work gives them scant reason for doing so" (p.530).

While it is interesting to know that different forms of cultures exist, it is more important to ascertain what effects, if any, these different cultures have on learning and teaching in the schools? The next section of the paper will look at the significance of culture.

Significance of Culture

The culture of the school is significant because it impacts on whatever happens in the school (both teaching and learning). Once the culture is established it defines permissible ways for all members of the organization to behave, to achieve goals and to solve problems. In fact the impact of culture is so strong that it is "likely that one can predict an individual's behaviour far better

on the basis of knowledge of the social structure and position in it than on the basis of his or her personal dynamics" (Sarason, 1982, p.26).

Little (1982, p.338) refers to the prevailing pattern of interactions that creates certain possibilities and sets certain limits. In other words, new members coming into an organization quickly learn what is expected and how things are done. Fullan, (1991) takes this idea a little further and states that new teachers will become better or worse teachers depending on the schools in which they teach (p.315). An examination of the culture of schools will help explain what goes on in them and why people behave as they do.

Culture and Change

"Culture can undermine or stimulate change" (Goens and Clover, 1991, p. 126). Other researchers agree that the culture of the schools has an impact on attempts to introduce change into the schools (Cuban, 1990, p.75; Fullan, 1990, p.13; Hargreaves, 1989a, p.7). In fact, Sarason (1982; 1990) directly attributes the failure of these attempts at reform to an inadequate and unclear perception of the school culture. Sarason (1990) writes "...the characteristics, traditions, and organizational dynamics of school systems were more or less lethal obstacles to achieving even modest, narrow goals" (p.12). Part of the failure to understand the culture of schools is also concerned with failure to confront the existing power relationships. (Power relationships will be dealt with in a separate section of this chapter.)

Rosenholtz (1989) agrees with this assessment. She writes that not

enough useful information is known about teachers and schools to provide a base from which policy changes can confidently be started. The successful implementation of any strategy depends in large part on its context or on the culture into which it is introduced (p.216).

<u>Resistance to Change</u>

Culture gives meaning, stability and predictability to human endeavors. It provides people with a feeling of efficacy and control (Deal, 1987, p.7). Culture is deeply embedded into the members thoughts and feelings. It provides an integrated perspective and gives meaning to situations (Schein, 1985, p.44). As well, culture solves the group's problems of survival and adaptation to both external and internal environments (Schein, 1985, p.50).

Change upsets established patterns of behaviours. It introduces uncertainty and people are no longer sure of how to act. Deal (1990,) sums it up in this way: "Change creates existential havoc because it introduces disequilibrium, uncertainty and makes day-to-day life chaotic and unpredictable. People understandably feel threatened and out of control when their existential pillars become shaky or are taken away" (p.7).

<u>Sacred and Profane Norms</u>

Corbett et al (1987) give further insight into the relationship between culture and change. They write that culture consists of sacred and profane qualities and that not all norms are uniformly shared or impervious to change. Sacred norms are those which become unquestionably true and are thus

immutable. Profane norms are susceptible to improved knowledge. Accordingly:

> Attacks on the sacred undermine professional identity and call the meaning of teaching into question. Proposed changes, then, challenge more than "the way we do things around here"; they also threaten "who we are around here". Resistance to the latter is likely to result in extreme aversion ... and/or in partial behavioral compliance with, but not internalization of, conflicting norms embedded in the changes. (p.56)

First-Order and Second-Order Change

Cuban's (1990, p.72-74) idea about two types of change helps to expand our understanding of resistance to change. He equates first-order change to quality control or "improving the efficiency and effectiveness of what is done" (p.72). Examples are different textbooks, new courses, more time in school, and competency tests for teachers. These types of changes enhance the existing structure of schools and help to explain why schools, even though they have changed over the years, are fundamentally the same.

Second-order changes are seen as solutions to design problems. They "seek to alter the fundamental ways in which organizations are put together" and "reflect major dissatisfactions with present arrangements" (p.73). Reforms intending to alter fundamental structures seldom meet with success. Examples are open-space architecture, non-graded schools, and student centred learning. Leithwood (1992) lists building a shared vision, improving communication, and developing collaborative decision making processes as examples of second-order change. These changes, in effect, would significantly alter the culture of the school.

First-order changes and profane norms are similar in that they can often be successfully implemented. Second-order changes tend to challenge sacred norms and are seldom implemented as envisioned. To complicate matters even more first order changes can be either profane or sacred, depending on the person. As Corbett et al (1987) point out "Such norms need not be shared uniformly in a school" (p.38).

Resistance to change is a very complicated issue which is not fully explained by the impact of culture. Change is a process that takes place over time and decisions on adoption and implementation processes, as well as organizational considerations and other issues, will also affect its acceptance or rejection. Knowledge of the change process is essential for all people involved with school improvement.

Culture, School Performance and Change

Impact of Culture

The type of culture or social system that a school possesses seems to have a substantial impact on the productivity or performance of that school and also on its ability to change and improve. This is one reason why changing the culture of the school is so important.

Schools with strong, functional cultures, where norms of collegiality, collaboration, and continuous improvement are present have been found to be more successful and adaptable (Joyce & Bennett, 1990, p.33; Fullan, 1990a, p.12; Little, 1982, p.338; Sergiovanni, 1984, p.10; Rosenholtz, 1989). In these

schools problem seeking and problem solving are accepted as normal events (Schlechty, 1990, p.251).

Schools where cultures of isolation/individualism are the norms have generally been found to be unsupportive of change and improvement; they sustain conservatism and are generally less effective (Rosenholtz, 1989; Fullan & Hargreaves, 1991, p.39; Little, 1990a, p.531). In these schools problems are seen as threats that are coped with, dealt with, or submerged as quickly as possible (Schlechty, 1990, p.251).

According to the foregoing, the achievement of collaborative cultures in schools is to be highly desired. However, a word of caution is important. Little (1990a) reminds us that most studies of collaboration have focused on the form of collaboration rather than on the content (p.523). It should not be assumed that collegiality always results in better consequences for children. Collegiality may simply confirm teachers' present practices. Fullan, Bennett and Rolheiser-Bennett (1990) also speak to this point and write that norms of collegiality must be linked to norms of continuous improvement (p.14). Thus teachers are constantly trying to improve and expand their teaching practices.

One other point should be noted. Strong collaborative cultures will rely on strong individual teachers. It is important that the emphasis on cooperation and uniformity not occur at the expense of individual inventiveness and independent initiative (Fullan & Hargreaves, 1991, p.62; Little, 1990b, p.188).

What Does Collaboration Look Like?

True collaboration, where teachers engage in rigorous examination of teaching and learning, is rare (Little, 1990b, p.187). Also, much that passes for collaboration does not add up to anything of significance (p.180). When teachers meet infrequently to talk about curriculum or school level matters it is not likely that they will engage in the close examination of issues that reflects true collaboration.

Four Forms of Collegiality

Little (1990a), describes four distinct forms of collegiality but in her opinion only one of these can truly be described as collaborative. The four forms are:

1. Storytelling and scanning for ideas. Here teachers share war stories or specific ideas about teaching and children. These discussions tend to lend reassurance and give simple solutions to complex problems. This is done under conditions of nearly complete independence and probably serves to sustain teacher isolation.

2. Aid and Assistance. Colleagues will give help when asked. The problem here is that asking often implies lack of competence and therefore can have social and psychological costs. Rosenholtz (1989) refers to this problem in some detail (see below for further information). Little also questions the potency of the advice given under conditions where the giving and receiving of advice

may affect perceptions of competence. Again, this type of collegiality sustains independence.

3. <u>Sharing</u>. Through the routine sharing of materials and methods or the exchange of ideas and opinions, teaching is made less private and more public. Sharing lays the groundwork for productive discussion and debate but does not extend to direct commentary on curriculum and instruction.

4. <u>Joint Work</u>. Little describes joint work as the only true form of collaboration The term is reserved for:

> Encounters among teachers that rest on shared responsibility for the work of teaching (interdependence), collective conceptions of autonomy, support for teachers' initiative and leadership with regard to professional practice, and group affiliations grounded in professional work. Joint work is dependent on the structural organization of task, time, and other resources in ways not characteristic of other forms of collegiality, and thus is responsive to larger institutional purposes and vulnerable to external manipulation. (p.519)

Joint work then, makes teaching a public venture where teachers engage in direct commentary on the merit of classroom practices and school level programs and policies. It means that teachers have to give up some of their professional autonomy to their peers. "Personal prerogative is made subject to collectively developed values, standards, and agreements; but personal initiative is also accorded greater collective and institutional force" (Little, 1990a, p.521).

Teachers are encouraged to engage in joint work through the following practices which Little (1982) describes as four critical practices that appear

crucial for continuous professional development in successful and adaptable schools.

1. Teachers build up a shared language which is precise and capable of distinguishing among teaching practices. They do this by engaging in frequent, continuous, concrete, and precise talk about teaching practice.

2. Teachers are frequently observed and provided with useful critiques of their teaching.

3. Teachers prepare teaching materials together. This includes the planning, designing, researching, evaluating and preparation of teaching materials.

4. Teachers are permitted and encouraged to teach each other the practice of teaching (p.331).

Eight Practices of Collaborative Schools

Further insight into what actually goes on in collaborative settings is given by Roy and O'Brien (1991). They identify eight practices found in collaborative schools (p.48):

1. Use of cooperative learning in classrooms.

2. Collegial, professional support groups used to increase teachers' instructional expertise and success.

3. Peer coaching programs, where teachers visit each other's classrooms to give assistance and exchange ideas, are in use.

4. Building-level steering committees work together to determine the

direction the school takes for improvement and refinement of goals.

5. Ad hoc decision making groups are used during staff meetings to involve all staff in important school decisions.

6. Cooperative planning of all instructional materials and strategies takes place.

7. Cooperation with parents and community members is evident.

8. Task forces plan and implement solutions to schoolwide issues.

The next section of the chapter will take an in-depth look at the work of Susan Rosenholtz.

<div align="center">Rosenholtz's Work</div>

In her 1989 study of schools, Susan Rosenholtz added much to our knowledge of how the social organization of the schools affects what goes in them. The following is a review of the major findings of her work and is presented here to give a clearer understanding of the impact of school culture on instruction and the people who work in the schools.

Two major theoretical assumptions guided the work (p.11).

1. The way in which teachers define their work is guided by their subjective construction of reality which is strongly influenced by the structure of their daily activity.

2. Uncertainty about the technology of teaching is the enemy of rational planning and action.

Organization of the Section.

Rosenholtz's research looked at how the social organization of schools affected the following: (a) shared goals; (b) teacher collaboration; (c) teacher learning; (d) teacher certainty; and (e) teacher commitment. Data were collected using both a questionnaire and teacher interviews. In the review that follows a brief summary is given of the main findings.

Shared Goals

Goals are important to the success of any organization. It is to be expected that when members of an organization work toward similar goals the organization will be more successful than when goal consensus is not as clear.

First, Rosenholtz looked at organizational features of the workplace that make it more or less likely that teachers in the school would come to share the same goals. "Consensus or dissensus about the goals of teaching is a direct function of the consistency and interpretability of information teachers gather and disperse in schools" (p.20).

The results of her investigation show that teacher socialization is the strongest predictor of shared goals. Teacher evaluation is the second largest contributor. Faculty isolation/ cohesiveness and collectively enforced standards for student behaviour have a lesser effect. The variables of goal setting and teacher recruitment were found to affect goal consensus indirectly (p.24-28).

Greater insight into what actually goes on in schools classified as "high goal consensus" or "low goal consensus" schools comes from interview data.

Results show that teachers in low consensus schools were left on their own to do the best they could. Consequently, norms of self-reliance developed. In high consensus schools, shared goals allowed teachers to develop a more ennobling vision where teaching issues and children's interests were in the forefront (p.39).

Teacher Collaboration

Aspects of the schools' social organization either encourage or dissuade faculty collaboration. Willingness to seek or offer assistance depends on the threat of those actions to self-esteem. If such actions are seen to be damaging to self-esteem then they will be avoided.

Results show that teachers' certainty about a technical culture and their instructional practice is a powerful predictor of collaboration. The more certain teachers feel, the more likely they are to seek and give assistance. This is connected to feelings of self-esteem. Shared teaching goals and team teaching also make a significant difference to collaboration. Teacher involvement in decision making is a significant predictor of collaboration but to a lesser extent than the previously mentioned variables. School S.E.S. and school size show no appreciable effects on collaborative practices (p.46-49).

The qualitative data gives further insight into the type of sharing in which teachers engage. The role of the principal was also looked at. Results show that uncertainty about a technical culture and instructional practice affects both principals and teachers. Where norms of self-reliance persist teachers are

unable to seek advice and principals are unwilling or unable to render

assistance. The opposite is true in schools classified as being collaborative.

Teacher Learning

Believing that successful organizations must have some capacity for

renewal and growth, Rosenholtz next looked at opportunities for professional

growth available within the schools' social organization. She calls this teachers'

opportunities for learning. Research found that four organizational factors

combine to explain 79% of the variance in teachers learning opportunities.

School goal setting, which points to specific instructional objectives for

improvement, exerts the strongest influence on teacher learning. Teacher

evaluation exerts the second strongest influence when teachers have input into

improvement goals and the process is fair. Shared goals which create pressure

and support to conform to norms of renewal and teacher collaboration, and

which enable teachers to give and receive help, were also found to affect

teacher opportunities for learning (p.77-79).

Rosenholtz labelled schools as either learning impoverished or learning

enriched. In learning enriched schools, norms of continuous improvement were

evident. In these schools teachers felt that learning is cumulative, developmental

and continuous. In learning impoverished schools teachers estimated that one

can learn how to teach in about 2.3 years. There is a self-fulling prophecy

established and maintained by the social organization of learning impoverished

schools. *"The more impoverished the school's opportunities to learn, the less*

about teaching there is to learn, and the less time teachers require to learn it " (p. 83).

These differences are related to the effects of shared school goals. Rosenholtz writes that social organizations act to pull teachers together to pursue common purpose, or act as centrifugal forces that allow teachers to pursue individual interests. "In the former, teachers celebrate common achievements; in the latter, teachers celebrate successful endeavors alone" (p.85).

The relationship between teachers' and students' learning showed that greater learning opportunities for teachers resulted in increased performance gains for students in both reading and math over a two year period. Further, it became evident that teachers' beliefs and actions were strongly influenced by the social organization of the schools in which they were involved. Teachers tended to conform with prevailing school norms.

Teacher Certainty

Social organization can influence teachers' feelings of certainty about a technical culture and their instructional practice (p.105). Rosenholtz argues that the greater the amount of positive feedback received by teachers the more certain they will feel about what they are doing. Also, greater organizational resources will allow teachers to take a more active part in work-enhancing decisions. This will result in stronger feelings of certainty about their technical culture and teaching practice (p.110).

Findings of the research show that positive feedback has the strongest influence on teacher certainty. Teacher collaboration strongly and independently predicts teacher certainty. Parent involvement in their children's learning, and school coordinated student behavior directly affect teachers' sense of certainty. Together these variables explain 60% of the variance.

Schools were classified by whether or not their cultures were routine or non-routine. In routine cultures teachers perform standardized tasks; in non-routine cultures teachers develop unique solutions to problems. Lack of support and non-involvement by the principal results in greater instructional uncertainty which in turn results in the belief that nothing can be done to improve the situation.

An examination of the relationship between teacher certainty and student outcomes showed that teacher certainty contributes significantly to student learning gains in reading and math over a two year period (p.138). In summary, Rosenholtz states:

> Where teachers collectively perceive students as capable learners, and themselves as capable teachers vested with a technical culture to help them learn and grow, they seem more likely to persevere, to define problem students as a challenge, to seek outside resources to conquer that challenge, and in this way, to actually foster students' academic gains. But, when teachers collectively perceive that students' potential is circumscribed by either their background or manner, they are less apt to respond to student difficulties with increased effort, to view such adverse circumstances as surmountable, to avail themselves of outside resources for help, and in the end, to help students learn basic skills. (p.138)

Teacher Commitment

Finally, Rosenholtz looks at the social organization of schools to see

which structures impact on teachers' sense of commitment or motivation. The results of her study show that three social organizational factors significantly affect teacher commitment and account for 76% of the variance. These factors are task autonomy and discretion, where teachers have some control over their work; teachers psychic rewards or positive feedback and acknowledgement; and, to a lesser extent, teachers' learning opportunities (p. 148).

Rosenholtz describes two types of schools, stuck and moving:

The stuck feel no sense of progress, growth, or development and so tend to lower their aspirations and appear less motivated to achieve. They shy away from risks in the workplace and proceed in cautious, conservative ways. The moving, by contrast, tend to recognize and use more of their skills and aim still higher. Their sense of progress and future gain encourages them to look forward, to take risks, and to grow" (p. 149).

Three possible reasons are given to explain why teachers in stuck schools make fewer plans than teachers in moving schools. These are:

1. Feelings of powerlessness and lack of task autonomy thwart attempts to control future actions.

2. Lack of opportunities for professional growth provide little substance for future plans.

3. Beliefs that students possess only limited potential combined with teachers' sense of instructional uncertainty result in feelings of hopelessness (p. 155-156).

Each of these are related to the effects of lack of self-esteem. Teachers who are unsure of their professional capabilities try to deflect attention from

measures of their worth. Finally, the study indicated that measures of teacher commitment showed significant independent effects on students' achievement in reading and math.

In conclusion, teacher commitment and sense of efficacy depend on workplace conditions that allow teachers to feel empowered and professionally competent. When this is not permitted, loss of teacher commitment and feelings of hopelessness result.

<u>Problems Of Reform</u>

The public demand for better schools can be seen and heard in the news media almost every day. Departments of Education and School Districts are responding to these demands but the form these responses take is important to their success.

Rosenholtz's (1989) work points out the need for greater professionalization of teachers. It is evident that successful schools have a nonroutine technical culture where teaching professionals with a strong sense of technical know how make decisions to benefit their students (p.214). Therefore, calls for tighter bureaucratic controls, the application of principles outlined in effective schools research, more standardized testing, etc. will not result in better teaching and learning. In fact, tighter control would seem to have the exact opposite effect of the ones desired. Failure, on the part of reformers, to have a good knowledge and understanding of the school as a system and how parts of the system interact will also cause the current round of reforms to

fail (Sarason, 1990). Sarason goes on to say that we need a drastic alteration in the way we look at and act toward the school system. One of the things that needs changing is the allocation of power relationships (p. 28). (This area is expanded upon in the next section of the review of the literature.)

The creation of collaborative cultures in schools is, in effect, an alteration (or restructuring) of traditional power relationships. Greater professionalization of teachers will be the result. Many writers call for reformers to concentrate on these issues if positive and lasting change is to be achieved (Schlechty, 1990, p.235-236; Fullan and Hargreaves, 1991).

The creation of collaborative cultures and the professionalization of teachers in schools depends heavily on the actions of the principals in those schools (Fullan, 1991; Leithwood and Jantzi, 1990; Rosenholtz, 1985; Barth, 1989). The next section of this paper deals with the school principal and a type of leadership that can help bring about the changes necessary for school improvement.

Leadership and the Principal

It is evident from the work of Rosenholtz (1989), Fullan (1991), Leithwood and Steinbeck (1991) and others that the actions of the principal and the type of leadership provided can have a strong impact on the cultural norms and the effectiveness of the school. This section of the chapter will look at power relationships and leadership. Then two distinct forms of leadership, transactional and transformational, will be described. Next, implications for changing the role

of the principal will be considered. Finally, the review will look specifically at examples of leadership provided by effective and successful principals within the context of school improvement and cultural change.

Leadership

Much has been written about leadership over the years; a multitude of theories have been developed and many different definitions have been given. Yet leadership has been a hard concept to define. According to Rosenbach and Taylor (1989) leadership is one of the most studied and least understood of all social processes.

Leadership can be formal and can come with a particular position or role, such as the leadership of a principal or superintendent. It can also be informal. Within every organization there are people who exercise power and influence but who do not hold formal leadership positions. Leadership can be situational in that a person may show leadership in one situation but not in another. "...the concept of leadership remains elusive because it depends not only on the position, behaviour, and personal characteristics of the leader but also on the character of the situation" (Hoy & Miskel, 1982, p. 221).

Leadership implies followers. To explain the leader-follower relationship, it is necessary to look at the different levels of motivations and power potentials available. Since conceptions of power are changing, first a traditional conception of power will be examined and then a newer concept, facilitative power.

The Traditional Concept of Power

Elements of Power

Power has three essential elements according to Abbott & Caracheo (1988). These are: a conceptualization of the term, which helps to set the limits for consideration of the phenomenon; sources of power; and the exercise of power (p.241).

1. _Definition of Power._ Power is defined as the "generic and most encompassing term in a conceptualization of domination in social interaction... a force that determines behavioral outcomes in an intended direction in a situation involving human interaction" (Abbott & Caracheo, 1988, p. 241). It is important to note that Abbott & Caracheo are writing about power in institutional settings, not about power in informal groups or power as a psychological phenomenon.

2. _Sources of Power._ Abbott & Caracheo (1988) list two sources of power. These are authority and prestige. Authority "refers to the capability of exercising power by virtue of the fact that an individual occupies a legally established position within a social institution. Thus, authority is conceived as a relationship between subordinates and superordinates" (p. 242). Prestige, on the other hand, is personal in nature.

> It can be defined as the capability of exercising power by virtue of the fact that an individual possesses personal characteristics, either natural (candor, energy) or acquired (knowledge, expertise), that are valued by others. Unlike authority, which must be delegated by the institution but cannot be earned, prestige must be earned; it cannot be delegated" (p.242).

3. <u>Exercise of Power.</u> The third element of power is the actualization or the exercise of power. Power can be exercised through either acts of persuasion or acts of coercion. Abbott & Caracheo (1988) sum it up as follows: "Institutional power, the potential to elicit intended behaviours from others, is based either on authority or on prestige; and its exercise takes the form of either coercion or persuasion" (p.243).

<u>Power Bases</u>

In an earlier and influential piece of work, French and Raven (1968) define five power bases. Unlike Abbott & Caracheo, these are not restricted to power in institutional settings. A brief outline is given below:

1. <u>Reward Power.</u> "Reward power is defined as power whose basis is the ability to reward" (p. 263). The strength of the power depends on the perception that the social agent can deliver the reward.

2. <u>Coercive Power.</u> Coercive power stems from the expectation that a punishment will be received if the person fails to do what is required. The strength of the power depends on the magnitude of the threatened punishment and on the perception that it will be carried through (p.263).

Reward power and coercive power are sometimes difficult to tell apart. One of the main differences is that reward power may eventually result in an independent system, but the effects of coercive power will always be dependent (p.264).

3. <u>Legitimate Power.</u> Legitimate power is defined as that power which

stems from internalized values in a person (A) which dictate that another person (B) has a legitimate right to influence A and that A has an obligation to accept this influence. This is very similar to the notion of authority (defined above) but does not always imply a role relation.

Bases for legitimate power include cultural values; acceptance of social structures e.g., a hierarchy of authority; and designation by a legitimizing agent (p.265).

4. Referent Power. Referent power has its basis in the identification of one person with another. In other words, one person is highly attracted to another, or to a group, for some reason. The stronger the identification of the attracted person, the greater is the referent power (p.266).

5. Expert Power. Expert power results when one person possesses knowledge within a certain area that a second person does not. The knowledge of the expert is evaluated in relation to the other person's knowledge as well as against an absolute standard. The strength of the power varies with the knowledge or the perception of knowledge attributed to the expert (p.267).

Power Bases in Institutions

Abbott and Caracheo (1988, p. 243) make a strong argument for their claim that only two power sources exist in institutions. First, in referring to the work of French and Raven they write that reward and coercive powers are expressions of power and are not bases of power. The ability to reward or to coerce comes from either authority or prestige, or both. Second, they equate

authority with legitimate power, stating that "authority is legitimate power" (p.243). Finally, they make the case that referent and expert powers are really elements of the concept of prestige.

Facilitative Power

Dunlap and Goldman (1991), in an article entitled "Rethinking Power", argue that traditional definitions and theories of power are concerned with control and acts of domination. They state that much of the educational research on power fits into the definition of power given by Abbott and Caracheo (1988). However, "the extraordinary capacity to lead others to desired consequences or remarkable efforts is not explainable by hierarchical domination no matter how participative or critical that domination is in scope" (p.8).

Dunlap and Goldman (1991) propose an alternative to traditional interpretations of power which they claim is a more accurate description of power in the school setting. They call this reconceptualization "facilitative power". Looking at power as a system of facilitation allows a different perspective which suggests that:

> Power may primarily be an act of relationship between equals where acts of domination are the least desired alternatives. This does not reject authoritarian or hierarchical concepts of power but suggests placing them in a broader context of power as that which facilitates the work of others. (p.7)

They describe the administrator's use of facilitative power

as follows:

> Instead of formulating policies and mandating compliance, administrators can use power to broker interim solutions and subsequent adaptations. This more facilitative approach to using power allows educators to use one another's knowledge without necessarily sharing expertise, knowledge bases, and assumptions. It encourages recognition that there may be multiple acceptable solutions to complex educational problems. Problem solving becomes more mutual and can be negotiated on the basis of collegial, reciprocal norms. School leaders can help provide resources- human and material- that make their staffs more effective individually because they use one another's knowledge and skills. Leaders can use formal positions of power to establish and maintain conditions in which others can solve problems. Thus organizational power *and* professional actualization can complement and serve one another... Power is through other professionals, rather than exercised over them. (p.22-23)

This concept of power fits nicely with Sergiovanni's views (1990a) which sees

leadership as the power to accomplish and puts emphasis on the leader as a

facilitator. Dunlap and Goldman (1991) argue that this type of power is

necessary due to the unique nature of schools and it has arisen as a result of

greater professionalization and specialization in the teaching field. They give

four examples of administrative activities that exercise facilitative power. These

are:

1. The arrangement of material resources that support educational

activities.

2. The selection and management of people who can work together

effectively. The provision of training for, and modelling of, collaborative

behaviour.

3. The supervision and monitoring of behaviour for feedback, reinforcement, and suggestions for improvement.

4. The provision of networks for activities, linking groups to activities elsewhere, adding members to groups, and diffusing new ideas (p.13-14).

Two side effects of facilitative power are mentioned. First, facilitative power will enlarge the decision making process through the involvement of more people. In many instances these decisions must be ratified by those who have legal authority. However, this can be accomplished through negotiatic rather than through domination. Secondly, facilitation encourages nonstandardized approaches to and solutions of problems (p.23-24). This is seen as a positive effect.

Two unexplored aspects of facilitative power are also mentioned. Greater collaboration will require more sharing of time, space and students. Most teachers are not used to working closely with others while performing their core professional duties. Also, the effects of facilitative power on principals is hard to predict. Dunlap and Goldman suggest that school leaders may have to redefine the types of ego rewards they receive if fully facilitative power systems are adopted (p.25).

<u>Control Versus Commitment</u>

Writers on school improvement and restructuring call for a change in power relationships if schools are to grow and improve. The principal must become a "leader of leaders" (Schlechty, 1990; Sergiovanni, 1990b; Fullan and

Hargreaves, 1991). The principal can no longer dominate; the principal's role must become enabling rather than controlling (Barth, 1989). Leadership considers how "power can assist others in becoming successful and accomplishing their goals. Leaders invest power in people and then expect a return on their investment" (Goens and Clover, 1991, p. 149). Shared leadership does not mean the principal hands over the reins of power and opts out. Rather, the principal becomes an interactive professional who learns as well as leads (Fullan and Hargreaves, 1991, p.91).

The concept of facilitative power fits in well with these ideas of power sharing and greater professionalization of the teaching force. In fact, Goldman & Dunlap (1990) suggest that "facilitative power may also provide the bridge between the competing types of leadership· 'transactional' and transformational'" (p. 4).

The following section on leadership will provide indepth information on the changing role of the principal and the type of leadership necessary to bring about change.

Definition of Leadership

James M Burns (1979), in his Pulitzer Prize winning book, defines leadership as:

> Leaders inducing followers to act for certain goals that represent the values and the motivation--the wants and needs, the aspirations and expectations--of both leaders and followers. ... The essence of the leader-follower relation is the interaction of persons with different levels of motivations and of power potential, including skill, in pursuit of a common or at least joint purpose. (p.19)

Further on in his book, Burns expands on his definition of leadership. He states that:

> Leadership is the reciprocal process of mobilizing, by persons with certain motives and values, various economic, political, and other resources, in a context of competition and conflict, in order to realize goals independently or mutually held by both leaders and followers. The nature of these goals is crucial. (p.425)

Burns identifies two distinct kinds of leadership, based on the types of interactions involved. These are transactional and transforming leadership.

<u>Transactional Leadership</u>

Transactional leadership occurs when:

> One person takes the initiative in making contact with others for the purpose of an exchange of valued things. The exchange could be economic or political or psychological in nature: a swap of goods or of one good for money; a trading of votes between candidate and citizen or between legislators; hospitality to another person in exchange for willingness to listen to one's troubles. Each party to the bargain is conscious of the power resources and attitudes of the other. Each person recognizes the other as a *person*. Their purposes are related, at least to the extent that the purposes stand within the bargaining process and can be advanced by maintaining that process. The bargainers have no enduring purpose that holds them together; hence they may go their separate ways. A leadership act took place but it was not one that binds leader and follower together in a mutual and continuing pursuit of a higher purpose. (Burns, 1979, p.19-20)

The key points to note from this description of transactional leadership are the reciprocal nature of the exchanges; the awareness of the power bases; the recognition that both bargainers are thought of in terms of being persons and not things; and finally, the separate but related nature of the goals or purposes. In other words, a deal is struck which satisfies the separate needs of

persons or groups who do not share a common purpose.

Transactional leadership has moral implications and can contribute to human purpose. Burns (1979) states that modal values such as honesty, responsibility, fairness and honouring of commitments are the chief monitors of transactional leadership (p. 426). He also notes that modal values involve conduct more than change and style more than real change (p.430).

Examples of transactional leadership include:

Contingent reward. Rewards are given for efforts and performance; promises are exchanged for compliance.

Management by exception. Intervention takes place if the standards are not met (Bass & Alvio, 1989, p.511; Leithwood, Jantzi & Dart, 1991b).

Sergiovanni (1990b) likens transactional leadership to "leadership by bartering". Here positive reinforcement is exchanged for good work. The types of needs that are satisfied by bartering are largely lower order and extrinsic. They include: physical, security, social, and ego needs. Sergiovanni claims that bartering is the first stage of leadership as it gives the "push needed to get things started" (p.24), but it is not enough. Goens and Clover (1991) concur. They write that if significant changes are to be brought about leadership will have to move beyond the transactional. "Transactional leadership will keep schools the same--it may move people but it will not motivate them" (p.118).

Transforming Leadership

Transforming leadership occurs when:

> One or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality...Their purposes, which might have started out as separate but related, as in the case of transactional leadership, become fused. Power bases are linked not as counterweights but as mutual support for common purpose... But transforming leadership ultimately becomes moral in that it raises the level of human conduct and ethical aspiration of both leader and led, and thus it has a transforming effect on both. (Burns, 1979, p.20)

The important ideas here and the ones that distinguish the two types of leadership are the raising to higher levels of motivation of both the leader and the led; the fused goals or common purposes which are key; and joint use of the power bases.

Because transforming leadership is concerned with the pursuit of higher goals, it is concerned with the end values of liberty, justice and equality. The test of successful transforming leadership lies in the achievement of significant change which is based on the shared beliefs of leaders and followers (Burns, 1979, p. 426).

Roberts (1985) gives an idea of what transforming leadership looks like in action. She writes:

> This type of leadership offers a vision of what could be and gives a sense of purpose and meaning to those who would share that vision. It builds commitment, enthusiasm, and excitement. It creates a hope in the future and a belief that the world is knowable, understandable, and manageable. The collective action that transforming leadership generates, empowers those who participate in the process... In essence, transforming leadership is a leadership that facilitates the redefinition of a people's mission and vision, a renewal of their commitment, and the

restructuring of their systems for goal accomplishment. It is a collective process... (p. 1024)

Other examples of transforming leadership are:

Charismatic. Vision and a sense of mission are shown. Confidence, trust and respect is gained. Optimism is increased and enthusiasm is displayed.

Individualized consideration. Each subordinate is treated individually. Advice and coaching are given when necessary.

Intellectual stimulation. Intelligence and rationality are important. Careful problem solving is used to take a new look at old problems (Bass & Alvio, 1989. p.511).

Stages of Transforming Leadership

Sergiovanni (1990b) lists three stages of transforming leadership which will result in school improvement:

1. Building. Building is the initial stage of transformative leadership. Here the focus is on arousing human potential, satisfying higher order needs, and raising expectations so that both the leader and the led have a higher level of commitment and performance. Building satisfies needs related to esteem, achievement, competence, autonomy and self-actualization.

2. Bonding. Bonding is concerned with elevating school goals and purposes so that a shared covenant bonds the leader and the led together in a moral commitment. Bonding responds to needs of purpose, meaning and significance in what one does. Bonding is the essence of transformative

leadership. Sergiovanni writes:

> Of the four approaches, leadership by bonding is the cornerstone of an effective long-term leadership strategy for schools because it has the power to help schools transcend competence for excellence by inspiring extraordinary commitment and performance. Moreover, leadership by bonding helps people move from being subordinates to being followers. (p.27)

3. Banking. Banking is the routinization of the changes made in leadership. Once this happens human effort and energy is conserved.

<div align="center">Role of The Principal</div>

Changing Nature of Leadership

Expectations for leaders have changed, both inside and outside of the education system, and will continue to change as leaders try to adjust to a rapidly changing economic and technical environment. According to Krantz (1990), "a consensus is emerging around the central requirements of effective leadership **at this time in history**--namely, the critical need to provide a vision around which members of an organization can coalesce and direct their productive energies" (p.50).

Krantz goes on to say that a reconceptualization of the concept of leadership is necessary if organizations are to cope with new political, social, and economic conditions and if they are to encourage commitment and personal involvement in work. Leadership can be thought of as the property of the overall system and in this situation leaders and followers would mutually co-produce the overall system leadership (Krantz, 1990, p.52). While Krantz was not writing about schools in particular, this idea supports the call for the greater

professionalization of teachers and the need for restructuring within the schools.

Goens and Clover (1991) agree that a new style of leadership is necessary when they write:

> Leaders of the future...will be transforming--leaders and followers working toward higher levels of motivation and morality so that their collective power and purposes merge and become one. (p. 130)

This represents a distinctive moving away from bureaucratic organization where leadership is hierarchical and control comes from the top. It is a moving from a Type A organization to a Type Z organization. In Type A organizations control is centralized and differences are maintained in status between management and worker. Schools have traditionally been considered Type A institutions. Type Z organizations depend on strong cultures to influence practice and to lower the distinctions between leader and led. They emphasize participative decision making and are based on a type of power that is facilitative in nature (Leithwood, 1992). This is a moving away from an emphasis on tasks towards an emphasis on relationships. In other words a it represents a shift along the continuum from transactional to transforming leadership.

School improvement research and change theory point to new directions and new expectations for school principals.

Changing Role of the Principal

A review of the literature on school improvement and culture shows that a number of changes are necessary if lasting educational reform is to be achieved. The achievement of the following goals has implications for the role of

principals and for existing power relationships within the schools.

1. <u>Collaborative cultures need to be developed in schools</u>. The creation of collaborative cultures to replace isolated or balkanized cultures is essential to school reform (Roy & O'Brien, 1991; Fullan, 1992a; Green, 1990; Hargreaves, 1989b; Leithwood, Jantzi & Dart, 1991a; Leithwood, 1990; Rosenholtz, 1989; Little, 1982; Barth, 1989). In collaborative cultures teachers work together, sharing, planning and assisting each other in l aspects of schooling. Teachers are no longer isolated from each other; successes can be shared and help can be asked for and received.

2. <u>Shared purposes, meaning and commitment need to be built</u>. All members of a school staff must work together to create common goals and a shared sense of purpose (Fullan, Bennett, & Rolheiser-Bennett, 1990; Deal, 1987; Leithwood, Jantzi and Dart, 1991b; Leithwood, 1990; Rosenholtz, 1989). The achievement of objectives is much more likely when all staff members support and reinforce each other. Included here are things such as vision, mission statements, goals and unity of purpose (Fullan, Bennett & Rolheiser-Bennett, 1990, p.14).

Principals must have a clear vision of what good educational practice looks like (Green, 1990, Firestone & Wilson, 1985; Leithwood, Jantzi & Dart, 1991b). "Commitment requires a clear vision for the organization and development of credibility on the part of the leader" Goens & Clover, 1991, p. 129). It is also important that the staff work together to form a vision that all can

work toward (Fullan, 1992a; Barth, 1989). Barth speaks of the need for

principals to be "coalition builders" and says that visions of good education in

schools professionalize teachers (p.238).

3. <u>Norms of continuous improvement must be developed</u>. Norms of

continuous improvement are associated with successful and adaptable schools

(Little, 1982; Fullan, Bennett, & Rolheiser-Bennett, 1990; Leithwood, 1990;

Fullan, 1990; Barth, 1989). When norms of continuous improvement are linked

to a culture of collaboration educational change is possible. In schools where

continuous improvement is the norm teachers are encouraged to seek and try

out new and innovative teaching practices. The teacher must be seen as a

learner and professional development must be continuous. "When teachers

examine, question, and reflect on their ideas and develop practices that lead

toward their ideals, students benefit" (Barth, 1989, p. 239). In fact, Leithwood,

Jantzi and Dart (1991a) claim that the preeminent challenge for school

administrators is to help foster teacher development (p.1).

Barth (1989) also points out that it is important for the principal to be

seen as a learner.

4. <u>Organizational structures (roles, schedules, and formal policies) must</u>

<u>be altered to support teacher collaboration and ongoing professional</u>

<u>development</u>. Examples of possible changes that can be made at the school

level include "creating time for joint planning, developing joint teaching

arrangements and staff development policies, establishing new roles such as

the mentor function, and establishing school improvement procedures" (Fullan, Bennett, & Rolheiser-Bennett, 1990, p.15). In the words of Goens and Clover (1991): "Situations need to be structured to encourage dialogue, sharing, problem solving, decision making, and verification that their work is meaningful" (p. 155).

5. <u>The professionalism of teachers must be developed</u>. The professionalization of the teaching force is essential to educational reform (Fullan & Hargreaves, 1991; Barth, 1989; Hargreaves, 1989b). It is necessary if the quality of teaching is to improve. "Because student needs vary, the most teaching work cannot be effectively routinized; thus, the standard methods for managing nonprofessional work cannot be applied without jeopardizing the success of the work" (Darling-Hammond & Goodwin, 1993, p.25). Rosenholtz (1989) and Little (1990b) show clearly that a professional teaching staff is much more efficient and effective.

Teacher empowerment is an aspect of professionalism that involves the sharing of decision making and problem solving responsibilities. It also involves a reallocation of power. When teachers are encouraged and permitted to make decisions about things that are important to them they will become responsible for their own teaching. Leithwood, Jantzi and Dart (1991a) call for teacher empowerment and professionalization when they argue that leadership should be based on expertise rather than on authority. Others write that leadership

within the school should come from many sources (Fullan & Hargreaves, 1991;

Barth, 1989).

Barth (1989) sums up the principal's role in

professionalising the teaching force:

> I have argued that the principal of a school occupies a position of central
> influence over the professionalization of teaching. I have found that
> transforming relationships among teachers and between teachers and
> principal by developing collegiality, engaging teachers in important
> decisions affecting their classrooms and schools, developing personal
> visions, becoming active adult learners, serving as mentors to other
> teachers and prospective teachers, and maintaining quality in their own
> and others' performances are all ways in which principals can make
> good use of their extraordinary influence. Each of these characteristics
> contributes to the profession of teaching; collectively they define a school
> culture of professionalism. (p.244)

It is important to note that while this paper is mainly concerned with the

role of the principal in creating and maintaining a culture that is adaptable and

successful, no where in the literature is it implied that principals are expected to

achieve these changes by themselves (Barth, 1989). Principals do not work in a

vacuum and there is a role for all involved in education.

Leadership for Change

It should be obvious from the foregoing that significant changes such as

the ones listed above can only be brought about by a transforming style of

leadership. Transforming leadership is a leadership for change (Brown, 1991;

Hannay, 1991; Leithwood, Jantzi & Dart, 1991a). "Transformational leadership

encourages fundamental change in organizational members by elevating their

personal goals, commitment to the organization and capacity for performance"

(Leithwood, Jantzi & Dart, 1991a, p. 23). Transforming leadership has also been linked with successful professional development (Liberman & Miller, 1990; Leithwood, Jantzi & Dart, 1991a).

In schools transformational leadership is concerned with the pursuit of three goals:

1. Helping staff members develop and maintain a collaborative and professional school.

2. Fostering teacher development.

3. Improving group problem solving (Leithwood, 1992, p. 9-10).

These goals are achieved through six practices that are employed by transforming principals (Leithwood, Jantzi & Dart, (1991b). Transforming principals:

1. Identify and articulate a vision. Transforming leaders identify new opportunities for the school, and help develop, articulate, and inspire others with a vision of the future.

2. Provide an appropriate model. Transforming leaders set an example for teachers to follow that is consistent with the values the leader espouses.

3. Foster the acceptance of group goals. Transforming leaders work to promote cooperation on the part of teachers and assist them to work together toward a common goal.

4. Hold high performance expectations. The transforming leader

demonstrates expectations for excellence, quality, and/or high performance on the part of the teachers.

5. Provide individualized support. The transforming leader behaves in a way that indicates respect for teachers and shows concern about their personal feelings and needs.

6. Intellectual stimulation. The transforming leader challenges teachers to re-examine some of their assumptions about their work and rethink how it can be performed (p. 9).

<div align="center">Practices of Effective Principals</div>

The following section of the chapter will attempt to give some understanding of the practices used by effective principals in bringing about changes in school culture and implementing school improvement strategies. Leithwood and Jantzi (1990) list six broad strategies that were found to have influenced school cultures (p.23-30). Fullan and Hargreaves (1991) list eight guidelines that will allow principals to work interactively with teachers (p.84-98). The main ideas of each researcher support the other and are presented together to give a greater understanding of the concepts. The headings used are those presented by Leithwood and Jantzi.

Strategies That Influence Culture

1. School administrators strengthen the school's culture. Well planned school improvement projects provide an excellent way to begin the process of strengthening school culture. But before such an attempt is made Fullan and

Hargreaves (1991) remind principals that it is important to gain a good understanding of the existing school culture before trying to change it. New principals should spend time listening and talking to staff in order to find out what they value and to become aware of their satisfactions and dissatisfactions. Tradition is important and it is necessary to conserve what is good about each culture. In this way a principal will be working from a knowledge base and is better able to work with teachers rather than against them.

Leithwood and Jantzi (1990) showed that the culture of schools was strengthened in three ways through school improvement projects.

First, a process was put in place to develop and prioritize a set of shared goals for the school improvement initiative. This was done either through a collaborative decision making process which involved the whole staff or through delegation, e.g., to a school improvement team. Leithwood and Jantzi reported that the causal relationship between the administrators' actions and drawing up of shared goals is quite direct (p.24).

Secondly, teacher isolation was reduced. A variety of techniques were used to create opportunities for teachers to talk about teaching and instruction. For example, time for collaborative planning was made available, staff retreats were held, and teachers were encouraged to visit each others classrooms.

Thirdly, teacher commitment was stimulated directly and forcefully. Teachers were given time, encouragement and support to participate in the school improvement initiative. If they did not eventually participate in the project

they were transferred to another school. Fullan and Hargreaves (1991) caution against such transferrals on the basis that such a practice does not help the system as a whole. Principals have a responsibility to help all teachers in the system (p. 96). They also claim that it is not necessary to have every teacher on side (p. 94).

2. <u>School administrators use bureaucratic mechanisms to foster school improvement and to create collaborative Cultures</u>. Bureaucratic mechanisms can be used in such a way so as to either facilitate or constrain school improvement and the creation of collaborative cultures. Examples of these mechanisms include (Leithwood & Jantzi, 1990, p.25; Fullan & Hargreaves, 1991, p.95-97):

a. Money and resources (e.g., either reallocation of existing funds to support the project or finding new money to buy needed materials);

b. School organization, planning and scheduling (e.g., providing time for collaborative planning during the workday, timetabling students to allow teachers to work together, keeping school improvement on the forefront of meeting agendas, covering teachers' classes, using preparation time to increase teacher-teacher contact, scheduling curriculum meetings on a regular basis);

c. Decision making structures (e.g., establishing divisional and committee structures such as a school improvement team, pairing teachers for planning);

d. Staffing procedures (e.g., selecting staff based on improvement

priorities and willingness to collaborate, involving staff in hiring decisions);

e. Evaluation (e.g., progress with school improvement across school, supervision of improvement efforts in individual classrooms, performance appraisal that is growth-based and can be used to make collaboration and commitment to improvement valued and assessed activities).

3. _School administrators foster staff development_. "Staff development,...which creates opportunities for teachers to learn from one another, both fosters and nurtures a collaborative culture" (Brown, 1991, p. 10). School administrators can foster staff development either directly or indirectly. Leithwood and Jantzi (1990, p. 27) give the following examples:

Directly:

      a.   providing needed resources

      b.   giving workshops to staff in their areas of expertise

      c.   assisting teachers in their classrooms

      d.   attending in-service sessions with staff

      e.   sharing information gained from conferences

Indirectly:

      f.   fostering staff commitment and a supportive collegial environment

      g.   informing staff of in-service opportunities and encouraging participation

h. inviting outside resource persons to share
    expertise

i. sending staff to relevant conferences

j. encouraging use of board personnel/consultants

k. providing professional and curriculum materials
    and initiating follow-up discussions

Leithwood (1990, p. 86) also lists the following staff development
practices used by effective principals:

l. focusing teachers' attention, through meetings
    and informal contact, on a specific theme in
    order to expand concepts and practices

m. soliciting teachers opinions about their own
    classroom activities as well as school and
    classroom issues

n. encouraging teachers' experimenting with
    innovative practices and supporting their
    efforts

These last two practices are especially important. When administrators
seek teachers' wisdom and expertise, self-esteem is raised. Teachers are more
likely to take an active role in professional development (Fullan & Hargreaves,
1991, p.86-87).

4. <u>School administrators use direct and frequent communication</u>. The principal can help shape the culture of the school by actively communicating what is of value. Fullan & Hargreaves (1991) speak of "expressing yourself through your leadership" (p. 88). Communication can come through talking (e.g., discussing, negotiating, persuading, telling stories etc.) and through demonstrating or modelling.

The role of vision is important here as it is tightly related to what is of value in the school. Firestone and Wilson (1985) conclude that "the principals task and challenge is to develop a clear vision of the purpose of the school that gives primacy to instruction and to carry it through consistently during those countless interactions" (p. 22). Fullan (1992a) reminds us that principals must be careful not to manipulate teachers to conform to the principal's personal vision. The building of shared goals and purposes is essential.

5. <u>School administrators share power and responsibility with others</u>. One of the most important things principals can do to foster a collaborative culture is to involve teachers in decision making, especially in areas that centre on cross-classroom and school-wide matters (Leithwood and Jantzi, 1990). Principals must find ways to involve teachers in leadership activities and encourage teachers to take to as much responsibility as they can handle (Fullan and Hargreaves, 1991; Barth, 1989).

The creation of school improvement teams is one way of sharing power and responsibility . Teams have the responsibility for project coordination but

more importantly act as links between staff and administration (Leithwood and Jantzi, 1990, p.28).

6. <u>School administrators use symbols and rituals to express cultural values</u>. Through the use of symbols and rituals, principals can reinforce aspects of the culture which are valued. Leithwood and Jantzi (1990) listed three ways that principals used symbols and rituals to foster collaboration. First, principals publicly recognized teachers and students who contributed to the school improvement initiative. Secondly, they wrote private notes of appreciation to staff members. Thirdly, principals encouraged staff members to discuss their experiences with their colleagues. This action provided recognition for individuals and also acted as a source of stimulation for the staff as a whole (p. 29).

Fullan and Hargreaves (1991) tell principals they must "express what they value". Symbolic behaviours which include "the design of ceremonies, rituals, and traditions" and "the recounting of stories, along with the anointing of heroes and heroines" must be sincere and from the heart.

The foregoing strategies have been found to be helpful in creating schools where collaboration between teachers takes place.

<u>Professional Development and Transforming Leadership</u>

Leithwood, Jantzi and Dart (1991b) show that teacher development can be fostered through a well thought-out school improvement plan. Hannay (1991) shows that transforming leadership can also be a result of such a plan.

Dr. L Hannay (1991) writes that, due to its emphasis on unity of purpose, transforming leadership seems to be advantageous for facilitating school based change (p.1).

Hannay's article reports on a staff development project where transforming leadership (although not a goal of the project) was a direct result of the process used. Four aspects of transforming leadership in the school setting were reported (p.5-7).

1. Moral Dimension. Teachers' work came to be guided by their beliefs about what was best for the children.

2. New Roles. A decreased distinction between the role of teacher and principal was noted. For instance, teachers took more active leadership roles and principals became more involved in curriculum matters.

3. Teacher-Principal Collaboration. The process helped create collaborative work relationships where collaborative decisions about the improvement project were made.

4. Empowerment. Team members reported an increase in self-confidence, knowledge and experience. This was empowering because it resulted in a better understanding of the people they worked with, the system, and the belief they could make a positive contribution to change.

Hannay further notes that transformational leadership thrives when: collegiality is emphasized; opportunity for dialogue is provided; recognition of the importance of roles in facilitating change is given through the provision of

release time; and the expectation is for teams to collaborate on the project (p.3).

Summary

Chapter 2 has provided a review of the literature on school culture, power relationships and leadership for change. It has shown that the establishment of a collaborative culture with norms of continuous improvement is necessary if change is to be successfully implemented. It has also shown that traditional power relationships must be altered and principals must become transforming leaders if real and lasting improvements are to be achieved in schools. Perhaps most importantly, the literature review has pointed out the complexity of the change process and the need for greater professionalization of teachers and non-routine technical cultures.

The literature has provided some idea of what needs to be achieved if schools are to change and improve. Questions which still need to be answered center around how these changes can be achieved and type of leadership most conducive to promoting and institutionalizing such change. Further, it is important to know whether or not these concepts apply to schools in Newfoundland.

The chapters which follow look at leadership and culture and give further insight into how change occurs in one elementary school in Newfoundland. The study will provide information on the role of school leaders in creating a culture that encourages excellence and permits significant change to occur.

CHAPTER 3

METHODOLOGY

This investigation was concerned with an indepth study of one elementary school. Data collection included completion of a questionnaire, interviews, and the collection of school documents such as the mission statement and the commitment to children; correspondence to parents and teachers; and a report to the school board. This chapter will provide information on data collection and data analysis under two main headings: the questionnaire and the interviews. The documents were used to clarify and backup the interview and questionnaire data.

The Questionnaire

The Instrument

The instrument selected for the survey was a modified version of the staff survey used by Leithwood and his colleagues in the "Leadership for Change Project".

Permission to use the questionnaire was received from Dr. Leithwood. Questions on facilitative power were added.

The instrument consisted of five parts. Part A asked respondents to identify sources of leadership within their school.

Part B contained 56 items relating to the nature of leadership within the school. These items were distributed among constructs as follows:

1. Transformational leadership: provides vision and inspiration; provides

appropriate model; fosters group goals; provides support; holds high performance expectations; and provides intellectual stimulation.

2. Transactional Leadership: contingent reward; and management by exception.

Section C of the questionnaire studied factors that affect implementation of change and consisted of 35 items distributed among the following constructs:

1. School Goals

2. School Culture which is broken down into: culture and collaboration; teacher talk; joint planning; teacher teaching; and teacher observation.

3. Teachers

Part D investigated strategies used by school leaders and included 42 items distributed among constructs as follows: strengthens culture; use of bureaucratic mechanisms; staff development; use of symbols and rituals; shared power and responsibility; and direct and frequent communication.

A construct investigating the use of facilitative power in the school was also included in this section.

The final section consisted of seven items that gathered background information and included the following: current position; years teaching; years at present position; years at this school; numbers of teachers the respondent collaborates with in curriculum and instructional matters;
gender; and age.

Appendix A contains a copy of the questionnaire. Appendix B contains a

copy of the questionnaire items broken into the various constructs.

<u>The Scale</u>

The questionnaire used a Likert Scale. "A Likert scale asks an individual to respond to a series of statements by indicating whether she or he strongly agrees (SA); agrees (A), is undecided (U), disagrees (D), or strongly disagrees (SD), with each statement" (Gay, 1978, p. 146). A sixth column, not applicable (NA), was added.

To determine the arithmetic value for each response, the positively stated items were weighted as follows: NA=6, SA=5, A=4, U=3, D=2, SD=1. The negatively stated items were weighted in the reverse order as follows: SA=1, A=2, U=3, D=3, SD=5, NA=6.

The reliability was checked by field-testing the questionnaire on staff members of another school and conducting the Kuder-Richardson reliability test. The Kuder-Richardson formula "estimates internal consistency by determining how all items on a test relate to all other items and to the total test" (Gay, 1987, p.140). The Alpha Reliability was .8336 and this is considered to be a good reliability score.

<u>Administration of the Questionnaire</u>

Contact with the school board was made through the personnel responsible for research. Permission to conduct research in a school under the board's jurisdiction was requested and granted. The identified school was contacted and permission to take part in the study was given by the principal

Initially, the researcher planned to distribute the questionnaire at a staff meeting so that the rationale behind the research could be explained. It was thought that this might improve the chances of all staff members completing the form. However, due to time constraints and the possibility of a job action by the Newfoundland Teachers Association this was not possible. Instead the administrative team took on the task of distribution and collection of the questionnaire and consent forms. The letter of consent contained a section that explained the study and asked for teacher participation. (See Appendix D for sample.) The questionnaire was distributed to all staff members and gave them an opportunity to express their opinions on the questions under study.

The Sample

The population sample of this study was an elementary school in the province of Newfoundland. Superintendents and/ or consultants at the board level were asked to identify a school which met the following criteria:

1. The school is reputedly successful in implementing multiple changes.

2. The administration is reputedly providing, or is aspiring to provide, transformational leadership.

3. Decision making is reputedly shared with the teaching staff.

The population sample for the questionnaire included all staff members of the school. Twenty-four questionnaires were returned for a response rate of 63%. Table 1 shows the positions of those who completed the questionnaire.

Table 1

Respondents to the Questionnaire		
Respondents	n	%
Full time teachers	20	83.3
Vice Principal	1	4.2
Principal	1	4.2
Other	1	4.2
Incomplete	1	4.2
Total	24	100.1

Data Analysis

The questionnaire was divided into four parts.

Part A of the questionnaire asked respondents to identify sources of leadership within their school. This data was placed into a descriptive table.

Data collected from the questionnaire were analyzed using the Statistical Package for Social Sciences (SPSSX). Valid percentages were calculated for each value label e.g., (SA), (A), (U), (D), (SD), (NA), for each item in parts B, C and D of the questionnaire. The valid percentages for strongly agree (SA) and agree (A) were added together to find a total for those in agreement with the statements. The valid percentages for strongly disagree (SD) and disagree (D) were also added together to find the total of those in disagreement with the statements. Tables were created for each construct in Parts B, C, and D, showing the valid percentage of those in agreement (A), those undecided (U), those in disagreement (D) and, when necessary, those who felt the statements

were not applicable (NA).

The collation of the various constructs within Part B allowed the creation of a construct for transformational leadership and a construct for transactional leadership.

Pearson r correlation coefficients were established to determine the relationship (if any) between facilitative power, transformational leadership, transactional leadership and the various constructs.

The Interviews

The Instrument

The instrument used for the interviews was based on the literature, in particular the work of Leithwood et al, and Dunlap and Goldman. The interview protocol consisted of a set of questions which acted as a guide only. It also included a number of concepts from the literature which acted as prompts for the interviewer. The ultimate objective of the interview was to gather data that would answer the research questions of the study. (See Appendix C for a copy of the interview protocol.)

Interview Procedure

Once the names of the people to be interviewed were determined contact was made and permission was obtained. Each person contacted agreed to be interviewed and the interviews were generally held after regular school hours. Each interview was tape recorded and lasted for at least an hour.

The Sample

Since this study is concerned with leadership within the school it was necessary to first interview both the principal and the assistant-principal. These two people were then asked to identify some teachers whom they felt were informal leaders within the school. On the basis of this information four teacher leaders were selected and subsequently contacted and interviewed by the researcher.

Data Analysis

The interview data were transcribed and content analysis proceeded under the following headings.

1. The role of the principal

2. The role of the vice principal

3. The role of informal leaders

4. The role of committees in the school

5. Decision making process in the school

6. Power relationships (including facilitative power)

7. The context (influences, both internal and external)

8. Culture

9. Transformational leadership

10. Teacher empowerment

11. The change processes within the school

12. Staff development

13. Bureaucratic mechanisms

Once the data was categorized it was carefully analyzed. Comparisons were made with the literature and with the data from the questionnaire. The concepts, insights, and understandings that resulted formed the answers to the research questions.

Conclusion

To achieve a better perception of the school, three sources of data collection were utilized: questionnaires, interviews and artifacts from the school. This approach is supported by Woods (1986) in his statement: " ..in social scientific research, the use of three or more different methods or bearings to explore an issue greatly increases the chances of accuracy" (p. 87). Rosenholtz (1989) supports the collection of quantitative and qualitative data also. She wrote:

> The quantitative data of teacher's workplace perceptions explicitly test our theoretical assumptions. We then use qualitative data garnered from teacher interviews to find interesting examples and plausible cases that both enrich and extend our practical understanding of how ... schools work. (p. 11)

Chapter 4 provides information about the school and the context for leadership within the school.

CHAPTER 4

THE CONTEXT

Chapter 4 will attempt to provide answers to the first research question:
What is the context for leadership in the school? Both the external and internal
environment of the school will be discussed.

The External Environment

The Community

The school under study is located in a relatively well to do urban
community in the province of Newfoundland. The students are described by the
principal as coming from "fairly middle-class, upper middle-class families". There
are no breakfast or lunch programs available at the school although a small
number of lunches are provided each day by the cafeteria for students who
forget their lunches. The assistant-principal noted that "Nine times out of ten the
parents will call, thank us, and send in the money."

The school appears to have a very good relationship with the parents.
Currently there is an active Parent-Teacher Association (P.T.A.) and
approximately 265 parents are active members of the parent volunteer program.
Attendance at P.T.A. meetings tends to be poor but the school is well
supported in other ways. The assistant-principal made this quite clear when she
said:

> At any time that we have any kind of open house or concerts, the parent
> representation is fantastic. They're all here. When we have different
> meetings, for example, Monday night is the meeting for the parents of
> the new children coming to kindergarten. They'll all be here.

Parents' opinions are important and parents are listened to in this school. One teacher explained it this way "We usually get a lot of support from our parents. They're usually very supportive of things we do. When and if there have been negative feedbacks ... the staff have been made aware of it and we try to come up with some alternatives."

Parental input, however, does not usually impact on curriculum areas. In the words of a teacher, "It might affect the playground, school uniforms, or something like that, but I don't think that they are actually involved in decisions about curriculum".

At any rate, keeping the parents informed and garnering their support for school decisions is a high priority of this school.

<div align="center">School Board</div>

The school board has made many positive contributions to the school under study and relations are described as being "just wonderful". All teachers interviewed felt the board supported them in their efforts to improve and change.

The initiative that has had the most profound effect on the school is the Challenge for Excellence program or the school improvement project. The main thrust of the program is to improve the quality of education in schools under the board's jurisdiction. This project began five years ago. Participation was voluntary but the board required that 75% of the teachers had to vote in favour of the project before a school could take part.

The board's commitment to the Challenge for Excellence project is evident from the support it has provided. Two coordinators were assigned to oversee the project and to provide support to the schools whenever necessary. Resource people were brought in to help with the training. Volunteers from the participating schools received an initial week of training. Limited financial support of five hundred dollars a year is provided to each participating school.

As well, processes have been put in place to ensure that the project is kept in the forefront. A facilitators planning team meets to go over the initiatives of the various schools and to share ideas. Participating schools must send in various reports on the project at certain times during the year.

The board has been responsible for numerous other initiatives which have been brought back to the school and put to good use by the staff. Examples include: language analysis, cooperative discipline, and the family of schools concept. Upcoming initiatives include: the new teacher evaluation package with its emphasis on peer coaching; cooperative learning.

The board was very supportive of the school's improvement focus during the current year. Five coordinators helped to plan the 25 hour science institute and some financial assistance was given. The principal noted that the school board is "concerned about site-based management... and they are giving us a lot of lee way there to determine what our needs are."

The Internal Environment

The School

Elan Elementary (a fictious name) houses primary and elementary students. It is a large school with approximately 860 students in attendance. Most grade levels have four English streams and two French streams. The school has been open for ten years and although space is a problem, the building is in very good repair. The school is located in a residential area but a large number of children are bussed to school each day.

The school has always had a good reputation in the educational community and is often held up as an example. Two teachers mentioned this fact. One said, "I'd go out to a workshop...we used to be brought up as an example... somebody said, 'Oh my, we've got to listen to Elan Elementary again'. Again we are doing things and we're doing good things but you know we didn't want that."

Teachers readily admit that, although they are very proud of their accomplishments, everything about their school is not perfect and there is room for change and improvement. "But in the back of my mind, [I'm thinking] that everything is not perfect at Elan Elementary. And of lot of people think that it is."

The Administration

Both administrators are fairly new to their positions. The principal has held her position since September and is the second principal that the school has had. Her previous administrative experience consists of two years as an

assistant-principal in another school under the same board. Previous to this, she spent nine years as a coordinator in two other districts. In speaking about her present circumstances she said:

> This year has been a wonderful growth process in terms of figuring out who I am as an administrator, as a leader in the school and that kind of thing. It has been interesting coming into a school that's been so well established. I feel like I've been led in many ways.

This is the second year the assistant-principal has held this position. During the early part of the 1991-92 school year the previous assistant-principal took a job at board office. The position was temporarily given to the present assistant-principal. The job became permanent in September of 1992. The assistant-principal is very familiar with the school set-up as she has taught there since the school opened. She is also very knowledgeable about school improvement, having been an active member of the school improvement committee since its inception.

The School Staff

Thirty-eight and one-forth teaching units are allocated to the school. This translates into forty-two individuals. The school has the services of: a full time principal; an assistant principal with teaching duties; gym and music teachers; a half-time guidance teacher; three special needs teachers; a challenging needs teacher; and a speech pathologist who spends a little more than one-third of her time at the school.

As the principal pointed out, "We have a monumental personnel problem

in that we don't have enough personnel." Classes are large, with each kindergarten class holding about 25 students. Special services are strained to the limit. Children requiring extra help are often put on waiting lists. A half-time guidance counsellor for 860 students certainly restricts the amount of intervention possible.

Teachers on this staff are consistently described in positive terms. For example: "I think everybody in this school has something to contribute and that's a very strong point about the school;" and "There are a lot of enthusiastic teachers here and all of them are very dedicated."

Tables 2 and 3 contain information about the staff that was gathered from the questionnaire. The information indicates that the school staff is fairly stable, in terms of staff turn-over, and well experienced.

Table 2 shows that only one of the teachers completing the questionnaire is relatively inexperienced.

Table 2

Respondents' teaching experience	
Years	n
3 - 5 yrs.	1
6 - 10 yrs.	3
11 - 19 yrs.	7
20+ yrs.	11
N = 22	

Table 3 indicates that many of these teachers have been teaching at this school for some time.

Table 3

Respondents' experience at this School	
Years	n
1 yr	2
2 yrs	1
3 - 5 yrs	5
6 - 10 yrs	12
11 - 19 yrs	2
N = 22	

Factors that affect the likelihood that teachers in this school can deal successfully with change are outlined in Table 4. Responses to the statements clearly show the attitudes of the teachers towards change. Two of the nine statements are written in negative terms and are designated by the symbol (R).

When computing the total response percentages for the table/construct these negative scores were reversed. A total of 24 teachers responded to the questionnaire.

Table 4

Factors Affecting Implementation of Change: Teacher Statements			
	D %	U %	A %
1. Teachers within this school are very reluctant to implement changes. (R)	79.1	12.5	8.3
2. We are highly committed to continuous improvement.	4.2	4.2	91.7
3. We feel that what goes on in our school is our responsibility; we share responsibility for our school's successes and shortcomings.	4.2	0.0	95.9
4. We are too busy with the day to day demands of teaching to engage in activities for our own professional development. (R)	66.6	12.5	20.9
5. Teachers in this school frequently take initiative in implementing new programs or new teaching strategies.	12.5	12.5	75.0
6. We are highly satisfied with our jobs as teachers.	16.7	25.0	58.4
7. We are committed to ongoing professional development.	4.2	0.0	95.8
8. We are highly motivated for implementing new initiatives in this school.	0.0	8.3	91.6
9. We have significant input into the decisions relating to change.	8.7	21.7	69.6
Construct	8.9	10.7	81.5

N = 24 <u>Note</u> D = disagree U = undecided A = agree

The responses indicate that a high percentage of teachers at this school are open to change. With the negative or reversed items taken into account an average of 81.5% of the teachers agreed with the factors that indicate readiness for change; 8.9% disagreed and 10.7% were undecided.

While the majority of teachers work hard to change and improve there is a small number of people resistant to change. Each teacher interviewed mentioned this. Typical of the comments made is the following:

> In the meantime, there are some people on staff who are somewhat resistant to the change and I think that with a staff in excess of 40, that's bound to be the case. People find change very difficult in some cases and the way that they've always done things suited them well... and perhaps they achieved the same results in the end.

That the teachers are open to change is evident from the large number of projects with which the school has been involved in the past five years. Section A of the questionnaire asked the teachers to list the improvement/ change initiatives currently underway (or recently achieved) in the school. Table 5 provides the initiatives mentioned and the frequency of the responses.

Table 5

Respondents' List of School Initiatives	
School Improvement Initiatives	Responses
1. Language Arts - List of essential competencies	11
2. Linguistic Awareness	15
3. Science	12
4. Co-operative Discipline	11
5. Tragic Events Support Team	6
6. Resource Based Learning	13
7. Guidance Committee	5
8. Special Education Policy	8
9. School Improvement Committee	12
10. Co-operative Learning	2
11. Recycling Committee	2
12. Parent Volunteer Program	2
13. Rules and Routines Committee	6
14. Family of Schools	1
15. Mission Statement	5
16. Computers	2
N = 24	

Most of these projects fell under the umbrella of the school improvement initiative. The school was one of the first to join and the consensus seems to be that this has been a very worthwhile endeavour. As one teacher indicated, the school improvement project has, "Made me feel more professional...I feel more challenged. I like to see something different. It makes me feel more professional, rather than stagnant."

The School Culture

One of the major premises of this thesis is that the type of culture a school possesses affects its ability to change. Cultures of collaboration, where teachers work together in an open atmosphere have been found to be more successful and adaptable than schools where teachers work in isolation (Rosenholtz, 1989; Fullan, 1990; Little, 1982).

It is therefore necessary to look at the type of culture found in the school under study. Table 6 indicates the responses given by respondents to statements concerning culture.

Table 6

School Culture			
Statements	D %	U %	A %
1. We collaborate with colleagues in planning for instruction within our classrooms.	0.0	0.0	100.0
2. At this school, we agree on the objectives we're trying to achieve with students.	4.2	0.0	95.9
3. There is ongoing, collaborative work among staff members within our school.	0.0	0.0	100.0
4. Most teachers at this school share a similar set of values, beliefs and attitudes related to teaching and learning.	0.0	8.3	91.7
5. We have input into selecting the focus for our professional development programs.	0.0	8.3	91.7
6. We collaborate across grades/departments to plan improvements for our school.	8.3	8.3	83.4
7. We have strong working relationships with teachers in other grades/departments.	12.5	12.5	75.0
8. Relationships between the staff and the school administration are acrimonious. (R)[a]	35.2	35.3	29.4
9. There is ongoing, collaborative work among staff members across grades/departments within this school.	12.5	16.7	70.9
Construct	7.4	9.9	82.4

N = 24   <u>Note</u> D = disagree   U = undecided   A = agree

ᵃ The responses to statement 8 do not, in the opinion of the researcher, reflect the true situation in the school. Just prior to the distribution of the questionnaire, the administration made an unpopular decision which was later withdrawn. This score was most likely affected by this situation.

Due to the fact that this school was chosen for study on the basis of its good reputation and its ability to change, one would expect to find a culture of collaboration in the school. Both the questionnaire results and the interview data show this to be true. Regular grade level meetings (discussed in detail in chapter 5) have been a feature of the school since it opened. These are a forum for much shared planning and discussion. None of the teachers interviewed could remember when or how the grade level meetings started but according to one teacher "We've always had them". Shared decision making (also discussed in chapter 5) is another feature of this school that shows a collaborative culture.

The percentage of teachers in agreement with the statements in this table is 82.4 when the reversals are taken into consideration. The percentage of teachers disagreeing is 7.4 and the percentage undecided is 9.9.

Another important indicator of a collaborative culture is joint work. Little (1982), describes four critical practices that teachers engage in when they work together. These practices are: teacher talk, joint planning, teacher teaching and teacher observation. These practices appear to be crucial for continuous professional development in successful and adaptable schools (p.331).

Tables 7, 8, 9, and 10 provide information from the questionnaire data on these areas.

Teacher Talk

Teacher talk is the building up of a shared langauge which is very precise. This is done by teachers engaging in frequent and precise talk about their teaching practices. Responses from the questionnaire show that a high percentage of the teachers agree with the statements on teacher talk. While there are some exceptions, the interview data also supports this notion.

Table 7

Teacher Talk			
Statements	D %	U %	A %
1. We frequently talk about teaching practices.	4.2	0.0	95.8
2. We can go for days in this school without talking to anyone about what we are doing within our classrooms. (R)	83.3	0.0	10.7
Construct	10.5	0.0	89.5

N = 24   Note   D=disagree   U=undecided   A=agree

Joint Planning

Joint planning exists when teach---s plan and prepare teaching materials together. As Table 8 clearly shows there is a lot of joint planning going on in this school. Again the interview data supports this conclusion.

As one teacher said, "Oh yes, it was always the grade levels [meeting]. You meet and you plan and you do things together."

Table 8

Joint Planning			
Statements	D %	U %	A %
1. We frequently work with at least one colleague to prepare course outlines and instructional materials.	4.2	0.0	95.8
2. Planning for courses, inlcuding selection and development of teaching materials, is done by each teacher in isolation. (R)	87.5	8.3	4.2
Construct	4.2	4.2	92.0

N = 24   Note   D = disagree   U = undecided   A = agree

Teacher Teaching

Teacher teaching refers to the practice of teachers being permitted and encouraged to teach each other the craft of teaching. The responses to statements pertaining to this section were somewhat mixed with teachers making a difference between sharing expertise and having an opportunity to teach each other. The average percentage of 72.5% shows a positive response in this area.

The interview data indicates that some teaching to colleagues does go on. For example, during the past year the special education teachers ran the linguistic awareness inservice which was favourably received by a large portion of the staff.

Table 9

Teacher Teaching			
Statements	D %	U %	A %
1. We share our professional expertise with our colleagues.	0.0	0.0	100.0
2. We are encouraged and given opportunity to teach each other new instructional strategies.	25.0	29.2	45.8
Construct	12.5	14.6	72.9

N = 24   <u>Note</u> D=disagree U=undecided A=agree

<u>Teacher Observation</u>

Teacher observation refers to the practice of teachers being observed

frequently and being provided with useful critiques of their teaching. The

average percentage of those in agreement with the statement pertaining to

teacher observation is 18.5%; those undecided, 13% and those who disagreed,

67.3%. It is evident that little teacher observation takes place in this school.

Interview evidence generally supports this data. At present there is no

viable teacher evaluation plan although one appears to be ready from the

school board for piloting next year. A number of years ago there was an

attempt to introduce peer coaching into the school but this initiative did not take

hold.

Table 10

Teacher Observation			
Statements	D %	U %	A %
1. We frequently are observed by colleagues who provide us with useful critiques of our teaching practices.	78.2	8.7	13.0
2. We observe each other's teaching and then discuss our observations as a means of gaining a better understanding of our own teaching strategies.	56.5	17.4	26.1
Construct	67.3	13.0	18.5

N = 24   Note   D = disagree   U = undecided   A = agree

Summary

    Chapter 4 presented information about the external and internal contexts within which the leaders of the school work. Contexts are important because they establish pressures, expectations, and supports that impact on the school and the leadership within it.

    Chapter 5 takes a closer look at the school and describes its organization set up.

CHAPTER 5

THE ORGANIZATION OF THE SCHOOL

Chapter 5 will describe how the school is organized and will give some insight into the decision making process at the school.

School Organization

The following are components of the school's internal organization chart: the principal and assistant-principal; the school improvement team; committees; grade level coordinators and grade level teams; informal teacher leaders. The role of each will be dealt with briefly.

The Principal and Assistant-Principal

While the specific duties of the principal and the assistant-principal may differ, their leadership roles will be discussed together because in the words of the principal "We're very much a team". The assistant-principal concurs: "We consider ourselves a team so I consider the role of the principal and assistant-principal to be very together and very much the same role." This team approach is evident in their actions as well. For example, when the researcher met the principal for the first time to ask for permission to do the study, the principal immediately invited the assistant-principal to join in the discussion.

When asked to describe the role of the administration the principal summed it up eloquently. "Everything", was her answer. While the administration is ultimately responsible for what happens in the school, a close look shows the

following to be important aspects of the role. It should be noted, however, that it is difficult to separate role functions into different categories as there is much overlap.

Communication

Communication is a large and important part of the administrators' role and it involves communicating with all groups, especially with teachers and parents.

Parent. Communication with the parents is achieved through meetings and presentations (both individual and group), through publication of a monthly newsletter and through publication of letters on specific topics. The school communicates on items it considers to be of interest to the parents. Good communication is seen as a key to promoting understanding and as a way to garner support for the school's decisions. The principal made this clear when she stated:

> I learned that you really have to clearly state what's happening
> with parents and you have to keep them very, very informed and
> we've established that, I think. We very infrequently get calls from
> parents who are upset or annoyed at something or articulate the
> fact that they just don't understand what's happening.

Committees. Communication with the teachers, through committees, is also vital. The principal and assistant-principal between them are members of every school committee and they also attempt to go to grade level meetings. This allows the administration to be aware of what is happening in the school. In the words of the assistant-principal "One of the administrators likes to be in,

just to sit and see what's going on--so that you're involved". Many hours are spent in meetings with committees or with individual teachers.

Whole Staff. The principal also communicates to the staff through hand-written "minders". These are published on a needs basis and consist of information, reminders, thank-you notes, congratulations, professional development items and anything else that might be of interest. As well, staff meetings are also used to keep the lines of communication open.

Liaison and Consultation

Much administrative time is spent in liaison and consultation with various groups. Examples of these activities include:

1. Attendance at meetings called by the school board.

2. Liaison with principals of schools within the "Family of Schools". (The family consists of all the schools that feed into one high school.)

3. Consultation with board level coordinators for the development of professional activities for the staff.

4. Consultation with the staff on matters of importance to the school. As an example, the principal met with the Special Services Team (guidance counsellor, speech pathologist, special needs teachers) to gather information for a project. This proved to be a valuable experience. "I met with them for one full morning and it was incredible the information that we discussed and they provided me with...that I integrated into my letter."

As is evident from the foregoing the administrative team listens to, and

learns from, the various groups with which they deal. This also gives them an

opportunity to express their own opinions.

<u>Support of the Learning and Teaching Environment</u>

Perhaps the most important aspect of the role of the school

administration is seen as supporting the school's main function of teaching and

learning. This is done in many ways:

<u>Problem Solving.</u> One way is to see and articulate problems. Being new,

the principal saw the need for more teachers and better utilization of space.

> From my experience... there are certain needs that I see in this
> school, that are not being addressed and perhaps ought to be
> articulated and formalized with the P.T.A., with the school board.
> So,...I discussed it at a staff meeting and I said, "While we may be
> looked upon as a flagship school for all intents and purposes we
> have some great needs in this school." We have a monumental
> space problem. We have a monumental personnel problem

The administration worked hard to solve the problem. They met with

teachers to gather information, they wrote letters and briefs, they met with the

P.T.A. and they kept everyone aware of what was happening.

<u>Professional Development.</u> Support of professional development of

teachers is another important aspect of the administrative role. Professional

development is generally done through the school improvement process but the

adminstration also support it in other ways. The assistant-principal noted that:

> Any conference that comes up, the principal advises the whole
> staff and says, "Come on, feel free." We're sending three to
> Gander to the language conference and the school is paying for it
> all. And then we're sending someone else to a religious one in
> Ottawa this month. There is also a corner of the staff room where

we keep all really current articles, or the name of any kind of
books we come across, in a pouch. People are really getting
interested in that now - especially in the field of science. If you
come across anything to do with science, bring it in and we'll post
it up and distribute it to all staff members. That's another way
we're promoting staff development.

School organization and management. A third form of support is good

organization and management of the school. The administration must see to the

orderly running of the school. During the past year they initiated a Rules and

Procedures Committee which was charged with evaluating the supervision

policies and rules for student conduct. In the words of the principal this

committee "did an absolutely excellent job of updating the rules and

procedures".

Provision of Leadership

The provision of leadership is seen as the most important function of the

administrative team and will be discussed in detail in Chapter Six.

The School Improvement Team

This school joined the school improvement process five years ago when

it was first introduced by the board. In a secret ballot one hundred percent

(100%) of the teachers voted to take part. The feeling among the staff at the

time seems to have been: "I can't see how anybody could vote against it--

everyone wants to improve."

The School Improvement Team (S.I.T.) currently consists of eight

members from the school and one parent. Membership on the team is

voluntary. Many of the team members have been on the team since its inception.

During the first year the School Improvement Team oversaw the development of a mission statement and a vision for the school. The vision was broken down into manageable chunks where improvement could be achieved. Improvement in curriculum areas has always been important. The School Improvement Team is charged with drawing up an action plan for each year. This is done in consultation with the staff and administration. Most professional development activities are organized through the School Improvement Team. As one teacher noted, "Needs are identified through the process of school improvement and usually that's how professional development days are done."

The School Improvement Team is also referred to as the Leadership Team and this alludes to the fact that it acts as an umbrella for all other committees in the school that concern themselves with curriculum, teaching, learning and child welfare. Members from these other committees are invited to send a representative to the S.I.T. meetings. A teacher helps to make this idea clear:

> The whole umbrella of school improvement would then be comprised of these other areas which would still be working towards the goal of school improvement... the school improvement team kind of knows what's going on in all those other committee areas and all the committees function independent of each other but they work toward the overall total goal.

Minutes from all S.I.T. meetings (and other committees, as well) are

distributed to the staff in an attempt to keep everybody up to date. According to one teacher:

> Whatever they decide and talk about at their meetings, it's handed out to us almost the next day. They send out a memo to every teacher the next day, or two or three days later. A typed memo--this is what we discussed; who was at the meeting, etc. It's all itemized, everything they discussed. We're kept aware of what's going on.

In the beginning the team had frequent meetings and worked very hard but there is a feeling now prevalent among the people interviewed that the team is not as active as it was in the early years. This is not to say that the team is no longer doing an excellent job but rather that they now have a more realistic expectation for themselves.

Many of the teachers mentioned this idea of the S.I.T., in reality, taking on too much. As another teacher stated:

> The first couple of years it was at times nerve wrecking. You're in the classroom, you've got all that and there were times when even we as a team said, "What's this project all about?" [When] what is being neglected sometimes is the children in the sense that we were being involved--we were doing it for the children but: "I'm so tired I can't get that ready for tomorrow; I'm so tired I can't correct this.

The Committees

Committees play a major role in the running of this school and while there has been a conscious effort to reduce the number of committees during the past year, their number is still considerable. As one teacher put it, "We need a committee for the committees".

Standing Committees

For the purposes of this paper a standing committee is one that exists for an extended period of time. Examples of standing committees at this school include: The School Improvement Committee, and the Science Subcommittee; the Resource Based Learning Committee; the Guidance Committee which oversees the Tragic Events Committee, the Bus Safety Committee and the Rules and Procedure Committee; the Environment Committee; and the Special Services Team.

Adhoc Committees

Adhoc Committees are short term committees that are set up to oversee a particular event and then are disbanded. Examples of adhoc committees found in the school include: The Education Week Committee; The Winter Carnival Committee; the Catholic Schools Week Committee; the Concert Committee; the School Retirement Committee; and the Social Committee.

Role of the Committees

The main role of all school committees is to help the school improve and change so that it can achieve its stated mission, "To Be The Best We Can Be." Committees plan for improvement and oversee implementation of change in their particular areas.

For example, the S.I.T. was instrumental in planning and developing, (in conjunction with Memorial University), a 25 hour Science Institute during the

past year. This is a long term project which will take a number of years to complete.

Another example comes from the Special Services Team which saw a need to update the staff on what happens to children once they are referred for special services. A staff meeting was convened and run by the Special Services Team who provided the staff with the information they needed.

Committee membership is generally voluntary. A poster is put up in the staff room and teachers can sign up. Occasionally teachers are asked to sit on a particular committee due to a special interest or attribute they possess. According to the assistant-principal, " We never have any problems getting any people to volunteer and it's strictly volunteer. We won't get two or three people - we've had committees with 10 to 15 sign up."

<u>Grade Level Coordinators and Grade Level Meetings</u>

It is expected that grade level meetings will take place once a week but the reality is that they are not held that regularly. The frequency of the meetings changes with the grade level but it is fair to say that meetings are held every two or three weeks.

The grade level meetings have many uses. Their main function is for planning curriculum objectives and theme work. They may provide support for a teacher new to the school, the grade, or for teachers trying new initiatives in their classrooms. At times they serve to pressure teachers to try new ideas, "Sometimes I think its almost peer pressure because another teacher sees

someone else taking the initiative ….Another teacher will say 'I must try that'"

(assistant-principal).

At some levels teachers discuss teaching strategies and how to best help

children, at other levels the meetings are mainly used for organizational matters.

For example, when asked if grade level meetings were used to discuss teaching

methods, one teacher replied:

> We talk about what day we're going skating; who's ordering the busses;
> something that might have come up from the office--organizational stuff,
> that's all it is. We don't talk about where are you in math or science; how
> a lesson went; is anything new coming up in this or that? I would hope
> that at the other grade levels that the particular situation was better.

Each year a grade level coordinator is selected for each grade. The

coordinator, in effect, plays an administrative role. In the words of the principal:

> Well the grade level coordinator helping with running the school is just a
> wonderful thing. …if something comes up from the school board, for
> example, it might be they might say we need somebody at grade three to
> look after the testing that's coming up in June. I'll just attach a note to
> that particular memo to the grade level coordinator in grade three and
> ask her to discuss it at grade level and either she or somebody else will
> be responsible for coordinating that particular activity. That would be
> discussed and she'll come back to me with just the notes that had
> transpired in that particular meeting and who would actually take care of
> that.

A teacher describes the duties from her perspective:

> As the coordinator, I make sure I advise everybody of the meeting. When
> we come into our meeting, if there is anything we want brought back to
> the administration, I'll do that. If the administration wants me to find out
> anything from the teachers, [I'll do that also].

As is evident from the above one important aspect of the grade level

coordinator's job is to keep the lines of communication with the administration open.

Informal Teacher Leaders

Informal teacher leaders are abundant in this school. In the words of the principal, "There are a lot of enthusiastic teachers here and all of them are very dedicated." Teacher leaders are people who are committed to their profession and who are active in all aspects of school life.

Three of the four teacher leaders interviewed expressed surprise when the researcher said they had been identified as such. When asked about their role as teacher leaders it was generally felt that they "tried to get involved." One teacher explained her involvement in the following way:

> I usually try to get involved in different committees in the school. I usually take part in the staff meetings. I usually voice my opinions quite often. I think I maybe just make good suggestions. I do make suggestions often and some have been implemented. Maybe those are the things.

Another teacher said:" I perceive myself as being open to change and being positive about new information." This teacher went on to say:

> It is true that in a self conscious way, not that I want to lead per se, but I do want to be somebody who openly wants to move in a positive direction and shows a certain amount of confidence and faith in what educators are telling us about the way we should be going.... The only other thing I could say about myself is that I look at myself as somebody who is aware of social issues. I've tried to educate myself...

Individual teachers can bring ideas and items of interest to the administration and have them acted upon. For example as a result of one teacher bringing a concern about world development and peace to the

principal, a committee was set up and action taken. The parent volunteer program was also teacher initiated and continues to be teacher led. Teacher leaders are interested, concerned and work to make things better.

Decision Making

Decision making in this school is generally shared among the staff and the administration. The following quotes from each of the four teachers interviewed make this clear.

I really feel that decisions that are made are done as a staff.

Shared decision making is very positive and most often that's what happens here.

There was a lot of input into that. I think there's a good effort in this school to try and achieve consensus. There are a lot of people's opinions that are respected. Sitting in a staff meeting in this school, I've always been impressed with the quality of the comments the people make; how many sort of smart people seem to be sitting around, at the different grade levels. People can stand up for what they think--what they believe. I don't see the principal or the vice-principal as being authoritarian in the way that they make their decisions.

Decisions are made in a shared arrangement. Very few times is there a stamp on the floor and someone says 'I said do it this way.' I don't visualize us working that way.

Decision Making Practices

The administration is committed to involving the staff in decision making whenever possible. They do this for two main reasons. The first is because collaborative decision making is a "major tenet" of school improvement. The second reason is because they believe in it. In the words of the principal:

I very much believe that obviously, and I've seen enough of it over the years, you can't just make a decision and go to the staff and say this is

the way its going to be. Don't ask any questions. I really, for myself, and having worked at two school board offices for ni.. ie years, I saw a lot of that thing happening and it scared me. I saw the kick-back from it too....I knew there had to be a better way.

The assistant-principal voiced her belief in shared decision making when she said, " You have to let them know that they do have a part in decision making--that there is shared decision making and the only way to do that is to act upon it."

There are many instances of shared decision making in the school and a great effort is made to follow the wishes of the teachers. For example, for a variety of very good reasons the staff decided to cancel the concerts for one year. The administration went along with the decision but the parents were very upset. In the words of the principal, "We met with the P.T.A. They were very, I have to say, irate, about the whole notion." And the assistant-orincipal stated that, " The principal and I took the flack for that". To support the decision to cancel the concerts resulted in the administrators having to deal with angry parents and it resulted in a lot of extra meetings and work. That they were willing to put themselves in this position really shows their commitment to the idea of shared decision making.

The assistant-principal gave another example of supporting the shared decisions of the staff. This was in connection with Winter Carnival. " I said, 'Well guys, this is your decision. We'll go with it.' Even though I thought of several other things I would have rather had and the principal the same way, but we said, 'No, that's the committee's decision. We'll go with it."

In spite of the above, it is generally agreed that the administration has
the right to have the final say. As one of the teachers stated:

> I feel that the administration does have this right [to have the final
> say]....There's lots of times they just don't know what to do because
> they're hearing so many different things from so many different people.
> I'm sure there comes a time when they just have to say - "Well, we're the
> administrators, we make the decision." I understand that.

Another teacher agreed with this when she said, "I would say now that
there are probably certain things that have to fall back on the principal." and "As
a Principal, well, there are certain things that you decide."

The administrators themselves also feel that the final decision is ultimately
theirs to make. This is evident when the principal says, "I like to think that if the
teachers think something is worth doing, they can convince us it's fine. I might
not initially think that way. There has to be give and take." The assistant-
principal implies the same thing when she states "If a committee comes up with
any kind of a decision and it's *within reason* [italics added], we certainly will
adhere to it. We'll say, 'Well, that's your decision--we'll go with it.'"

There is certainly an expectation that committees and individuals will
keep the administration informed and give them an opportunity to express their
opinions. As the principal noted, "I'm very strong to say just what's on my
mind."

There have been instances when the administrators have vetoed
decisions made by the staff. In speaking about a minor suggestion for an
Education Week Activity the principal said that when the assistant-principal saw

the suggestion, "She said 'No! Under no circumstances are we going to do that again. It was a complete flop.'... She just felt no, it's just not appropriate. I think that had I experienced it, I would have said the same thing."

A teacher reported another more serious instance of the administrators not going along with the teachers decisions:

> Then again, once or twice I've noticed that things have been decided by a committee and the administration has overruled it. That hasn't happened very often but it has happened once or twice--and that doesn't leave you with a good feeling. You feel that we've come up with this as a consensus. We've polled the staff and they feel the same way. Sometimes if the administration does change--it leaves you with a bad feeling but usually it works out after.

The teacher being interviewed was not specific about the type of decisions involved and did not explain what was meant by the statement that it "usually works out after."

The administrators, however, are willing to admit mistakes and one example was given by the assistant-principal:

> We made a mistake a couple of weeks ago, the principal and I. We made a decision and once we thought through it the principal said, "I really think, I regret making this decision." I won't say what it is. The other day we had a staff meeting and a few people were really put out about this and they didn't like this decision. They sort of said, "Hmm, getting to be a little bit dictatorial, you know,--telling us what to do."--which was never done before. Anyway, the principal and I sat at the staff meeting and the principal apologized and retracted the statement and said, "We are not going to go with that at all." You wouldn't believe the difference in some people since that. It showed then that we are people and that we can make mistakes. We're human but we're certainly ready to admit our mistakes and recognize them and that means an awful lot.

The Decision Making Process

Decisions tend to be made after consultation with the staff and ideally this is what happens. The process generally followed is outlined below.

Committee Decisions

A committee, such as the Rules and Procedures Committee establish what they feel are suitable conduct rules for the children. They bring their ideas to the administration, review their ideas, and explain their thinking. The administration gives their input and the ideas are then brought to a staff meeting for discussion. In this particular case the draft rules were distributed to the staff two or three days before the meeting. Committee members chaired this section of the staff meeting and took turns guiding the staff through the various sections of the document. In the words of the principal:

> A lot of common sense things came out of that meeting. A lot of things were rewritten. Then we took all that and we redrafted the proposal. Just a couple of weeks ago, we met with the redraft.... At our May staff meeting we're going to formalize this as a working draft for the remainder of the school year. Next school year we'll continue to monitor it.

Staff Decisions

When really important decisions have to be made, (for example, determining the focus of the school improvement initiative), the staff will take an inservice day or part of a day to work together to determine what the initiative will be. The processes used during these days are the ones outlined in the school improvement literature and consist of breaking into small groups and coming together later as a large group to try and form a consensus. Last fall

the staff determined that they needed to focus on science as an improvement area. While this was determined at an afternoon session it took many more meetings and much staff involvement to determine exactly what needed to be done. In the words of a teacher:

> The decision to use the area of science as an area for school improvement--that was a very important decision and that was a decision that was reached by reaching out and sending beacons to each of the grade level groups, sitting together and discussing it. That wasn't something that was decided on a Wednesday afternoon -- "Oh we're gonna go with science this year and we're going to set up the institute." That was a decision that was not taken lightly. We called for input from all teachers: we polled, we sent out a survey and everyone was given a chance to voice their opinion. The final decision was reached on the basis of group input.

It should be noted that such inservice sessions are planned by the School Improvement Committee and to some extent this allows the committee to control the agenda. A teacher made the following comments in reference to that particular inservice day:

> I think a lot of things get said in small group sessions that don't come out in the larger sense--even that day, for example, we all filled out a form.There was a lot of talk going around. People were saying, "These questions don't have any value. This question doesn't allow me to say what I want to say about school change." Why would they give you a form? It seemed to me that there was a format and you had to respond to the questions in a certain way. So people were talking about all kinds of things they felt weren't working. Maybe they're perennial complaints, but nevertheless. Then we got back to the large group session. Everybody assumed that one person would be reporting back, so that way at least you could convey what was said in the groups, but there was no time allotted during the day for that. Nobody reported back... At the time I voiced my unhappiness with that.... I think on that particular day we lost an opportunity to get to some real honesty and openness... We could have sort of put our perception of what the process is, the formula, aside for a moment and just openly discussed the real issues and what we really think is important in the school.

The point to be made here is not that the process referred to is unimportant but that time for open and honest discussion must be built into it. The planning committee must not underestimate the need for active and meaningful participation by all teachers.

<u>Administrative Decisions</u>

Administrative decisions are brought to the staff for their input whenever possible. It appears that unilateral decisions are seldom made unless they pertain to managerial functions. One of the teachers makes an interesting point when he says that the administrators have a mandate from the staff to make these types of decisions.

> Managerial things, maybe things like in school improvement or negotiations with the board and things like that. I think they feel empowered by us to go ahead--bussing, class size, negotiating extra positions. I know they are administrative decisions but they do impact upon us and the kids. I thought the former principal was pretty on the ball with the staff and the present administrators seem to be even more so and they feel a healthy mandate from us to carry on the work they are doing.

<u>Role of the Staff Meeting</u>

Staff meetings are held on a monthly basis. While some time must be spent on discussing administrative issues staff meetings are often used for updating the staff on committee work and consensus building. They also allow staff to have an input into decision making. Professional development activities are another important aspect of staff meetings.

Staff meeting agendas seem to be set by the administrators but it is

obvious that the staff can and does have input.

One teacher felt that staff meetings should be held twice a month to allow time for more discussion. She noted:

> Everything is so very important and no one wants to be there at five o'clock in the afternoon because we're tired after teaching all day. But every issue is important. You want to have time to discuss but the time is not always there and you want to get through each thing.

Summary

This chapter described the internal organization of the school and has discussed the decision making processes followed. Administrators at Elan Elementary believe that the staff should participate in decisions that affect them and make an honest attempt to ensure their involvement. Teachers in this school expect to have input into decision making and take this responsibility seriously.

Chapter 6 will look specifically at the type of leadership provided and practices that leaders within the school follow.

CHAPTER 6

LEADERSHIP

If I were to talk about one of the good things in the school, I would have to say that the changing role of leadership is something that I perceive as being really good... I remember back to when I first started teaching that the principal was always the principal. If a knock came on the door and the principal was coming, you sort of scattered and got the children to stand up and say, "Good morning". I'm not suggesting that the respectful role of the principal has changed but the principal and vice-principal now are much more a part of the teaching scene. The climate has changed, or attitudes towards them. ...It hasn't been a personality thing. It's been the role itself that has changed. The administrative team has on it people who are committed to the change movement and so they have made an effort themselves and there's been six I think, in administrative roles in the past five or six years since we've been involved in school improvement. Over that time they've had to make a genuine effort to change. It's been really good. I see shared leadership as having some very positive implications for climate overall in the school.

The foregoing is a statement by one of the teachers at Elan Elementary about the changing nature of leadership. Chapter 6 will provide answers to the third research question: What forms of leadership are exercised by different groups and individuals within the school?

Leadership will be discussed under the following headings: transformational leadership, transactional leadership, strategies used by school leaders, factors affecting implementation of change and the use of facilitative power.

Sources of Leadership

The review of the literature showed that many writers on school improvement and restructuring felt that the principal must become a "leader of leaders". Table 11 looks at the sources of leadership within the school as

determined from responses to Part One, Section B, of the questionnaire.

Multiple responses were possible. Percentages were derived from the number

of times a response was chosen and the total number of people completing the

questionnaire.

Table 11

Sources of Leadership		
Leadership Sources	No.	%
1. The principal	21	87.5
2. The vice principal	20	83.3
3. Committees of teachers set up especially to coordinate specific initiatives	18	75.0
4. Committees of administrators and teachers mandated to provide leadership for all change efforts	15	62.5
5. Individual teacher(s) given primary responsibility for specific tasks	11	45.8
6. The school administration team of principals and vice principals	11	45.8
7. Individual teachers who are self-motivated	8	33.3
8. A committee of administrators and department heads/cabinet which has ongoing leadership responsibilities	3	12.5
9. Other	2	8.3
N = 24		

Table 11 indicates that leadership within the school comes from a variety

of sources. The principal and the assistant-principal are seen as the main

source of leadership but the various committees play a big leadership role as

well. Individual teacher leaders are also seen as playing a fairly substantial leadership role within the school. The interview data supports the quantitative data for as the principal said, "This is a huge school and it would be impossible for the administration to be involved in every single thing that's happening."

Transformational Leadership

Transformational leadership has been described as "leadership for change". Transforming leadership happens when leaders and followers "work toward higher levels of motivation and morality so that their power and purposes merge and become greater" Goens & Clover, 1991, p. 130). The characteristics of the transformational leader, as outlined by Leithwood and Jantzi (1990) are: provides vision and inspiration; provides appropriate model; fosters group goals; provides support; holds high performance expectations; and provides intellectual stimulation. Each of these characteristics will be discussed in some detail.

Provides Vision and Inspiration

One important characteristic of transformational leaders is the ability to provide vision and inspiration for the teachers in the school. This has been achieved at Elan Elementary through the completion of a mission statement and a written commitment to the children. Together, through discussing strengths and weaknesses, the school leaders and the staff developed a vision of what they want their school to be like. Together they work towards achieving this vision.

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Table 12 provides the results of the quantitative data on vision and inspiration. Leaders in this school do a very good job of providing vision and inspiration. Composite percentages for all items in the construct indicate that 83.8% of teachers agree with statements that show that leaders provide vision and inspiration. The percentage of teachers disagreeing is 8% and those undecided is 9.2%.

Table 12

		D %	U %	A %
	Provides Vision and Inspiration			
	Statement			
1.	Demonstrates a clear understanding of school goals and how to achieve them.	0.0	0.0	100.0
2.	Gives us a sense of overall purpose.	0.0	4.2	95.9
3.	Has the capacity and judgement to overcome any obstacle.	8.3	16.7	75.0
4.	Develops our commitment to school goals.	0.0	0.0	100.0
5.	Commands respect from everyone in the school.	20.9	8.3	70.8
6.	Excites us with visions of what we may be able to accomplish if we work together.	13.0	13.0	73.9
7.	Determines what is really important for us to consider.	8.4	16.4	85.0
8.	Continually seeks new ways to improve our school's programs.	4.2	12.5	83.3
9.	Undermines our enthusiasm for our work as educators. (R)	87.5	4.2	8.3
10.	Makes us feel and act like leaders.	16.7	16.7	66.7
	Construct	8.0	9.2	83.8

Note: R=reverse;   D=disagree;   U=undecided;   A=agree

For all tables in this chapter, the percentages are derived from the number of times a response was chosen and the total number of responses received. The statements marked (R) indicate the use of negative wording and

these percentages are reversed when the composite score for construct is determined.

Interview data does not show many examples of how leaders provide vision. One teacher-leader told of how when she moved to a new grade level the French immersion teachers did not attend the grade level meetings. This did not fit in with her vision of collegiality. "I couldn't understand why and being new, I didn't want to say a whole lot. I kind of let it go". This teacher's vision to include the French immersion teachers was made apparent to the others and before long all the teachers at that grade level were meeting together.

Provides Appropriate Model

It is important for transformational leaders to model what they believe is important. "Role modelling may be the most effective culture builder because it can be a visible, everyday action," (Goens & Clover, 1991, p. 128). One construct in the questionnaire asked the staff to evaluate how well leaders in the school model their beliefs. The results pertaining to this construct are contained in Table 13.

As can be readily seen from Table 13 the leaders in this school are very good at providing appropriate models for the teachers. The percentage of teachers in agreement with statements concerning the provision of appropriate models is very high at 90.3%; those in disagreement, a low, 4.3; and those who are unsure, 5.4%.

Table 13

Provides Appropriate Model				
	Statements	D %	U %	A %
1.	Provides good models for us to follow.	4.2	0.0	95.9
2.	Expects a level of performance from others that does not apply to own work. (R)	78.2	17.4	4.3
3.	Symbolizes success and accomplishment within our profession.	4.3	4.3	91.3
4.	Leads by "doing" rather than by simply "telling".	4.2	0.0	95.8
	Construct	4.3	5.4	90.3

Note: R = reverse;   D = disagree;   U = undecided;   A = agree

Many examples of modelling were given in the interviews. In speaking

about the administrators one teacher said:

> We have been most fortunate at this school that our administration has been top notch, dedicated, well schooled and disciplined, committed professionals, and they're more than able for the job. These are people who work very hard--too hard for their own good....We've been lucky at this school to have people in administration who have always been there to listen, to help, to support--and their example has been exemplary. It's not a case of our teachers are working hard and our administrators are out having lunch. They're not. They're visible, the kids see them; we see them. Their doors aren't closed because they're not in there. They're not in the offices; they're out and about. They're certainly doing their job and doing it well.

Through their behaviours leaders in the school show what is important.

Hard work, enthusiasm, honesty, humour, dedication, commitment and concern

for the children are values that are evident in this school. The school

improvement team had held 26 meetings by mid-January during the first year

of its operation! Teachers come for professional development in the evenings.

The assistant-principal cancelled educational leave because she wanted to "be

there" for the new principal"!

<u>Fosters Group Goals</u>

Quantitative data from the questionnaire regarding the ability of the

leaders in the school to foster group goals is found in Table 14

The average percentages for the construct show that 78.6% of the

teachers agree with statements indicating that leaders at Elan Elementary foster

group goals; 11.9% of teachers were undecided; 8.3% disagreed and 1.2%

thought some statements did not apply to their situation. This is a good

indication that leaders are aware of the need to foster group goals and that time

is spent in doing so.

Table 14

Group Goals				
Statements	D %	U %	A %	NA %
1. Facilitates an exchange of ideas about appropriate school goals among teachers.	4.2	8.3	87.5	0.0
2. Rarely puts into operation suggestions from teachers who have no formal leadership role. (R)	66.7	25.0	4.2	4.2
3. Provides for our participation in the process of goal formation.	0.0	0.0	100.0	0.0
4. Inhibits collaboration among teachers. (R)	79.2	8.3	12.5	0.0
5. Encourages us to be 'team players'.	0.0	4.2	91.7	0.0
6. Gets us working together for the same goals.	0.0	8.3	91.7	0.0
7. Makes us less concerned about our own immediate needs and more concerned about our school reaching its objectives.	37.5	29.2	33.3	0.0
Construct	8.3	11.9	78.6	1.2

Note: R=reverse; D=disagree; U=undecided; A=agree

Interview data shows this to be the case also. Much time is spent in this

school discussing various aspects of curriculum, school rules, special services etc. This is done at staff meetings, grade level meetings, committee meetings, and inservice days. All of these discussions lead to a better understanding between teachers and help to create a shared sense of purpose.

One way leaders help to foster group goals is through the school improvement process. This year the school needed to choose a new focus for its improvement initiative. The school improvement team planned an inservice day for that purpose. In the words of the principal:

> We said to the teachers, "We need to refocus ourselves as a school and to look at some short term and long term aims and objectives for school improvement." We had asked teachers to think about some initiatives or objectives that they felt would further our mission as a primary school. So that P.M. we engaged in some focus groups....Basically what came out of that was we really have to focus on science.

The S.I.T. went back to the teachers and formed a subcommittee to help plan the science inservice and to determine exactly what the teachers wanted to learn. These types of activities allow teachers to build a shared understanding of school goals.

Provides Support

One important aspect of transforming leadership is the leaders need to support the teachers in their attempts to change and grow. The support provided for the science initiative can give insight into how this is done.

Once science had been determined as the area of focus, the staff was consulted for specific areas of concern. Then a meeting was held between the

administrators, the two improvement coordinators and the science coordinator. The purpose of the meeting was to decide how to best meet the needs outlined by the teachers. The science coordinator subsequently met with people in the Science Department at the local university who welcomed the opportunity to get involved. Another meeting was held at the school. Present were: six or seven interested teachers; the primary, science, and school improvement coordinators from the board; and the administrators. The purpose of the meeting was to clarify the needs the teachers had identified and to discuss the project. As a result of this meeting a proposal was made to the school board for the school to engage in a 25 hour science institute hosted largely by the university and paid for by the school and the school board. Two inservice days during the 1992-93 year and two in the early fall of 1993 were suggested for the time frame.

The foregoing shows examples of how school leaders clarified goals/needs, provided support from outside personnel, ensured opportunities for consultation and were thoughtful of individual needs.

Table 15 provides the results of the quantitative data gathered from the questionnaire.

Table 15

Provides Support			
Statements	D %	U %	A %
1. Helps us clarify exactly what is required for implementation of school goals.	0.0	12.5	87.5
2. Facilitates assistance and support for us from external personnel, as required.	4.2	8.3	87.5
3. Expects us to implement change but does not follow through with the required resources. (R)	91.7	4.2	4.2
4. Treats us as individuals with unique needs and expertise.	0.0	21.7	78.3
5. Ensures opportunities for us to get together for the purpose of solving practical problems or overcoming obstacles.	8.3	0.0	91.7
6. Provides us with feedback about our work.	20.9	25.0	54.2
7. Initiates actions without considering our options. (R)	66.6	16.7	16.7
8. Behaves in a manner thoughtful of our personal needs.	4.2	16.7	79.3
9. Ignores our views on current education-related issues. (R)	95.8	4.2	0.0
Construct	6.5	12.1	81.4

Note: R=reverse; D=disagree; U=undecided; A=agree

This data lends further support to the interview data. 81.4% of teachers

agreed with statements that show that the leaders in the school provide support

for the change initiatives; 12.1% were undecided and 6.5% disagreed with the statements.

<u>Holds High Performance Expectations</u>

It seems fair to say that high performance expectations permeate this school and are entrenched in the culture. For example, the principal, in speaking about the decision to cancel concerts noted, "Whenever we do a concert we really have to do a class act. We have no choice; that is the expectation." Another example is that the principal expects the committees to be able to defend their decisions. "Come back to the table here and discuss what would be a reasonable expectation and tell why it would be a reasonable expectation."

A teacher, in discussing the role of the principal, also gave an example of how expectations are being raised. He said:

> I think it's the principal's role to set the tone for the school. They can do it, it's up to them. You can see it happening; you can get the principal's feel for the school--like now we start five minutes earlier than we used to. That's her mark on the school. By next year we're going to be finishing ten minutes later than now. Now, everybody is in their seats at 8:55 and they have the announcements. We had a situation where at 2:45 it was perfectly alright to say to the kids, alright school's over, get your boots on....When the bell rings at 3:00 o'clock, then they should get their coats and get on the busses at 3:10 or 3:15.

Table 16 provides the results from the questionnaire. Averages show that 70.7% of teachers agree with statements pertaining to the holding of high performance expectations by leaders in this school; 13.7% are undecided; 14.6% disagree; 1% feel some statements are not applicable to their situation.

Table 16

High Performance Expectations				
Statements	D %	U %	A %	NA
1. Insists on only the best performance from us.	4.3	13.0	82.6	0.0
2. Pressures us to become involved in improvement efforts. (R)	50.0	4.2	45.8	0.0
3. Shows us that there are high expectations for us as professionals.	4.2	0.0	95.8	0.0
4. Will not settle for second best in performance of our work.	4.2	37.5	54.2	4.2
Construct	14.6	13.7	70.7	1.0

Note: D = disagree; U = undecided; A = agree; NA = not applicable

Provides Intellectual Stimulation

As noted in the review of the literature, the provision of intellectual stimulation and teacher development is the "preeminent challenge" for school administrators (Leithwood, Jantzi and Dart (1991a). Intellectual stimulation is taken very seriously at Elan Elementary and is closely related to staff development (discussed further on in this chapter).

Much of the challenge for rethi..king educational practices and information about change comes from the school improvement project and from committees within the school. For example, at staff meetings and inservice

sessions, teachers discuss school strengths and needs and suggest ways to improve and solve problems.

Table 17 indicates the degree to which teachers feel that leaders within the school provide intellectual stimulation.

Table 17

Provides Intellectual Stimulation			
Statements	D %	U %	A %
1. Provides information about the process for introducing change.	4.2	12.5	83.4
2. Challenges us to think about old problems in new ways.	4.2	12.5	83.3
3. Challenges us to reexamine some basic assumptions about our work.	4.3	13.0	82.6
4. Provides for extended training to develop knowledge and skills relevant to new programs.	4.3	0.0	95.6
5. Asks questions that prompt us to think about what we are doing.	0.0	17.4	82.6
6. Challenges us to rethink some of our own ideas which we had never questioned before.	8.7	17.4	73.9
7. Provides information about improving our school's programs.	4.2	8.3	87.5
8. Stimulates us to rethink the way we do things.	8.4	20.8	70.8
Construct	4.8	12.7	82.5

Note: D=disagree; U=undecided; A=agree; NA=not applicable

Average scores of the statements show that a high amount of intellectual stimulation is provided by the leadership in this school: 82.5% of teacher polled agreed with the statements; 12.7% were undecided and 4.8% disagreed with them.

Summary

Transformational leadership within Elan Elementary has been investigated using six characteristics outlined by Leithwood and Jantzi. Questionnaire statements for each of the characteristics were grouped into constructs and the results for each construct are displayed in Table 18.

Table 18

Transformational Leadership					
	Constructs	D %	U %	A %	NA %
1.	Provides vision and inspiration	8.0	9.2	83.8	0.0
2.	Provides appropriate model	4.3	5.4	90.3	0.0
3.	Fosters group goals	8.3	11.9	78.6	1.2
4.	Provides support	6.5	12.1	81.4	0.0
5.	Holds high performance expectations	14.6	13.7	70.7	1.0
6.	Provides intellectual stimulation	4.8	12.7	82.5	0.0
	Construct	7.7	10.8	81.2	0.4

Note: D = disagree; U = undecided; A = agree; NA = not applicable

Table 18 shows that the percentage of teachers who agree with statements that
indicate leaders within the school show characteristics of transformational
leaders is 81.2%.

In conclusion both the interview data and the quantitative data show that
the predominant style of leadership at Elan Elementary is transformational in
nature.

Transactional Leadership

Sergiovanni (1990b) calls transactional leadership "leadership by
bartering" because it involves an exchange of valued things. He goes on to say
that, "Leaders and followers assume they do not share a common stake in the

enterprise and thus must arrive at some kind of agreement" (p. 23-24).
Sergiovanni also claims that transactional leadership is the first stage of
leadership because it gets things started.

Two types of transactional leadership will be examined: Contingent
Reward and Management by Exception.

Contingent Reward

Contingent reward refers, in general terms, to the practice of the leader
giving rewards for good work. The results of questionnaire data regarding
contingent reward are contained in Table 19.

Table 19 shows that the percentage of teachers agreeing with statements
favouring a contingent reward type of leadership is expectedly lower than those
favouring a transformational style. In Table 19, 61.3% of teachers polled were in
agreement with the statements; 24.9% were undecided; 13.3% disagreed; and
0.5% felt that at least one item was not applicable to the situation.

Table 19

Contingent Reward				
Statements	D %	U %	A %	NA %
1. Provides special recognition when our work is especially good.	12.5	16.7	70.8	0.0
2. Rarely acknowledges our good performance. (R)	83.3	12.5	4.2	0.0
3. Assures us that we can get what we personally want in exchange for our efforts.	39.1	39.1	21.7	0.0
4. Pays us personal compliments when we do outstanding work.	8.7	21.7	69.6	0.0
5. Would do anything possible to help us advance in our careers if our work is consistently above average.	0.0	41.7	54.2	4.2
6. Provides special recognition and promotion for good work.	29.2	33.3	37.5	0.0
7. Provides positive feedback when we perform well.	8.7	17.4	73.9	0.0
3. Helps us get what we decide we want.	4.2	16.7	79.2	0.0
Construct	13.3	24.9	61.3	0.5

D = disagree; U = undecided; A = agree; NA = not applicable

Management by Exception

Management by exception refers to the practice of intervention by the leaders only when standards are not being met. Table 20 provides the results from the questionnaire data and shows little evidence of this practice in Elan Elementary. Management by exception is not supported in the interview data.

Table 20

Management by Exception			
Statements	D %	U %	A %
1.	Asks no more of us than what is absolutely essential to get our work done.	66.7	8.3	25.0
2.	Is satisfied with our performance as long as the old ways work.	70.8	25.0	4.2
3.	Does not try to change anything as long as things are going alright.	87.5	8.3	4.2
4.	Provides only the information that we have to know to do our jobs.	79.1	12.5	8.3
5.	Allows us to take initiatives but does not encourage us to do so.	70.9	12.5	16.7
6.	Is content to let us continue to teach in the same way as always.	79.2	16.7	4.2
	Construct	75.7	13.9	10.4

Note: R=reverse; D=disagree; U=undecided; A=agree;

Summary

Table 21 provides a summary of the two types of transactional leadership as determined by answers on the questionnaire. It shows that only 35.8% percent of teachers who completed the questionnaires agreed with statements concerning the presence of transactional leadership. As noted earlier, it is to be expected that some evidence of transactional leadership would be present if, as Sergiovanni states, transactional leadership is the first stage of leadership.

Table 21

Transactional Leadership				
Constructs	D %	U %	A %	NA %
Contingent Reward	13.3	24.9	61.3	0.5
Management by Exception	75.7	13.9	10.4	0.0
Construct	44.5	19.4	35.8	0.3

Note: D=disagree; U=undecided; A=agree; NA=not applicable

In conclusion, leaders at Elan Elementary show little evidence of relying on a transactional type of leadership to get things done.

Strategies Used by School Leaders

Leithwood and Jantzi (1990) list six broad strategies that school administrators use to strengthen school culture. This section of the chapter examines these strategies to see if the leaders at Elan Elementary also use them. The strategies are:

1. strengthened the school's culture;

2. used a variety of bureaucratic mechanisms to stimulate and reinforce cultural change;

3. fostered staff development;

4. engaged in direct and frequent communication about cultural norms, values and belief;

5. shared power and responsibility with others;

6. used symbols to express cultural values. (p. 23)

Strengthen School Culture

A strong culture is characterized by teacher collaboration, norms of continuous improvement and a shared sense of purpose and goal attainment. Weak cultures are characterized by teacher isolation and lack of technical know how. Interview data indicates that Elan Elementary has always had a strong culture. As the assistant-principal said, "The culture of the school was here. You could tell that it was positive and child caring and child centered and sharing. Everybody was in there for everybody else."

Teachers have always met at grade level meetings to share ideas and help each other (although the quality of sharing may differ). Teachers who have been at the school since its beginning cannot remember how grade level meetings started but according to one teacher, "We've always had them here because there were so many in each grade level."

The school seems also to have espoused the idea that "We can always do a little better". One teacher explained:

> I feel this school has always had it. Change is taking place, yes. I feel that the teachers were always willing to change....I feel it was there and the enthusiasm kind of came from the top and it filtered through and people always had it".

Table 22 provides quantitative data on the leaders' use of strategies that strengthen the school culture.

Table 22

Strengthen School Culture			
Statements	D %	U %	A %
1. Builds consensus regarding the nature of our beliefs about how students learn and what it means to be a teacher.	0.0	20.8	79.2
2. Builds consensus regarding the professional values on which our work should be based.	0.0	21.7	78.2
3. Builds consensus on school goals.	0.0	8.3	91.7
4. Builds consensus regarding the basic assumptions about our work.	4.5	18.2	77.3
5. Builds consensus regarding how best to accomplish our purposes for our students.	4.2	16.7	79.1
Construct	1.7	17.1	81.1

Note: D=disagree; U=undecided; A=agree;

It appears from the results of the questionnaire that the leaders in this

school are successful in strengthening the school's culture through consensus

building. Of the teachers who responded 81.1% were in agreement, 17.1% were

uncertain and only 1.7% percent disagreed with statements concerning this

construct. Further information on how leaders strengthen culture can be found

in the preceding section on transformational leadership.

Use of Bureaucratic Mechanisms

The use of bureaucratic mechanisms refers to actions on the part of the

leaders that enhance teachers' abilities to create a collaborative culture and to engage successfully in change initiatives. Examples taken from Leithwood and Jantzi (1990) include:

1. Allocating money--to support the change project

2. Planning and scheduling--to allow teachers time to work together

3. Decision making structures--for collaboration

4. Staffing procedures--selecting staff based on improvement goals

5. Evaluation (p. 25)

Results from the questionnaire pertaining to the use of bureaucratic mechanisms are contained in Table 23.

Table 23

Bureaucratic Mechanisms				
Statements	D %	U %	A %	NA %
1. Makes every effort to ensure appropriate resources are available to support our efforts to implement change.	0.0	12.5	87.5	0.0
2. Facilitates timetable adjustments to provide time for joint work and planning.	33.3	12.5	50.0	4.2
3. Ensures that hiring procedures facilitate selecting new staff who support our school goals.	12.5	54.2	33.3	0.0
4. Disregards our efforts in achieving goals when supervising/evaluating us. (R)	50.0	37.5	4.2	8.3
5. Allocates as much money as possible from the schc I budget to suppor change effort.	0.0	33.3	66.7	0.0
Construct	10.0	30.0	57.5	2.5

Note: D=disagree; U=undecided; A=agree; NA=not applicable

The results show that a little more than half the teachers who completed the questionnaire (57.5%) agreed with statements pertaining to the use of bureaucratic mechanisms to promote collegiality and support change, 30% indicated that they were unsure that this happened, and 10% disagreed with the

statements. The relatively high amount of uncertainty is understandable to some extent in that some of these things can be done by leaders in the school without the knowledge of the staff, especially in the areas of hiring and timetabling. Also, this school does not presently have a workable teacher evaluation policy.

When asked if teachers have input into the school budget and whether or not money spent reflected and supported the school improvement initiative, answers were positive but rather vague. For example, "I don't know where we stand financially. I've heard through the grapevine that we're doing O.K....Usually when we go to the administration for things--I have had a positive experience. They've always been supportive."

The impression is left that money will be spent in the area of science over the coming year. Certainly, there is ample evidence to show that the school finances teacher inservice heavily. The assistant-principal said the school was paying for three teachers to attend inservice sessions in Gander and they were sending one teacher to a conference in Ottawa. Also the school is absorbing the cost of the science institute which involves an overnight stay in the country.

Staff Development

According to Darling-Hammond and Goodwin (1993) "The strength and legitimacy of any profession depends on the continued growth and development of its members" (p.42) and "New forms of professional

development are also beginning to abandon traditional models of one-shot staff development" (p.46).

Staff development is a prominent feature of Elan Elementary. Examples from the current school year include the completion of the cooperative discipline program, the science institute, and linguistic awareness. Staff meeting time is often spent on important topics such as: special education services; the proposed evaluation policy; peer coaching; and the identification of strengths and needs. In all but the science institute, staff members facilitated the inservice sessions and shared their expertise with their colleagues.

Staff members share their expertise during grade level meetings and at "stat" meetings also. A stat meeting is called when a teacher is worried about the academic progress of a child. A teacher describes the process.

> What happens is I get a couple of teachers, probably at the grade level. I could ask the kindergarten teacher to come in. She knows the child. If I feel that our librarian could help, I'll ask her, with one of the special education teachers. Then we'll go through the whole thing. What are their weaknesses? Their strengths? Do you do this? Do you do that?

Together the team of teachers talk about teaching strategies and how to best help the child in question.

Table 24 contains responses to the statements on the questionnaire concerning staff development.

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Table 24

Staff Development			
Statements	D %	U %	A %
1. Recommends professional reading for us to use for discussion or personal reflection.	25.0	8.3	66.7
2. Discourages us from attending workshops and conferences relevant to change efforts. (R)	95.8	0.0	4.2
3. Provides opportunities for us to share our expertise with colleagues.	13.0	13.0	73.9
4. Contributes directly to staff development by sharing own expertise with teachers.	16.7	25.0	58.3
5. Encourages us to discuss curriculum and instruction issues with colleagues.	0.0	8.3	91.7
6. Encourages us to pursue personal professional development goals.	4.2	20.8	75.0
Construct	10.5	12.6	76.9

Note: R=Reverse; D=disagree; U=undecided; A=agree;

Table 24 shows that 76.9% of respondents agreed with statements indicating that the leaders in the school promote staff development; 12.6% were undecided and 10.5 % of respondents disagreed with the statements. This data

supports the interview data and shows that staff development is a strategy used to influence the school culture.

<u>Use Symbols and Rituals to Express Cultural Values</u>

The use of symbols and rituals to express cultural values "have the potential of contributing to an increase in teachers' professional self-esteem" (Leithwood and Jantzi, 1991, p.29). The following table gives the results of the quantitative data for the leaders use of symbols and rituals.

Table 25

Use of Symbols and Rituals			
Statements	D %	U %	A %
1. Demonstrates or models core values in the school through own behavior and daily routines.	0.0	17.4	82.6
2. Rarely gives recognition for achievements. (R)	75.0	20.8	4.2
3. Tells stories, on occasion, that illustrate shared values within the school.	29.2	20.8	50.0
4. Makes every effort to acknowledge specific contributions made by individual teachers.	12.5	25.0	62.5
5. Gives public recognition for contributions in the school improvement process.	8.3	33.3	58.3
Construct	10.8	23.5	65.7

Note: R=Reverse; D=disagree; U=undecided; A=agree;

The use of symbols and rituals in this school is moderately high with 65.7% of teachers agreeing with the statements; 23.5% being undecided; and 10.8% disagreeing.

The interviews give some examples of how school leaders celebrate success. When asked if the administration recognizes the efforts of teachers one teacher replied:

Yes, they do. It's put in the "minders" [the staff memos]. It recognizes anything they have done over and above; thank-you; congratulations to;

or whatever. It's done over the P.A. so students can hear it too. It is brought up at a staff meeting-- also newsletters.

Direct and Frequent Communication

If schools are to be transformed, direct and frequent communication is vital. Communication is fundamental to building commitment and understanding. Culture is shaped by the communication of values.

The interview data shows that leaders at Elan Elementary are very aware of the importance of communication. Every effort is made to keep staff informed and to provide for two-way communication. Communication is achieved through written memos to teachers and newsletters to parents. The extensive use of meetings (committee, grade level, and staff) provides opportunities for discussion and feedback. Minutes of committee meetings are often distributed to the staff. Communication is discussed in greater detail in chapter five.

Table 26 presents the results of the questionnaire on communication practices.

Table 26

Direct and Frequent Communications				
Statements	D %	U %	A %	NA %
1. Frequently communicates with us about the status of new initiatives.	16.7	12.5	70.9	0.0
2. Spends time talking about the purposes of our school.	4.2	20.8	75.0	0.0
3. Initiates discussions with me about various initiatives underway within the school.	50.0	4.2	41.6	4.2
4. Keeps us fully informed of what is happening in our school.	8.4	8.3	83.3	0.0
5. Uses interactions with us as an opportunity to discuss school improvement initiatives.	26.1	8.7	65.2	0.0
Construct	21.1	10.9	67.2	0.8

Note: D=disagree; U=undecided; A=agree; NA=not applicable

The quantitative data indicate that the lines of communication seem to be open in this school. The percentage of teachers in agreement with statements concerning direct and frequent communication was 67.2%; those undecided, 10.9%; and those disagreeing with the statements were somewhat high at 21.1%. Most of the disagreement centers around the two statements that deal

with the leaders' use of opportunities to discuss change initiatives with teachers on an individual basis.

<u>Shared Power and Responsibility</u>

      Sharing power and responsibility is probably the single, most important change that administrators can make if they want to build collaborative cultures and improve their schools. "Empowering people increases responsibility, ownership, and commitment, which have an impact on productivity. Morale and vitality come from: doing important things and influencing positive outcomes" (Goens & Clover, 1991, p. 45).

      Table 27 shows staff attitudes relating to shared power and responsibility.

Table 27

Shared Power and Responsibility			
Statement	D %	U %	A %
1. Establishes committee(s), as appropriate, to undertake responsibility for various aspects of the school improvement.	8.3	4.2	87.5
2. Involves us in a collaborative process for making decisions that determine goals and procedures.	8.4	12.5	79.2
3. Utilizes the school decision making process in such a way as to ensure collaboration on decisions.	16.7	20.8	62.5
4. Limits responsibility for decision making to the school administrators. (R)	66.6	16.7	16.6
Construct	12.5	13.5	74.0

Note: R = Reverse; D = disagree; U = undecided; A = agree;

The quantitative data shows that 74% of teachers agree with statements pertaining to shared decision making in the school; 13.5% are undecided and 12.5% disagree with the statements. The qualitative data supports the fact that many decisions are made in a shared fashion in this school. Decision making is discussed in detail in Chapter 5.

Facilitative Power

It has been suggested that old conceptualizations of power no longer explain what is happening in the schools. Looking at power as a system of facilitation allows a different perspective. Goldman and Dunlap (1990) write that

facilitative power may act as bridge between transactional and transformational leadership. Table 28 presents information gathered on the use of facilitative power at Elan Elementary.

Table 28

		Facilitative Power			
	Statement	D %	U %	A %	NA %
1.	Provides us with opportunities to discuss problems and collaborative decisions.	4.3	8.7	86.9	0.0
2.	Makes budget decisions which reflect school priorities.	0.0	33.3	66.6	0.0
3.	Listens to staff suggestions regarding use of school resources.	0.0	8.3	91.7	0.0
4.	Makes decisions on use of school resources after careful consideration of teachers views.	8.4	37.5	54.2	0.0
5.	Takes into consideration individual differences in teachers when creating committees to work together.	8.3	45.8	41.6	4.2
6.	Provides opportunities for teachers to collaborate in planning professional development activities.	4.2	8.3	87.5	0.0
7.	Has helped us with skills needed to work together.	16.7	8.3	75.0	0.0
8.	Works collaboratively with the staff members of this school.	4.2	12.5	83.4	0.0
9.	Knows what is going on in this school.	0.0	12.5	87.5	0.0
10.	Visits the classroom regularly, on an informal basis.	56.5	8.7	34.7	0.0
11.	Provides useful suggestions regarding teaching.	20.8	29.8	50.0	0.0
12.	Is highly visible in the school.	0.0	0.0	100.0	0.0
13.	Provides information on educational matters.	4.2	4.2	91.7	0.0
14.	Has a network of resource people to call on.	16.7	29.2	54.2	0.0
15.	Publicizes our initiatives and successes.	16.7	29.2	54.1	0.0
16.	Draws on community and district resource people to help us make the best decisions possible.	13.0	21.7	65.2	0.0
	Construct	10.9	18.6	70.3	0.3

Note: D=disagree; U=undecided; A=agree; NA=not applicable

The composite averages show that 70.3% of teachers were in agreement with statements that indicated the use of facilitative power in the school; 18.6% were undecided; 10.9% disagreed; and 0.3% felt that the statements were not applicable.

A closer look at the statements in Table 28 shows that items 2-4 refer to the leaders' use of power to arrange material resources that support educational activities. Overall agreement with these statements is 70.8%. It appears that teachers agree with the way resources are used but are not always consulted before decisions are made.

The degree to which the administrators use facilitative power to select and manage people who can work together effectively; provide training and model collaborative behaviour is considered in items 5-8. 71.8% of respondents agreed with these statements. Item 5 received a very low agreement rate of 41.6%. This reflects the reality in the school where committee membership is usually voluntary.

Items 9-12 look at the supervision of activities and the provision of feedback by the administrators. Agreement varies considerably from a low of 34.7% to a high of 100%. The average percent in agreement is 68%. The administrators at Elan Elementary do not often visit the classrooms to provide feedback. This is not surprising as the assistant-principal teaches part time and there are 32 individual classrooms. They are, however highly visible in the schoo. and the staff feels they are aware of what is going on.

The final characteristic of facilitative power is that administrators use it to provide networks for activities by linking to people and ideas from outside the school, garnering public support and diffusing new ideas. Items 13-16 sought teachers agreement in this area and found that 66.3% agreed with the statements.

Transactional Leadership, Transformational Leadership and Facilitative Power

It is interesting to know if any relationship exits between the two types of leadership and facilitative power. The Pearson r measure of correlation was run for all of the constructs used in this study. According to Gay (1987), "a correlational study describes in quantitative terms the degree to which variables are related" (p.230). Gay also warns that significance and strength should not be confused. "The level of significance only indicates the probability that a given relationship is a true one, regardless of whether it is a weak relationship or a strong one (p.134)." One final point to remember is that a correlation between variables does not necessarily indicate a cause-effect relationship (Bartz, 1988, p.198).

Table 29 shows a correlation matrix for the two types of leadership and facilitative power.

Table 29

Correlations of Selected Constructs			
	Transform L-ship	Transact L-ship	Fac. Power
Transformational Leadership	1.00	0.12	0.76*
Transactional Leadership		1.00	0.50
Facilitative Power			1.00

Note. 2-tailed Significance: * .01

The relationship between transformational leadership and transactional leadership was not significant. The same was true of the relationship between transactional leadership and facilitative power. There was, however, a significant positive relationship found between transformational leadership and facilitative power. On the basis of the data analysis and the literature review, these relationships are not surprising.

Tables 12 to 17 reported on characteristics of transformational leadership. Tables 19 and 20 reported on characteristics of transactional leadership. These results, along with information on facilitative power (Table 28) are correlated with the six strategies used to strengthen school culture. The results are contained in Table 30.

Table 30

Correlations Between Forms of Leadership, Facilitative Power and Strategies for School Improvement								
	1	2	3	4	5	6	7	8	9
1. Strengthen Culture	1.00	0.75*	0.74*	0.83*	0.90**	0.88**	0.65	0.68	0.88**
2. Bureaucratic Mechan.		1.00	0.72	0.77*	0.72	0.89**	0.51	0.49	0.88**
3. Staff Development			1.00	0.70	0.67	0.70	0.86**	0.26	0.84*
4. Use of Symbols				1.00	0.67	0.67	0.50	0.75	0.78*
5. Shared Power					1.00	0.89**	0.66	0.61	0.83*
6. Direct Communication						1.00	0.56	0.49	0.88**
7. Transform. Leadership							1.00	0.12	0.76*
8. Transact. Leadership								1.00	0.50
9. Facilitative Power									1.00

2 - tailed Significance: * .01   ** .001

Transformational leadership was found to have a significant and positive relationship with staff development and facilitative power. Transactional leadership was found to have a significant and positive relationship with the use of symbols and rituals. No other significant relationships were found for either transformational or transactional leadership.

As can be seen from Table 30 facilitative power was found to have significant and positive relationships with every construct except transactional leadership. It is interesting to note that the construct "strengthens culture" had

significant and positive relationships with all constructs except transformational and transactional leadership.

Summary

The findings indicate good evidence of transformational leadership in use at Elan Elementary. Use of transactional leadership is much less apparent. The administrators also use facilitative power to help accomplish their goals.

Analysis of the data using correlation coefficients showed a significant and positive relationship between transformational leadership and facilitative power. Strong positive relationships were also found to exist between facilitative power and the following: strengthens culture, bureaucratic mechanisms, staff development, use of symbols, shared power, and direct communication.

Chapter 7 concludes the thesis and gives the summary, conclusions and recommendations.

CHAPTER 7

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Research Procedure

The purpose of this study was to investigate the interactions between school leaders and the staff in a school that had a reputation for dealing successfully with multiple changes. To achieve this, the study investigated the nature of leadership in the school, facilitative power, factors affecting implementation of change and strategies used by the school leadership.

The investigation consisted of an indepth study of one elementary school that was selected on the basis of the following criteria:

1. The school is reputedly successful in implementing multiple changes.

2. The administration is reputedly providing, or is aspiring to provide, transformational leadership.

3. Decision making is reputedly shared with the teaching staff.

Data collection consisted of the distribution of a questionnaire to all staff members; hour long interviews with the principal, the assistant-principal, and four teachers who were considered to be informal leaders within the school; and the collection of school documents. The questionnaire was a modified version of the "Leadership for Change" questionnaire used by Leithwood et al in 1990. Statements about facilitative power were added. A reliability study was conducted before the questionnaire was used.

The data collection took place during the months of April, May and June,

1993. The questionnaire was distributed before the interviews took place. The response rate for the questionnaire was 63%. All teachers contacted agreed to take part in the interviews.

Summary and Discussion of the Findings

The findings of the three research questions posed in Chapter 1 will be briefly reviewed and discussed.

The Leadership Context

The first research question was concerned with the context for leadership in the school. Elan Elementary was found to be a school which has had a good reputation in the educational community ever since it opened its doors ten years ago. The staff at the school are generally well experienced and most have been at the school for a number of years.

Two important aspects of the school context impact on the leadership of the school and on the school's ability to change. These are the school culture and the school improvement project.

School Culture

A major tenet of this thesis is that schools that are open to change have collaborative cultures and norms of continuous improvement. This was certainly found to be the case at Elan Elementary. Teachers at this school meet regularly in grade level meetings to share, discuss and plan how to best help the children and this practice has been a part of the culture since the school opened. Teachers have also developed norms of continuous improvement as the

findings showed that a high percentage of teachers at Elan Elementary are open to change.

Little (1982) listed four practices that teachers engage in when they work together. These are: teacher talk, joint planning, teacher teaching (each other) and teacher observation. The Teachers at Elan Elementary show good evidence of participating in the first three of these practices but there is little evidence that teachers in this school engage in teacher observation. They seldom receive useful critiques of their teaching from colleagues.

School Improvement Project

The school improvement project after five years is well entrenched in the culture of the school and is an important aspect of the context for leadership. The school improvement project provided the administrators and staff with a model to follow. A full week of training provided the School Improvement Team (S.I.T.) with skills to help make the project work. Major tenets of the model included shared decision making, and consensus building with the whole staff.

The S.I.T. is a very powerful committee within the school. It oversees development of the improvement initiatives and all other standing committees come under its umbrella. Professional development activities for the school are also planned by the S.I.T. In other words the S.I.T., in consultation with the staff, sets the direction the school will take.

Discussion of the Findings

It should be quite clear from the foregoing information that the school

has made great strides in regards to developing a collegial and collaborative culture which allows change to take place. Many excellent things have been taking place over the years since this school opened. The published mission statement "be the best we can be" seems to be something that all teachers are working toward. Even the few teachers who are mentioned as being resistant to change are still seen as effective, enthusiastic and dedicated to their profession. One point to note is that the amount of true collaboration can vary with grade level and personalities involved. Even though the school culture can be described as collaborative there is some room for growth.

The unwritten belief of the school seems to be "we're good, but we can always do better" and this is the point to be considered as there is no blueprint to be followed for improvement.

Change is a process, not an event and real change takes between three to five years; some would even say longer. The assistant-principal feels that after five years of school improvement, the school is just now hitting its stride and is getting into a position where they can concentrate on instruction. She said:

> Now, we're supposed to be gearing in, focusing in on instructional improvement. We've got all the nitty-gritty things done, like the mission statement, the goals, the objectives of the school and all that. Now we're into the real instruction. I always think of Michael Fullan and how he says it's a three to five year process before you really see anything. It's only this year, now, I am starting to see--so this is really how it works, especially in the area of instruction. Now you see how it all focuses in on that--after everything is said and done and all the footwork, homework, and legwork, and everything else is done!

The school improvement project has had positive effects for the staff. One teacher felt that the more collegial relationship that exists between the staff and the administration was an outgrowth of the process. Another teacher made the following comment.

> It has made me feel more professional. I like to change grades, committees--doing things different ways, etc. I feel more challenged. I like to see something different. It makes me feel more professional, rather than stagnant. That has come out of this.

The existence of a collaborative culture and the school improvement project impacts on the leadership of the school and these contexts are, in turn, impacted upon by the leadership. A two-way relationship exists. The context has implications for decision making, power relationships and the school organization also.

School Organization and Decision Making

The second research question dealt with school organization and decision making. The data provided a fairly clear depiction of the organization of the school. A "team approach" is a good descriptor of how things are run at Elan Elementary. The administrators work together as a team and work with the staff through the committee structure. The school has many committees which play a vital role in the running of the school. Decision making is described as "shared" most of the time. Whenever possible administrative and committee decisions are brought to the staff for their input and approval. Staff meetings, grade level meetings and inservice days are often the vehicles used. The advice of the teachers is sought, taken into consideration, and frequently followed. It is

generally agreed that the administrators do have the right to have the final say.

The school is not run by popular vote.

<u>Discussion of the Findings</u>

Shared decision making appears to have had some very positive effects

on the teachers at Elan Elementary. When asked about this teachers said:

> I see tremendous benefits. I think that not only schools but any
> organization in which you feel that you are an important person, would
> be a better organization by far than one in which you felt I'm only here to
> do what somebody else tells me to do. If we, as teachers, are given a
> chance to have input into decisions, then the decisions are going to be
> more valuable in the long run because they're much more meaningful to
> us as individuals.

Also:

> I think that it has positive effects and I can see from being just in the staff
> room shared decision making is very positive.

Once an expectation for teacher participation in decision making has

been established unilateral decisions may become upsetting and unpopular.

This is true for decisions made by committees or the administration. In speaking

about committee decisions and staff input, one teacher said:

> Sometimes we don't always present it to the staff. Sometimes the
> committee makes the decision and then its just presented and taken as
> is but there's often been a bit of flack about different things. The
> committee does need to go back to the staff and present what it has
> come up with and hopefully get a consensus.

One teacher's written comment on the back of a questionnaire shows

just how damaging a unilateral decision can be in a situation where teachers

are used to having their opinions heard. The teacher wrote:

> This year, even though the new initiatives are very positive, I can't help
> but be influenced by a change that wasn't regarded as a school-based
> concern. Unfortunately, this one proposed change is affecting people's

view of other changes. Perhaps it's affecting more so the leadership than the proposed change. Yes, I believe that the way in which we perceive the "leader" affects our "gut" feeling of change. And even if one instance of undesired leadership is experienced it does affect future perception of the leader. The tone of the leader's delivery of a proposed change will determine how well it's received even before the change takes place. Basically, in conclusion, changes that are school based with lots of open discussion among administrators and staff are received positively. Proposed changes with no presentation of philosophy and no discussion from staff are received negatively.

In the opinion of the researcher the decision referred to is the same one mentioned in Chapter 4 that the administration apologized for and later withdrew. It illustrates the fragility of interpersonal relationships and the need for thorough consultation on matters of importance.

Leadership

The third research question looked at the forms of leadership within the school. Leadership at Elan Elementary comes from many sources. The principal and the assistant-principal are seen by the staff as providing the main source of leadership in the school, with various committees playing an important leadership role as well. Individual teachers also provide leadership.

Nature of Leadership

Both the questionnaire and interview data showed that the transforming style of leadership was most prevalent in the school. An average of 81.2% of questionnaire respondents agreed with statements that indicated the presence of transformational leadership. Transactional leadership was present to a small degree with only 35.8% of teachers agreeing with statements that were indicative of this style of leadership.

Facilitative Power

The questionnaire also tested to see if the leaders in the school used facilitative power rather than the more traditional types of power. The data showed fairly strong evidence of the use of facilitative power in the school. Correlations were done between transformative leadership, transactional leadership and facilitative power. Not surprisingly, a positive and significant relationship was found to exist between transformative leadership and facilitative power.

Factors Affecting Implementation of Change

The three constructs which tested factors affecting the implementation of change were: school goals, school culture, and teachers ability to accept change. Results from the questionnaire data showed that the school scored high in each of these three areas. This indicates that the school is ready for the implementation of change.

Strategies for School Improvement

Six strategies that leaders can use to promote school improvement were correlated with each other and with transforming leadership, transactional leadership and facilitative power. The six strategies were: strengthens culture, use of bureaucratic mechanisms, staff development, use of symbols, direct communication, and shared power and responsibility. Teacher agreement that these strategies were present in the school, as indicated from the questionnaire responses, ranged from a low of 57.5% to a high of 81.1%.

It was interesting to note that "strengthens culture" had a significant and positive correlation with each of the five other strategies and with facilitative power. No significant relationship was found to exist between "strengthens culture" and either of the two types of leadership.

Facilitative power was found to have a positive and significant relationship with the six strategies and as noted previously, with transformational leadership.

Transformational leadership had a significant and positive relationship with staff development, school goals and the ability of teachers to adapt to change. Transactional leadership had a significant and positive relationship with the use of symbols and rituals.

<u>Discussion of Findings</u>

Transformational leadership and facilitative power seem to be prominent at Elan Elementary. The ability of the school to change and improve is also evident. It therefore seems prudent to suggest that these three elements are related. This is further support for the statement that transformational leadership is leadership for change and that transforming leaders use a type of power that can be called facilitative.

<div align="center">Areas of Concern</div>

Throughout the data collection process a number of problems and concerns were identified. It seems important to be aware of these if a true understanding of leadership for change is to occur.

Failed Initiatives

Although Elan Elementary has a good reputation for initiating change there were a number of instances when proposed changes did not become institutionalized. Reasons for these failures included loss of interest and change of personnel. This points out the need for the leadership to provide the necessary support and to ensure that all staff see the necessity for the change.

Overload and the Flagship School

There is a general sense from the teachers that in the past they have been involved with too much. One teacher noted, "The teachers are really worked to death and we have to ease up a bit. We eased up but we did an awful lot of new things again this year." Also:

> One of our teachers last year was really upset. 'I can't take this.' It was too much. Whereas it wasn't really necessary to do this, this, and this. She really felt it because we were here at Elan Elementary, we had to do these things. She did, she really felt the pressure.

Another teacher said, "We don't seem to have as much time and energy for it as we used to, but then again what we've rationalized is the reality that there's only so much time and energy from any group of people."

High expectations must be tempered with realistic considerations. If teachers become exhausted by participating in committees, school improvements projects and other activities they will not have the capacity to do their most important job well--that is providing good instruction. It is possible to get caught up in the reputation of being a flagship school and leaders must guard against becoming involved in change for change sake.

One teacher made some very thought provoking comments:

> I'm working in this school. I see the problems that exist here and I see the resistance to change and I see the failed initiatives; all the things that get taken on. But I also see the small amount of stuff that really moves along. So, I think to some degree that this school is guilty of concentrating more on presenting the image that we are a school that is really progressive educationally, but I think sometimes--I don't say this to be controversial-- to some degree we are really guilty of not looking honestly back at ourselves and saying, 'Have we really changed?'

Time

It should be obvious that finding the time to do all the things that need to be done is a major hurdle to be overcome. Time is needed for planning, for discussion, for inservice, for meeting, for consensus building and for many other things. It may be better to go slowly and ensure that teachers are given ample time to express their ideas and concerns than to push forward and not take the time to build common beliefs and goals. When things are rushed there may be the perception that the leaders are controlling the agenda too tightly.

Institutionalization of Change Initiatives

One area that did not come out through the data collection process was how school leaders helped to institutionalize the changes. For example, once the science institute is complete what will be done to help teachers put their knowledge to use in the classroom? One teacher made mention of this issue:

> I think people are developing a shared vision but I'm still a bit bewildered by the fact that we can articulate this vision but we can't articulate the curriculum that fulfils it. Is that what's going on? If it doesn't go down to curriculum, what does it change in the life of a student? Nothing at all.

New People on Staff

New people on staff can be a problem because they often do not have the same commitment to a project that the staff has developed through their participation in the consensus building process. A teacher who came to the school in the middle of an initiative commented:

> ... year one, I remember meeting and being involved in this. In year two I started to have a clearer picture or what was going on. It wasn't exactly my idea of a thrilling sort of way of school improvements. I had a fair bit of difficulty generating enthusiasm for that. I think if I'd been in on the ground floor I never would have started off that way. I didn't have input at the start....I don't think many teachers are using that document when they are planning lessons.

The foregoing statement shows the need for new staff members to be thoroughly introduced to the change initiative and it also points to the fact that if changes are to be successfully implemented teachers must be convinced of their worth.

Conclusions

The following conclusions are made on the basis of the findings into this inquiry into leadership for change.

1. The school improvement process has been a positive experience for the school. By going through the school improvement process of developing a mission statement, determining school strengths and weaknesses, and talking in depth about curriculum areas, shared goals and understandings are arrived at. Meaningful professional development has been a positive result of the process as well.

2. Shared decision making has positive effects on the school. It makes the teachers feel important and results in better acceptance of the decisions that are made.

3. Once teachers are included in the decision making process it is important for leaders to ensure that they continue to be included in making decisions about matters are important to them. Input must be real and meaningful.

4. Leaders at Elan Elementary used transformational leadership and facilitative power to accomplish their goals.

5. School improvement is a slow process.

In conclusion, the road to school improvement and change is not an easy one. The waters are largely uncharted and neither the captains nor the crew have sailed in them before. Patience and understanding is needed by all concerned. The administrators and the staff at Elan Elementary seem to be on the right course and together they will succeed. "In transforming leadership ... leaders and followers are united in pursuit of higher-level goals common to both. Both want to become the best. Both want to shape the school in a new direction" (Sergiovanni, 1990, p.24). This is what is happening at Elan Elementary where administrators and teachers are working and learning together to "be the best they can be".

Recommendations for Further Research

1. It has been determined that the school improvement process used by this school and school board has been beneficial to relationships within the school and to professional development. It would be useful to study other improvement projects to determine their positive and negative effects.

2. Shared goals and understandings seem to be a result of transformational leadership. An indepth study of how schools arrive at these goals would be beneficial to administrators wishing to improve their schools.

3. Further study on how schools move from the initiation stage of change to the institutionalization stage would shed light on the change process. What sorts of support and pressure are used to ensure that teachers actually use the initiatives in the classroom?

4. In this study transformational leadership was found to have a significant and positive correlation with facilitative power. It would be interesting to study power relationships in other schools and determine their relationship (if any) with the four types of school cultures.

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APPENDIX A

LEADERSHIP FOR CHANGE QUESTIONNAIRE

Section A

> This section is intended to provide
> information about the improvement/ change
> efforts underway in your school.

1. List the improvement/ change initiatives currently underway (or recently achieved) in your school. Underline those that have a direct impact on your work.

_____

_____

_____

_____

_____

1B. Briefly describe the focus of the improvement/ change effort in your school with the most direct, current or potential, impact in your work. Use this example as the context for responding to questions in the remainder of this survey that refer to change or improvement efforts in your school.

_____

_____

_____

_____

_____

_____

Section B:

> This section deals with the source and nature of leadership within your school. I am interested in your perceptions of the **leadership function** within your school, not a description of individuals undertaking leadership roles. The complexity of schools may result in a division of responsibility for various short-term activities. You are asked to identify the sources of leadership within your school. Respond to this item by circling your response in the right margin.

I. Sources of Leadership:

1. Who is providing leadership for implementing change within your school? (Circle as many responses as apply.)

(a) The principal	(a) 1
(b) The vice-principal	(b) 2
(c) The school administration team of principals and vice-principals	(c) 3
(d) A committee of administrators and department heads/cabinet which has ongoing leadership responsibilities	(d) 4
(e) Committees of administrators and teachers mandated to provide leadership for all change efforts	(e) 5
(f) Committees of teachers set up especially to coordinate specific initiatives	(f) 6
(g) Individual teacher(s) given primary responsibility for specific tasks	(g) 7
(h) Individual teachers who are self-motivated	(h) 8
(i) Other (specify)_____	(i) 9

II. Nature of Leadership:

> The following statements are descriptions of leadership that may or may not reflect leadership practices in your school. You are asked to indicate the extent to which you agree with the description fits the leadership within your school. Respond to each item by circling the NUMBER in the RIGHT margin that corresponds to your response.

Response options:
1. Strongly Disagree   4. Agree
2. Disagree   5. Strongly Agree
3. Uncertain   NA Not Applicable

The person(s) providing leadership in this school:

	Q#	SD	D	U	A	SA	NA
1. Provides special recognition when our work is especially good.	1.	1	2	3	4	5	NA
2. Demonstrates a clear understanding of school goals and how to achieve them.	2.	1	2	3	4	5	NA
3. Rarely acknowledges our good performance.	3.	1	2	3	4	5	NA
4. Facilitates an exchange of ideas about appropriate school goals among teachers.	4.	1	2	3	4	5	NA
5. Helps us clarify exactly what is required for implementation of school goals.	5.	1	2	3	4	5	NA
6. Facilitates assistance and support for us from external personnel, as required.	6.	1	2	3	4	5	NA
7. Gives us a sense of overall purpose.	7.	1	2	3	4	5	NA
8. Provides information about the process for introducing change.	8.	1	2	3	4	5	NA
9. Challenges us to think about old problems in new ways.	9.	1	2	3	4	5	NA
10. Challenges us to reexamine some basic assumptions about our work.	10.	1	2	3	4	5	NA
11. Insists on only the best performance from us.	11.	1	2	3	4	5	NA
12. Asks no more of us than what is absolutely essential to get our work done.	12.	1	2	3	4	5	NA
13. Is satisfied with our performance as long as the old ways work.	13	1	2	3	4	5	NA
14. Assures us that we can get what we personally want in exchange for our efforts.	14.	1	2	3	4	5	NA
15. Does nor try to change anything as long as things are going all right.	15.	1	2	3	4	5	NA
16. Pays us personal compliments when we do outstanding work.	16.	1	2	3	4	5	NA
17. Provides good models for us to follow.	17.	1	2	3	4	5	NA

	SD	D	U	A	SA

18. Has the capacity and judgement to overcome any obstacle.
18. 1 2 3 4 5 NA

19. Expects a level of performance from others that does not apply to own work.
19. 1 2 3 4 5 NA

20. Symbolizes success and accomplishment within our profession.
20. 1 2 3 4 5 NA

21. Leads by "doing" rather than by simply "telling".
21. 1 2 3 4 5 NA

22. Expects us to implement change but does not follow through with the required resources.
22. 1 2 3 4 5 NA

23. Provides for extended training to develop knowledge and skills relevant to new programs.
23. 1 2 3 4 5 NA

24. Develops our commitment to school goals.
24. 1 2 3 4 5 NA

25. Would do anything possible to help us advance in our careers if our work is consistently above average.
25. 1 2 3 4 5 NA

26. Treats us as individuals with unique needs and expertise.
26. 1 2 3 4 5 NA

27. Asks questions that prompt us to think about what we are doing.
27. 1 2 3 4 5 NA

28. Pressures us to become involved in improvement efforts.
28. 1 2 3 4 5 NA

29. Rarely puts into operation suggestions from teachers who have no formal leadership role.
29. 1 2 3 4 5 NA

30. Commands respect from everyone in the school.
30. 1 2 3 4 5 NA

31. Provides for our participation in the process of goal formation.
31. 1 2 3 4 5 NA

32. Ensures opportunities for us to get together for the purpose of solving practical problems or overcoming obstacles.
32. 1 2 3 4 5 NA

33. Provides us with feedback about our work.
33. 1 2 3 4 5 NA

SA A U D SD

34. Challenges us to rethink some of our own ideas which we had never questioned before. 34. 1 2 3 4 5 NA

35. Provides only the information that we have to know to do our jobs. 35. 1 2 3 4 5 NA

36. Inhibits collaboration among teachers. 36. 1 2 3 4 5 NA

37. Excites us with visions of what we may be able to accomplish if we work together. 37. 1 2 3 4 5 NA

38. Determines what is really important for us to consider. 38. 1 2 3 4 5 NA

39. Initiates actions without considering our options. 39. 1 2 3 4 5 NA

40. Provides information about improving our school's programs. 40. 1 2 3 4 5 NA

41. Behaves in a manner thoughtful of our personal needs. 41. 1 2 3 4 5 NA

42. Ignores our views on current education-related issues. 42. 1 2 3 4 5 NA

43. Shows us that there are high expectations for us as professionals. 43. 1 2 3 4 5 NA

44. Allows us to take initiatives but does not encourage us to do so. 44. 1 2 3 4 5 NA

45. Will not settle for second best in performance of our work. 45. 1 2 3 4 5 NA

46. Is content to let us continue to teach in the same way as always. 46. 1 2 3 4 5 NA

47. Encourages us to be 'team players'. 47. 1 2 3 4 5 NA

48. Provides special recognition and promotion for good work. 48. 1 2 3 4 5 NA

49. Continually seeks new ways to improve our school's programs. 49. 1 2 3 4 5 NA

50. Gets us working together for the same goals. 50. 1 2 3 4 5 NA

		SD	D	U	A	SA	
51.	Makes us less concerned about our own immediate needs and more concerned about our school reaching its objectives.	51. 1	2	3	4	5	NA
52.	Provides positive feedback when we perform well.	52. 1	2	3	4	5	NA
53.	Stimulates us to rethink the way we do things.	53. 1	2	3	4	5	NA
54.	Helps us get what we decide we want.	54. 1	2	3	4	5	NA
55.	Undermines our enthusiasm for our work as educators.	55. 1	2	3	4	5	NA
56.	Makes us feel and act like leaders.	56. 1	2	3	4	5	NA

Section C: Factors affecting implementation of change.

> This section lists factors that may have influenced
> implementation of an improvement/change effort in your school.
> You are asked to use the improvement initiative which has the
> greatest impact on your work (as identified in Section A
> above) as the context for your responses. Circle the number
> corresponding to your response in the right margin.

Response options: 1 Strongly Disagree
                     2. Disagree
                     3. Uncertain
                     4. Agree
                     5. Strongly agree
                     NA Not applicable

To what extent do you agree with each of the following
statements?

	SD	D	U	A	SA	
57. Our improvement/ change efforts are compatible with our general school goals.	57. 1	2	3	4	5	NA
58. We collaborate with colleagues in planning for instruction within our classrooms.	58. 1	2	3	4	5	NA
59. Our school goals are vague and ambiguous.	59. 1	2	3	4	5	NA
60. At this school we agree on the objectives we're trying to achieve with students.	60. 1	2	3	4	5	NA
61. Teachers within this school are very reluctant to implement changes.	61. 1	2	3	4	5	NA
62. We frequently are observed by colleagues who provide us with useful critiques of our teaching practices.	62. 1	2	3	4	5	NA
63. We are highly committed to continuous improvement.	63. 1	2	3	4	5	NA
64. We feel that what goes on in our school is our responsibility; we share responsibility for our school's successes and shortcomings.	64. 1	2	3	4	5	NA
65. We are too busy with the day to day demands of teaching to engage in activities for our own professional development.	65. 1	2	3	4	5	NA

66. There are explicit guidelines in our school about what we are to emphasize in our teaching.

SD D U A SA
66. 1 2 3 4 5 NA

67. We share our professional expertise with our colleagues.

67. 1 2 3 4 5 NA

68. There is ongoing, collaborative work among staff members within our school.

68. 1 2 3 4 5 NA79.

69. Discussion about goals and means of achieving them is a regular part of our school staff meetings and/or inservice sessions.

SD D U A SA
69. 1 2 3 4 5 NA

70. We frequently work with at least one colleague to prepare course outlines and instructional materials.

70. 1 2 3 4 5 NA

71. At staff meetings, we spend most of our time on the small stuff; rarely having a chance to talk about the bigger issues in teaching and learning.

71. 1 2 3 4 5 NA

72. Teachers in this school frequently take initiative in implementing new programs or new teaching strategies.

72. 1 2 3 4 5 NA

73. Most teachers at this school share a similar set of values, beliefs and attitudes related to teaching and learning.

73. 1 2 3 4 5 NA

74. We observe each other's teaching and then discuss our observations as a means of gaining a better understanding of our own teaching strategies.

74. 1 2 3 4 5 NA

75. Planning for courses, including selection and development of teaching materials, is done by each teacher in isolation.

75. 1 2 3 4 5 NA

76. We frequently talk about teaching practices.

76. 1 2 3 4 5 NA

77. We have input into selecting the focus for our professional development programs

77. 1 2 3 4 5 NA

78. Decision making for the improvement/ change effort includes consideration of how the decisions will influence achievement of our school goals.

78. 1 2 3 4 5 NA

		SD	D	U	A	SA	
79. We are highly satisfied with our jobs as teachers.	79.	1	2	3	4	5	NA
80. We collaborate across grades/ departments to plan improvements for our school.	80.	1	2	3	4	5	NA
81. We have explicit goals for student achievement in this school.	81.	1	2	3	4	5	NA
82. The goals we hold for our own work are compatible with the school goals.	82.	1	2	3	4	5	NA
83. We are committed to ongoing professional development.	83.	1	2	3	4	5	NA
84. We have strong working relationships with teachers in other grades/ departments.	84.	1	2	3	4	5	NA
85. We are highly motivated for implementing new initiatives in this school.	85.	1	2	3	4	5	NA
86. We are encouraged and given opportunity to teach each other new instructional strategies.	86.	1	2	3	4	5	NA
87. Relationships between the staff and the school administration are acrimonious.	87.	1	2	3	4	5	NA
88. We have significant input into the decisions relating to change.	88.	1	2	3	4	5	NA
89. We regularly evaluate the progress of new initiatives.	89.	1	2	3	4	5	NA
90. There is ongoing, collaborative work among staff members across grades/ departments within this school.	90.	1	2	3	4	5	NA
91. We can go for days in this school without talking to anyone about what we are doing within our classrooms.	91.	1	2	3	4	5	NA

Section D
Strategies Used by School Leadership

You are asked to indicate the extent to which you agree that the
following strategies are used by leaders in your school (both
formal and informal) to facilitate the implementation of new
policies or programs. Use as your context for responding to these
questions the improvement or change activity(ies) that you
identified as having the most direct impact on your work.

Response options: 1 Strongly Disagree
2 Disagree
3 Uncertain
4 Agree
5 Strongly Agree
NA Not applicable

The person(s) providing leadership in this
school: Q# SD D U A SA NA

92. Builds consensus regarding the nature of   92. 1 2 3 4 5 NA
our beliefs about how students learn and
what it means to be a teacher.

93. Provides us with opportunities to discuss   93. 1 2 3 4 5 NA
problems and reach collaborative
decisions.

94. Demonstrates or models core values in the   94. 1 2 3 4 5 NA
school through own behavior and daily
routines.

95. Rarely gives recognition for achievement.   95. 1 2 3 4 5 NA

96. Has helped us with the skills needed to   96. 1 2 3 4 5 NA
work together.

97. Builds consensus regarding the   97. 1 2 3 4 5 NA
professional values on which our work
should be based.

98. Frequently communicates with us about   98. 1 2 3 4 5 NA
the status of new initiatives.

99. Visits the classroom regularly, on an   99. 1 2 3 4 5 NA
informal basis.

100. Makes every effort to ensure appropriate   100. 1 2 3 4 5 NA
resources are available to support our
efforts to implement change.

101. Builds consensus on school goals.   101. 1 2 3 4 5 NA

102. Provides information on educational matters.

103. Recommends professional reading for us to use for discussion or personal reflection.

104. Tell stories, on occasion, that illustrate shared values within the school.

105. Makes budget decisions which reflect school priorities.

106. Establishes committee(s), as appropriate, to undertake responsibility for various aspects of the school improvement.

107. Makes every effort to acknowledge specific contributions made by individual teachers.

108. Makes decisions on the use of school resources after careful consideration of teachers views.

109. Facilitates timetable adjustments to provide time for joint work and planning.

110. Spends time talking about the purposes of our school.

111. Takes into consideration individual differences in teachers when creating committees to work together.

112. Gives public recognition for contributions in the school improvement process.

113. Discourages us from attending workshops and conferences relevant to change efforts.

114. Works collaboratively with staff members of this school.

Q#	SD	D	U	A	SA	NA
102.	1	2	3	4	5	NA
103.	1	2	3	4	5	NA
104.	1	2	3	4	5	NA
105.	1	2	3	4	5	NA
106.	1	2	3	4	5	NA
107.	1	2	3	4	5	NA
108.	1	2	3	4	5	NA
109.	1	2	3	4	5	NA
110.	1	2	3	4	5	NA
111.	1	2	3	4	5	NA
112.	1	2	3	4	5	NA
113.	1	2	3	4	5	NA
114.	1	2	3	4	5	NA

	Q#	SD	D	U	A	SA	NA
115. Ensures that hiring procedures facilitate selecting new staff who support our school goals.	115.	1	2	3	4	5	NA
116. Provides opportunities for us to share out expertise with colleagues.	116.	1	2	3	4	5	NA
117. Knows what is going on in this school.	117.	1	2	3	4	5	NA
118. Involves us in a collaborative process for making decisions that determine goals and procedures.	118.	1	2	3	4	5	NA
119. Contributes directly to staff development by sharing own expertise with teachers.	119.	1	2	3	4	5	NA
120. Publicizes our initiatives and success.	120.	1	2	3	4	5	NA
121. Disregards our efforts in achieving goals when supervising/evaluating us.	121.	1	2	3	4	5	NA
122. Allocates as much money as possible from the school budget to support change effort.	122.	1	2	3	4	5	NA
123. Listens to staff suggestions regarding use of school resources.	123.	1	2	3	4	5	NA
124. Builds consensus regarding the basic assumptions about our work.	124.	1	2	3	4	5	NA
125. Initiates discussions with me about various initiatives underway within the school.	125.	1	2	3	4	5	NA
126. Provides opportunities for teachers to collaborate in planning professional development activities.	126.	1	2	3	4	5	NA
127. Utilizes the school decision-making process in such a way as to ensure collaboration on decisions.	127.	1	2	3	4	5	NA
128. Encourages us to discuss curriculum and instruction issues with colleagues.	128.	1	2	3	4	5	NA
129. Is highly visible in the school.	129.	1	2	3	4	5	NA
130. Keeps us fully informed of what is happening in our school.	130.	1	2	3	4	5	NA

		Q#	SD	D	U	A	SA	

131. Encourages us to pursue personal professional development goals.
131. 1 2 3 4 5 NA

132. Has a network of resource people to call on.130. 1 2 3 4 5 NA
132. 1 2 3 4 5 NA

133. Builds consensus regarding how best to accomplish our purposes for our students.
133. 1 2 3 4 5 NA

134. Uses interactions with us as an opportunity to discuss school improvement initiatives.
134. 1 2 3 4 5 NA

135. Provides useful suggestions regarding teaching.
135. 1 2 3 4 5 NA

136. Limits responsibility for decision making to the school administrators.
136. 1 2 3 4 5 NA

137. Draws on community and district resource people to help make us make the best decisions possible.
137. 1 2 3 4 5 NA

Section E: Background Information

This section is intended to provide some information about
your teaching experience. Circle the LETTER in the RIGHT
margin that corresponds with your response.

1. What is your current position? (Circle one
   letter only)

   (a) Full-time teacher   (a)   1
   (b) Part-time teacher   (b)   2
   (c) Department Head   (c)   3
   (d) Vice principal   (d)   4
   (e) Principal   (e)   5
   (f) Other (specify) _____   (f)   6

2. How many years (including this year) have you
   been teaching?

   (a) 1 year   (a)   1
   (b) 2 years   (b)   2
   (c) 3 to 5 years   (c)   3
   (d) 6 to 10 years   (d)   4
   (e) 11 to 19 years   (e)   5
   (f) 20+   (f)   6

3. How many years have you held your present
   administrative role (e.g., principal, vice
   principal, department head)?
   (a) 1 year   (a)   1
   (b) 2 years   (b)   ..
   (c) 3 to 5 years   (c)   3
   (d) 6 to 10 years   (d)   4
   (e) 11 to 19 years   (e)   5
   (f) 20+   (f)   6
   (g) Not applicable   (g)   7

4. How many years (including this year) have
   you been at your present school?

   (a) 1 year   (a)   1
   (b) 2 years   (b)   2
   (c) 3 to 5 years   (c)   3
   (d) 6 to 10 years   (d)   4
   (e) 11 to 19 years   (e)   5
   (f) 20+   (f)   6

5. How many teachers do you collaborate with
   regularly (i.e., at least monthly) on
   curriculum and instructional matters?   _____

6. Gender:

    (a) Female   (a) 1
    (b) Male   (b) 2

7 Age:
    (a) Less than 30 years   (a) 1
    (b) 30 - 39   (b) 2
    (c) 40 - 49   (c) 3
    (d) 50 - 59   (d) 4
    (e) 60 + years   (e) 5

APPENDIX B

Questionnaire: Items by Construct

Section B:
Nature of Leadership

C1   Transformational: Provides vision/inspiration (10)
2.   Demonstrates a clear understanding of school goals and how
      to achieve them.
7.   Gives us a sense of overall purpose.
18.   Has the capacity and judgement to overcome any obstacle.
24.   Develops our commitment to school goals.
30.   Commands respect from everyone in the school.
37.   Excites us with visions of what we may be able to accomplish
      if we work together.
38.   Determines what is really important for us to consider.
49.   Continually seeks new ways to improve our school's programs.
55.   Undermines our enthusiasm for our work as educators.(R)
56.   Makes us feel and act like leaders.

C2   Transformational: Provides Appropriate Model (4)
17.   Provides good models for us to follow.
19.   Expects a level of performance from others that does not
      apply to own work.(R)
20.   Symbolizes success and accomplishment within our profession.
21.   Leads by "doing" rather than by simply "telling".

C3   Transformational: Fosters Group Goals (7)
4.   Facilitates an exchange of ideas about appropriate school
      goals among teachers.
29.   Rarely puts into operation suggestions from teachers who
      have no formal leadership role.(R)
31.   Provides for our participation in the process of goal formation.
36.   Inhibits collaboration among teachers.(R)
47.   Encourages us to be 'team players'.
50.   Gets us working together for the same goals.
51.   Makes us less concerned about our own immediate needs and
      more concerned about our school reaching its objectives.

C4   Transformational: Provides Support (9)
5.   Helps us clarify exactly what is required for implementation
      of school goals.
6.   Facilitates assistance and support for us from
      external personnel, as required.
22.   Expects us to implement change but does not follow
      through with the required resources.(R)
26.   Treats us as individuals with unique needs and expertise.
32.   Ensures opportunities for us to get together for the purpose
      of solving practical problems or overcoming obstacles.
33.   Provides us with feedback about our work.
39.   Initiates actions without considering our options.(R)
41.   Behaves in a manner thoughtful of our personal needs.
42.   Ignores our views on current education-related issues.(R)

C5   <u>Transformational: Holds High Performance Expectations</u> (4)
11.   Insists on only the best performance from us.
28.   Pressures us to become involved in improvement efforts.
43.   Shows us that there are high expectations for us as professionals.
45.   Will not settle for second best in performance of our work.

C6   <u>Transformational: Provides Intellectual Stimulation</u> (8)
8.   Provides information about the process for introducing change.
9.   Challenges us to think about old problems in new ways.
10.   Challenges us to reexamine some basic assumptions about our work.
23.   Provides for extended training to develop knowledge and skills
       relevant to new programs.
27.   Asks questions that prompt us to think about what we are doing.
34.   Challenges us to rethink some of our own ideas which we
       had never questioned before.
40.   Provides information about improving our school's programs.
53.   Stimulates us to rethink the way we do things.

C7   <u>Transactional: Management by Exception</u> (6)
12.   Asks no more of us than what is absolutely essential to get
       our work done.
13.   Is satisfied with our performance as long as the old ways work.
15.   Does not try to change anything as long as things are going all
       right.
35.   Provides only the information that we have to know to do our jobs.
44.   Allows us to take initiatives but does not encourage us to do so.
46.   Is content to let us continue to teach in the same way as always.

C8   <u>Transactional: Contingent Reward</u> (8)
1.   Provides special recognition when our work is especially good.
3.   Rarely acknowledges our good performance.(R)
14.   Assures us that we can get what we personally want in exchange
       for our efforts.
16.   Pays us personal compliments when we do out standing work.
25.   Would do anything possible to help us advance in our careers
       if our work is consistently above average.
48.   Provides special recognition and promotion for good work.
52.   Provides positive feedback when we perform well.
54.   Helps us get what we decide we want.

Section G:
<u>Factors Affecting Implementation of Change</u>

C9   <u>School Goals</u>(9)
57.   Our improvement/ change efforts are compatible with our general
       school goals.
59.   Our school goals are vague and ambiguous.(R)
66.   There are explicit guidelines in our school about what we
       are to emphasize in our teaching.
69.   Discussion about goals and means of achieving them is a
       regular part of our school staff meetings and/or inservice
       sessions.

71. At staff meetings, we spend most of our time on the small stuff; rarely having a chance to talk about the bigger issues in teaching an.! learning.(R)

78. Decision making for the improvement/ change effort includes consideration of how the decisions will influence achievement of our school goals.

81. We have explicit goals for student achievement in this school.

82. The goals we hold for our own work are compatible with the school goals.

89. We regularly evaluate the progress of new initiatives.

C10   School Culture(17)

58. We collaborate with colleagues in planning for instruction within our classrooms.

60. At this school we agree on the objectives we're trying to achieve with students.

68. There is ongoing, collaborative work among staff members within our school.

73. Most teachers at this school share a similar set of values, beliefs and attitudes related to teaching and learning.

77. We have input into selecting the focus for our professional development programs.

80. We collaborate across grades/ departments to plan improvements for our school.

84. We have strong working relationships with teachers in other grades/ departments.

87. Relationships between the staff and the school administration are acrimonious.(R)

90. There is ongoing, collaborative work among staff members across grades/departments within this school.

Teacher Talk

76. We frequently talk about teaching practices.

91. We can go for days in this school without talking to anyone about what we are doing within our classrooms.(R)

Joint Planning

70. We frequently work with at least one colleague to prepare course outlines and instructional materials.

75. Planning for courses, including selection and development of teaching materials, is done by each teacher in isolation.(R)

Teacher Teaching

67. We share our professional expertise with our colleagues.

86. We are encouraged and given opportunity to teach each other new instructional strategies.

Teacher Observation

62. We frequently are observed by colleagues who provide us with useful ltiques of our teaching practices.

74. We observe each other's teaching and then discuss our observations as a means of gaining a better understanding of our own teaching

strategies.

C11   Teachers (9)
61.   Teachers within this school are very reluctant to implement
      changes.
63.   We are highly committed to continuous improvement.
64.   We feel that what goes on in our school is our responsibility;
      we share responsibility for our school's successes and
      shortcomings.
65.   We are too busy with the day to day demands of teaching to engage
      in activities for our own professional development.
72.   Teachers in this school frequently take initiative in implementing
      new programs or new teaching strategies.
79.   We are highly satisfied with our jobs as teachers.
83.   We are committed to ongoing professional development.
85.   We are highly motivated for implementing new initiatives in this
      school.
88.   We have significant input into the decisions relating to change.

Section D
Strategies Used by School Leadership

C12   Strengthened Culture (5)
92.   Builds consensus regarding the nature of our beliefs about
      how students learn and what it means to be a teacher.
97.   Builds consensus regarding the professional values on which
      our work should be based.
101. Builds consensus on school goals.
124. Builds consensus regarding the basic assumptions about our work.
133. Builds consensus regarding how best to accomplish our purposes
      for our students.

C13   Use of Bureaucratic Mechanisms (5)
100. Makes every effort to ensure appropriate resources are available
      to support our efforts to implement change.
109. Facilitates timetable adjustments to provide time for joint
      work and planning.
115. Ensures that hiring procedures facilitate selecting new staff
      who support our school goals.
121. Disregards our efforts in achieving goals when
      supervising/evaluating us.(R)
122. Allocates as much money as possible from the school budget
      to support change effort.

C14   Staff Development (6)
103. Recommends professional reading for us to use for discussion
      or personal reflection.
113. Discourages us from attending workshops and conferences relevant
      to change efforts.(R)

116. Provides opportunities for us to share our expertise with
      colleagues.

119. Contributes directly to staff development by sharing own expertise
      with teachers.
128. Encourages us to discuss curriculum and instruction issues with
      colleagues.
131. Encourages us to pursue personal professional development goals.

C15 <u>Use of Symbols and Rituals</u> (5)
94.   Demonstrates or models core values in the school through own
      behavior and daily routines.
95.   Rarely gives recognition for achievement.(R)
104. Tell stories, on occasion, that illustrate shared values within
      the school.
107. Makes every effort to acknowledge specific contributions made
      by individual teachers.
112. Gives public recognition for contributions in the school
      improvement process.

C16 <u>Shared Power and Responsibility</u> (4)
106. Establishes committee(s), as appropriate, to undertake
      responsibility for various aspects of the school improvement.
118. Involves us in a collaborative process for making decisions
      that determine goals and procedures.
127. Utilizes the school decision-making process in such a way
      as to ensure collaboration on decisions.
136. Limits responsibility for decision making to the school
      administrators.(R)

C17 <u>Direct and Frequent Communications</u> (5)
98.   Frequently communicates with us about the status of new
      initiatives.
110. Spends time talking about the purposes of our school.
125. Initiates discussions with me about various initiatives underway
      within the school.
130. Keeps us fully informed of what is happening in our school.
134. Uses interactions with us as an opportunity to discuss school
      improvement initiatives.

C18 <u>Facilitative Power</u> (17)

      <u>Reflects a process that allows subordinates to enhance their
      individual and collective performance.</u>
93.   Provides us with opportunities to discuss problems and
      collaborative decisions.

      <u>Helps to arrange material resources that provide support for all
      educational activities.</u>
105. Makes budget decisions which reflect school priorities.
123. Listens to staff suggestions regarding use of school resources.

108. Makes decisions on use of school resources after careful
      consideration of teachers views.

<u>Selects and manages people who can work together effectively</u>
<u>(skills and personalities): provides training and models</u>
<u>collaborative behaviour.</u>

111. Takes into consideration individual differences in teachers when creating committees to work together.
126. Provides opportunities for teachers to collaborate in planning professional development activities.
96. Has helped us with skills needed to work together .
114. Works collaboratively with the staff members of this school.

<u>Supervises and monitors activities to provide feedback and</u>
<u>reinforcement and to make suggestions.</u>

117. Knows what is going on in this school.
99. Visits the classroom regularly, on an informal basis.
135. Provides useful suggestions regarding teaching.
129. Is highly visible in the school.

<u>Provides networks for activities -adding members, linking to</u>
<u>outside activities, going public, diffusing new ideas.</u>

102. Provides information on educational matters.
132. Has a network of resource people to call on.
120. Publicizes our initiatives and successes.
137. Draws on community and district resource people to help us make the best decisions possible.

APPENDIX C

The interview protocol is seen as a guide only. The interview will be guided by the discussion as the researchers want to be able to probe and react to the information given.

Inierview Protocol

Thank-you for agreeing to take part in this interview. Time is a precious commodity and I appreciate your willingness to share it with me.

The purpose of this interview is to gather information on how your school implements change and the role that leadership plays.

Please be assured that the purpose of this interview is exploratory and is not evaluative in any way. I am interested in finding out about the processes followed and the roles played. I am not interested in gathering information of a confidential and personal nature.

1. Please give a brief description of your school--the number of classes, the teaching assignments (specialists), the students, class size, etc. Is there a mission statement? Is there a school plan?

2. How is this school organized? By this I mean:
   What is the role (duties) of the principal, vice-principal, department heads?;
   Is there an Administrative Council? Is there a Parent Advisory Committee? What are their responsibilities? What committees are in place and what are their responsibilities?

3. Tell me about some of the good things that are happening in this school.

4. Choose one or two of these initiatives and tell how you achieved them.

   prompts:
   -shared decision-making
   -shared goals
   -power relationships
   -context; outside influences: parents, board, Dept. of Ed.,
   -committees; rubber stamp decisions?
   -role of staff meetings
   -organization
   -leadership
   -support/pressure/motivation

- role model
- communication
- vision
- recognition of efforts
- provision of resources
- collaborative planning
- problem areas

5. Who played leadership roles in these changes? What sorts of things did they do?

6. Is there anything that we should know about the way change takes place in your school that we haven't already discussed?

7. I'm trying to understand how you perceive your leadership role in the school. Is there anything we haven't spoken about that could help me with that understanding?

APPENDIX D

SAMPLE CONSENT FORM

Dear Teacher/Principal:

I am a graduate student in the Faculty of Education at Memorial University. I will be administering a questionnaire and doing interviews to investigate leadership and change in your school. I am requesting your participation in this study.

Your participation will involve the completion of a questionnaire. Some will be asked to participate in an interview. The questionnaire or the interview should take less then an hour of your time. The interview will be taped and transcribed to accommodate the analysis of the data. The tapes and transcripts will be stored in a secured area.

All information gathered in this study, including the identification of individuals and the school, is strictly confidential. I am interested in studying leadership in a school that has implemented multiple changes. The study is exploratory in nature and is not meant to be an evaluation of individuals nor the school. Participation is voluntary and you may withdraw at any time.

The study has received the approval of the Faculty of Education's Ethics Review Committee.

If you agree to participate in this study, please sign this form and return one copy to me via the school secretary by _____.

Please retain the second copy for your files.

Thank you for your consideration of this request.

Yours sincerely,

I _____ (teacher/principal) agree to participate in this study of the leadership in our school. I understand the participation is voluntary and that I can withdraw at any time. All information is strictly confidential.

_____   _____
Date   Teacher/Principal Signature