A SCHOOL PRINCIPAL'S LEADERSHIP: VISION TO REALITY

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by

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Dedication

This thesis is dedicated to the memory of Doctor Austin Harte, a thorough and knowledgeable professor, whose example motivated me to select him as my thesis supervisor. During the process of completing this thesis he challenged me to think and write clearly. At the time of his death I considered him a trusted friend.

Abstract

This study examines how a school principal brought his leadership vision to reality within his school. Some researchers have viewed educational administration as a science, while others have argued it is a craft. Each of these perspectives is illustrated in the present literature review of administration, leadership, vision, and effective schools.

This is an ethnographic study employing the techniques of participant observation, unstructured interviews, and unobtrusive measures. The research was based on the philosophical assumptions of naturalistic inquiry with the accepted ethical and validity considerations.

The study found the research focus to be a school leader working to build a vision of offering a quality service to the school's students. In this work, the school principal worked with and through teachers, students, parents, and community to bring changes in curriculum and instructional development, professional development, and school culture and climate. The research focus could be considered a transformational leader for his work in enabling and empowering others through the change process. An examination of the research findings reveals that a school administrator is more effective in leading change if the person operates from a craft perspective as opposed to the traditional scientific perspective. The research concluded with the investigator

offering implications for changes to the way administrators are trained for the work of administering social institutions, such as schools.

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Chapter 1

School Administration/Leadership

Educational administration has been the focus of much research in this century. In recent decades, the discussion moved from administration of education to leadership within schools. This focus recognized leadership vision as a key component of the change needed to make schools more effective. This thesis will focus on the notions of educational administration, school administration, leadership, vision, and effective schools.

Administration was generally described in terms of activities such as having and delegating authority, communicating, and integrating and balancing components within a system. It was often associated with management. The words administration and management were used interchangeably in terms of co-ordinating and integrating people and materials for the accomplishment of organizational goals (Kimbrough & Nunnery, 1988). In this light, administration, as management, was chiefly concerned with the maintenance of things as they were within the organization.

Leadership illuminated a different dimension to the activity of overseeing an organization. It was often described as a purposeful process in which people were challenged to use their creative skills and talents within a threat-free environment, for the achievement of mutually determined goals and objectives (Roe & Drake, 1980). Such a portrait of leadership indicated that it was

complicated work for it involved the intellect, the emotions, and the physical self. It included the total person who was required to deal with the abundant and varied desires of the group within the organization (Wilson, 1966).

In educational institutions, any discussion of administration and leadership focused on the school principal. The principal was the chief executive officer of the school under whose direction the "material resources are utilized and services of professional personnel are applied to promote learning among children and youth" (Knezevich, 1969, 267). By citing Knezevich and others, Blumberg and Greenfield (1980) presented three different perspectives on the role of the principal. The first perspective considered the school principal as executive manager who assisted the work of teachers and pupils through a variety of services supplied through the principal's office. The second viewpoint identified the principal's work as an integration of administering the school and contributing instructional leadership to teacher's work. The final position posed the view that the principal's chief responsibility was to act as a leader who was conceptually rooted in the sciences of administration and behaviour. Blumberg and Greenfield (1980) further proposed that principals were also responsible for decision-making, managing conflict, and bringing about changes in the organizational structure of their schools.

Research by Blumberg and Greenfield (1980), Gilchrist (1989), Louis and Miles (1990), and Fullan (1991) pointed to the fact that school leadership was a

key component of effective schools. Murphy and Hallinger (1985) supported this research while suggesting that effective schools had common factors including a clear sense of purpose, high standards within a varied curriculum, a commitment to the education of each student, a strong sense of community, and leadership which promoted problem-solving on all levels. Within these schools, the principal articulated a vision for the school with such commitment that others understood the importance of the leader's vision and worked together to take ownership of the vision and bring it to fruition (Louis & Miles, 1990). Vision was considered the essential quality of the effective school leader. It was broad but clear; active, ambitious, and performance-oriented; and it was directed to a new order of things for the future in their institutions (Blumberg & Greenfield, 1986; Chance & Grady, 1990; Cunard, 1990; Manasse, 1986).

Statement of the Problem

Early in this century the predominant research in education focused on educational administration. Since the work of Chester Barnard on leadership in business, the focus moved to educational leadership in which leadership vision was seen as essential for effective schools. Much has been written on leadership vision in education, what it was, and what visionary leaders could do within their schools to make them more effective. This thesis examines how a principal's leadership vision was translated into practice. The principal's

effectiveness was considered a key factor in the school's success. Three broad research questions were as follows:

1. What was the principal's leadership vision?
2. How was the principal's vision implemented in the school through:

    curriculum and instructional development,

    professional development,

    a culture and climate of student excellence,

    school-home-community relations,

    stakeholder involvement in decision-making?

3. What barriers impeded the principal's ability to translate his vision into reality?

In an endeavour to answer these questions, the researcher conducted an in-depth study of one school principal.

Conceptual Framework

To begin research on educational leadership it was important to understand that it evolved from educational administration, which has been studied for most of the present century from a scientific perspective (Miller, Madden & Kincheloe, 1972; Murphy & Hallinger, 1987). More recent work on educational administration, however, suggested that educational administration was more appropriately studied from a different perspective, that of craft (Blumberg, 1984; Greenfield, 1975; 1980; 1986; Hodgkinson, 1978).

Administration: Science - A Traditional View

Frederick Taylor and Henri Fayol were considered the forerunners in the study of administration. For Taylor and Fayol the chief objective of administration was efficiency, and standardization was the means of achieving efficiency within the organization (Miller et al., 1972). Time and motion studies were conducted. The findings helped develop a theory of scientific management in which each worker's technical skill was analyzed and the work of the organization was divided in accordance with the tasks to be completed and the ability of each worker. Within this school of management thought, the work of administrators followed specific principles organized by acronyms such as POSDCORB: planning, organizing, staffing, directing, co-ordinating, reporting, and budgeting (Miller et al., 1972).

As the industrial revolution continued, further study of management of the workplace developed. The Hawthorne studies found that workers were more productive if they found someone paid attention to them as "people" as well as workers. Mary Parker Follett, a noted contributor to the work of this period, proposed that organizations should grant more human satisfactions in the work environment. She held that such satisfactions added to individual development as well as to the efficiency of the work process (Miller, et al., 1972). This work led to a human relations theory of administration. A striking feature of both the scientific management and the human relations theories was that the

administrator was considered an expert on the specific tasks the workers performed.

Chester Barnard, in diverting from the scientific management and human relations approaches to administration, recognized that individuals within an organization were subjected to forces outside the organization over which they had little or no control (Campbell, R., T. Fleming, L. Newell & J. Bennion, 1987). Barnard's study of administration in the context of the organization's interaction with the environment led to a new and different theory of administration known as behavioral science. Consequently, the organization was described by Barnard as a consciously co-ordinated system of human effort.

The administrator, in such an organization, was an expert on the total organization rather than being an expert on the tasks performed by workers as proposed by scientific management theorists or "as an expert on the relation of the work environment and the workers' psychological state, as in the human relations school" (Miller et al., 1972). Within the organization, Barnard saw the worker as one whose motivation to work was the result of complex factors such as personal satisfaction, material reward, and the state of the physical environment. He maintained that such human goals could be achieved as the organization went about its business of achieving its goals. The administrator's work was to maintain a balance between individual and organizational goals (Miller et al., 1972).

Litchfield (1956) expressed the view that although theories of administration were evident and that scientific research was being conducted related to these theories, the research work was fragmented in terms of administration of business and administration of public organizations. He suggested that administrative theory be looked at as a whole with the proposition that the administrative process was a cycle of action which included the specific activities of decision-making, programming, communicating, controlling, and reappraising (Litchfield, 1956). Within Litchfield's work it was understood that decision-making was critical through the cycle and that decisions were to be made in a rational manner. Litchfield was supported by the work of Simon (1945) who considered that the best knowledge of administrative realities should come from scientific methods of research and be called a science of administration. Simon's main recommendation was that a "general theory of administration must include principles of organization that will insure correct decision-making, just as it must include principles that will ensure effective action" (Simon, 1945, 1). For Simon, the core of the administrative function was to make decisions. He considered that only the facts must be presented in any administrative decision. Although he recognized that decisions were made by humans, often about humans, he proposed the scientific approach to decision-making since it was devoid of value or ethical considerations (Greenfield, 1986; Simon, 1945). Simon's notion of rational decision-making

marked a decline in the study of administration through the experience, observation, and reflections of people, like Chester Barnard, who were not scientists but administrators. Simon's work was the most significant in building a theory of administration based on scientific knowledge, knowledge that derived from facts and ignored the value and sentiment which came from human action.

Educational Administrative Practice

The evolution of educational administration was matched very closely with the three theories discussed in the previous section. Before the industrial revolution of the late nineteenth century, school administrators were appointed in larger centres with virtually little or no training. Taylor's scientific management theory and the increased efficiency in business organizations, at a time when education was suffering from poor administrator training, little money, and overcrowded schools, led two successful administrators to propose that the American education system follow the strides made in business. Frank Spaulding and George Strayer, writing in the early twentieth century, proposed that the principles of simple and sound business be applied to the educational setting. The application of scientific principles enabled the administration of schools to be quantified in terms of IQ scores, achievement scores or through dollar amounts. Universities could now train people as educational administrators, following the model espoused by scientific theorists. Educational

administration became recognized as a science of controlling teachers (Murphy & Hallinger, 1987).

The advent of the Great Depression and the onslaught of World War II saw a decline in the adoption of the business model in education as educational administrators were forced to consider economic and social issues. Despite the fact that the rise of social conscience permeated the university education of administrators, much of their study continued to concentrate on budgeting, scheduling, and management of the school plant following the theory of efficiency developed by Taylor. The work of Simon entered the study of educational administration in the late 1950's and 1960's. The emphasis in university study for educational administrators focused on the behavioural sciences with a recognition that such administrators could be trained on the basis of empirical research as it related to the concepts and theories of human behaviour, statistical analysis, and research designs (Murphy & Hallinger, 1987).

Educational Administration: Craft - A Contemporary View

In 1974 Thomas Greenfield presented revolutionary ideas on the way to look at the study of administration generally and educational administration more particularly. His thinking focused on administration as a craft. The word craft is described as follows:

> *Craft always involves a distinction between means and end, each clearly conceived as something distinct from the other but related to it. In a craft the end is thought out first, and afterwards the means*

> *are thought out. The artist must have a certain specialized form of skill, which is called technique. He acquires his skill just as a craftsman does, partly through his experience and partly through sharing in the experience of others who thus become his teachers. The technical skill which he thus acquires does not by itself make him an artist, for a technician is made, but an artist is born* (Blumberg, 1984, 31).

To look at administration, more particularly educational administration, from the craft perspective required a new look at organizations and the people who administered them. The positivistic or scientific approach to administration, discussed in the traditional view, recognized organizations as entities separate from humans that worked in them. There was a recognition that organizations existed with goals to achieve as they responded and adapted to the internal and external environment (Greenfield, 1975). A contemporary theory of administrative study proposed that organizations were established by people and thus people were accountable for what went on in them (Greenfield, 1980). Consequently, organizations became real through the actions of humans or were "an invented social reality of human creation" (Greenfield, 1986, 71). Peopling organizations brought values, will, commitment, intentions, and potential to change and direct them. This meant administrators were essentially value-carriers in organizations; they were both arbiters of values and representatives of them (Greenfield, 1986). In Greenfield's view, it was important that a science of administration recognize the complexities which came with values and

broaden its conception so that the scientist was considered an observer and an interpreter of reality (Greenfield, 1986, 60). He maintained that human interest and its possible biases were complexly interwoven in what was known as scientific truth (Greenfield, 1986). This perspective acknowledged that the study of administration, more particularly educational administration, be guided by interpretive science which "recognizes both subjectivity in the construction of social reality and the inevitability of interpretation in science" (Greenfield, 1986, 74).

Within this paradigm, the study of administration shifted from the use of the natural sciences to the social sciences where phenomenological approaches were employed. Training of people interested in administering organizations, especially educational organizations, focused on giving "them deeper insights into the nature of their craft - into the dilemmas and possibilities - through study of realities and through reflection upon them" (Greenfield, 1986, 74). Such an approach recognized that "administrative training is training for life and that only those who have some insight into life - its ironies, joys, and tragedies - are fit to be administrators" (Greenfield, 1980, 48).

Support for Greenfield's thinking on the study of administration came from Christopher Hodgkinson (1978). Hodgkinson maintained that although administration was a rational business, these rational borders were heavily

surrounded due to the potent human character of such activity. The proposition put forward was that:

> Administration can be construed as philosophy in action; that we are all either administered or administering; that organizations are purposive collectivities; that man finds a large part of his life-meaning in organizations; that administration is a moral activity; and that power is the central term of administrative discourse (Hodgkinson, 1978, 99).

There was an admission that decision-making was a prime administrative activity but such action suggested philosophical skills which were rooted in humanism (Hodgkinson, 1978).

The idea of administration as craft implied a mixture of "social diagnostic and behavioral skills through which the administrator somehow seeks to maintain both the system's balance and its goal orientation" (Blumberg, 1984, 32) in such a way that others, who observed this person at work, considered him a master. From this perspective, educational administrators had a vision of what a school ought to be; they were clear about and oriented toward their goal; they were secure in themselves; they had a high tolerance for ambiguity; they tended to test limits; they were sensitive to the dynamics of power; and they approached problems intuitively, from an analytical perspective (Blumberg & Greenfield, 1980). These characteristics were acquired through a wealth of life experiences. They brought these to the administrative training ground and returned to administrative positions as those same selves knowing some new things

(Blumberg, 1984). Such administrators are the focus of research in educational institutions.

Significance of the Study

The study of administration, more particularly educational administration, has been of a scientific nature as proposed by Herbert Simon. Since the early 1960's there has been constructivist work done on the concept of the effective school. Several researchers, namely Fullan (1991), Louis and Miles (1990), and Sergiovanni (1990), have written much on the idea of leadership and vision in schools working to become effective. Other researchers, including Blumberg and Greenfield (1980), Cunard (1990) and Edmonds (1979), stated what administrators as effective leaders had to do to create more effective schools. This researcher, working within a constructivist paradigm, observed such a principal to explore what he did in bringing his vision of an effective school to reality within the educational setting. Put differently, this is a study of school leadership.

Strengths of the Case Study

Traditional research focused on finding truth through propositional statements, those which develop from reasoning (Stake, 1978). Such studies concentrated on hypotheses, controlled variables, large random selections from populations, statistical analyses of data collected, and generalizations of results.

Such studies operated within the natural and social sciences. This was due to the fact that social scientists saw the social world as physical scientists saw the natural world - there were lawful regularities between the causes and effects of events or happenings (Donmoyer, 1990; Stake, 1978). The problem was that within the social sciences, with the applied fields of education, social work, and counselling, there were many complexities relating to human behaviour. Such complexities led researchers like Cronbach, cited by Donmoyer (1990), to conclude that human action was constructed, not caused, and thus traditional ways of studying it were inappropriate. The complexity problem also implied "that it no longer makes sense to think of generalizability as synonymous with the use of large samples and statistical procedures designed to ensure that the large samples accurately represent the population" (Donmoyer, 1990, 181).

Stake (1978) contended that truth in the course of human affairs was better approached through statements rich with a sense of human encounter. Such statements developed from an immersion in the human experience and a holistic look at the phenomena being studied. This led one to examine only particulars from which it was accepted that generalizations could not be made. The proposal was that these particular experiences led to naturalistic generalizations - those "arrived at by recognizing the similarities of objects and issues in and out of context and by sensing the natural covariations of happenings" (Stake, 1978, 6). These generalizations, which guided human

action, formed within people as a result of experiences developing from tacit knowledge. As other people read cases of human experience they found similarities that interested them and thus formed the basis for naturalistic generalizations. An acceptance of such generalizability led to the importance of the case study as a way of describing particular experiences of humans. The case study did this through:

> Descriptions that are complex, holistic, and involving a myriad of not highly isolated variables; data that are likely to be gathered at least partly by personalistic observation; and a writing style that is informal, perhaps narrative, possibly with verbatim quotation, illustration, and even allusion and metaphor. Comparisons are implicit rather than explicit. Themes and hypotheses may be important, but they remain subordinate to the understanding of the case (Stake, 1978, 6).

There were advantages to the case study approach to understanding human behaviour of the administrator as a leader in a school striving for excellence. The case study enabled people to, personally and vicariously, learn about situations and cultures they otherwise would not know. Case studies enabled people to see the world being studied through the eyes of the person doing the research. This brought the hope that the researcher had a "rich repertoire of schemata" (Donmoyer, 1990, 195) for viewing particular events. Vicariously those who read this research added to the schemata. Also the case study approach to research decreased defensiveness. Those who vicariously learned from the case study were less likely to resist learning (Donmoyer, 1990).

In fact, the case study approach to social research "*has been* tried and found to be a direct and satisfying way of adding to experience and improving understanding" (Stake, 1978, 7).

Definition of Terms

The terms requiring special consideration in this study were educational administration, leadership, vision, and effective schools.

Educational Administration

Educational administration has been defined as "the activity that concerns itself with the survival and maintenance of an organization and with the direction of the activities of people working within the organization in their reciprocal relations to the end that the organization's purposes may be attained" (Wilson, 1966, 29).

Leadership

Leadership, in the present study, is "that behaviour of an individual which initiates a new structure in interaction within a social system; it initiates change in the goals, objectives, configurations, procedures, inputs, processes, and ultimately the outputs of social systems" (Lipham & Hoch, 1974, 182).

Vision

Vision is seen as the ability to operate with moral imagination or see that the world did not have to stay as it was; that the possibility existed for it to be better (Blumberg & Greenfield, 1986).

Effective Schools

Effective schools are defined as schools which pay special attention to student achievement, student expectations, student attendance, delinquency, general behaviour, and attitudes of students. Such an emphasis leads to a description of effective schools as those in which student achievement and development of character are important according to a synthesis of the research on effective schools by Downer (1991).

Organization of the Study

The study deals with an in-depth examination of a principal in a school. Chapter 1 of the study introduces the reader to the research problem, the conceptual framework from which the researcher views the problem or issue, the significance of the research, and the definition of terms used in the research. Chapter 2 focuses on a review of the literature considered relevant to such a research study. The literature highlights educational administration, leadership in the school setting, vision of the school leader, and effective schools. The researcher worked within the constructivist paradigm through the use of the case

study approach to viewing the work of a principal in a school striving to be effective in educating children. The explanation of this research methodology is presented in Chapter 3. The case study approach brings forward a wealth of data in an informal and narrative manner. This data is outlined in Chapter 4. Chapter 5 examines the research findings in light of the research questions. This is followed by Chapter 6 which includes an overview of the conceptual framework and discussion as it related to the research subject; a summary of the findings; a discussion of the reviewed literature as it related to the work of the principal studied; and implications for administrative training.

Chapter 2

Review of Related Literature

In order to study any context it is important for the researcher to spend time researching related work on the assigned topic. Such reading offers background information and sets a framework for the particular research. It is presented as a review of the literature related to the research topic. This chapter begins with a literature review of administration and leadership. Research indicates the distinction between the concepts of administration and leadership. This is followed by a study of research on the principal, as the leadership position of a school. The researcher then examines vision as a distinctive quality of a leader and vision as a shared process within the educational setting. The chapter concludes with an examination of the role of the principal in a school striving to be effective in the education of students.

Educational Administration

Administration has been a part of society since humans organized themselves for the achievement of specified goals. The formal study of administration, however, was a more recent exercise, dating back to the nineteenth century. Research and examination of educational administration, in particular, were twentieth century phenomena coinciding with the establishment

of large city schools and the extension of schooling heralded by the industrial revolution.

Administration was seen as a *"social process concerned with creating, maintaining, stimulating, controlling and unifying formally and informally organized human and material energies within a unified system designed to accomplish predetermined objectives*" (Knezevich, 1969, 11). It was often equated with management and both words were used interchangeably in books. They were defined essentially in terms of co-ordinating and integrating people and materials for the accomplishment of organizational goals (Kimbrough & Nunnery, 1988).

Educational administration was also defined in terms of "communicating, bearing and delegating authority and responsibility, integrating and balancing, signal-calling or ordering, and energizing and stimulating" (Miller et al., 1972, 395). Recognizing educational administration as defined above connoted the specific tasks of managing 1) instruction and curriculum, 2) services related to student personnel, 3) relations between the school and the community, 4) services related to staff personnel, 5) the physical plant, 6) transportation, 7) public accountability, and 8) the financial and business dimension of the organization (Kimbrough & Nunnery, 1988).

A study of these administrative tasks led one to accept that educational administration involved, for the most part, maintaining things as they were as its

chief purpose. It was based on the assumption that if things were kept running smoothly then the organization would achieve the goals it was established to accomplish (Blumberg & Greenfield, 1980). Such an analysis described educational administration as maintaining the status quo.

Leadership

To fully understand leadership it was necessary to distinguish between leadership and management. Meredith (1985), in a synthesis of the literature on leadership, stated that managers forced followers to comply with what they, the managers, considered important. This was done through a system of rewards or punishments. Leaders, on the contrary, had a vision which they shared with "followers" who had the free will to follow or not to follow. Such a relationship was based on trust. There was a contention that "leadership is 'making a difference'; management is maintaining things as they are" (Newberry, 1987, 26).

Fullan (1991) and Louis and Miles (1990) offered a comprehensive distinction between leadership and administration. Leaders established the course for an organization; managers ensured the course was followed. Leaders developed strategic plans; managers charted operational systems for carrying out the plans. Leaders encouraged and motivated; managers used their interpersonal control to translate that energy into productive work. Thus the work of the leader was associated with mission, direction, and inspiration.

Management involved conceiving and carrying out plans, getting things done, and working effectively with people. Within an organization both management and leadership were important. Leadership, however, was pre-eminent.

Jacobsen (1980) indicated that leadership was using the communication process to influence people so they too strived willingly for organizational objectives. Watkins (1986) quoted Selznick and Goldburg in defining leadership. It was seen as the assumption of accountability for the pursuit of excellence in organizational life. It was an art, not a science, which meant it was mainly intuitive. Leadership was also defined as "inducing followers to act for certain goals that represent the values and motivations - the wants and needs, the aspirations and expectations - *of both leaders and followers*" (Burns, 1979, 381). Leadership presupposed having both emotional and spiritual resources to inspire followers in a way that made them feel that the things they were doing within the organization were worthwhile and significant. Followers were empowered, energized, and committed to a vision for the institution (Bennis & Nanus, 1985).

A synthesis of these definitions indicated that effective leadership was not a thing but a relationship based on trust in which the followers became committed to the goals of the organization through sharing leadership with the leader. Thus, the leader became a follower and the followers had the opportunity to become leaders (Lee, 1991).

Research by Bennis and Nanus (1985), Blue (1989), Fullan (1991), Louis and Miles (1990), Roueche, Baker and Rose (1989), and Sergiovanni (1990) indicated that vision was an important characteristic of effective leadership. Vision of the leader, shared with the followers such that a variety of goals and objectives were brought together in a common vision, created an environment in which change could occur and the institution could move towards the achievement of excellence.

Research by Blumberg and Greenfield (1980), Edmonds (1979), and Rutter, Maughan, Mortimore and Ouston (1979) demonstrated that student achievement was related to particular school factors, one of which was the involvement of the school based leader, principal, in the organization's curriculum and instruction. Instructional leadership was needed. Thus the effective school principal, in an effort to bring about greatness for the institution, embarked on endeavours which saw him emphasize supervision and evaluation of personnel and students, and involved self in instruction and staff development (Walker, 1993). Leithwood (1992) refers to changes brought about through instructional leadership as first order changes since the instructional leader focused attention on enhancing the technical, instructional activities of the school through close monitoring of classroom work.

The leadership paradigm based on the assumption of shared vision focusing on the instructional leadership of the school-based administrator was

what worked well for some educational institutions in the 1980's. However, it was maintained that a "convergence of several lines of research - on shared decision-making, teacher empowerment and school reform - has caused us to rethink our leadership paradigm" (Walker, 1993, 34). Such research was responding to changes in society in which people wanted autonomy, choice, and control over their lives and their working environment (Alkire, 1993).

A new kind of leadership was needed to respond to the reform taking place in society, in general, and within the educational setting, in particular. It was leadership which worked at releasing the potential of others so they were committed to action. This type of leadership caused the leaders to become agents of change (Ellis & Joslin, 1990). Such leaders:

> will need to be visionaries, collaborators, and facilitators as well as managers, administrators and decision-makers. They will need to learn to be problem-solvers and consensus-builders and be able to motivate and stimulate their professional colleagues toward group goals (Stine, 1993, 9).

This leadership was sometimes referred to as transformational leadership.

To develop the shared vision, commitment, enabling, and empowering within an organization, the transformational leader studied the culture of the institution. The traditions of the school were brought to the forefront and a new emphasis was placed on the rituals which affirmed the importance and significance of shared values (Sergiovanni, 1990). Such leadership diverged from instructional leadership, which focused on the first order changes related to

tasks and the performance of them (Mitchell & Tucker, 1992), by placing emphasis on second order changes which centred on changing attitudes and beliefs. The instructional leader could and often was a transformational leader (Leithwood, 1992).

Vision

The reform of education at all levels, begun in the 1980's, continued and spread in the 1990's. Much of the literature on reform focused on vision as a key component to change. The vision discussed in the early 1980's, as a factor in school reform, was seen to derive its source from the institutional leader. Further study of this vital component of change centred on shared vision and thus emerged vision building.

There were several approaches to the concepts of vision, where it originated, and how it was brought to fruition. One approach recognized the importance of the leader in having and developing a vision for the school. A second view posited that vision was built from the process of sharing values, with the leader playing a key role in helping the organizational members articulate and form the shared vision.

In a word, vision was described as a "force", a "dream", an "image", a "blueprint", a "gift" and a "purposing" (Bennis & Nanus, 1985; Chance & Grady, 1990; Moore, 1989; Senge, 1990; Sergiovanni,1990). One definition developing from these descriptors of vision, distinguished it as the force or dream toward

which effective administrators strived in shaping their schools for success (Chance & Grady, 1990). Yet another definition considered vision as that successive stream of actions initiated by the organization's leader which had the effect of inducing clarity, consensus, and commitment with respect to the organization's basic purposes (Sergiovanni, 1990). Louis and Miles (1990), in citing Block, considered vision as the deepest expression of what a leader, in working with followers, wanted for an organization. It was a blueprint of a desired future. All these descriptions share the sense that vision was what drove individuals toward a future and, hopefully, better condition for all.

Beckner (1990) stated that vision was a special characteristic of the organization's leader. It was the driving force that inspired and guided both the leader and followers. Mason (1991) maintained that the positive vision of an effective leader was a vital factor in adult learning, which could be translated to all learning institutions. The most compelling statement for visionary leadership came from Manasse (1986) who asserted that the essential quality of leaders was vision. These researchers based their theses on the fact that it was the leader who could "lead" the organization to new and different things and they considered the leader as the principal in the school. Manasse, in her work on the topic, basically summarized the work of other researchers who attested that visionary leadership, which led to school reform, was found in the school leader,

the principal. She distinguished between four types of vision: organizational vision, future vision, personal vision and strategic vision (Manasse, 1986).

For the school principal, organizational vision came from close examination of the present situation in the school. Such vision enabled the leader to help others understand that changes in any area of the system had an effect on all parts of the organization. This required the leader to be a constant learner - learning from others and from initiatives which became part of the organization's reform. The future vision of which Manasse spoke, was drawn from the leader's personal beliefs and organizational visions. It was an extensive picture of how the school would look at some point in the future. For the school, this included how it would be positioned in its environment and as well as how it would function internally. The leader's future vision of what the school could become was conveyed through symbols, persuasion, and interpersonal competence - the characteristics of the leader with personal vision.

Personal vision derived from the leader's reflection on personal and professional values. It was these values that enabled the leader to articulate his personal resources and position himself so that his strengths came to the forefront. Such a person saw the positive in situations and spent a great deal of time using symbols to portray his vision throughout the institution.

To bring about the future vision the leader had to have strategic vision - the vision which united the reality of the present situation within the school to the

possibilities of the future. This required the patience to work through the muddy work of bringing about the desired future through the day-to-day working within the institution. Chance and Grady (1990) asserted that the visionary leader solicited the resources of the staff in the change process. The stakeholders felt that they were part of the implementation - this was the work of strategic visioning. Dantley (1989) supported the work of Manasse in stating that three factors or pieces played a part in forming the leader's vision: the leader's socialization process, his educational philosophy, and the present realities and future dreams.

Chance (1991), Chance and Grady (1990), and Rogus (1990) contended that although the personal vision of the leader was vital, this vision had to be shared with the staff, particularly, and to all stakeholders, generally. This required the leader to speak of his vision at every opportunity and take time to let others respond to it. Such speech and response led to the development of a mission or vision statement for the institution. It was the future to which all were committed. The consensus from this group of researchers was that the vision came from the leader, who was the principal, and that it was important to share this vision with all stakeholders through committee or consensus. They also supported the view that the vision, written as a vision statement, preceded any real change in the organization - this was the starting point for reform.

Ellis and Joslin (1990) presented a different notion of vision - shared vision. They concurred with the view that vision was critical to change in the school. However, they contended that developing a vision from the leader was creating a future based on the ideals of the charismatic leader. The followers were not truly committed to the vision but to the person who espoused the vision. Thus the change process often faltered when the leader left the institution. For these researchers, a new conception of leadership developed. This recognized the complexity and diversity in learning institutions and it released the potential of all followers in the pursuit of shared goals. Vision was seen as a set of ideas which were socially shared. It described what was the desired state for continuance and development of results within the school. This vision was created over a long time and possibly never completely reached fruition in a successful institution. The researchers maintained that this vision involved "arriving at shared understandings about what the school is presently like and what the desired state is for the school" (Ellis & Joslin, 1990, 5). Thus all involved took time to have a backward look at where they had come from as an institution and from these traditions built the shared future.

In fact, these researchers asserted that reform was the wrong word for what was needed. In citing Deal, Ellis and Joslin (1990) stated that the deep structures and practices of a school could not be reformed; they had to be transformed. Transforming a school meant altering its fundamental character

and identity and this was what vision was all about. It required that all stakeholders work at renegotiating the rituals, regularities, and routines of the school. Thus the vision could not come from one constituent, the leader, but had to develop from a commitment of all to invest willingness and ability to reach the desired future. They suggested that the initiative began through small matters which affected the day-to-day work of the people in the institution. From these small starts people got a chance to be involved, show leadership, and take ownership. The people worked together to build on the successes.

Roueche et al. (1989) talked about visionaries like Lee Iacocca and Harry Truman who had a unique vision and worked with and through others in their organizations to develop a shared vision. Such vision was more than one individual's position. They maintained that shared vision came from transformational leadership. Transformational leaders "operate integratively, bringing other people in, bridging multiple realities, and reconceptualizing activities to take account of this new, *shared* reality" (Roueche et al., 1989, 112). Thus, to create the shared vision, the leader created a vision of what an institution could be and sold this vision by personal example and successful experience so that it made it possible for others to participate in a collaborative way. To achieve this shared vision all members of the school worked in a collaborative way to share their values and struggled with integrating these into a common belief with the leader facilitating the process. This suggested that all

was not tidy in creating a vision and though institutions needed to have a vision for their future it was hard work and it needed to be collaborative.

Roueche et al. (1989) offered a special analogy to emphasize the point on facilitating and collaborating. They asserted that the success of the shared vision required the leader and followers to work in concert - the leader doing the work of composing, orchestrating and enabling a quality sound that was achieved by and through the institution's musicians, the staff. The shared vision became concretely a part of the institution through strategic planning.

Collaborative input was essential in a climate of support and risk-taking on the part of the leader and the followers. Through the supported risk-taking, people developed greater ownership which led to more risk-taking. Things were not easy and safe in such climates, however, support and sharing were. The writers maintained that a balanced environment brought greater enabling of the followers. Four fundamental elements of such an environment were:

1. effective communication
2. freedom for all those involved in the institution to develop successful approaches to meeting institutional needs
3. respect of the traditions and structures appropriate to the institution
4. the constant pursuit of student and professional excellence (Roueche et al., 1989, 121).

Senge (1990) affirmed that a shared vision was a force of mighty power radiating from people's hearts. Shared vision inspired a commitment from all within the organization whereas one person's vision could at best command

compliance from the group. There was a commitment because people were connected by a common endeavour. He emphasized the importance of shared vision by considering it as that which (1) changed people's relationship with the organization; (2) provided the rudder that kept the learning process on its course when stressful situations developed; and (3) compelled courage.

Senge (1990) proceeded to outline that shared vision emerged in the organization since it was revealed in each individual's set of values and aspirations. Thus the organization that was building a shared vision was constantly encouraging everyone within the organization to develop a personal vision through setting a climate that did not infringe on individual freedoms but offered opportunities to express one's values without reprisal. The role of the leader was to communicate a sense of vision so that others willingly and openly discussed their personal vision. Over time the personal visions connected to form the institutional vision to which all were committed. It was not a top-down vision or an imposed vision but a product of the sharing brought about by careful listening to multiple visions. Such development did not cause people to buy into the vision nor require that people be sold on the vision. People were committed to a common vision and operated within the organization to see that the vision was implemented. People were enrolled. They brought energy, passion, and excitement to all they did.

Louis and Miles (1990), in research on school improvement efforts in American high schools, offered their insights on the idea of vision building within the organization. Although they contended that the charismatic leader was not what created the sustaining vision within an organization they did say that the leader was a key player. To build vision they espoused three preconditions. Firstly, there was the presence of a principal who was willing to think vision and work with others in the extended process of developing, owning, and using a vision. Secondly, there was a sound staff connectedness so that the task of spreading ownership and the understanding of vision were attained. Thirdly, there was school-based control over staffing the school so that the vision could be reinforced and maintained.

Louis and Miles (1990) supported the idea that the vision developed through the building process was not a beginning step in institutional improvement but took place over time and required the empowerment of the staff. There had to be real ownership of this value-laden dream for the school. No amount of elaborate communication exercises or formal participation on voting committees would do it. It was achieved through the day-to-day work of planning, implementing, and managing change efforts.

Fullan (1993) offered caution about vision as part of reform. He identified vision as necessary for success but maintained that in many cases it was

misunderstood and misapplied. There were three reasons to support the contention that vision should come later in the change process:

1. Under conditions of dynamic complexity, people need a good deal of *reflective experience* before they can form a plausible vision. Vision merges from, more than precedes, action.
2. *Shared* vision which is essential for success, must evolve through the dynamic interaction of organizational members and leaders. This takes time and will not succeed unless the vision building is somewhat open ended.
3. Skill development is essential because without skill, vision remains superficial (Fullan, 1993, 127).

Deep ownership was what Fullan proposed and this could only develop through the learning that came forth in engaging all members in the solving of problems associated with the organization.

Effective Schools

Effective schools were the major concern of many who talked or wrote about schooling since the mid 1960's. James Coleman, an American researcher of the time, found through a large scale survey of American schools that the academic achievement of students was not due to the child's schooling but was the result of factors related to family background (Rutter et al., 1979). This research sparked further study and different findings with different results. Case studies discussed by Blumberg and Greenfield (1986) and Gilchrist (1989) were but two sources of the growing pool of knowledge on effective schools and their effect on student achievement.

Effective schools were defined in terms of a direction toward such things as student attendance, delinquency, general behaviour, and attitudes of students, as well as in terms of student achievement. Such an emphasis led to a description of effective schools as those in which student achievement and development of character were important (Downer, 1991). Such an emphasis in effective schools caused one to examine both the content factors and process factors. The content factors included effective teacher characteristics and behaviour, supportive school leadership, and favourable home-school relations. The process factors were comprised of clearly stated goals, objectives, mission, school-based decision-making, and collaboration (Downer, 1991). An in-depth study of these factors included curriculum and instruction and the climate within the school.

The success or failure of a school was set by the ability of the principal to lead the staff in the planning, implementing, and improving the curricular program of the school (Lipham, 1981). Successful schools established a curricular structure for each subject taught which included "a list of topics, skills, or concepts to be covered: specific student objectives to be accomplished; lists of resources classified by objectives; and mastery levels set for each subject or course along with mastery tests for each course" (Ubben & Hughes, 1987, 123). These writers also stated that outlines, objectives, and tests needed to be used by all teachers at a given grade level. This implied that the planning decisions

were not unilateral but a concerted effort of those directly responsible under the direction of the instructional leader. This proposition was supported by the work of Rutter et al. (1979) who, in a study of London's inner schools, found that teachers in less effective schools worked on their own in curriculum development with the consequence that little co-ordination occurred between teachers. In the effective schools, teachers did not have absolute freedom in the planning of the courses they taught. In respect to curriculum planning, the message from the research stated above was that the principal was the leader but staff involvement brought ownership to the process and enabled the implementation process to be smoother and more effective.

The implementation of the curriculum was traditionally the work of the classroom teacher. In effective schools this was the case. However, the principal was also actively involved in curriculum implementation. At the primary and elementary level this could be achieved through involvement in the school's reading program (Wilson, 1982) or through effective classroom teaching (Blumberg & Greenfield, 1986). At the high school level, where specialization was more important, the principal could be seen observing a class a day (Cilo, 1989). This presence served more to give the school the sense that the school's curriculum was very important. Effective curriculum implementation could be seen through flexible classroom groupings and a variety of learning activities specifically developed to account for individual differences in learning. An

inclusion of field trips, films, slides, and filmstrips coupled with a variety of printed material for effective instruction were also considered (Ediger, 1988). Curriculum development and implementation were found in all schools. The hallmark of the effective school was that the planning and implementation through instruction were closely followed by monitoring and evaluating each program. In fact a contention was that "an unmonitored curriculum may as well not exist" (English, 1987, 41). Effective monitoring was a collaborative effort between the principal and the teachers who worked to identify criteria to be observed and used in determining successful teaching (Vornberg, 1988).

The principal's effective use of classroom visitation and pre/post conferencing provided the opportunity to break down the barriers around teacher isolation. Suggestions for improvement in instruction could be made so that master teachers were matched with those who required instructional improvements (Jacobson, 1987).

Schools identified as effective could operate from what appeared to be a management viewpoint. Some managerial tasks seen from a leadership perspective included articulating policies and norms, which generated a school climate; hiring personnel, which was serious business in effective schools; supervising personnel through an informal and cultural approach; coordinating student services, such as counselling, guidance, health services and placement in particular programs, which helped resolve student difficulties; and budgeting

which involved the conscious use of budgetary decisions to maximize the likelihood that students iearned. (Donmoyer & Wagstaff, 1990).

A third proposal for effective schools involved the preparation of schools to meet the challenges of the twenty-first century. Such a proposition considered the shared leadership of all professional staff through strategies such as allowing teachers to become responsible for staff development; creating an instructional council within the school; creating the position of instructional dean; and recognizing the value of peer coaching and collaboration (Cunard, 1990).

The diversity of activities engaging the work of those in an effective school attested to the uniqueness of each school. Yet there was a commonality, in that instruction for students was at the heart of all efforts within the organization. There was, however, considerable variation in approach based on the leadership and the school context - the staff, students and the community ("Principal", 1983).

Schooling of children always took place within a climate or culture. Culture was seen as the glue which held schools together since it was "composed of the shared norms, values, beliefs, and assumptions about the world of work that shape how people think, feel, and act" (Peterson, 1988, 252). In a synthesis of research on effective schools, Downer (1991) asserted that such schools were recognized by their strong cultures which contributed to the

tight links that allowed their principals to influence and shape the instructional program and general operation of schools while at the same time providing autonomy for individual units and teachers within the school. Thus, effective school climate was characterized by orderliness and a measure of predictability; an appreciation for the value of time; an emphasis on student and teacher excellence; and a sense of purpose, frankness, and enthusiasm with regard to teaching and learning (Haas, 1983).

The orderly climate was achieved through the collaborative development of policies and procedures which were clearly stated and well communicated to all stakeholders in the school organization. One policy, which seriously affected the climate of any school, revolved around the issue of discipline. The work of Jones (1984), Lordon (1983), Rutter et al. (1979) attested that in successful schools discipline policies were based on the established goals of the school. An examination of 11 effective high schools found that:

> First, school rules and standards for behaviour were clearly specified. Second, the rules and consequences for breaking them were systematically communicated to parents and students. Third, the consequences were incremental in nature. Fourth, the rules were fairly and consistently enforced everywhere on the school campuses. Fifth, a great deal of thought and energy went into the enforcement of school rules (Murphy & Hallinger, 1985, 20-21).

Orderliness was also accomplished through an effective use of the PA system at designated times of the day and an avoidance of its use during the

instructional time for minor announcements. The presence of the principal throughout the school at significant times, especially before morning classes, at lunch and dismissal, also established an orderly atmosphere in the school (Cilo, 1989).

Time was a very important aspect of the life of an effective school, particularly instructional time. Studies by Edmonds (1979) and Rutter et al. (1979) suggested that the schools with greatest student achievement were more task-oriented - classes started promptly, more time was spent on topic, and classroom interaction was more on a class-wide basis than on an individual basis. Also, continued contact with the homes of students who exhibited absentee behaviour indicated to them that time was important in the school (Eicholtz, 1984).

Research confirmed that an emphasis on excellence could be realized through setting high expectations for teachers and students (Austin, 1979; Edmonds, 1979; Rutter et al., 1979). In the effective school there was an acceptance that all children could learn and thus expectations were set to match abilities. One expectation, which correlated positively with high student achievement, related to the assignment of homework. Rutter et al., (1979) found, in their study of inner London schools, that those schools, in which homework was frequently set and checks were made to determine that teachers did in fact assign homework, tended to have better student outcomes than

schools which made little use of homework. To complement student excellence, effective schools had the expectation that teachers in the organization be sound scholars who exhibited enthusiasm and were conscientious in performing their duties within the school.

Many researchers declared that rewards needed to be given to those who achieved the expectations set for them (Edmonds, 1979; Eicholtz, 1984; Haas, 1983; Rutter et al., 1979; Wilson, 1982). Rewards, it was argued, improved self-esteem and could take the form of public displays of accomplishments, phone calls to parents, and/or assemblies which highlighted student and teacher achievements toward excellence.

A sense of purpose could be cultivated through an emphasis on the vision or mission of the school. The principal and staff could create a sense of openness by willingly listening to students and involving them in decisions which affected them directly (Eicholtz, 1984). Research suggested that it was also important to be rational and frank when dealing with young people (Haas, 1983). The openness could be further extended by involving the parents in the life of the school.

Communication with the home was an important activity within an effective school. Research by Hawley and Rosenholtz; Purkey and Smith; and Fullan, cited by Epstein (1987), identified parent involvement as one of the critical organizational variables for schools which were successful. The same

topic was presented as a phenomenon called coproduction - "those activities, individual and collective, in school or at home, that contribute to school efforts to instruct pupils more effectively and raise pupil achievement" (Davies, 1987, 148). He proceeded to outline six activities which could be co-operatively developed to achieve the specified ends - student achievement. The specified activities were:

- well-co-ordinated home tutoring programs;
- homework helper and homework hot line projects;
- frequent and specific reporting of pupil achievement by teacher to the family with suggestions as to how classroom efforts can be reinforced at home;
- parent education designed to make parents more knowledgeable about what schools are trying to do;
- home visitor programs to provide special help to and advise low-income and immigrant families; and
- parent volunteers assisting teachers in the classroom and in preparing instructional materials(Davies, 1987, 148-149).

Finally, a climate of optimism was developed when teachers remained enthusiastic about their work. They needed to be given diversity in assignment, afforded the opportunity to participate in staff development, and recognized for the superior effort and attention they gave to improving instruction for students (Edmonds, 1979; Haas, 1983; Saphier & King, 1985).

Summary

Research presented in this review of the literature indicated that the work of administering a school differed from that of leading such an institution.

Leadership, in education institutions, brought vision of a new and better future for the school. There were two points of view in relation to vision. One group of researchers presented the opinion that the leader needed to have a vision which got developed as the institution's vision. A second group of researchers offered the position that vision developed as a shared process within the school with all stakeholders taking ownership under the facilitative direction of the school's leadership, the principal.

Vision building was important work in an effective school and developed through the day-to-day work of "managing" the school. Indeed, school leaders through their work of directing and leading staff in instructional improvements, setting direction for staff development, and supporting initiatives related to policy development and student achievement, appeared to be managing their schools. However, time, thought, and energy were put into these tasks so the school was recognized as working toward that which was better for the education of students.

The research presented indicated that the leadership role of the principal was the key to the effective school. "It is not the teachers, or the central office people, or the university people who are really causing schools to be the way they are or changing the way they might be. It is whoever lives in the principal's office" (Barth, 1976, 21). Clinton (1986) contended that strong schools were created by strong leaders. Research by Stronge (1990) indicated that the

management of the curriculum and the promotion of a strong school climate flowed from the vision of the effective principal in the effective school.

Chapter 3

Methodology

There is a diversity of thinking on appropriate methods of research within the field of education. The traditional view flowed from the positivistic paradigm which supported scientific methods heavily weighted toward observation devoid of values and interpretation. More recently a considerable amount of research developed out of the constructivist paradigm. In such research, the researcher became immersed in the study in the hope that understandings of the research subject/group could be developed. Such understandings, it was suggested would lead to a greater appreciation of the structure and process of the setting and would provide sensitized concepts and themes which others could find helpful. This researcher chose to work within the constructivist paradigm, using an ethnographic approach. The focus was on a school principal recognized as a leader in moving the school toward excellence. The idea was to outline the principal's vision of education and how this vision was translated into actions within the schooling process. The ethnographic approach included participant observation, interviews, and unobtrusive measures as data collection techniques.

Philosophical Assumptions

Before elaborating on the data collection techniques as such, it is appropriate to review the philosophical assumptions of naturalistic research. The primary assumption upon which naturalistic enquiry was founded concerned the idea of reality. Lincoln (1990) maintained that naturalistic research accepted that since reality was social there were multiple constructions of it. It was considered that the social reality of naturalism was a reality of meanings, found in the interpretation or established by the interpretation of the investigator who was in a relationship with those being investigated (Smith, 1990). Thus, naturalistic researchers understood reality as a set of holistic constructions that were intra - and interpersonal in nature.

A second assumption of naturalistic enquirers was that theory arose from the data collection process rather than preceding it (Lincoln, 1990). This meant that theory was a core part of the progress of conducting research but that the "research shapes, initiates, reformulates, deflects and clarifies the theory" (Burgess, 1982, 210). This process, called grounded theory, required a rejection of concepts which were precisely and operationally defined in favour of sensitizing concepts which gave a general sense of reference for the investigator as the study was conducted. Naturalistic researchers accepted that a sensitizing

concept "retains close contact with the complexity of social reality, rather than trying to bolt it on to fixed, preformulated images" (Bryman, 1988, 68).

The third assumption of a naturalistic perspective on research assumed that there was a connection between the knower and knowledge. This was to maintain that knowledge was driven by how the mind was constructed and operated and could thus be known indirectly (Kincheloe, 1991). Such a view of knowledge was at variance with the positivistic perspective of knowledge which considered that there was a body of knowledge outside that of human experience which could be applied to humans in any situation (Kincheloe, 1991).

A fourth assumption of naturalistic inquiry was that there was no certainty or new body of authority or laws on which to base human behaviour. The belief was that people's ideas about the world were constantly changing "because humans are incapable thankfully, of a final perception" (Kincheloe, 1991, 118). Given these assumptions, it was obvious that "a naturalistic perspective of research requires: that inquiry be moved out of the laboratory and into natural contexts" (Lincoln, 1990, 78).

Ethnographic Research

Ethnography, a term derived from anthropology, was defined as a depiction of a group's way of life. To quote one writer:

> It is concerned with what people are, how they behave, how they interact together. It aims to uncover their beliefs, values, perspectives, motivations, and how all these things develop over time or from situation to situation. It tries to do all this from *within* the group, and from within the perspectives of the group's members (Woods, 1986, 4).

This explanation of ethnography was supported by Taft (1988) who maintained that such research involved a description of events that occurred within the life of a group. The researcher paid special attention to the social structures and the behaviour of the individuals with respect to their group membership, and gave an interpretation of the meaning of these for the culture or the group.

Ethnography, which has also been referred to as the qualitative method, field research, and case study approach to data collection, required a recognition on the part of the researcher that such research was a learning situation. The researcher was required to understand his/her actions and activities as well as those of the person(s) being studied. Since the chief investigative instrument was the researcher, this person needed to learn the language, live among those being researched, and become involved in their activities over an extended

period of time (Burgess, 1982). This gave the inquirer first hand knowledge about the group and the context in which they lived. However, it was important to remember that in obtaining the insider's view of the situation it was critical to preserve the perspective of an outsider (Burgess, 1982). To obtain the insider view while maintaining an outside perspective, ethnographers often used some combination of participant observation, interview, and unobtrusive measures as methods of data collection.

Participant Observation

Glesne and Peshkin (1992) indicated that participant observation extended across a continuum from primarily observation to mainly participation. At the observer end of this continuum the researcher had little or no interaction with the person or group being studied and those being investigated generally did not know they were being studied. The inquirer was very much an observer but participated, to some extent, with the subjects of the study. The next point on the participant observation continuum was the participant as observer. In this research situation the investigator was considered more a participant and less of an observer. On this continuum, the final point was to become a full participant which required being "simultaneously a functioning member of the community undergoing investigation and an investigator" (Glesne & Peshkin, 1992,

40). Being prepared to work at any one of these points on the participant observation continuum helped the researcher make that which was strange familiar through a process of understanding it. These new understandings contributed to "new vantage points, new ways of thinking about some aspect of social interaction" (Glesne & Peshkin, 1992, 42).

In a concerted effort to produce "profound, meaningful and valid data" (Burgess, 1982, 163), the researcher complemented the work of participant observation with that of interviewing and document analysis. This practice was called triangulation, for the use of the three methods significantly increased the accuracy of the data or raised the confidence in the investigative findings (Glesne & Peshkin, 1992; Woods, 1986).

Interview

Qualitative researchers often considered interviews as an important part of data collection. They generally ranged from very structured interviews to unstructured ones - conversational-like settings. In structured interviews the researcher followed a pre-arranged set of questions and worked to elicit responses which fit the questions. Unstructured interviews were more like conversations in which the researcher developed particular themes to be discussed and spent a significant amount of time reflectively listening to the subject's/group's responses. The interviewee was given latitude to "ramble" in the course

of speaking to the topics presented by the researcher. Thus, in ethnographic research, unstructured, semi-structured, and reflective interviews were used more often than structured interviews. The inquirer conducted such interviews because "they provide the opportunity for the researcher to probe deeply, to uncover new clues, to open up new dimensions of a problem and to secure vivid, accurate, inclusive accounts from informants that are based on personal experience" (Burgess, 1982, 107). For these reasons ethnographers regard these interviews "as conversations or discussions, which indicate more of an open, democratic, two-way, informal, free-flowing process, and wherein people can be 'themselves' and not bound by roles" (Woods, 1986, 67).

A predominant question arising from the use of interviews in any research was determining if the informant is being truthful. To create a measure of plausibility the inquirer established a framework within which the interview was conducted (Burgess, 1982). Also, through an ethnographic approach to the investigation, the researcher could have some indication of the informant's reliability (Woods, 1986). To further establish truthfulness it was important to "seek further meetings with the same person, to sample fully their views over a number of situations and at different times" (Woods, 1986, 84).

Unobtrusive Measures

The validity of the interview schedule and the participant observation could be supported by another method in data triangulation. Nachmias and Nachmias (1981) maintained that unobtrusive measures were often used as a key data-collection method to complete research triangulation. These were described as methods which openly removed the investigator from the actions and activities of the observed. The most common unobtrusive measures were public and private archival records obtained "from such diverse sources as actuarial records, political and judicial records, government documents, the mass media, and private records such as autobiographies, diaries, and letters" (Nachmias & Nachmias, 1981, 247).

Ethical Considerations

Ethics may be considered as a combination of the ideals establishing how individuals should relate to one another in given situations, the principles of conduct guiding those relationships, and the kind of reasoning one engaged in when thinking about such ideals and principles (Smith, 1990). It was best discussed in unique, distinct situations within the framework of the ethnographic research in question. However, the three basic ethical principles as outlined by House (1990)

need to be discussed. These are: a) the principle of mutual respect, b) the principle of noncoercion and nonmanipulation, and c) the principle of support for democratic values. The discussion also focuses on the issue of ethical integrity.

Mutual respect required that the inquirer respect the reasons for the actions of those being observed. This required that the researcher "note, record, and study what their [subjects] reasons for their actions are, and seriously consider the strong possibility that people have good reasons for doing what they do, even when they are wrong" (House, 1990, 159). It thus became important to preserve the self-esteem of those being investigated, particularly in writing the interpretations of their actions. However, the investigator had to be mindful of that which was critical in presenting the interpretations.

Coercion, the use of force or threat to achieve observation was certainly prohibited. Nonmanipulation was harder to ascertain for the subjects did not know that their interests were in jeopardy. To avoid ethical questions in this regard the researcher informed the participants of the study's intent and received written consent from them so that people did not feel manipulated (House, 1990).

While living in a democratic society, it was the duty of the researcher to preserve democratic values and institutions paramount of

which were equality and liberty (House, 1990). Thus, the researcher accepted the right of this institution to exist and be cognizant of the rights of people within the organization to speak and act in a democratic manner.

Ethical integrity arose as the qualitative researcher became both a friend and a stranger to those being studied. Such an identity crisis created a crisis of integrity which could only be resolved if the inquirer permitted one role to override the other (Jarvie, 1982). Whichever role the researcher chose could be plausibly argued if the investigator acted with integrity towards the institutions and values of the person's own society even in studying a culture different from the person's own. Avoidance of hypocrisy and deception were to be achieved as far as humanly possible.

Validity

Many operating outside the constructivist paradigm questioned the validity of ethnographic research. The concern in the context of the present research focused on the realization that the researcher could report constructions of reality that reflected the researcher's reality rather than a representation of the reality of those being researched (Hammersley, 1992).

Within the constructivist paradigm, two groups of researchers were most clearly evident. According to Hammersley (1992) these were realists and relationists. For those favouring realism, there was an acceptance "that there are independent and unknown realities that can come to be known by the researcher getting into direct contact with them". (Hammersley, 1992, 196). Realists accepted that validity "is interpreted as the correspondence of knowledge claims to the reality investigated" (Hammersley, 1992, 196). The relationist researchers strongly believed that for humans there were multiple, conflicting truths. Therefore, operating from this premise, validity of research was interpreted "in terms of consensus within a community, that consensus being based on values, purposes, and interests: and no knowledge claims are accepted as universally valid" (Hammersley, 1992, 197).

An examination of validity, as stated by both these groups, indicated that no one, single, valid description of a human situation or culture existed. "Multiple valid descriptions and explanations of the same phenomenon are always available" (Hammersley, 1992, 199). Thus, ethnographic research should be:

> A dialogue in which there is a search for common ground and an attempt to work back from this to resolve disagreements, plus a willingness to revise views about previously accepted presumptions and adjust our beliefs accordingly. What research offers from this perspective is not knowledge that can be taken to be valid because it is based on a certain foundation, but rather

> knowledge that can reasonably be assumed to be (on average) less likely to be invalid than information from other sources (Hammersley, 1992, 200).

The Research Focus and Setting

The focus of this ethnographic research was a school principal recognized by a large provincial trust foundation for his work in leading the school to higher levels of achievement. See Appendix A for letters of permission and consent forms. Before beginning his tenure at his present school in 1991, he worked as physical education teacher and vice-principal in both a rural community and a small urban centre.

The school in which the selected principal worked served a population of 660 students in Level 1 - Level 3 of the high school program and 52 students in Year 4. These were students who returned to school for a fourth year of high school. For the remainder of this paper they are referred to as Year 4 students. Approximately one quarter of the student population was bussed to school from outlying areas. The school staff was comprised of a principal and vice-principal, as well as 40 teachers. There were five formally recognized department heads in the areas of English, Mathematics, Science, Social Studies, and French. Informally, four other teachers co-ordinated the work of the school in the areas of Cooperative Education, Computer Technology, Learning Resources, and Visual and Performing Arts.

To support the work of the professional staff, the school provided maintenance, cafeteria, and secretarial services. There was a full time custodian assigned to the school with three cleaning personnel working five evenings per week. One full time and a five-eighths time secretary worked to provide secretarial and general clerical work in the main office. Three cafeteria employees worked to meet the nutritional needs of the student and staff population.

Academically, the school offered 100 courses covering a full range of choices provided through the Department of Education high school curriculum. There were 18 students participating in the Advanced Placement course in Mathematics and 11 students were doing Advanced placement courses in Art History and Art. A Cooperative Education program across the curriculum, including Mathematics, English, Science, Physical Education, Social Sciences, and Computer Technology, was offered to 22 students in each of two semesters in the 1994 - 1995 school year.

To support and enhance the curriculum the school offered an extensive co-curricular program. The choices offered to students involved commitments prior to morning classes, during the lunch break, after school, and evenings and were monitored by teacher co-ordinators. Some of the areas in which students were given the opportunity to

participate included debating, model United Nations, French and English public speaking, yearbook publication, Mathematics club, Art club, theatre, and student council.

The school also ran an extensive extra-curricular program. The student commitment to any area of the program involved time at lunch, after school, evening, and weekends. Generally, the extra-curricular program was co-ordinated by the two physical education teachers with coaches being either teachers or members of the community. The program involved basketball and volleyball at the junior and senior level for males and females; rugby at the senior level for males and females; and hockey, rowing , badminton, and cheerleaders with one school team per sport.

Data Collection Techniques

Three data collection techniques were employed in the study of how the vision of one school principal became reality within the school. In considering the participant observation continuum, the researcher accepted the role of observer. The researcher observed this principal at work to determine how vision translated into action in achieving excellence in education. To develop an understanding of why particular things were done in the school setting, the inquirer conducted informal interviews with the school principal. There were also conversations with staff members, students, and parents and guardians. The final work of

the researcher in collecting data involved accumulating public documents from the school.

Observation

Since the research focused on seeing how the principal's vision was implemented, the researcher became immersed in the life of the school as an observer for a period of four weeks. Within this field research, the investigator spent time in classroom settings, attended staff meetings, and observed committee work. If parent meetings were scheduled at this time, the inquirer attempted to be present in the school to ascertain the "feelings" which developed in the direct interaction between school and parents. Since much could be gained about the culture of a school through student interaction, the researcher spent time in the cafeteria, in the corridors, and in extracurricular events such as sport games and theatre rehearsals. Consistently through this field work the researcher also spent time in direct contact with the principal. This required observation as this person interacted with teachers, students, and parents in informal, as well as, formal ways. Samples of the field notes are included in Appendix C.

In observing the school principal, as he conducted the work of leading the school, the researcher recorded observations that suggested patterns related to how the principal:

- Met and related with the student body of the school.
- Related and communicated with parents/guardians of the school.
- Communicated with outside agencies.
- Conducted staff meetings.
- Related with the support staff of the school.
- Involved himself in curriculum issues in the school.
- Led instructional improvements in the school.
- Managed discipline in the school.
- Developed policy in the school.
- Led staff professional development in the school.
- Worked to improve academic excellence in the school.
- Organized his office.
- Made announcements using the public address system.
- Related with the vice-principal.
- Organized his day in the school.
- Physically presented himself while at the school.

Interviews

The researcher considered it important to "get inside the mind" of the subject, the school principal, to achieve an understanding of the

process of this person's vision as it related to the school organization. This, it was felt, was best achieved through informal discussions or unstructured interviews, one of which took place very early in the field research. As the researcher observed the school principal at work, time was spent in debriefing conversations used to elicit understandings on this person's:

- Vision of education.
- Philosophy of education.
- Beliefs about students.
- Beliefs about teachers and support staff of the school.
- Beliefs about parent and guardian relations with the school.
- Position on policy development in the school.
- Leadership in developing school culture as it related to discipline, expectations for student excellence, expectations for behaviours of all those in the school.
- Involvement in curriculum issues.
- Commitment to instructional leadership.

No electronic mechanisms were used in this study. However, the researcher did have the opportunity to directly quote the people at particular times. Such quotes are given in the remaining chapters as direct quotes.

Documentation

The researcher also used unobtrusive measures to offer internal validity to what had been accumulated through observation and informal conversations. The documentation collected for study and analysis to develop a full understanding of how the principal's vision was being brought to reality in the school were:

- Written school policies.
- Parent and guardian newsletters.
- School yearbook.
- School agenda books.
- School timetables.
- Student evaluation information.
- Teacher handbook.

Summary

In recent years, researchers in the social sciences, particularly in education, focused their research from a qualitative or ethnographic approach. The qualitative method of studying issues in education required that the researcher become immersed in the life of the group being investigated for the purposes of developing understandings about this group. Ethnographic research was based on particular philosophical

assumptions. The primary assumption was related to the idea of reality. For naturalistic or ethnographic researchers, reality was constructed from the meanings people gave to their experiences. A second assumption focused on theory. For naturalistic researchers, theory developed from the collection of data as opposed to preceding it in positivistic research. Thirdly, ethnographic researchers accepted that there was a connection between knowledge and the knower. Finally, naturalistic inquiry was based on the assumption that people's view of the world was constantly changing and thus there was no certainty upon which to base human behaviour.

To collect data in ethnographic research the researcher often used participant observation. Thus, while remaining an outsider, the inquirer became immersed in the life of the group being studied. Within participant observation, triangulation was used to bring internal validity to the data being collected. Triangulation involved three methods of collecting data while immersed in the life of the group. The researcher observed and wrote about the members of the study group as they performed their usual duties. At particular times within the data collection phase, the researcher conducted unstructured interviews with members of the group. Finally, data collection involved the use of unobtrusive measures which removed the inquirer from the activities of the study

group. Unobtrusive measures could include public or private archival records.

As the researcher was immersed in the life of the group being studied ethical questions were raised. Ethnographic research was based on three ethical principles. These were: a) the principle of mutual respect, b) the principle of noncoercion and nonmanulipation, and c) the principle of support for democratic values.

Researchers working outside the constructivist paradigm often questioned the validity of findings which resulted from this paradigm. The concern related to whose reality was being reported in the research findings. Constructivists validated their work in one of two ways. Those who were realists accepted that validity was interpreted as that correspondence between the knowledge claims to the reality of that being investigated. The relationist researchers accepted that there were multiple realities for humans and thus validity was interpreted when patterns were developed from the values, interests, and purposes of this being studied.

Since this study was an ethnographic one, the researcher became immersed in the life of a high school in which the principal had been identified as a leader. Within the school, the focus of the study was the school principal as this person worked to bring his leadership vision to reality. The inquirer observed the school principal as he worked with and

met people who worked within the school, namely teachers and support staff, and those connected with the school, including parents, school board staff, and the community at large.

To validate the information collected through observation, the researcher conducted unstructured conversational-like interviews and used unobtrusive measures. The unstructured interviews were held with the school principal throughout the four-week data collection period. Conversations were held with students, and teachers throughout this time. The unobtrusive measures used included parent newsletters, the school student agenda, the school yearbook, and written school policies. The study was conducted in an ethical manner with respect for all participants in the research setting.

Chapter 4

The Work of a Principal as Leader

Chapter 3 of this research study gave information on ethnographic research including the philosophical assumptions, the methods of collecting data through participant observation, interviews, and unobtrusive measures followed by ethical considerations of ethnographic research and the question of validity. The chapter concluded with a brief description of the research focus and setting and the data collection techniques used in this research. This chapter begins with a description of how the principal was selected for study. This is followed by descriptions of the work of the school principal as visionary leader through the lenses of physical environment, organizational structures and processes, curriculum and instructional development, professional development, and personal interactions of the school principal.

The Principal

In conducting ethnographic research, it is important to develop a method of identifying a subject or subjects for data collection. The researcher must make every effort to find an individual or group which appears to match selected criteria. For the purposes of this study the selection of the subject was based on the receipt of a prestigious provincial award for school leadership. The selected principal was the

award recipient for articulating a vision for his school and working to bring this vision to reality within the school.

The Award

In January, 1993 a large provincial corporation established an educational foundation to promote identification of individuals who demonstrated leadership, excellence, and effectiveness in the areas of teaching and learning. This foundation, in maintaining its belief that leadership in the school setting is the skill of developing an organization which has a sense of shared purpose, a clear vision of the future, and the capacity to sustain innovation and improvement on a continuous basis, established the first award to recognize the work of a school principal or vice-principal. The criteria used to judge the nominees for the leadership award included: (1) visible exhibition of leadership in the advancement and enrichment of learning through his/her professional responsibilities; (2) the initiation and implementation of innovations and school improvement initiatives which have increased the school's overall effectiveness; and (3) the establishment of a process to increase the chances that innovations and improvement efforts will have lasting effects.

Based on these criteria, a process for screening nominations was established by the foundation. The first level of screening was done by academic professionals who examined nominations from an academic and educational perspective. The second level of screening involved an examination of each nominee's ability to

work with parents, the community, and the public in accomplishing stated initiatives. From this screening, the subject of this thesis was selected as the first recipient of the foundation's leadership award.

The Recipient

The recipient of this award has been an educator for 15 years. In 1980 he accepted a position as athletic director and physical education teacher at a high school in a rural Newfoundland community. While working in this capacity, he completed a Masters degree in Physical Education at Memorial University of Newfoundland. In 1985 he accepted the position of vice-principal at this school and worked in that position for the next three years. From 1988 to 1991, he was vice-principal of a high school in a small provincial city. During his tenure in this position, he completed graduate work in educational administration at the Ontario Institute for Studies in Education (O I S.E.). In 1991 he was appointed principal of a large urban high school where his work in building on the school's success and redirecting efforts in areas that needed improvement led to his nomination for the prestigious award.

In his nomination, it was noted that the subject is considered to be an effective manager and leader in his ability to oversee the smooth operation of the school on a daily basis while introducing meaningful changes that involve staff, students, parents and the community. Several of the initiatives during the first two years of his tenure as principal were: (1) the semesterization of high

school courses which enabled students to maintain a 14 credit program through reduction of course load from ten to seven courses per semester; (2) the establishment of a Cooperative Education program that has a broad curriculum base in comparison to the established Department of Education model which focuses on English and Technology; and (3) the introduction of an advanced placement program in Mathematics and French for students with exceptional ability. In the 1992-93 school year, this high school was one of fifty schools across Canada with the highest number of Advanced Placement examinations written. This high school ranked first in this group of schools.

It was also noted that this principal had a strong belief in the importance of technology in the school of the twenty-first century and was working with staff, students, parents, and the community to create a technological school. This involved the development of a partnership with a large technologically-based national corporation. This partnership provided a number of benefits to the school including: placements for students involved in Cooperative Education; guest speakers focusing on the importance of technology; and support for the technology emphasis in the school by facilitating a National Distance Education Project (Canada 2009 Project) with schools in two large national cities. This partnership also fostered community involvement and good citizenship through activities such as joint blood donor clinics and community food banks.

The school-wide projects in information technology brought the high school a national award in 1993. The school was one of 13 Canadian schools to send representatives to The National Institute sponsored by the Canadian Centre for Creative Technology. This school principal, in an effort to continuously promote Technology Education across the school curriculum, has worked with a team of teachers to develop the beliefs that a technologically-based education helped students become life-long learners. The team has prepared a three-phase proposal for the Canada/Newfoundland Agreement on Human Resource Development to make this school a technological model for the entire province. Phase I of the proposal would see the creation of an electronic learning centre in the school whereby students in any classroom can access world-wide information electronically. This phase went to tender with the hope that each classroom in the school will be connected to the electronic learning centre by February, 1995. Phase II involved linking this network to the outside community so that students, parents and staff can access remote databases or community resource people through the electronic medium with the added option of dial-in access to information from home twenty-four hours a day, seven days a week. Phase III would see the establishment of a video-conferencing /distance education set up at the school so that this school would serve as a resource school for other schools in the province. To support

effective implementation of these initiatives the staff has been involved in numerous in-school sessions related to technological literacy.

These initiatives came from the leadership of one who believed professional development for self and staff came from exposure to national conferences where networks were established with people seeking school improvements. Whenever possible, this principal encouraged teachers to attend national conferences with an emphasis on spending at least one day in a designated school in the conference city. If the national conference was held in a city where a member of his professional network worked, he made contact so the visiting teacher could visit a school to witness first hand either the development of partnerships or the use of technology in the chosen school.

This principal's impetus for change in the school setting was founded on a vision that student excellence came from challenging students and those who worked with them to continuously change to meet the needs of the future. Personal commitment to this vision, with support for teamwork and collaboration, has brought him this prestigious award. It provided the rationale for this researcher to study this individual.

The School

To observe the principal at work in leading the school, the researcher made an effort to shadow him over a four-week period from November 14, 1994 to December 8, 1994. This began as an awkward exercise since the work of the

principal varied from very public to very confidential interactions. Also the question the researcher frequently asked herself was - How is it best to observe this person? in the office? through the activities of the staff and students? through an examination of the physical environment in which this person works? The observation was eventually seen through a number of different lenses.

Physical Environment

This school was a brick three-story structure with an underground basement area. Double front doors led into a foyer that measured approximately 40' x 25' with the general office on a right wall as one entered the foyer. Adorning the right wall leading to the office entrance was a light oak Achievement Award board measuring 3' x 6' displaying student achievements in Mathematics at the local, provincial and national level in the form of 25 plaques. Directly across the foyer from this board was another of the same material and measure. It displayed the names of students who made the school's honour roll for academic excellence, athletic proficiency, and leadership qualities since the 1970's. Both of these display boards had the school crest. As one moved to the left in this foyer there was a 4' x 6' bulletin board used to publicly announce co-curricular and extra-curricular activities. Above this bulletin board hung five framed school certificates recognizing students as Canada Scholars from 1990 to 1993.

Beside the bulletin board was a plexiglas suggestion box with suggestion slips attached for student and staff use. One specific purpose of this box was for nominating a student for Achiever of the Month recognition. Each suggestion sheet began with the statement "Suggestions are important to us" and ended with "Thank you for your comments". The suggestion box was the responsibility of the Committee for Recognition of Student Achievement established in the 1992 school year under the direction of the principal who felt the school needed to work at publicly displaying student efforts and achievements.

This foyer also housed a trophy case to display awards in sports activities, molded plastic benches for student and staff use, and two public phones. On the wall near the general office door hung a framed declaration of the school's partnership with a national corporation signed by the company's plant manager, the school's principal, and representatives of the school's student council, Parent Advisory Committee, and the local board of trade. Near this declaration were framed copies of the first and second place winners in the competition used to develop a logo for the partnership and finally a plaque giving the names of teachers who attended a National Institute for School Excellence in Education in 1993.

This foyer was the hub of activity before classes began for the morning session, during recess break, and during lunch. It was also important as a way of welcoming people to the building for such events as the Parent Advisory

Committee's annual auction and parent interviews after student progress reports at mid-term and end of term. On the occasion of the annual auction, a Cooperative Education teacher arranged to have a three-sectioned blue foam board, displaying the types of experiences of students in Cooperative Education, placed on a table in the foyer. When asked why it was there, the teacher commented its purpose was to inform those who came about the work of students involved in the Cooperative Education program at the school.

On the afternoon of November 30 and the evening of December 1 the school had parent interviews related to student mid-term reports. Again the foyer was a centre of activity. A table provided information to parents on teacher room assignments, advanced placement courses, and parent news in the form of the parent newsletter. The student sponsors of Snoopy's Hut had a display booth to show parents the items available and to give them the opportunity to place orders for Christmas items. Students involved in the organization of graduation activities for 1995 arranged a fund raising through a bake sale; while an Enterprise Education class had a chart paper presentation board displaying information related to the ordering and sale of Christmas trees.

Leading from this hub of activity were three corridors and an open staircase which led to the second floor. The shortest of the corridors led to a large gymnasium used for physical education classes and extra-curricular sporting events. One of the two remaining corridors led to the right and

accommodated the computer technology room, a little used photocopying room, and industrial arts room. Above the door leading to this corridor was a vinyl banner measuring 2.5' x 6' displaying a partnership between the school and the national technological company. The principal noted that this banner was placed in this position to signify to all who entered that the school was involved in a partnership. The general office also extended along this corridor.

The general office measured 20' x 20' and was the place of work for two secretaries. Inside the door to this office was an L-shaped counter area that separated the waiting area from the secretary work area. There was a photocopier and a fax machine available for use by office personnel, teachers, and students. On the counter were sign-in and sign-out sheets for student use. It must be noted that students who signed out were required to have a note from a parent or were required to use the office phone to call a parent for permission to leave the building. There was a specific sign-in/sign-out book for Year 4 students. Between 9:30 a.m. and 10:10 a.m. a section of the counter was covered with classroom attendance slips that were then compiled by a secretary and distributed to teachers during recess. Leading from this general area were the offices of the principal and vice-principal, as well as a walk-in safe, and a small computer room accommodating a computer that held all student related data. There was also a washroom and a storage closet.

Before the first class of the morning, during recess and homeroom time there were an average of ten students and four to six teachers in the general office seeking information, using the telephone or speaking to the principal and/or vice-principal. The principal maintained that this practice was accepted by all as part of what he referred to as "my open door policy" to all those who worked and associated with the school.

The long corridor to the left of the foyer was visibly divided into two smaller corridors by fire doors. In a straight line above door level on all four sides of this first corridor were approximately 70 framed black and white pictures of student teams and groups recognized for sports accomplishments dating from the late 1960's to the early 1990's. The distinctive feature of the right side of this first corridor was a glass and oak showcase designed to exhibit student achievement. One section was reserved for displaying information about students achievers of the month. A central area of this showcase was reserved to display the names of graduates who displayed academic honours or academic distinction in the period from 1992 to 2002. When asked why the beginning groups were not displayed in this section the principal noted:

> I am collecting the information for the first year and having it prepared for visual presentation by the teachers in the resource centre.

When this work is completed, each display will be professionally framed. In the third section of this showcase was a blue and red mounted picture displaying the

school crest and lists of students who achieved academic honours and academic distinction in the first semester of the 1994 - 1995 school year. The principal had the frame prepared before the parent interview sessions so that parents could see how the school promoted the efforts of students. Plaques on the wall beside this showcase highlighted the names of the students receiving the principal's medal in each year and the Stay-in-School award instituted by the partnership company in 1993.

Visibly present on the left wall of this corridor as one entered from the foyer was a 2.5' x 6' vinyl banner stating "Education is a team effort". Further along this same wall were three professionally framed colour pictures of the graduating classes of 1991, 1992, and 1993. There were approximately 74 student pictures missing from the 1991 class frame and 36 such pictures missing from the 1993 class. When the principal was questioned about the difference in numbers, he stated that he had initiated this project so that every graduate would have a legacy in the school and in the first year of institution the students were not aware of the public display. In each other year the students became more aware of the personal recognition such a display gave and wanted their pictures included. He noted that he graduated from this school in the mid 1970's and there was nothing to indicate that he was a student of the school.

In observing a female student examining the pictures on one occasion, the principal asked:

> Are you looking forward to the day when your picture and name are framed for display in this school?

Her response was "Yes, I can't wait for it". In further questioning from the researcher, the principal stated:

> I believe every student wants recognition as a part of a school community.

He thought the pictured display was one way to achieve this.

The one door on the left side of this corridor led to the staff room. This room measured 30' x 25'. The room was dominated by 10 cloth tub chairs arranged in circular fashion. Backing onto the row of windows were two chrome and vinyl chesterfields. An arc shaped floor area leading from the entrance to the kitchenette was covered with linoleum. The remainder of the floor was carpeted. On a shelf to the right as one entered the room was a television set which the researcher saw in use on one occasion. At the left along the entrance wall there was a bulletin board for teacher information, an umbrella plant with a teacher cloak room in the corner. Past the cloak room there was an area of the room with a 20" raised floor. The wall behind this raised floor had a floor-to-ceiling mural of an autumn lake scene. The wall opposite the mural wall had open-faced teacher mailboxes and an entrance to the kitchenette. The kitchenette had four tables, each of which had seating for four to six people. There was a counter area with sink, dishwasher, and refrigerator in this room.

Leading from the foyer, along the left wall of this first corridor and on into the second section were black animal paws and colour posters indicating the direction and time of the grand opening of Snoopy's Hut. The Hut was a project of an Enterprise Education class and focused on the sale of school memorabilia including school T-shirts, sweatshirts, key chains, hats, banners, and jackets. It was located in an unused canteen room along the left wall of the corridor. Leading to the shop wicket the wall displayed a mural of a dog house. Above the wicket opening the painted sign read Snoopy's Hut and the wicket itself was painted black to indicate the opening to the dog house. The Hut officially opened on November 21, 1994 with specials and the sale of edible Snoopy Paws.

The only public room in this area was the Career Resource Centre which was newly renovated with seating to accommodate 50 people. The room had flat and hanging shelves with alphabetized information from national and international post-secondary institutions. Outside this room was a bulletin board displaying career information. One piece of information which caught the eye of the researcher stated there would be a career panel presenting information on health careers in this centre during periods four and five on Thursday, November 16. Students were expected to sign up for the presentation in the general office.

On the right wall of this corridor two entrances led to a girl's locker room that accommodated 250 lockers and a washroom area. Adjacent to the

Snoopy's Hut wicket there was an entrance to a male locker room. At the end of this corridor one could exit the building at the left, proceed to the second floor on the right or enter the cafeteria which lay straight ahead.

The cafeteria had seating capacity for 250 people at metal tables and chairs. On the far wall of this room the school crest was painted and above the wall of windows hung two vinyl banners. One depicted a green card with the word education on it. The caption stated "Don't leave school without it". The second banner focused on a cigarette with an X through it accompanied by the statement "Be Smart. Don't Start". One could enter the music room from the cafeteria. Double doors located on the wall to the right of the main cafeteria entrance led to the second floor and to the basement theatre.

The basement theatre was formerly the carpenter shop of the school board. When it closed down approximately four years previously, the theatre arts teacher took the responsibility of converting the unused space to a theatre for practice and small performances. The walls of the theatre were painted black with a make-shift stage at the front. Stage lighting hung from the ceiling. The theatre had seating for 50 people in a combination of wooden fold away chairs and five chesterfields. A visit to the theatre during lunch time found eight students practicing for an "Improv" competition scheduled for November 30 to December 3 at a local high school. These students were encouraged in their

efforts by 12 other students who gave suggestions and outlined the improvization situations for the group to act out.

When the researcher asked the principal about the development of the theatre, he indicated that the Theatre Arts teacher was creative in finding ways to improve the facilities for the arts. He noted that the fire department had expressed concerns about the entrance to the theatre which he relayed to the Theatre Arts teacher with the concluding words "I'll leave it with you, Billy!" When questioned on the use of this wording the principal's response was:

> Billy is a person of initiative. He'll find ways to work on this to a satisfactory conclusion.

Back in the foyer one was drawn to the staircase leading to the second floor by two 2.5' x 6' vinyl banners. One banner stated "Best Students, Best Staff, Best School" and the second one stated "We are working to make a better world one student at a time". A 2.5' x 6'` banner on the corridor wall opposite the entrance to the second floor stated "Explore New Worlds - Read". This floor was devoted chiefly to classroom space with a guidance counselor's office on the right and a work room for teachers who specialize in the areas of Social Studies and French language.

The teacher workroom was similar to others in the school for those working in Mathematics, Science, and English. The room had teacher work desks and shelf space to accommodate resources applicable to the curriculum area. Each room had a computer and printer for teacher use. The principal

explained that these teacher workrooms had been changed early in the fall of 1994 when one senior teacher expressed the concern that there was a need for a more efficient teacher preparation room in the school. The principal's question to the teacher was:

What ideas do you have for improving this?

The teacher approached him the next day with the suggestion that the department head room, on the main floor, be changed to a teacher preparation room and the department heads move into the designated teacher workrooms on each of the second and third floors of the building. The principal's response was that this would be a good move but it required the teacher to take responsibility for ensuring that the teacher preparation room was well organized and outfitted at all times with materials teachers needed including paper, staples, and serviced photocopiers. The teacher took on the task and the principal seemed to think this person enjoyed having the responsibility.

The counselor's office had a waiting room area with seating for three people and a wall of shelves with current information on topics relevant to youth. A video resource room which provided audio and visual resources in a variety of curriculum areas was also located on the second floor.

Along one wall of the second floor corridor were grey and blue lockers. Each locker was hand numbered with a permanent black marker. The grey lockers were noteworthy for the graffiti marked on them and the fact that

approximately eight of these colour lockers had broken doors. The principal noted that these lockers were in the building when he was a student there two decades ago.

Two vinyl banners found as one entered the third floor gave a general idea of the type of work done on this floor. The first one stated "Put a little Mathematics, Science and Technology in your life" with the second one telling viewers "Math Matters". To the left, as one entered from the main staircase were two science laboratories. A wall mural, designed and painted by art students, covered the area between the laboratory doors. The mural extended along the back wall and over to the other side of the corridor which led to the art room.

Leading from the right side of this third floor corridor were the resource centre, two Computer laboratories and classrooms. At the end of the corridor were Mathematics classrooms and the student council office. The resource centre was what the principal referred to as:

Not a resource centre bu' one large room.

It provided seating at wooden tables and chairs for 40 people. The wall opposite the entrance displayed another vinyl banner. This one stated "Our goal ... To empower all students to succeed in a changing world". Along the entrance wall were bookshelves of resource books. Hanging above these bookcases were framed pictures of the principals and vice-principals who served the school in the 35 years of its existence. Along other walls were framed paintings and

sketches by current and former art students. Available for student use in this centre were three computers and a photocopy machine. All students enrolled in the high school research courses were instructed in this centre by the two resource teachers.

Walks through the corridors of this school during unstructured time led to the following observations. Classroom doors were locked and students either stood or sat in corridors. The level of noise on any corridor was equivalent to groups of five to eight people sharing stories or experiences. On one occasion students were roughhousing in a friendly manner for approximately 30 seconds. On no occasion during the four-week observation period were students sent to the office for rough or abusive behaviour during unstructured time. The greatest congestion during unstructured times of the day was found in the foyer due to the fact that it was the hub of school activity and also provided access to the lockers, to outside, and to cafeteria facilities.

A walk through the school during instructional time showed a different picture. In the female washroom one would generally find two to three students sitting on the floor, standing at the sinks, or using the toilet facilities. There was no one in the cafeteria and as the researcher walked in the stairwells or along the corridors of the second and third floors there were an average of two to four students.

When the researcher asked a teacher about the age and placement of the banners in the building he noted that they were purchased by the current principal and had begun appearing in the school every two weeks since the beginning of the 1994 - 1995 school year. The principal's reply as to the purchase of these banners was:

> I saw these while traveling on summer vacation, thought they gave a special message to students and staff and decided to purchase them.

He stated that many students and staff commented positively to him on the appropriateness of these banners.

Organizational Structures and Processes

The organizational structures of the school also gave information about the work of this school principal. Several of these structures included the system of bells, length of instructional classes, and organization of courses. The bell usually rang 15 times each day. The first bell rang at 8:45 a.m. to indicate the beginning of school day. Students had 10 minutes to report for the first class. The bell rang at 9:30 a.m. to signify attendance-taking time. The bell to end first class rang at 9:50 a.m. It rang again three minutes later to indicate the beginning of the second class. The pattern of 55 minute classes with a three minute class change time continued for the five periods of the day. The recess bell rang at 10:48 a.m. with recess lasting 14 minutes. Lunch began at 12 noon and ended at 12:45 with a 10 minute time for students to get to class. Between

the two 55 minute afternoon classes was a ten-minute homeroom period in which homeroom teachers relayed information to students, took attendance for the afternoon session, and confirmed attendance for the morning which was compiled at the office.

When the researcher questioned the principal about the shift of homeroom time his response was that the teaching staff felt one homeroom time was sufficient for the amount and type of information given high school students. Also, it was noted that all students were generally in the building by 9:30 a.m. and having the office handle attendance information at this time allowed for compilation of attendance information needed for student report cards and decision-making in this area. Students arriving after 9:30 a.m. were required to sign in at the general office. When the researcher asked the principal how teachers, students, and parents felt about this system he asserted that generally, in this school, student attendance was the responsibility of students and parents. He noted they were dealing with young adults who had freedom to choose and with that choice came responsibility. He indicated that student absenteeism averaged 80 students per day. Student absenteeism was addressed with the principal in a later conversation.

On the issue of the 55 minute classes he asserted it was a policy of the school board to institute this instructional time in connection with the 14 day cycle concept. It also followed the development of a semesterization of one-

credit courses in the school. Further probing as to how semesterization developed revealed that the principal had initiated its organization in another high school during his tenure as vice-principal. When the teachers in this school were approached with the concept they noted the pros and cons of such a system but agreed to try it as long as allowance was made to provide students with a formal mid-term examination in Language 3201 which was a public exam course. The process began in the fall of 1992 with the principal noting that he saw the benefit in a higher pass rate and work completion rate at all levels.

The classroom structure in this school was also noteworthy. There were 25 homeroom classes with students in Level 1 to Level 3 sharing the same homeroom. This was a classroom feature the principal inherited but he noted that he tried to begin such a structure in his previous school because he had seen it work successfully in a school in another province. The principal asserted such a system worked well in this school for there were no specifically written discipline rules but the unwritten expectation of the school was:

> Students respect themselves, respect their peers, and respect teachers.

Students new to the school had positive role models through this system and had students who could give them information about student expectations in their own homeroom. Students stayed as a homeroom group for the three years of their high school education. They had the same homeroom teacher for this time also. The principal and teachers questioned indicated they liked this

arrangement for it gave them greater opportunity to know the students and to discuss issues with them as the need arose, particularly in the area of attendance. All Year 4 students went to the same homeroom so the teacher could get to know them and to monitor contract agreements and attendance.

The school had a specially organized system for Year 4 students. The system involved an interview, contract, and follow-up process. In the first week of school, students interested in returning for a fourth year of studies were given a packet of information including an application form, a parent consent form, and two reference sheets. Each student was required to complete the application form and to receive written parental permission and references from two teachers who taught them in the last school year. Following completion of this information, each student was interviewed by a three-person committee, which decided if the student could return to school. Upon acceptance, each student was expected to sign a contract relating to behaviour, completion of work, and attendance. After the first mid-term reports, the committee members sat and reviewed each Year 4 student's progress. All such students, who failed to complete assigned work were required to leave regular class to complete this work in the resource centre. They were also required to complete all missed work.

In questioning the principal about the formation and evaluation of this process, the researcher learned that the principal and vice-principal discussed

the problems of behaviour and accountability for Year 4 students in the 1992 - 1993 school year. They worked to develop this system with the main items required being signed parental consent and a signed contract. The principal indicated that in the first year a number of parents were upset that their children could not return to school on the first day of classes. The principal, however, believed so strongly in the importance of the system to maintain the expectations of the school that he insisted on pursuing the interview process. The staff and parents soon saw the benefits of the system and asked that it continue. In the second year, the administration turned over the responsibility to a three-person committee of teachers who have worked to professionally organize the information Year 4 candidates required and to improve the process such candidates were required to follow.

The principal indicated that the administration supported the committee work by having one committee member, a senior department head, take the place of an administrator if he or the vice-principal were out of the building for half a day or a full day. On such occasions, the committee member used the student data computer to gain information on student attendance and number of early sign-outs. The committee member then called the student to the office to discuss the gathered information.

The principal stated that in the last school year, at the first mid-term, 12 students were required to leave regular class to complete assigned work. Of

these 12 students, six chose to quit school and six chose to follow the terms of the contract. The six who stayed successfully completed all courses. In previous years, the principal suggested, it could be conceivable that all 12 of these students would not have successfully completed the high school program.

The school also offered encouragement and support to the Year 4 students. Those returning to complete two to three courses were asked to consider taking further courses to improve their average in anticipation of acceptance to post-secondary institutions. One female Year 4 student was given duties in the general office in unassigned time 2 to 3 days in the 14 day cycle.

Another organizational structure which indicated how business was conducted in this school related to announcements. Announcements included messages related to instructional, co-curricular and extra-curricular issues and personal messages for teachers and students. These announcements were generally made before recess, lunch, and afternoon dismissal. The messages were made by either the vice-principal, the principal, or a secretary. The researcher could find no pattern to who took responsibility for announcements. In questioning the principal in reference to this he noted no one had full responsibility for this but generally this was done by the vice-principal. On an average of twice a day, someone in the office made a general announcement during instructional time. If an individual teacher or student was required to

come to the office during instructional time, the person involved called into the specific classroom. Also, the school had two ways to contact the custodian: he could be reached in his work room through a telephone extension; or if he was working in different areas of the school, he was reached though five short rings of the bell. Discussions with teachers and students revealed that use of the public address system by office personnel during instructional time was frustrating and annoying. Improvement of the delivery of information to all stakeholders of the school was being explored by a committee of teachers.

An inherent feature of educational organizations is the committee system. In this school several committees were in existence for periods of one or more years. The Committee for Recognition of Student Achievement was one such committee. It was established in the 1992 - 1993 school year. The committee had a chairperson and a representative from each curriculum area in the school. The major responsibility of the committee was to develop policy and procedures for student recognition on a monthly and annual basis. The committee received input through its suggestion box in the foyer and through posters in the staff room and on the corridors asking for input for student recognition each month. The committee chose one student from the names submitted and prepared a profile of the student for display in the achievement showcase. This committee was instrumental in the 1993 - 1994 school year in preparing a draft copy of a teachers' policy handbook outlining policies and procedures for items including

graduation requirements, recognition of students, and scholarships. During the time of the study, this committee was organizing the school's graduation exercises. This involved receiving input from teachers, committee executive members and members of the leadership award committee to refine the list of graduates receiving scholarships and awards.

The Committee for Recognition of Student Achievement was established because the present principal felt the school needed to place greater emphasis on student achievement in many areas. The school traditionally recognized achievements in Mathematics and sports but honour and distinction lists for students achieving established averages were not evident in the school. Also he believed there were many students who needed to be recognized for efforts to improve attendance, grades, and attitude. He presented his ideas to the staff, they were in agreement and one person agreed to chair the committee that is presently in existence.

When the researcher questioned the principal on the existence of the Leadership Award Committee his response was that it had traditionally been a part of the school. It began in the late 1960's with one teacher's pursuit of an athletic federation to recognize athletically involved students achieving academic success and showing leadership qualities in other aspects of school life. This teacher still sat on the committee and exerted strong influence over the importance of athletics in selection of candidates. He noted that he sat on this

committee but did not exert influence due to its traditional establishment. However, he thought that the parameters for selection of students for the leadership award must be reworked in the years to come.

The school also had an Administration Advisory Committee. This committee was comprised of the principal, vice-principal, and department heads. The committee was chaired by the principal and it sat before each staff meeting. The committee meetings were generally held during lunch break and offered the administration the opportunity to present new ideas for discussion and to receive feedback before presentation to the entire staff.

There was a Parent Advisory Committee whose mandate was to have more parents involved in the school in a volunteer capacity; to organize efforts for improvement in the physical environment of the school; and to continue its objective of raising $40,000 to support the development of the electronic learning centre concept. This committee came into existence in 1992 under the direction of the current principal.

The principal explained to the researcher that when he began his tenure in the school in 1991 he saw it as a good school with good students and teachers but closed to the community. To quote him:

> I wanted to open the school up; break down barriers between the school and the community. I saw the need for parental and community involvement through a business education partnership and Cooperative Education development.

With respect to parents, he indicated they came for parent interviews and graduation exercises but they had no say in decision-making in the school or in the growth of the school. In that first year he spent time talking about the possibility of parental involvement but took no action since teachers were reticent about the idea.

In the fall of 1992 major unplanned renovations to sections of the school gave occasion for an invitation to parents to come see the renovations. A parent meeting was called with approximately 70 parents in attendance. At this time the principal outlined plans for change and offered an invitation to parents to become involved in efforts to bring electronics into the school. Thirteen parents signed up to form a committee and in the words of the principal:

They haven't looked back.

This committee had put much of its efforts in the past into money related issues with annual auctions and flea markets raising $29,000 of the established goal of $40,000 in just two years.

During the time of this study, the Parent Advisory Committee held its second annual auction. The event consisted of a hot supper, open and silent auctions under the direction of a local auctioneer company. This event raised approximately $7,000.00 for the school. The thank you notes prepared for distribution to those who contributed items for this event succinctly summed up

the sense of community being fostered at the school and the purpose of the fundraising.

> The Parent Advisory Committee wishes to thank you most sincerely for your support of our recent auction. We are delighted to report that the auction was a huge success made possible through the generosity and commitment of community members, parents, students and staff. Our vision of this school as an electronic learning centre is coming to reality.

The fundraising efforts of the Parent Advisory Committee were linked to the work of the Technology Committee organizing efforts for a three-part proposal to make the school a technological model that could support the learning efforts of other schools in the province. This committee consisted of three people - the technology head, a learning resources teacher with a strong background in the use of technology, and the school principal. This committee was responsible for the successful proposal to the Canada/Newfoundland Cooperation Agreement on Human Resource Development which would see the installation of a computer networking system to each classroom in the school by February, 1995. This committee oversaw the preparation of a public tender for computer wiring to all parts of the building; gave prospective bidders information and tours of the school to establish the extent of the electrical work; organized a location for the file server that would network throughout the school; and prepared a tender for computer hardware in the form of one computer per class by the February, 1995 deadline.

The Technology Committee members were asked to serve by the principal who saw the need to bring to reality the vision stated in the draft copy of *Vision 2000 Model School Project* written by the principal and used as the basis for the proposal to the Canada/Newfoundland Cooperation Agreement on Human Resource Development.

A three-person committee with a mandate to report to the staff within a one month period in the fall of 1994 also grew out of the principal's technological beliefs as expressed in *Vision 2000 Model School Project.* This committee investigated the value of establishing a voice mail system in the school. The committee's work involved informally gaining teacher response to the concept of voice mail and receiving information from other organizations, particularly education institutions, on the value of this system to their work. The committee reported back to the staff at the November staff meeting.

The need for a voice mail committee arose out of teacher reaction to the principal's proposal for the school to allocate approximately $5000 for the installation of such a system in the school. The principal had presented the idea to the staff and then had marketing personnel from a local communications company give a presentation to the same group. After these initiatives it was still recognized that teachers were hesitant about the implementation of the system. They saw it as having value for the office and the school administrators but an added burden for them. The principal, who believed the system had

benefits for all, saw the need to further explore teacher reaction to the concept and gauge if there was enough support to pursue the idea. During the month of committee work, the principal spoke informally to the committee chairperson. The chairperson, also an Administration Advisory Committee member, was asked to speak to the issue at a committee meeting and to formally present the committee findings at the November staff meeting.

The original concept, as outlined by the principal, involved having teachers post homework in their mailbox each day so that absent students would be responsible for calling the system and getting this information. The principal considered this a further improvement to the established school philosophy that students take responsibility for their actions. The teachers saw it as a tedious exercise that could lead to greater demands from the public for services that teachers were unable to provide. To gain support for the proposal among teachers, the principal realized he had to propose something that would be a minimal intrusion on their valuable time. Hence, he proposed that in the beginning, teachers be responsible for posting course objectives, course outlines, and a breakdown of major exams and assignments with associated times and values included. At the end of the research period the proposal was finished in committee form and being weighed by the principal as a possible innovation in the school.

The principal believed the system had value to administration, teachers, support staff, and parents. The system would provide better phone services to all in the school and especially to those who complained it was very difficult to get through to the school. It would decrease the use of the public address system which teachers and students noted as an irritation during instructional time. The principal explained that the system would be of benefit to parents and guardians who struggled to support the school in having their children attend school on a regular basis or had children experiencing behaviour problems at the school. He indicated that in such cases the parents would be given a mailbox in the system for approximately a three month period to which they could call at any time to receive attendance/behavioural information on their children. In the case of behaviour issues, regular updates would be posted by the staff members involved with the student for parent information. The principal considered this as one way to improve communication with parents and in time with the community the school served.

In the spring of 1994, the principal submitted an application to a research group of Memorial University's Faculty of Education responsible for piloting the School Council idea as recommended in the Royal Commission Report on Education. The school's application was accepted and resulted in the formation of a School Council at the school. This council consisted of the school principal and representatives from parents, students, teachers, the school board, and the

school's partnership company. The council was chaired by a parent representative. The School Council had established three goals to achieve in the 1994 - 1995 school year. These included improving communication links with parents, defining the roles of parent volunteers, and establishing a protocol agreement with the school board. This committee met once a month.

In questioning the principal about the interest in developing a School Council he maintained that he submitted the proposal because, like the establishment of the Parent Advisory Committee, this council would give greater parental involvement in the school particularly in a decision-making capacity. He noted that he saw the School Council as more of a governing body over time with the Parent Advisory Committee being an action committee of the council. To support this concept, the principal suggested to the Parent Advisory Committee chairperson that he invite the chairperson of the School Council to the November meeting of the committee so that a greater understanding of the role of the council could be explained.

This school was the first in the province to establish a business partnership. The Partnership Committee had the responsibility of working to improve communication between the partners and to oversee the work of further development of the partnership to meet the needs of the school and the company. The committee consisted of the school principal and representatives from the company, the student body, and the teaching staff. Committee

meetings focused on ongoing items such as the progress on the voice mail system, the electronic learning centre, and student tours to the company's provincial facility. It was responsible for the production of a high quality video explaining the development and benefits of the partnership concept in education. The Partnership Committee held monthly lunch time meetings either at the school or the company offices.

When questioned as to the formation of the partnership the school principal indicated that he had seen this concept at work in a school in Calgary. He then explained the concept to the school vice-principal and one teacher with the statement:

I believe this would be good for our school.

He next presented the idea to the staff and except for skepticism from several senior members of the staff who questioned its value to them, there was an agreement to pursue the idea. The principal then worked with the local board of trade to meet with prospective companies and to present the development of a school company partnership. He noted that many companies did not give the concept proper emphasis and possibly thought of the idea as another way for schools to get handouts. The selected company listened to the proposal and saw that the philosophy embedded in it basically matched their own which was "working to be the best in their field". The school saw benefits for students and staff and the company considered it beneficial for employees. This led to a letter

of acceptance from the company. The Partnership Committee was established and a formal agreement signed in February, 1993.

The researcher's interest in learning about the partnership video led to an explanation by the principal that it was an idea of the teacher committee member who thought it best that the school have a legacy of its efforts to improve the quality of education for students. An examination revealed that the opinions of many in the school were voiced by one student. She stated:

> The idea of a partnership with a company did not leave a great impression with me in the beginning. I considered it as just another something that would fizzle out in a couple of weeks.

She maintained that the experience with the computer oriented interactive video through the help of the partnership company changed her impression. She now saw the benefit of such a partnership in assisting the school become more technology oriented which in her opinion was the way to future education. Conversations with members of the teaching staff brought similar conclusions. Some thought it would be a short term idea with little substance and others considered it a nice idea with administrational benefits. The work of organizing weekly student tours and partnership involvement in technology proposals at the school changed opinions in a positive manner. They credited the success of establishing the partnership and of working to continue its growth and development to the school's principal.

The interactive video discussed by the student was a one shot deal with a high school in downtown Toronto and another in Alberta. The principal had seen the value of such a video while attending the National Institute in the summer of 1993. A French teacher, interested in computers, agreed to organize the project. The partnership company organized the communications aspect of the project and a group of interested students prepared a presentation on youth of the future.

A special committee was organized at the school for approximately a two month period in the fall of the 1994 - 1995 school year. It was developed through the initiative of the school principal and in response to the provincial trust foundation's interest in organizing a public function to honour the school principal in recognition of his having received the foundation's first leadership award. The principal explained to the researcher that in discussion with the executive director of the trust foundation and a trustee, he noted that his recognition for leadership was due to the work of all the people at the school he administered. This meant that any public recognition needed to focus on the work of the school and particularly to involve input from the student body. The people from the foundation agreed and with the support of one teacher, the principal approached students who would work with them and foundation members to prepare a suitable program for the presentation.

A group of 11 students, with the support of the foundation trustee, were charged with preparing a video script that would show why the school imaginatively could be considered one of the top 10 schools in the country. The filming of the video required one week of work at the school. The principal decided that the students involved would be permitted to abstain from classes so that they could assist with the video taping. After explaining to the students that they were responsible for obtaining missed material from each class he noted:

> These students are learning skills in organization, preparation, and presentation through this experience.

The principal was responsible for choosing students to play the scripted parts. These included members of the committee and several at-risk students of the school. When the at-risk students questioned parts in the video, the principal's response was "Do you want a part?" The student's affirmative response drew the following comment from the principal: "It's yours!"

The Presentation Committee met a number of times while the researcher was working at the school. She attended one committee meeting in which the student members were responsible for updating all members on their responsibilities for the presentation function being held at the local arts and culture centre. Two students explained their work in acting as emcees for the function. The student council president, a committee member, was responsible for accepting a school plaque to commemorate the occasion. Another student was responsible for speaking on behalf of her Enterprise Education class which

was responsible for the publicity, organization, and distribution of 1500 pieces of pizza to students at the school after the presentation function. Three other students spoke on the progress of their responsibilities of organizing the video at the presentation and at the school gym during the pizza party.

The principal took responsibility for viewing and editing the final script since it was for public distribution. He noted that the entire process in preparation for this presentation had taken considerable time but felt it was valuable for it was recognizing the school. His emphasis on viewing this award as a school award became evident in his response to a teacher who indicated he was honoured that the principal was receiving such a prestigious award. The principal stated:

> This is a team award. I happen to be the principal. This award is a reflection of your work and the work of the students.

In a later conversation with the researcher the principal noted:

> I believe any recognition I receive is reflective of the work of all in the school.

Curriculum and Instructional Development

According to the Mathematics department head "this school has traditionally been recognized within the school board and provincially as a mathematics school". However, in his opinion, the principal believed in developing all areas of the curriculum and had put effort into this which the department head felt was good for the school.

One area in which the school has invested significant time and effort, in the opinion of the principal and the staff, was Cooperative Education. Through the initiative of the principal and the school's two full-time Enterprise Education teachers, a proposal to develop a Cooperative Education program at the school was accepted through the Canada/Newfoundland Agreement on Human Resource Development. The program was developed to have Cooperative Education across the school's curriculum instead of the traditional subjects of Science, Mathematics, and English.

In the first year of inception of the Cooperative Education program there were 18 students enrolled each term. In each term of the 1994 -1995 school year there were 22 students involved in Cooperative Education in English, Mathematics, Science, Computer Technology, Social Sciences, and Physical Education. The principal explained that the vice-principal and one teacher were, in this same school year, working on a new proposal for Cooperative Education to be extended to the fine arts area of the school. This would mean that students interested in placement in organizations related to Theatre Arts, Art, and Music would be accommodated in the future.

At this school any student in Level 2, Level 3 or Year 4 was permitted to apply for acceptance in the Cooperative Education program. After making application, students were interviewed by the two Cooperative Education teachers and were required to sign a contract that they would work to meet the

objectives of the program for it involved developing relationships with outside agencies that the teachers have worked to foster. The chosen students were given one month of in-class work in preparation for placement in the designated workplace. This was followed by approximately four months of work four afternoons per week at the appointed business or organization. On Friday afternoons the 22 students met with the Cooperative Education teachers for updates on work and sharing of experiences with fellow Cooperative Education students.

When asked if this program was open to at-risk students in the school, the principal's response was that at the beginning teachers wanted to be sure that the best students would be selected for the program. He made it clear, however, that this program was open to all interested students and thus in each of the terms the program had been in existence there was at least one at-risk student assigned to each Cooperative Education teacher. The principal noted that this was more work for the teachers in terms of having these students meet the requirements of the program but the teachers experienced success in having at-risk students achieve success. He stated that at-risk students who went through the program generally had a greater interest in completing their secondary education and he believed it was very important that this program not have the perception of being an elitist program for the motivated and academically successful students of the school.

In the area of Enterprise Education, three teachers were responsible for three classes of students in Level 2 and Level 3. The main objective of these courses was to expose students to issues related to Enterprise Education development as a group and as individuals. In each class students were expected to interview an entrepreneur or have an entrepreneur come and speak to the class. Each student was also expected to develop an entrepreneurial project with all aspects of development outlined and implemented where possible. In the 1993 - 1994 school year the school held its first entrepreneurial exposition in the school gymnasium in honour of the student efforts in developing individual entrepreneurial projects.

In the 1994 - 1995 school year, two of the Enterprise Education classes were involved in developing and implementing entrepreneurial projects which had long-term implications for the school. One class had taken the responsibility to open what was called Snoopy's Hut. This was a store which sold or took orders for clothing or memorabilia representative of the school. The second class was working to clear a dumpster area at the rear of the school to create a leisure area for students. The school's dumpster had been moved to a new site and the students cleared the area and prepared it for asphalt in November, 1994. In the spring of 1995 they hoped to have enough funds to install two basketball hoops with chairs and tables located in the court area for student use.

The principal held meetings with the Enterprise Education teachers to discuss issues related to individual proposals for projects and class proposals. In one such meeting, the principal helped teachers become aware that in past years the school had incurred debts for funding individual projects. He also noted that in the past school year there was an increase in the number of students coming to speak to the principal and vice-principal with proposals for school funding. The principal explained:

> I am concerned about anything (individual proposal) that involves school funds. The vice-principal and I think you are doing an excellent job and you have to take responsibility for student proposals.

The principal further explained that the administration was open to student proposals calling for the school to purchase shares in a venture if desirable or offer seed money to implement a project. In discussing the school's commitment to Cooperative Education and Enterprise Education, the principal explained that he saw these programs as offering students valuable assistance in deciding on a career.

The principal's personal interest in Enterprise Education became evident when a student approached him about speaking in the student's class on his entrepreneurial ventures. The principal willingly accepted the invitation and spent one class period discussing his ventures dating back to his university days when he became involved in small Enterprise Education ventures to fund his

education. A comment to these students summed up his beliefs in relation to Enterprise Education as well as his beliefs as a leader for a school:

> If you are making success (as an entrepreneur) then you are not taking enough chances. If you make mistakes you are learning. I see myself as a risk-taker. ... I can't sit back. In fact I think I must in some way influence what is happening in the future. I think you should also.

In the areas of Mathematics and Art, the school offered advanced placement courses to 18 students in this school year. In the six years the advanced placement courses have been offered in Mathematics students have done well. In the 1993 -1994 school year, the program was offered to 12 students with 11 obtaining university credit. In the 1992 - 1993 school year, the school received the highest ranking in the country on the international grading. In the 1994 - 1995 school year, a new approach was taken to the teaching and learning for those in the advanced placement program in Mathematics. The students completed Mathematics 2201 in the first semester of Level 2 and then Mathematics 3201 in semester two of the same level. In previous years, students were required to complete both these courses concurrently. The Mathematics department head noted that teachers in the Mathematics department considered the new arrangement would offer a smoother transition for students. He approached the principal with the idea, who in turn requested the pros and cons of such a change, in terms of student learning. After a summarization of these by the Mathematics department head, the principal

agreed to the change for this year. The department head stated, that the principal would expect feedback on the change at the end of the school year. The Mathematics department head's sentiments were:

> This principal considers new ideas and if an idea is good he says, 'Go for it'.
> On two different occasions the principal noted to the researcher that generally within the school and within education in many high schools, teachers teach in a traditional manner and students learn in a traditional manner. In his words:

> This involves pencil and paper learning where teachers spend time at a chalkboard.

He also maintained that the emphasis on public examinations as required by the Department of Education led to such instructional techniques. He saw this as a problem particularly for at-risk students who were generally forced to solve problems given to them by other people (the teachers) and not given ample opportunity to solve their own problems nor take control of their own learning.

His concern about student learning, particularly for those at-risk, was expressed in the statement:

> I'm not so sure these students don't want to learn. It is more a case of learning what they want to learn.

He also expressed the opinion that learning was a lifelong process in which students take responsibility for their learning. He saw the electronic learning centre concept as a means of achieving educational success for all students.

The principal's views on this topic were supported by information recorded in the draft copy of *Vision 2000 Model School Project* in which he stated:

> In this school a computer will be as much part of all learning as the pencil and book have been in the past. With the new technology based media, children will master areas of knowledge that are now inaccessible. Self directed work allows for an unprecedented diversity of learning styles and opportunities for students to take charge of their learning.

Teachers would be given the opportunity to change their approach to instruction; students would be more interested in learning; and attendance problems at the school would decrease. He considered that the school's approach to professional development would have to continue in a manner established over the past three years.

Professional Development

The principal indicated that his opportunities for professional development helped him develop a belief in the importance of technology in instruction and learning. He noted that he completed a masters degree in educational administration in another province. Through this experience he took several Computer Technology courses which assisted him in making connections with professionals across the country. He also noted that the biggest influence he encountered while completing this degree was in the area of professional reading.

> The exposure (through the degree program) and time taken to read led to new thinking. I would read something and then say, 'Gee this makes sense.'. Then I would read something else and see that

> it also made sense. In fact the reading had such an impact on me that after I finished the degree program I would spend time each week at the MUN library reading *Educational Leadership, Phi Delta Kappan*, and *Educational Technology*.

The network of professional associates had been of benefit to him since he had taken the position of principal. He had worked to attend national and international conferences for the exposure to new and innovative ideas. He used this network of professional associates to identify schools in cities where he attended conferences. He called the administration at these schools and asked to visit them for a period of hours or a day. In his search to find schools, the principal took particular care to find schools in which technological initiatives were in place. This supported his belief in technological education as the way to assist students in becoming lifelong learners. He visited schools in British Columbia, Alberta, and Ontario. He also credited his interest in developing national networks with his invitation to serve at the national level on a committee working to develop technology in education.

The principal's emphasis on exposure to innovative experiences was shared with the teaching staff of the school. Teachers attending conferences in other provinces were also encouraged to make a visit to at least one school which had been recommended to them by the principal or a member of the principal's network of professionals. While the researcher was working at the school, the vice-principal attended a conference in Toronto. Arrangements had been made for him to spend one day at a technologically-equipped school in the

downtown area of that city. During this visit, he met with the computer companies that serviced this school, to gather information which would be beneficial in continuing the school's work of developing a technologically advanced environment for student learning.

In the 1992 - 1993 school year, the principal applied to the Canadian Centre for Creative Technology so that he and members of the staff could attend the National Institute for one week in August, 1993. The school's work of developing a partnership and involvement in bringing technological change to the school were key, in the opinion of the principal, in having their application accepted. He, three staff members, a representative from the partnership company and a school board staff member attended the institute. In the principal's words:

> It was the week of a lifetime for me in education.

The exposure and opportunity to meet some of the top thinkers in the country energized and challenged him and the other teachers to think differently about how technology could benefit the students of the school. The exposure to varied professional development experiences had changed the principal's view of professional development for teachers. He stated:

> The one day inservice concept is not working and I believe we need to replace it with it with ongoing professional development that meets the needs of the teachers.

In relation to the development of the electronic learning centre as a way to improve teacher instructional approach and student involvement in learning, he met with all departments to explain the concept and have department members discuss their needs. Each teacher was asked to complete a training plan assessment form (see Appendix B) with the information collected used to determine the types of professional development required.

Under the training plan, a proposal was presented to the school board and the school's Professional Development Committee to hire substitute teachers and volunteer help in scrutinizing the end-term examinations from January 18 - January 27. During this eight day period, computer training sessions in the areas indicated in the training plan would be prepared for the staff. Each teacher would be required to sign up for a minimum of three sessions. When asked where this idea originated, he remarked that one of the learning resource teachers, proficient in computer technology, had studied research on Just in Time Training. The basic concept of Just in Time Training was that people were more comfortable and more willing to use what they learned in relation to computer technology if the training was closely related in time with the continued access to the technology. As part of the electronic learning centre concept, the school was preparing to having at least one fully networked computer in each classroom by the end of January, 1995. The school was also preparing a proposal to have a computer institute for teachers during

one week in August, 1995. Attendance at the institute would be optional but there was the realization among staff that this would be free training. The principal explained that the idea of summer institutes was coming in education and "people will have to get used to it".

The concept of rethinking the one day inservice as a way of offering professional development to teachers had been extended to career development for students of the school. The traditional way to have students gather information on careers was through the Career Day concept. This meant that all classes were canceled for one day and public relations personnel from companies and institutions focusing on careers were invited to establish booths in the school's gymnasium. Students were given opportunities to speak to these people or attend pre-arranged information sessions in other parts of the school. The concept had merits but it traditionally led to large numbers of students skipping school for the day, therefore, the benefit of all the effort in organizing such an event was lost.

In the 1994 - 1995 school year, a procedure was put in place whereby presenters in one particular career field would be invited to come speak at the school during a one and one-half hour session. Any students interested in attending the session were required to sign up in advance. The new idea developed from discussions between the principal and the temporary guidance counsellor in the school in the 1993 -1994 school year. The impetus for the

change was that students were using the Career Day concept as an occasion to skip off school and the importance of gathering information on careers was lost. One such career information session took place while the researcher was in the school. Approximately 30 students attended a session on careers in the health field and in speaking to the counsellor-organizer and students after the event, it was successful in students getting required information and having their questions answered. The school intended to run five such sessions in this school year with a review of the system planned for later in the school year.

Professional development of untenured teachers was also addressed with this school principal. He stated that all such teachers in the school were required to have a minimum of four informal observations by different tenured teachers. The untenured teacher was expected to discuss each observation with the participating tenured teacher and give a statistical record of the observations to the principal. The principal and vice-principal then conducted formalized observations in February and March. Between the two administrators, they observed each untenured teacher on four occasions. When asked why he had the observations by tenured staff if he did not use the information, the principal noted that the teacher feedback was given to the untenured teacher who was expected to use the advice for improvements since it was to his benefit. It also helped the untenured teacher have exposure to the observation situation without the threat of formal evaluation.

The principal explained to the researcher that his thinking on professional development for untenured teachers came from his emphasis on getting the best teachers for the school. When interviewing potential candidates for positions in the school, he looked for what he called "paradigm paralysis" particularly in the area of technology. He also indicated that he worked to involve department heads in the process of getting the best teachers by having the department heads read candidate resumes and then rank them. The ranking would be influential in the final decision.

Interactions

The school principal spent a significant amount of time each day interacting in a formal and informal manner with individuals and groups in person or by telephone. In the case of this school principal, the majority of his informal and formal interactions were with students, staff members, professional school board personnel, members of the Parent Advisory Committee, people from the partnership company, and members of the School Council. There were also interactions on a once-only basis with people from outside agencies seeking information. In the time of this study, the researcher noted that one group the principal had little interaction with, on an individual basis, was parents and guardians. Questioning the principal about this observation revealed that generally this principal had little individual interaction with parents and

guardians. The number of discipline problems in the school was very low because, in the words of the principal:

> These are high school students.... The school's traditional emphasis on high expectations for student behaviour are filtered out quickly to new students.

This meant that parents and guardians had little reason to come see him individually. He did note that on parent interview nights he made himself available to parents and guardians and usually two to five came to see him.

The interactions with students generally took place during school hours which for students began at approximately 8:15 a.m. From this time to 8:45 a.m. the principal could be found either in the general office or the foyer of the school answering student queries or informally talking to students. The conversations would possibly involve announcements, messages from home or queries about course changes. The procedure observed in the pre-morning class time was repeated by this principal during recess and lunch breaks if no formal meetings were scheduled. Also, this principal was visible in the general office area during class time if there were no phone calls to make or take and if there were no scheduled meetings. If students came to the office at this time he assisted them. The principal explained:

> I have an open door policy. Any person who wants to see me can do so unless something confidential is taking place.

Also he considered his position in the school in these words:

> I see myself as a problem solver. This requires a great deal of listening during the day and then I do my proactive work after school hours when things are quiet and I can think.

The researcher observed that the 20 to 25 interactions with students on a daily basis appeared to support his commitment to this belief.

This principal made a point of taking a walk through the corridors of the school during the first morning class. He spoke to each student he met at this time and generally ended the conversation with a personal message such as:

> You handled that situation very well; and Remember it is important to take care of yourself.

When the researcher questioned the principal on his ability to call each student by name he commented that he didn't know all the students by name but he felt he made an effort to know them by asking their names when they came to speak to him. He added that he generally got to know the students through course selections since this was one of his areas of responsibility. His belief that accommodating, to the best of the school's ability, student requests for course changes at mid-term led to greater student success was brought out in his availability to students.

The principal considered that he knew the students who posed discipline problems since he had to arrange meetings with parents and guardians and to develop methods for having such students accept that the school expected respect from all who worked there. In the final week of the participant observation, the researcher watched the principal speak with one to three

students each day because of incidents related to snowball throwing. On each occasion, the students were called to the principal's office and the door remained open. He spoke to each student in a quiet manner and addressed the issue with the emphasis on the student realizing the seriousness of the behaviour exhibited. An earlier comment by the principal supported the approach taken in these meetings.

> I don't want to take their dignity. I address the behaviour and not the person.

He explained later that this type of behaviour escalated with the first winter snowfall and involved him receiving complaints from motorists. The general procedure he followed was to speak to the students involved. The next incident warranted a call to parents and guardians by the student while in the principal's office. If the behaviour escalated further, he arranged an evening meeting with the parents and guardians and the student to set procedures that the student was required to follow as a member of the school. He noted that this procedure was used in all discipline cases in the school.

The working relationship between the principal and the teaching staff of a school can determine the success of the school. The principal felt that he was well accepted by the staff of this school. Here is how he perceived their view of him:

> People will tell you I'm committed to this school. I spend long hours here working to continue a process of success for students.

It was this perception of his commitment that led to their easy acceptance of him after having the same principal for approximately 10 years. He explained that teachers were heard and any suggestions they had for improving conditions in the school were heard. Such suggestions were generally approved with the teachers involved given the opportunity to show their leadership in developing their ideas. The principal maintained that his open door policy supported teacher interest in approaching him with suggestions and concerns.

One type of principal-staff interaction involved staff meetings. Formal staff meetings took place on one Wednesday of each month. Such meetings took place from 3:15 - 4:30 p.m. in the resource centre. The agenda was discussed with the Administration Advisory Committee before the staff meeting. At staff meetings, presentations were made by different members of the staff and were followed by discussion with all staff members given an opportunity to participate. One such meeting was held during the researcher's time in the school.

On occasions when the staff required specific information not involving discussion, the principal called 10 minute meetings at 8:30 a.m. He found the staff appreciated such meetings at this time and the informal network in the school ensured that staff members on duty got the information. Two such meetings took place during the time of this study. One of these meetings, observed by the researcher, gave an indication of the principal's commitment to

public recognition of student achievement The principal gave teachers information on completing and rechecking student reports. He also explained that all students achieving honours (80% and higher) or distinction (70% to 80%) had to have this noted on their report cards by way of the school stamp with these designations embedded. A teacher asked if this was required since he did not agree with this practice at the first mid-term report. The principal's response was "It is Imperative".

Meetings of groups, established because of the principal's belief in opening the school to the community, took place outside school hours. The Parent Advisory Committee met one evening a month; the School Council convened at 4:00 p.m. on the first Monday of each month; and meetings of the Partnership Committee took place during the lunch hour. For each of these committees, the principal met with the chair person or company manager to develop an agenda and to discuss ideas that needed to come to the table. These meetings were arranged at a time convenient to both parties which was either an early morning or lunch meeting in the principal's office.

Meetings with the professional school board ranged from informal to formal. Formal meetings were called usually by the school board and lasted from one hour to a full day. The informal meetings with such staff usually took place before and after the formal meetings called by school board personnel. During the time of the study, the principal participated in one meeting called for

assistant superintendents, the superintendent, high school principals, and staff members of the Department of Education's student evaluation division. The meeting began at 4:00 p.m. and lasted approximately one hour. Before this meeting began, the principal met informally with the superintendent and one assistant superintendent on the school's proposal to extend the technology concept in the resource centre.

There were occasions when the principal was called to arrange and/or to participate in meetings on short notice and involved what he considered one-time issues. He was asked to meet with the Technology Committee of an elementary feeder school in the district so that the committee could receive information on setting up a computer network in their school. The principal invited two Technology teachers of the school to attend this lunch meeting for he felt their background could be of assistance to the other school's committee. On another occasion, he was asked to meet with the principal of another school, the school board personnel, and the minister of the local church to discuss the student smoking issue on the church property.

Apart from the meetings called by school board personnel, the researcher observed common elements in the meetings organized by or involving this school principal. At each meeting in the school, the cafeteria staff were requested to provide refreshments and food. If the meeting was arranged for morning or afternoon, there were hot and cold refreshments and muffins and/or

cookies. The lunch meetings usually consisted of sandwiches and refreshments. The principal stated to the researcher that he believed those attending a meeting needed to be welcomed and refreshments provided the sense of invitation. He also contended that if any person was giving up their lunch to attend a meeting in the school, the person deserved to be fed.

Although there was no formal seating arrangement for people attending a meeting with this principal, the researcher noted that the principal avoided sitting at what could be perceived as the head of the table. He would see that all other meeting members were accommodated first and then sat among the group. The principal explained that he did not want to be perceived as controlling a meeting and he wanted all to have an equal opportunity to share.

The principal's contention that he did not want to control meetings was evident in the manner with which he conducted meetings that he chaired. He introduced a topic and immediately accepted interaction from others. As others spoke he avoided interrupting but did step in if the person pursued an unrelated issue or spoke for what the principal considered an extended period of time. He assertively led discussion from one topic to the next as members of the meeting began speaking among themselves about other issues. He generally set a time limit and worked to achieve this by intermittent glances at his watch. The principal explained to the researcher that he had to work hard at leading people in meetings and he picked up skills all the time. He also noted that due to the

fact that his work involved meetings with such diverse groups he had learned to stay on task and limit discussion if not fruitful. In an Administration Advisory Committee meeting and a staff meeting he used a consensogram after discussion on a concept that brought out differing view points from those involved. He stated to the researcher:

> I learned this tool at a recent institute. I found it interesting when the presenters used it and thought it would work in getting effective feedback on the voice mail concept.

The researcher also found that this school principal used meetings to make connections and gain support for improvements he considered were important for student success in school. On the occasion of the Parent Advisory Committee meeting, he explained to those present that he wished to continue a process of recognizing student achievement in the school through improvements in the achievement show case found on the first floor corridor and through public exposure in the local newspaper. Parents accepted the need for the improvements and committed to assisting the school financially and through suggestions. The same concept was presented at the partnership meeting with the goal of gaining support from the partner to assist the school in developing a plan to recognize student achievement. The Partnership Committee agreed to have a subcommittee look into ways of working with parents and the school to publicly recognize student success particularly for those graduating.

Summary

During the four weeks working with this school principal, the researcher observed much of the work of a school principal. The main area of interest was the research subject, a school principal provincially recognized for his work of leading an urban high school to success. Observing this principal necessitated examining the physical aspects of the school. The presence of large colourful banners spoke of his commitment to students. The existence of achievement plaques, photos, and trophies indicated a history of preserving student achievements and the present principal's work of further developing this aspect of the school's climate.

To examine the work of this principal it was also important to study organizational structures including the organization of homeroom classes, provisions for Year 4 students, and committees operating within the school. The researcher found that the principal supported the three-tiered homeroom concept which saw Level 1, Level 2, and Level 3 students sharing the same homeroom. The school, in the principal's first year of tenure, examined the issues related to having Year 4 students in the school. An accountability system was developed for such students and the school worked to implement the system.

In the area of committees, the researcher observed that there was an extensive system of committees working at the school which involved students,

parents, teachers, and partnership company employees. These committees met at selected times and the school principal had extensive involvement in either the development of the committee or the work of the committee as a chairperson or as an active member.

Schools exist for the education of students. This meant the curriculum and instructional considerations were an important part of the study of this school principal. The researcher learned that this school made improvements in the number and types of courses available to students through the work of the school principal. Students were given opportunities to participate in advanced placement courses in Mathematics and Art. Through proposals to the Canada/Newfoundland Cooperation Agreement on Human Resource Development, the school developed a Cooperative Education program across the curriculum. and received funding to develop the electronic learning centre concept throughout the school. This meant that each classroom in the school would be equipped with at least one fully networked computer for use in having students more involved in their own learning.

To support the work of having a technological learning environment in the school, the school through the leadership of the school principal, was working to change the professional development of teachers. This involved a Just in Time Training program which offered computer workshops to teachers as indicated in the professional development plan (see Appendix B). The concept of reviewing

teacher professional development extended to the professional development of untenured teachers in this school and student exposure to career interests.

Finally, the researcher's observations focused on the interactions of this school principal. It was noted that he had extensive interactions with students, teachers, parent groups, outside agencies, and school board personnel. The interactions ranged from informal to formalized meetings. The interactions with all people were found to come from the principal's belief in an open door policy with a keen interest in listening to stakeholders. Particular characteristics of meetings initiated by the principal included the presence of refreshments, his positioning away from the head of the table, and assertive skills in keeping those involved on track. This principal maintained that he had no interest in controlling meetings and thus the emphasis on the characteristics stated above.

Chapter 5

Answering the Research Questions through the Research Findings

In the quest to bring new knowledge in social sciences, the ethnographic researcher describes the data collected from observation, interviews, and unobtrusive measures through the eyes of those being studied. Following this process, the researcher discusses the findings in light of the research questions which prompted the investigation. In this chapter the researcher focuses on a discussion of the research findings described in Chapter 4 in light of the research questions posed in Chapter 1.

The Principal's Vision

Manasse (1986) maintained there were four types of vision found in the school leader, the principal. One of these was future vision which gave an extensive picture of how the school would look at some point in the future. She asserted that such vision was drawn from the leader's personal beliefs and values developed from a wealth of personal and professional experience. It was these beliefs and values which shaped a principal's commitment to action.

Beliefs about curriculum and instructional development shed light on the vision of the school principal, as leader. The principal of this study believed that generally within this school teachers continued to teach in a traditional manner

and students continued to learn in such a manner. This was evidenced in statements the principal made with reference to the use of pencil, paper, and chalkboards in many classrooms and the focus on public examinations in high school. He believed he was responsible for working with teachers to change such approaches to teaching and learning. He believed this was best achieved through improvements in curriculum offerings and through the implementation of new instructional practices with the use of computer technology.

The importance of professional development, a relatively new phenomenon in education, was dependent upon the principal's beliefs about its value for himself and the teachers. This school principal believed his personal professional development through further university education in Ontario, coupled with exposure through involvement in national and international conferences, helped shape his thinking as a school principal and leader. As noted in Chapter 4, he developed a network of professional associates, took time to read professional journals, and participated in what he referred to as "a week of a lifetime for me in education" at a summer institute organized by the Canadian Centre for Creative Technology.

These experiences and his previous experience as a school administrator in two other schools helped shape his beliefs about professional development of teachers. He thought teachers needed exposure to innovative school settings in other provinces and he considered it his responsibility to make the connections

for such experiences to occur. He believed that teacher professional development had to move from the one-day inservice model to a teacher institute model based on teacher input and teacher needs. He also believed that special professional development experiences were required for untenured teachers of the school. The principal's beliefs about his professional development and that of teachers extended to students. He maintained that the traditional student career day was ineffective in meeting student needs in gaining valuable information for future decisions related to career choices.

The culture and climate of a school can give one a sense of the importance of academic excellence in the institution with approaches to student discipline seen as the key to understanding the school culture. The values of this principal on student discipline were mirrored traditionally in this school and were summed up in the school's unwritten expectation:

> Students respect themselves, respect their peers, and respect their teachers.

In promoting a school culture and climate focusing on student excellence, this principal considered that accountability measures needed to be implemented for the school's Year 4 students. He also believed that the school had to take measures to ensure a quality education for the at-risk students and generally for all students. He felt this could be best done through a varied curriculum with computer assisted learning so that students would become involved in instructional decisions connected to their learning. The principal also

believed that to promote a climate and culture supporting academic excellence public promotion of student achievements in all areas was required. He considered that his interactions with members of the school community shed light on his beliefs about school culture and climate. Finally, he valued the importance of developing partnerships with parents and the community in developing a stronger school climate.

In sum: this school principal believed the school community included teachers, students, parents, and the community at large. Supporting this belief meant that each of these stakeholders had a voice in decisions made within the school. Parents were involved in decisions through the Parent Advisory Committee and the School Council. The community at large was involved in the decision-making process through a school - business partnership. Student involvement was found in preparations for celebrating the principal's receiving a leadership award. Teachers were involved in decisions related to staffing, installation of a voice mail system, instructional issues, and professional development issues.

An analysis of this principal's beliefs and values reveals the emergence of a leadership vision focusing on the school's students. It appears that this principal's vision was to create a school environment which worked hard at being of service to clients, the school's students. Within such an environment, students were exposed to varied learning experiences, their efforts were valued;

and they were more accountable for choices made related to their learning. In working to promote this vision, the principal believed he needed to make connections with all stakeholders, students, teachers, parents, and the community. The development of such a network of people working together helped all understand the vision and work to bring the vision to reality.

Further examination of this principal's beliefs and values gives one a sense that in the reality of the school setting, and possibly in any organization, the leader or administrator develops the vision through a variety of beliefs and values related to the work of the organization. Identifying a vision is not clear cut. It emerges from promoting strong values and beliefs related to many areas of work within the organization. Vision is the common fibre which often cannot be stated clearly and is better understood through watching the organizational members go about their work within the organization.

Implementing the Vision

Leadership vision is based on a set of beliefs and values developing from a wealth of personal and professional experiences. The work of the school principal, as leader, involves bringing the vision to reality in a school setting. In this section the researcher gives examples of how the vision was worked to reality through the subheadings presented in Chapter 1: namely, curriculum and instructional development, professional development, a culture and climate of student excellence, school - home - community relations, and stakeholder

involvement in decision-making. This is followed by an analysis of what each says about this school principal leadership specifically and leadership generally.

Curriculum and Instructional Development

A casual walk through the corridors and classrooms of this school building would possibly leave one with the impression that curriculum and instruction were much the same as in any other high school. Many classrooms had desks arranged in traditional rows with a teacher's desk at the front. However, a closer look at this school reveals that this principal was working to bring change from the pencil, paper, and chalkboard type of learning to a more student centred approach. For example, two physical signs of this change were the establishment of Snoopy's Hut in a main floor corridor in the fall of 1994 and preliminary work in the establishment of a student-centred lounge and sports area on the school grounds. As explained in Chapter 4, both of these projects were the work of the 1994 - 1995 Enterprise Education classes.

Through this principal's commitment to instructional changes the school instituted a semesterization of one-credit courses. This process involved explaining the pros and cons of such a system to teachers and an implementation process which saw slight changes in Language 3101 to meet public examination requirements. The school, under the principal's leadership, also made changes to instruction in preparatory courses for Advanced

Placement Mathematics in the 1994 - 1995 school year. Both of these changes were described in detail in Chapter 4.

One of the principal's instructional goals, in which he displayed great pride, was the development of the electronic learning centre in each classroom. The concept was developed through a successful proposal by the school's Technology Committee, supported by the school - business partnership, to the Canada/Newfoundland Agreement on Human Resource Development. Each classroom of the school was to be equipped with a fully networked computer by late January, 1995.

Under the principal's leadership, the school successfully implemented a Cooperative Education program across the curriculum. In the 1994 - 1995 school year, a committee of teachers, with the school's vice-principal, was preparing a new proposal for a Cooperative Education program in the performing arts.

An examination of changes related to these curriculum and instruction shows that this school principal took time to make connections in achieving the stated objectives. His curriculum and instructional ideas were shared with the school's professional staff. Through this process, the professional staff was given the opportunity to state their opinions and find common ground in bringing changes related to curriculum and instruction. Such sharing enabled teachers to realize their potential in leading curriculum and instructional changes through

committee involvement. They became the leaders in bringing changes to the school. Such a process of involvement gave all involved the sense that their work was valued. The research refers to such a process as teacher empowerment.

Professional Development

As outlined in Chapter 4, this school principal came to this school with a wealth of personal and professional experiences. These experiences shaped his thinking as a school administrator and school leader. They also reshaped his beliefs about professional development for those with whom he worked directly, namely teachers and students. The principal's beliefs in this area were brought to reality through changes in the professional development experiences of teachers. Reworking teacher professional development also included bringing changes in the way the school exposed students to career development experiences.

The principal encouraged teachers to study innovative school settings in other cities throughout the country as part of professional development. This meant that teachers visiting or attending conferences in other areas of the country were invited to take time to tour at least one school recognized for innovations aimed at improving student academic performance in the school. To support such experiences, the principal contacted members of his network of professional associates to arrange tours for visiting teachers. Further support

came through working within the school and through the school board to give teachers extra days when such occasions presented themselves.

While completing a master's degree in Ontario, this school principal became familiar with educational technology through personal classroom experiences, professional reading, and technology at work in schools. Such exposure to technology prompted him to make application to a one-week summer institute in the 1992 - 1993 school year. Through the application acceptance, two teachers, a member of the partnership company, a school board official, and the school principal attended the institute sponsored by the Canadian Centre for Creative Technology in August, 1993.

This experience translated into the formation for a Technology Committee which worked to successfully bring the electronic learning centre concept into each classroom. To complement the introduction of the electronic learning centre in each classroom, the principal, with the assistance of the Technology Committee, organized a technology institute for teachers during the time of mid-term examinations in January, 1995. Details of this plan were given in Chapter 4. In addition to this, plans were being formalized to run a summer institute in technology in August, 1995.

The principal's belief that untenured teachers required exposure to teachers in diverse curriculum areas led to a plan for professional development of these people. Each untenured teacher was required to have four other

teachers come observe him in the classroom. This was an informal process involving discussion without written reports. This process was followed by formal observations by the principal and/or vice-principal.

Implementing professional development changes for teachers coincided with changes to career development experiences for students. In the 1993 - 1994 school year, the principal, with the support of the replacement guidance counsellor, began changes to a vacant room in the school to create a student Career Resource Centre. This was followed by the development of career panels who presented information to groups of students at appointed times throughout the school year. Details of both of these ideas were explained in Chapter 4.

Such professional development activities indicate that this school principal saw value in developing the human potential of teachers and students. He saw the teachers as people with the potential to work with him in bringing about changes in the school. Developing this wealth of human potential required personal modeling, supporting, and listening to others' personal experiences as they related to needs in the area of professional development.

A leader sees the value of personal professional development and takes the time to share personal professional development experiences with others. The leader invites others to share in innovative professional development experiences while supporting their efforts through managerial tasks that

generally inhibit teacher involvement in resourceful experiences. The leader takes the initiative to plan for rewarding professional development experiences by listening to teachers' needs and offering teachers experiences that differ from those they generally experience, namely the one-day workshop in their school locale.

School Climate and Culture

Without asking a question, a visitor to this school would get a sense of the beliefs of the school as exhibited through the work of the school principal. Large vinyl banners making statements about what the school valued were displayed in strategic areas of the school including the foyer and main staircase.

As noted in Chapter 4, a walk through the foyer and the first of two small corridors to the left of the foyer also gave evidence of the work of promoting a school culture that centred on academic excellence. In these areas were plaques displaying student achievements in Mathematics over a period of ten years; trophies, and pictures representing student achievements in athletics; and a banner, plaque and framed pictures relating to the establishment of the school - business partnership. There were pictures of the graduating classes beginning with the 1991 graduates. There was also an oak and glass showcase used to display information about specific student achievements on a monthly , semester and, yearly basis. The physical evidence of work to support a strong culture and climate was also evident on the school's third floor. In one area of

the third floor corridor was a large wall mural prepared by art students. Further emphasis of how art students contributed to developing a strong culture and climate was visible in the formation of a student art gallery in the school's resource centre.

The school's traditional belief, supported by the school principal, was that within this school people were dealing with young adults who were expected to respect self and others and were accountable for their actions. Thus, in this school, students and parents were responsible for student absenteeism and lateness. To address this belief, the school developed a system whereby the office recorded lateness and the office and homeroom teacher recorded attendance at different times of the day. This system enabled the creation of one homeroom period each day with students of Level 1, Level 2, and Level 3 accommodated in the same homeroom. The emphasis on respecting self and others was evident in student activity in unstructured times each day. During recess and lunch breaks, classroom doors were generally locked with students meeting in the corridors, cafeteria, or student locker rooms. The researcher noted that on no occasion during the research period were students sent to the office for disciplining due to inappropriate behaviour in unstructured times. Therefore, it appears as though the emphasis on respect was working in this school.

One group of students whose behaviours were of concern to the principal and members of the teaching staff were those who returned to the school for Year 4 of studies in the high school program. In the 1992 - 1993 school year, the principal and vice-principal began a process which saw greater accountability measures in place for these students. In the following year, the work was undertaken by a committee of teachers who continued to make improvements in the process.

A second group of students the school principal talked about frequently in the time of this study were the at-risk students. These students had a higher rate of absenteeism and exhibited behaviour problems when in attendance at school. To support this group of students, efforts were made to involve them as much as possible in the Cooperative Education program and Enterprise Education classes. There was a hope that these students would find value in school through differing learning experiences afforded through exposure to the electronic learning centre concept.

To support greater improvements in creating a culture and climate of student excellence, the principal worked with different groups of teachers to develop an extensive committee structure within the school. One such committee was the Committee for Recognition of Student Achievement. Membership extended across all academic departments of the school and its work was to promote ways of increasing public recognition of student efforts. A

second committee in existence a number of years was the Technology Committee. Its work was discussed earlier in this chapter and in Chapter 4. Within this school, there was also a Partnership Committee and an Administration Advisory Committee. When consensus was needed on issues of contention within the staff, action committees with a short life were established. One such committee investigated the value of installing a voice mail system in the school. In Chapter 4 particulars concerning the establishment of the committee and how it worked were outlined.

Creating a climate and culture of student excellence was evident in the principal's efforts in maintaining an open door policy as discussed in Chapter 4. He was committed to interacting with students and teachers on a constant basis in the office and throughout the school.

As one examines the initiatives to improve the culture and climate of this school, two words come to mind - empowerment and accountability. This school principal, as a leader, showed that controlling the members of the organization was not part of his vocabulary. He appeared to set people free. This freedom came with the understanding that people were accountable for decisions they chose to make. The ability to set people free encouraged involvement and risk-taking. Teachers in such an organization gave of their time to improve conditions within the organization. Students knew the limits of their behaviour and, in the opinion of the researcher, worked to meet the established norms.

It would appear that leaders support the strong traditions of the organization and spend significant amount of time working with people to promote a strong school culture and climate. Leaders are not interested in controlling people. They are more interested in empowering people to realize their individual potential and to work to meet established norms within the organization. Students, in such an environment, have a sense that the school's principal is there for them. They appreciate such efforts and come to a stronger realization that these efforts are in place for student recognition. Recognition builds self-esteem and empowers young people to strive to greater heights. Leaders offer students support in reaching these heights.

School - Home - Community Relations

The most physical way of showing that parents and the community were important in this school became evident during the Parent Advisory Auction and the nights set aside for parent interviews at mid-term. As noted in Chapter 4, special exhibits and information booths were erected in the foyer of the school at these times. In the 1992 - 1993 school year, the principal worked to establish a Parent Advisory Committee in the school. This work was followed by the creation of a pilot School Council in the 1994 - 1995 school year. As noted in Chapter 4, both of these groups were actively involved in working with the principal and the school to improve parental involvement in the school.

A school - business partnership was envisioned by this school principal when he saw such a concept successfully implemented in an Alberta school. After discussing the concept with the staff and receiving feedback, the principal worked with a local board of trade to establish such a partnership for the school. A Partnership Committee was established and through committee work students were given opportunities to tour the company facilities on a weekly basis; students were placed in the company through the Cooperative Education program; company employees were offered computer programs through the school; a partnership newsletter was published on a regular basis; and a partnership video was produced.

An analysis of the principal's efforts to improve school - home - community relations reveals that he had a deep understanding of what constituted a school community. He believed the community extended beyond the building walls and the people who habitated them on a daily basis. There was a strong commitment to inviting people in. This was done through organizational strategies and personal commitment to going into the community spreading the word that it was people working together that would make the difference in this school.

Leaders are aware of the power of developing relations with parents and community. Developing strong relations with these two groups gives access to

new ideas, an alternate view to the work of the school, and a sense that all parties can learn from one another.

Stakeholder Involvement in Decision-making

When the principal began his tenure in this school, stakeholder involvement in decision-making extended to the teaching staff of the school. Over time, this changed to include parental, student, and community involvement in decisions made in the school. In the area of parental involvement, the Parent Advisory Committee made decisions related to raising money and the expenditure of such funds in the school. In the 1994 - 1995 school year, this committee worked with the school on decisions related to parent volunteers in the school and ways of publicly promoting student achievements in the school and in the community. The School Council worked on a protocol agreement with the school board in the 1994 - 1995 school year. It also supported the Parent Advisory Committee on decisions related to parent volunteers in the school.

Community involvement in decision-making within this school centred on the partnership company. One company employee was a member of the School Council and thus given decision-making responsibilities. Three company employees were members of the school's Partnership Committee and were involved in decisions related to student tours of the company's facility; the development of a partnership video; and decisions about ways of promoting student achievements publicly.

The Committee for Recognition of Student Achievement was responsible for decisions related to student of the month and student awards. In making these decisions the committee sought input from all members of the school community through the use of a suggestion box found in the foyer of the school as discussed in Chapter 4. The one evidence the researcher found of student involvement in decisions related to the preparation of a public presentation to honour the school principal's recognition as the first recipient of a provincial education foundation's school leadership award. Students were members of the organizing committee and made decisions about a school video to mark this occasion.

Teachers, individually and collectively, were involved in decisions made in this school. Department heads were responsible for supporting the principal in decisions related to staffing issues. Enterprise Education teachers were responsible for decisions about student projects undertaken through these courses. They were part of the decision-making process related to developing a new model of professional development in the area of computer technology. It is important to note that much of the decision-making in this school was done through the committee system with further stakeholder involvement if the matter was contentious.

As one examines the work of this school principal in developing strong relationships with all members of the school community, it is natural to expect

that such a leader took the time to empower these people with the ability to make decisions related to the work in which they were involved.

In examining the beliefs and values of this school principal, it appears he had a vision of the school being of service to the school's clients, its students. The scope of the involvement of this school principal in the life of the school appears to support this vision. The researcher thinks that the principal knew that the work of bringing a vision to reality called forward a positive and strong commitment from all those involved in the institution.

In general, it would appear that a leader of an organization brings a vision to reality through a diversity of initiatives across the spectrum of activities in which the organization is involved. It also requires that the leader open new avenues for further involvement to bring the vision to reality. In developing these "partnerships", the leader is empowering others to examine their beliefs, articulate them, and have them become part of the school's vision. For a leader, this is time consuming work. It takes dedication and commitment to one's belief that he can make a difference in the lives of those with whom he works and serves.

Barriers in Translating Vision to Reality

This school principal had a vision of offering quality service to clients, the school's students. He believed this could be best achieved through involvement and support from all those involved in the life of the school. The vision was

being worked out in the school but there were barriers to the principal's ability to bring improvements within scheduled periods of time. Two such barriers were teacher resistance and school board control.

When the principal presented the staff with the idea of developing a school - business partnership with a national technological company, some senior members of the teaching staff saw it as an idea that had benefits for the school's administration through meetings outside the school and through developing a network for associates who could be called upon for advice and favours. In their opinion, such an innovation offered no support for their work as classroom teachers. It took time and patience on the part of the principal to have these teachers accept that this partnership would support the school in its work of offering a quality education to all students. The benefits to the principal, the development of a network of business associates, and the appointment to a national committee on school - business partnerships, were secondary to promoting student excellence. These benefits possibly helped the principal become a better leader.

The teacher perception that some innovations were more for administrative benefit was also seen in the issue of the voice mail system. After presenting the idea to the teachers, the comment that approximately $5000 of school funds would be required to install such a system did not rest well with

teachers. They saw the system as a convenient tool for administrators but a burden for teachers as explained in Chapter 4.

From having observed the principal in meetings with school board professional staff, it appeared to the researcher that the board wanted to maintain control over innovations proposed by the principal and committee members, particularly in the area of technological advances. The development of the public tender for the electronic learning centre became the sole responsibility of the school's committee. When the tendering information was completed and sent to the school board for perusal before publishing in the local newspaper, the board sent it back since all information they required was not included. However, the principal noted that in conversation with the people involved at the school board level, they did not know how to prepare a public tender for extensive computer networking in the school.

As one reads about such barriers it becomes evident that in schools where the principal is working to empower others there is still the potential for resistance. These barriers may come from having developed a comfort level over time. Generally, within an organization there are people who are resistant to change. This is part of human nature. A leader developing leadership in others capitalizes on experiences in which he meets resistance. Conflict develops. The leader facilitates a process in which the resisters are given an opportunity to state their position, examine their beliefs and work to refashion a

vision for the organization. They are invited to become involved in developing a process in which satisfactory results can be achieved. It is a process in which people are not ignored but valued for whom they are and what they have to offer. Over time the resisters can become allies becoming champions of change.

Summary

This chapter involved an examination of the research questions stated in Chapter 1 as they related to the descriptions of the data given in Chapter 4. It was found that the principal had strong beliefs and values as they related to curriculum and instructional development, professional development, school culture and climate, school - home - community relations, and stakeholder involvement in decision-making. As one examines the principal's beliefs and values it appears as though these helped in the formation of a vision which was to offer quality service to the school's clients, the students.

One way this principal's vision was brought to reality in this school was through curriculum and instructional development. Enterprise Education and a Cooperative Education program across the curriculum were introduced into the school. One-credit courses were semesterized; changes were made to instruction in preparatory courses for Advanced Placement Mathematics; and the electronic learning centre concept was introduced to each classroom. For this school principal, bringing about curriculum and instructional changes meant

sharing ideas, listening to a variety of opinions, and finding common ground. Such a process enabled teachers to become leaders in curriculum and instructional changes.

This principal's personal professional development and teacher professional development were important in bringing the vision to reality. The processes in place included teacher exposure to innovative schools in other parts of the country, involvement in a one-week summer institute focusing on technology, and participation in a school directed institute on technology in the classroom. The professional development processes extended to untenured teachers and student career exploration experiences. Through professional development activities, this principal was seen as advancing the human potential of members of the school community.

This school, through the work of its principal, was working to improve the culture and climate of student excellence. Banners were displayed in a variety of places throughout the building. Student achievements in Mathematics and athletics were visible in the main foyer. Student academic achievements on a monthly, semester and yearly basis were publicly displayed. The school had a strong committee system including a Committee for Recognition of Student Achievement, an Administration Advisory Committee, and a Technology Committee. Initiatives, for developing greater accountability for Year 4 students, were undertaken. Concern for at-risk students was evident in their involvement

in the Cooperative Education program and Enterprise Education. Throughout each of these innovations, the school principal maintained an open door policy to interactions with students and teachers of the school. It was found that efforts in promoting a strong culture and climate involved two words for this school principal - empowerment and accountability.

Involving parents and community became part of the work of bringing this school principal's vision to reality. Parental involvement was achieved through the establishment for a Parent Advisory Committee and a pilot School Council. The principal worked to include the community in the school through the establishment of a school - business partnership. An examination of this principal's efforts in this area indicates that he had a deep understanding that the school community extended beyond the school itself.

For this school principal, including people in the work of offering quality service to the students of the school meant involving stakeholders in making decisions related to the work of the school. This meant parents made decisions related to funds collected. The partnership company became involved in the Partnership Committee which made decisions about student tours and public promotion of student achievements. Students were seen to be involved in decisions related to public recognition of the principal for his leadership work in the school. Teachers were involved in decisions focusing on staff recruitment and curriculum and instructional issues.

Although there were a variety of initiatives undertaken in the school in bringing the principal's vision to reality, there were barriers to overcome. Two were teacher resistance and school board control. These gave evidence to the fact that this school principal capitalized on resistance and worked to have resisters become allies of change.

Chapter 6

The Conclusions

This chapter begins with a summary of the conceptual framework employed in this research. Particular attention is given to the question of whether school administration is a science or a craft in light of the work of the school principal studied. This is followed by a summary of the findings for the present case study of one school principal. Next issues, relating to the application of earlier research to the present focus on how the principal's vision of leadership becomes reality in the school, are identified. Finally, suggestions are offered on the implications which the present research may have for educating school principals.

School Administration: Science versus Craft

In this section, the researcher gives an overview of the conceptual framework of this study. It involves an examination of administration, more particularly educational administration, from the traditional scientific perspective. This is followed by an investigation of such administration from a more contemporary viewpoint known as craft theory. The researcher then proceeds with a discussion of the theories as they relate to the findings of this study.

Overview

The earliest theories of administration generally, and educational administration more particularly, focused on a scientific perspective. The earliest such theory being scientific management in which the chief objective of administration was efficiency. This was followed by a human relations theory which purported that organizations grant more human satisfactions in the work environment while achieving organizational efficiency. Like the scientific management theorists, human relation theorists considered that the organizational administrator was an expert on the specific tasks performed by workers. The final theory diverged from the others in that the organization was a consciously coordinated system of human effort. The administrator in an organization was considered "an expert on the relation of the work environment and the workers' psychological state" (Miller et al., 1972). It was known as the behavioural science theory of administration. These theories developed from observation of administrators and workers in the organization.

A few decades ago, Simon (1945) and Litchfield (1956) observed that although theories of administration existed, research work in the area was fragmented and thus proposed that scientific methods of research be used to gain the best knowledge about administrative realities. These researchers considered that the process of obtaining such knowledge be called a science of administration with a general theory that administration included the standards

that would guarantee correct decision-making as well as effective action. Simon (1945) maintained that the core of the administrative function was to make rational decisions, decisions devoid of value or ethical considerations, even though such decisions were being made by humans about humans in the organization.

Challenging ideas on the study of administration generally, and educational administration more particularly, were proposed by Thomas Greenfield in 1974. The main focus of his work was guided by the idea that administration was a craft. This meant the administrator had a specialized form of technique called a skill which was acquired through personal experience and through sharing the experience of others who thus became the administrator's teachers (Blumberg, 1984).

This craft theory proposal, required a new look at organizations and the people who administered them. Administrators were essentially value-carriers in the organization; they were both arbiters of values and representatives of them. Therefore, a science of administration had to recognize the complexities that came with values and broaden its conception so that the scientist became an interpreter of reality as well as an observer of it. Such thinking required that the study of administration be done through a social science approach rather than the traditional scientific approach. Thus the training of administrators would focus on giving people opportunities to deepen their insights into the nature of

their craft. This required the study of realities and reflection upon them since it was considered that administrative training was training for life with the understanding that the people most fit to become administrators were those with an insight into life including its joys, ironies, and tragedies (Greenfield, 1975; 1986). Hodgkinson (1978), in support of Greenfield, asserted that although the prime activity of administration was decision-making, it could not be totally rational business due to the potent human character of such activity.

Discussion

Simon (1945) and Litchfield (1956) contend that the main focus of administration is rational decision-making with the intent that such decisions improve the efficiency of the organization. Such thinking has permeated the administration of social organizations, like schools, since the second decade of the twentieth century. Rational decisions, although made by humans, are made on the basis of scientific evidence which is devoid of values.

The evidence presented in this study indicates that the principal did indeed spend significant amounts of time making decisions. These included decisions about changes to one-credit course offerings in the school, the hiring of teaching personnel, the involvement of parents and the community in the school, the development of structures for greater accountability for Year 4 students of the school, and the development of the electronic learning centre concept in each classroom.

The difference between the concept of decision-making espoused by Simon (1945) and that found to be used by the principal was that this school principal did not make decisions based on scientific research but in response to building a vision of offering a quality education to the school's students. Hence, in making the decision on semesterization of one-credit courses, he explained that he had seen the system in operation in another school, considered its benefits and presented the proposal to teachers for discussion and approval. There was no evidence to state that such a decision would improve student success in such courses, but after implementation it was found that there was an improvement in student completion of work and in the pass rate. Such improvements could be the result of teacher enthusiasm for instruction in such courses for they had an input into the process of making the decision. This is more the work of a decision-maker who placed value on personal expression of ideas and support for stated proposals.

On the issue of improving the system of accountability for Year 4 students, again there was no scientific basis to the decision to implement a process in which such students, generally at-risk students, would be required to take responsibility, together with administration, teachers, and parents, in gaining acceptance to the school and working to achieve success. The principal believed, together with the vice-principal and teachers, that improvements were required and set in motion the process based on the question "What can we do

to improve accountability?" It appeared to the researcher that value was placed on having Year 4 students attend the school so that this group of students could achieve academic success.

The electronic learning centre concept evolved in the school through the principal's vision of improving instructional opportunities for students. It began with the principal's personal professional development through attendance at an Ontario graduate school where he became familiar with a variety of school-based innovations, more particularly technology. This, coupled with the opportunity to develop a national network of professional associates and a renewed interest in reading professional journals, planted a seed for bringing technological advances to the school. This school setting provided the environment. The principal then took time to show teachers and students the advantages of such a concept. Teachers were supported in opportunities to visit technologically-innovative schools at every opportunity. Several of them were available to participate in a one-week summer institute in technology through the Canadian Centre for Creative Technology. Students and teachers participated in the production of a school video on the school's partnership with a technological company. Finally, parents were asked to support the venture through the establishment of a Parent Advisory Committee which began the work of raising $40,000 to fund such a project.

An examination of the principal's views concerning the electronic learning centre and the process working to bring this centre to reality revealed that cooperative decision-making was at work. Again, however, the decision-making process was not based on scientific evidence but on a belief that students could achieve greater success in a school environment given appropriate tools and opportunities. The process was froth with hurdles. For example, in the beginning, some teachers did not see the benefit of technology; parents traditionally had no collective voice in the work of educating students; and the partnership with a technological business took considerable time and energy on the part of the principal. The principal, in working to develop a technologically advanced school environment for student learning, took the time to make connections, to share the beliefs, and to make changes as issues arose. Most of all, he was committed to the belief that through the implementation of such a concept the school was working to offer quality service to its clients, the students.

The qualities of an administrator as purported by Greenfield (1986) and Hodgkinson (1978) were more evident in this school principal than those proposed by Simon (145) and Litchfield (1956). The principal came to the position with a stated philosophy rooted more in humanism than in rationalism. His abilities to make decisions were based on a wealth of personal and professional experiences. The principal viewed the world from a constructivist

paradigm in which human activity created reality as opposed to a system of scientific laws that invented reality. This school principal availed of opportunities to listen to people, hear their stories, appreciate their perspectives, and then work with them to improve a school environment that focused on academic success for all students. As noted by Blumberg and Greenfield (1980), administrators who worked from a craft perspective came to the administrative forum with a vision of what a school ought to be. Such administrators were clear about and oriented toward their goal; they exhibited a high tolerance for ambiguity; were sensitive to the dynamics of power; and approached problems intuitively. As the research findings showed these were the characteristics of this principal.

Based on the observations made in the present case study of one principal, it is clear that administering social organizations like schools calls for people rooted in craft knowledge rather than scientific knowledge. Being rooted in craft knowledge means the administrator has been exposed to a multitude of perspectives and life experiences. Such experiences are rich with human values, will, and intent. Since the work of administering the school requires that this person be in constant contact with people such knowledge directs their actions and their decisions. Administrators, coming from the craft perspective, are more sensitized to the fact that decisions affect people. Therefore, values and beliefs must play a part in the decision-making process. Some of the most

important decisions must be made by placing oneself in the shoes of the other person and seeing that person's perspective. Through such experiences one opens oneself to viewing a multitude of perspectives. Some decisions made from viewing these perspectives will be rewarding. However, some will be challenged. All will be learning experiences in which others gain respect and trust in the person who administers the school, the craftsperson, the school principal.

Summary of the Findings

The researcher, through a case study approach, found that the school principal studied had a wealth of personal and professional development experiences taking him to varying parts of the country and continent. These experiences, coupled with renewed interest in professional reading, helped him develop a belief system which evolved into building a vision of an effective school. The vision he sought to build was that a school existed to offer quality service to its clients, the students.

With enthusiasm and commitment, this school principal began the work of bringing this vision to reality in the school. He worked with and through people, particularly the teachers, to bring changes in the areas of curriculum and instruction. Through new curriculum offerings and changes in existing courses, the teachers were empowered to share new ideas, develop the ideas, and show leadership in bringing these ideas to fruition with a greater emphasis on student

involvement and student interest. The work begun in bringing changes to curriculum and instruction extended to professional development. Innovations included giving teachers an opportunity to see innovative school settings and working to bring changes to the one-day inservice concept. Again, the school principal worked with people. He shared his personal professional development experiences with the teachers. He supported their efforts through managerial changes. Finally, he extended an invitation to small groups of teachers to become involved in a Technology Committee. First, this group was led through professional development experiences related to technology. These experiences gave them greater skills in the area and they learned how to lead others through a process of change relating to technology. Such activities show the depth of this school principal's commitment to bringing changes to the organization. The commitment was rooted in the understanding that change was best achieved through those who worked with students each day.

With the aim of bringing changes to curriculum and instruction and professional development, the principal quietly and determinedly worked to deepen the school's culture and climate of student excellence. This focused greatly on instituting public displays of student achievements. The school had an unwritten rule of respect for all which was shared by the principal. To continue this tradition, the principal, working with and through teachers, students and parents, brought in accountability measures for particular groups. He

personally kept at-risk students in the forefront and ensured that teachers were aware of the importance of supporting such students.

A strong committee system developed in the school with responsibilities for making decisions in their area of expertise. Parents were brought into the process of change through a Parent Advisory Committee and a School Council. The principal, with the support of the teaching staff, worked diligently in the successful formation of a school-business partnership. The first in the province.

These initiatives give credence to the fact that this school principal believed he could make a difference in this school. In making a difference, he consistently empowered and enabled others to share their ideas without reprisal. Through these opportunities, people became more aware of their vision for the students and together they worked to offer the best service to the school's students.

Application of Research to Leadership Vision as Reality

Literature relating to school leadership, vision, and effective schools as reviewed in Chapter 2 of this thesis is discussed here as it bears on the issue of bringing one principal's vision of leadership to reality in the school.

Leadership

As seen from the synthesis of the research on leadership given in Chapter 2, school-based leadership differed from management. Researchers

like Fullan (1991), Louis and Miles (1990), and Meredith (1985) observed that managers compelled followers to comply with that which the manager considered important. They also maintained that managers outlined operational systems for carrying out plans. Leaders, however, spent time developing strategic plans. They effectively communicated to others the goals and objectives and worked to encourage and motivate people to willingly work to achieve the stated goals and objectives. The principal studied possessed the qualities of a school leader as stated by the researchers. It was also found that the principal worked to develop strategic plans with stated goals and objectives in the areas of curriculum offerings, instructional changes, greater parental, and community involvement in the school, and greater accountability for Year 4 students. He communicated the plans to others and gained support for bringing them to fruition within the school. It was found that the work of developing the strategic plans, communicating them to others, and working with these people to bring the plans to reality created a strong school environment based on mutual trust.

Blumberg and Greenfield (1980), Edmonds (1979), Rutter et al. (1979), and Walker (1993), indicated that school-based leadership was related to student achievement. They noted this was especially true if the leader was involved in instructional leadership focusing on supervision of personnel and students and involved in instructional development. Leithwood (1992)

maintained that an instructional leader could be a transformational leader by empowering others to work on the first order changes which enhanced the technical, instructional activities of the school.

In the area of instructional leadership, the present study found that the principal did not spend large amounts of time supervising teachers and students in the classroom setting. He considered that teachers were professionals with the skills and knowledge to offer instruction to students at the high school level. He noted that he had taken considerable time and care to obtain the best teachers for the school. To achieve this, he involved department heads in the process of teacher selection for their subject area. The process of selecting new teachers, more particularly untenured teachers, was followed by a process in which these teachers were given the responsibility of being involved in an informal supervision process with teachers. This was followed by formal supervision by the principal and/or vice-principal.

Although the principal was not directly involved in supervision of classroom instruction on a regular basis he could be considered an instructional leader for he had strong beliefs related to curriculum and instruction. He worked through the teachers, either as a group or as smaller committees, to implement changes in instruction. These included semesterization of one-credit courses, implementation of a Cooperative Education program, and introduction of Enterprise Education courses. He did not teach or observe the work involved in

these courses on a regular basis but he was a strategic player in their development within the school. Such work confirms he was a transformational instructional leader.

Several writers, notably Alkire (1993), Ellis and Joslin (1990), Leithwood (1992), Mitchell et al. (1992), Sergiovanni (1990), Stine (1993), and Walker (1993), took the position that a new type of leadership was needed to bring about school-based change into the twenty-first century. The outcome of their work was a focus on a leadership that released the potential of others in committing themselves to become agents of change within the organization. These researchers asserted that the leader studied the culture of the school, bringing the school's traditions to the forefront with an emphasis on the rituals which affirmed the importance and significance of shared values. Such work required that the leader develop a shared vision through the empowerment of followers. This type of leadership was generally referred to as transformational leadership and focused on second order changes which placed an emphasis on changing attitudes and beliefs within the school.

An examination of the work of the principal reveals that this person could indeed be called a transformational leader in the sense discussed by the researchers. He took time to examine the culture and worked enthusiastically to bring forward those traditions of which the school was proud and extend them. He worked to change beliefs particularly in the areas of parental and community

involvement in the life of the school. Throughout this work, the school principal gave others opportunities to share their views. He challenged people to think deeply about their beliefs and began a process of change in which the resisters became allies. Such changes could only develop, in the opinion of the researcher, in an environment where others saw the leader as one having the capacity to share leadership with others.

Vision

School principals, as leaders, are visionary people. Manasse (1986) supported by Beckner (1990), Dantley (1989), and Mason (1991) claimed that leadership vision was a central characteristic of the school leader. This vision developed from the leader's personal and professional values, the leader's educational philosophy, and future dreams for the school. These researchers concluded that the principal's leadership vision had to be shared with the stakeholders in the school through committee and consensus. Through such a process, a mission statement developed which preceded any real change in the organization.

An examination of research by Ellis and Joslin (1990), Fullan (1993), Louis and Miles (1990), Roueche, et al., (1989), and Senge (1990) reveals that a different type of vision was required to bring long-lasting changes to the school. The vision of which these researchers spoke was a shared vision which required the commitment of all stakeholders in the work of transforming the school. They

noted that such a vision was best realized through the initiation of small day-to-day matters in which people were given an opportunity to become involved and take ownership. From these successes, the members of the school developed a stronger working relationship in which they felt empowered and enabled to bring about change in the institution. Thus, a vision evolved in the institution and came from the work of vision-building. In such institutions, the leader was recognized as a leader of leaders.

From watching the principal at work, the researcher noted that the words "I believe" were very much a part of his vocabulary He used them when speaking to teachers, students, parents, and community members. The frequent use of this word may be seen as an indication of his commitment to making a difference. His interactions, with those with whom he worked, showed that he was committed to having others examine their beliefs and share them with others at every opportunity. He maintained an open door policy which gave people the sense they could be heard in a trusting environment. He presented ideas and resisters were asked to share their views through open discussion, action committees, and voting. This appears to be the work for one who believed in the value of humans. People, in such an environment, feel valued and speak their views as is the case in this school. Staff know they have a right and a responsibility to share what they believe. Thus, the researcher considered the principal more a leader of leaders than a leader onto himself.

Effective Schools

The literature on effective schools focused on curriculum and instruction and climate building within the school. In the area of curriculum, research by Ediger (1988), English (1987), and Rutter et al. (1979), indicated that in the effective school, the principal worked with teachers in the implementation of curriculum changes such as flexible classroom groupings and a variety of learning activities. The principal in this case study spent considerable time and energy working with teachers to bring curriculum changes to the school. As stated previously, curriculum and instructional changes were very much part of the work of this school principal.

Donmoyer and Wagstaff (1990) noted that many activities considered managerial when viewed from the leadership perspective led to improved student achievement. These included articulating policies and norms, hiring personnel, supervising personnel, coordinating student services, and scheduling activities. This principal worked at these tasks from a leadership perspective. He took time to involve teachers in changes related to the one-credit courses, the time of homeroom periods, the hiring of new teachers, and supervision of untenured teachers in the school.

A final discussion of effective schools is seen in the school climate and culture. Culture, as explained by Peterson (1988), included the beliefs, norms, and values that shaped the way people worked and acted within the school. In

this school, the traditional basic belief of teachers and support staff was that they were dealing with a group of respectable young adults who were capable of making choices and were responsible for the choices they made. This belief was accepted by the school principal when he began his tenure at the school and manifested itself in the fact that there were no written school rules. Such thinking was also evident in homeroom arrangements and the interactions this school principal had with students on a daily basis.

Research by Rutter et al. (1979) and Edmonds (1979) indicated that time was an important climatic condition in effective schools. This principal worked with teachers to improve instructional time through changes to one-credit courses and changes to the homeroom period from the traditional two periods a day to one such 10 minute period in the afternoon session. Classes began with the ringing of the bell and students arriving late were required to report to the office to sign in so that record of such arrivals could be communicated to parents at term report times.

A climate that promoted student and teacher excellence led to greater student achievement according to Austin (1979), Edmonds (1979), and Rutter et al. (1979). In this school, the principal worked hard to promote such a climate in the school. He purchased large vinyl banners for distribution in the corridors and public places of the school that stated this school was working to promote excellence. He worked to develop a committee for student recognition chaired

by a teacher and having representation from all curriculum areas of the school. The committee successfully developed a draft policy on student achievement in the 1993 -1994 school year.

A large showcase in a first floor corridor displayed the names of all students achieving academic honours or academic distinction in the first term of the 1994 - 1995 school year. On student report sheets, teachers were expected to stamp that the student had achieved academic honours or academic distinction. These innovations were the results of the work of a school principal who believed that every student appreciated recognition of their efforts to achieve at school. The principal's efforts to promote recognition of student academic success were extended to the involvement of at-risk students in the school. This was done through at-risk student participation in the Cooperative Education program and the introduction of the electronic learning centre concept in each classroom. Such work, on the part of the principal, supports the research on effective school climate. A final measure of establishing a climate that promoted student and teacher excellence focused on communication with the home and the community. This was done through the Parent Advisory Committee, School Council, and a school - business partnership. One area found to be an irritant to teachers and students of the school which spoke of school climate, was the frequent interruption of scheduled classroom time by public address announcements from general office personnel. The principal

proposed the installation of a voice mail system in the school. Since the idea met resistance from senior teaching staff members, it was under review through the committee structure involving three teachers. Such work indicated the principal's leadership work meant involving stakeholders in decisions related to bringing changes to a school climate focusing on student excellence.

The evidence of the principal's work to promote a climate and culture of excellence for students gave the researcher every indication that this principal was indeed a school leader. He worked with people at all levels and showed the importance of a cooperative effort in supporting the traditions of the school and expanding curriculum and instructional changes particularly so that all students could achieve success.

Implications for Administrative Training

Acceptance that administrative work is more the work of a craftsperson than of a rational decision-maker based on scientific study leads the researcher to comment on the training of persons for administrative positions within educational institutions particularly, and social institutions in general. The traditional education of administrators has involved extensive periods of time in classroom settings reading literature related to scientific approaches of gathering knowledge. Potential administrators were encouraged to conduct research based on scientific inquiry since the professors who instructed such

people were rooted in the scientific paradigm and had spent significant amounts of time collecting data through this process.

Under the envisioned training process, professors instructing potential school administrators would be rooted in the constructivist paradigm where understanding the human element is core to gaining knowledge about social institutions such as schools. This involves professors spending time in schools and social institutional settings, observing a multitude of realities, reflecting upon them, and writing about them so they are preserved for student use. Thus, the criteria for admission as a professor working with people hoping to become administrators in the school setting would be a strong background as a researcher in the school setting or other social organizations through the constructivist paradigm. The connections made through such exposure to school settings becomes valuable as the professor works with students. Students seeking acceptance to a program of study in educational administration need extensive experiences in the school setting.

Traditionally, there has been a perception that school administration is very much managerial work. This is more scientifically based that craft based. The researcher accepts that managerial work is a necessary part of administration. Therefore, students in an administration program need a brief exposure to managerial tasks like preparing financial statements, scheduling, letter-writing, and conducting meetings.

The greater portion of the administrative training program must focus on developing the person's skills as they relate to working with people - the work of a school administrator as a craftsperson. This requires educational experiences in which the students are exposed to case studies of school situations. Through such exposure, the students are asked to discuss the situations from their perspective. This enables the students to examine their beliefs and values. Such exposure, coupled with courses in philosophy and sociology, deepen beliefs and values.

To complete the training process, students need to spend time with school administrators recognized as administrative craftspersons. This could be in the form of a one to two month internship. Throughout this internship, the students would be required to take time to reflect on the perceptions witnessed and write about them. The professor, taking the position of supervisor, would spend time in the school and with the assigned student. Discussions involving the student, assigned principal, and professor would be a part of the internship process.

Summary

This chapter began with a restatement of the conceptual framework describing the difference between a scientific and a craft approach to administration. The researcher maintains that the principal was working from a craft perspective in administering the school. From seeing the principal at work

the researcher asserts that administration in the school setting is more effective if the principal works from this perspective with its values, will, and human intent.

This was followed by a summary of the research findings as they related to the established research questions. It was found that the principal worked to build a vision of a school offering quality service to its students. The work focused on such things as curriculum and instructional changes, professional development changes, and culture and climate improvements. To achieve the goal of building a vision, the principal enabled and empowered the teachers, students, parents, and community. There were occasions when this principal experienced resistance to change. He capitalized on these experiences to have resisters share their views and work together to create an environment which offered a quality education to students.

A review of the literature, as it related to the work of the principal, revealed that this school principal was a transformational leader who spent time sharing ideas with others, having others share their ideas, and become leaders in bringing about stated changes in the school. It was also found that this school principal worked more at developing a shared vision for the school rather than a vision which he could maintain was his alone. The research would assert that this was an effective school due to the efforts of all under a leader of leaders to improve the culture and climate, to involve parents and the community, and to share decision-making with all stakeholders in the school.

The chapter concluded with implications for administrative training. The researcher focused on a three phase program involving first a managerial section. This is followed by classroom experiences focusing on studying, discussing, and reflecting on case studies of classroom and administrative work gathered from work in the constructivist paradigm. This is coupled with courses in philosophy and sociology. The training program would conclude with an internship. Professors, instructing potential administrative candidates, would be rooted in the social sciences having used social research approaches to gaining new knowledge as it related to administering schools.

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Appendix A

Letters of Approval and Consent Forms

225 Frecker Drive
St. John's, NF
A1E 5J2
October 3, 1994

Mr. Almay, Superintendent
Bonvalle School Board
Campbell View West, NF
5XY WZ6

Dear Mr. Almay,

I write to request approval to conduct research at Dwight High School from November 14, 1994 to December 9, 1994 as part of the requirements for the Master's of Education degree at Memorial University of Newfoundland.

I, as a graduate student, have been studying educational leadership. In this area much has been written on the importance of school based leadership in the person of the school principal. The research also supports the theory that leaders are visionary people who are committed to working with others in efforts to increase the school's effectiveness in education. The research proposal I have prepared in the area of school leadership is under the supervision of Dr. Austin Harte, Educational Leadership and approved by the Faculty of Education Ethics Review Committee.

In conducting research at Dwight High School, I will take the position of a participant observer. This requires that I spend time with the school principal, Mr. Elridge, as he conducts his work of leading the school. I will have informal interviews with Mr. Elridge in an attempt to determine his vision of education and how he works to bring that vision to reality within this school. I will attend meetings with him and on an informal basis talk with staff personnel and, if the opportunity presents itself, I will talk with parents of the school. I will also collect samples of public documents in the form of parent letters, written policies, yearbooks, student newspapers, etc. There are several points about the data collection for this research to note:

- It is understood that participation by Mr. Elridge and others will be voluntary. Participants may refrain from answering any specific question and may withdraw from the study at any time. No audio or video recording equipment will be used.
- No audio or video recording equipment will be used

- All data collected will be treated in the strictest confidence.

As I write about the research in completing the graduate requirements, I will at no time identify the principal, the school, or the school board. A copy of the thesis will be made available to the school board upon request..

Further information regarding this research project may be obtained from Dr. Patricia Canning, Associate Dean of Research & Development, Faculty of Education Memorial University (737-3404).

Your consent will involve signing the attached form. Thank you in advance for your cooperation in this matter.

Sincerely,

Carol Anne Northcott

I, _____, give Carol Anne Northcott permission to conduct research with Mr. Elridge at Dwight High School as described in the attached letter dated October 3, 1994.

_____ _____

Date Signature

225 Frecker Drive
St. John's, NF
A1E 5J2
October 3, 1994

Mr. Mr. Elridge, Principal
Dwight High School
Freedom Road
Campbell View West, NF

Dear Mr. Elridge,

I write to request approval to conduct research with you at Dwight High School from November 14, 1994 to December 9, 1994 as part of the requirements for the Master's Degree at Memorial University of Newfoundland.

I, as a graduate student, have been studying educational leadership. In this area much has been written on the importance of school-based leadership in the person of the school principal. The research also supports the theory that leaders are visionary people who are committed to working with others in efforts to increase the school's effectiveness in education. The research proposal I have prepared in the area of school leadership is under the supervision of Dr. Austin Harte, Educational Leadership and approved by the Faculty of Education Ethics Review Committee.

In conducting research at Dwight High School I will take the position of a participant observer. This requires that I spend time with you, the school principal, as you conduct your work of leading the school. I will have informal interviews with you in an attempt to determine your vision of education and how you work to bring that vision to reality within this school. I will attend meetings with you and on an informal basis talk with staff personnel and, if the opportunity presents itself, I will talk with parents of the school. I will also collect samples of public documents in the form of parent letters, written policies, yearbooks, student newspapers, etc.. There are several points about the data collection for this research to note:

- It is understood that participation by you and others will be voluntary. Participants may refrain from answering any specific question and may withdraw from the study at any time.
- No audio or video recording equipment will be used
- All data collected will be treated in the strictest confidence.

As I write about the research in completing the graduate requirements, I will at no time identify you the principal, the school, or the school board. A copy of the thesis will be made available to you upon request.

Further information regarding this research project may be obtained from Dr. Patricia Canning, Associate Dean of Research & Development, Faculty of Education, Memorial University (737-3404).

Your consent will involve signing the attached form. Thank you in advance for your cooperation in this matter.

Sincerely,

Carol Anne Northcott

I, _____, give Carol Anne Northcott permission to conduct research with me at Dwight High School as described in the attached letter dated October 3, 1994.

_____ _____

Date Signature

Appendix B

Part of a Professional Development Plan

STEM~Net Training

Teachers Name: _____

Teachers are at various levels of preparedness when it comes STEM~Net usage. Training will be available at all levels. To assist in the development of the training program the first step is to find out the needs of the staff.

Key: Check or fill in the appropriate box(es)

1 - Beginner - little or no previous experience.
2 - User - comfortable with present skill level.
3 - Trainer - would be able to help fellow teachers with this topic.
4 - Department desired level, to be completed with Department Head.
5 - Training scheduled (date, N/A)

Connecting - This section includes the skills needed to connect and login to STEM~Net.

Item	1	2	3	4	5
Modem Setup					
Terminal/Communication software					
Login					
Password Maintenance					
Loading and navigating the menu					

Electronic Mail - This is presently one of the most commonly used features on STEM~Net. Skills required include the following.

Item	1	2	3	4	5
Reading Mail					
Composing and sending messages					
Creating folders					
Saving and deleting messages					
Creating signature files					
Attaching files to messages					
Including files in a message					
Exporting a message					
Creating and address book					
Forwarding messages					

Appendix C

Samples of Field Notes

Samples of Field Notes

By way of illustrating the nature of the data and the organization of field notes during the present study, here are samples of in-school observations and comments the researcher made on these observations shortly after they were made.

Observations November 17, 1994	Comments
At 8:30 a. m. there are approximately 20 teachers in the staff room . There is no talk relating to student behaviour. Some teachers are discussing the auction.	This indicates people spend little time dwelling on student misbehaviour.
In the first period the principal is visiting various classrooms to speak to teachers about submissions for the parent newsletter due out next week. Submissions must be 100 words or less.	This is a measure of empowerment, accountability, and recognition. These people are doing the things so they prepare the items. Also a sign of the importance of communicating with parents.
There is a new table in the foyer with a display of information related to the Cooperative Education program.	This tells of value of the Cooperative Education program. It also speaks of culture. It says to the visitors "We are proud of what we do".
Filming for the award presentation is still in progress. The foundation's trust representative involved states that the filming is getting better as to goes.	
At 9: 25 a.m. there is an announcement asking two students with locker numbers given to report to the office immediately.	
At 9:45 a.m. I get an opportunity to speak to a Mathematics teacher. He tells that of 12 students in Advanced Placement Mathematics in the previous year, 11 got	This speaks of importance of innovations in this school. It also tells of school's expectation of excellence and

university credit. He states that two years ago the school got the highest ranking in the country on the international grading. He tells me that he is at this school for six years and of the schools he has visited and worked at this is the best one. "I'll tell anyone this is the best school in the province."	pride of this teacher to be part of it.
Between 9:55 and 10:04 a. m. approximately 10 students have come to the office to sign in, give information, or ask questions.	Speaks of a climate where student stake responsibility for actions.
10:10 a.m. the principal, guidance counsellor, and Biology teacher are discussing a student experiencing problems.	There is a concern for at-risk students.
At approximately 10:15 a.m. the principal and I walk to a meeting of the Technology Committee. He tells me that the parent newsletter includes information about things that have gone in the school. He writes the newsletter on computer.	Still some responsibility for this newsletter rests with him. The finishing of this job is not given to someone else.
Three members are present at the meeting to discuss the plans for the installation of the electronic learning centre and make final notes concerning the public tender they are preparing.	
I observe that the principal poses questions to other members. He hears their input and then responds himself. "I saw this at the school board office yesterday with a pole down through the room with proper tables for computer hook-up under the tables. All wire was under the tables".	Openness to input from others without domination or control. He is quick to find ideas he can use and he willingly shares them with others.
The principal also states "We should know about the video cards. You have to know this".	Particulars are important to future state.

The meeting continues until recess.

During recess approximately 10 teachers in the main office making queries, checking messages, checking student schedules, or speaking with the vice-principal. Four of these teachers speak with the principal.

Tells of a climate in which people feel they are supported. Also speaks of open door policy.

After recess there is a student waiting to speak to the principal. He indicates he should speak to the student. They go to his office. The door remains open.

Speaks of culture. Here to serve students and will treat them well.

November 22, 1994

A walk through the school at 8:55 a.m. reveals students are gone to class. There are approximately 10 students on each of the second and third floor corridors.

Student empowerment leads to student accountability.

The principal is in a meeting with the vice-principal from 8:55 to 9:15 a.m.

During this time the guidance counsellor is speaking to two student about course changes. She suggests to a third student that he go back to class and she will come to him so that he does not miss class time.

Why is she doing this? It appears to offer as much support as possible so students can succeed.

The principal leaves the meeting with vice-principal to speak to school board maintenance supervisor about the improvements to the lighting in the front of the school.

The building is not a priority. The people appear to be.

When the meeting is completed the principal tells me that he and the vice-principal were preparing the list of people to receive invitations to the award presentation. In the main office area, he tells vice-principal about the improvements discussed with the supervisor.

Again sharing information for mutual benefit.

An Enterprise Education teacher comes to the office and the principal questions him about the opening of Snoopy's Hut. Principal apologizes for the fact he was not there for opening due to fact he was involved in a professional development day for teachers in a rural community. The teacher states that water bottles and hats coming next week. Principal states "That's excellent, Elvin".	He has pulse on what is going on. Making sure people are recognized.
The English department head tells the principal that two of the school's students came first and second in the regional public speaking competition held on the weekend. He explains that the public speaking in all three grades in the school will be held in December. The principal states that he would like to get to one of these including being a judge for one competition. The guidance counsellor indicates that she would also like to be a judge. The department head states "that's good for the students".	People keep the principal informed. He has a personal interest in this aspect of school life. Not just focused on technology.
The principal meets with the chairperson for the Committee for Recognition of Student Achievement. He asks chairperson how things are going with regard to awards night. The chairperson states "we'll have it perfected in three to four years".	Involving all parties in sharing the ideas and responsibility for recognition of students.
Principal goes through the suggested list of students for Leadership Award. He then goes through list of graduates and determines who have potential to be on the Honour Roll. He also names some sports these student were involved in when students of the school.	The leader coming through to see a global picture of all students, not just those most recognized.
"I think you have to promote excellence" is the principal's response to chairperson's	A statement of his beliefs.

comment that if there was the money more students could be recognized.	
A Physical Education teacher comes into the office. The principal congratulates him for his work as coach of the volleyball team that won a regional tournament on the weekend. They shake hands.	Again shows he has a pulse on the life of the school. He believes that people need recognition for their commitments to school and their accomplishments.
The principal moves back to meeting with committee chairperson. He indicates to this person that a group of teachers should go through the list of students so that all possible candidates for awards are included.	
Principal tells chairperson that he is ordering watches for students on the Principal's List.	Innovative.
"Barry, I think we should have a committee meeting to go through this list," the principal tells the chairperson. Meeting set for 12:00 noon Tuesday, November 29, 1995.	Organized. Recognizes the need for input.
In the main office the guidance counsellotr speaks to the principal about a student wanting to drop a course that is not needed for graduation. The principal states that his concern is not having the student out of class.	The accountability aspect for students.
In the second class period of the morning the principal speaks to an Enterprise Education class. He sits on the edge of a desk while talking to students. At one point he states "If you are making a success then you are not taking enough chances. If you make mistakes you are learning. I see myself as a risk-taker. I can't sit back. I	The leadership showing through in statement of being a risk-taker. Also shows he is proactive.

have to have some say in what happens in the future. I think you should also". He tells the students about his entrepreneurial endeavours which began when he was in university. He concludes his talk to the class by stating " I like your idea about the courtyard. I applaud your initiative in this. It will be a legacy for you".

Recognizes student effort at every opportunity.

I attend a Student Ambassadors meeting at recess. This grew out of a teacher idea in the past school year. The group is in the process of preparing a pamphlet that outlines the school's history, its programs, and items of interest to any person given a tour of the school.

Teacher idea that has grown and where does support come from? I think it comes from a principal who promotes leadership in others through development of their ideas.

In the third floor corridor with the principal after recess I observe one teacher giving him information about a program that involves students working for a period of time to earn a certificate for tuition to a post-secondary institution for one semester. The principal expresses his appreciation to the teacher. He states he will check it out. "We are looking for something for the Year 4 students. We now have one of them working in the office part-time".

Taking care of Year 4 students. Giving them an incentive to produce.

November 28, 1994

A walk through the building before first morning class shows students sitting on the floor of corridors reading or studying. Some are standing talking to friends. On the first floor there are a large number of students in the area of Snoopy's Hut, the locker room, and the cafeteria. I do not observe students speaking loudly nor using abusive language.

Speaks of culture. People realize expectations and live up to them.

Back in the main office the principal is speaking to a student about changing her

The sense of open door policy leads people to report

card. Then he is being briefed by Bern Benedict regarding the youth leadership conference he attended in Clarenville with members of the student council during the weekend.	approach him with concerns and ideas.
Secretaries are taking appointments for parent interviews scheduled for later in the week. There is a third secretary hired for this week to handle some of the office work.	Recognition that support is needed to do a good job on this work of scheduling interviews.
The principal offers a student a quarter to use the pay phone in he foyer since all lines in the office are blocked. He then goes into his office to speak with the Student Council President.	Shows his value for each student. Also speaks of his open door policy.
Art teacher brings in two student paintings that are going out for professional framing. These will then be hung in the art gallery.	School culture coming through. Sign of the importance of student work.
9:00 a.m. the principal is cleaning off the office counters. He then explains the general working of the office to the new secretary since the other two secretaries are still taking calls related to parent interviews.	
On a walk through the school in the first class period, the principal stops at the photocopier room to check on the new secretary to see if she is making out all right.	Concern that people are comfortable in the work to which they are assigned.
We go to the cafeteria where the principal speaks to the workers and picks up a soft drink and a muffin.	Pleasant, shows he values people.
On second and third floors he stops at classes to speak to teachers about taking student interns in the winter semester.	Informal way of getting information and dispersing information to individual teachers.

At 10:00 a.m. the principal meets with the plant manager of the partnership company. They are preparing the agenda for the next Partnership Committee meeting scheduled for lunch time Tuesday, November 29, 1994.	Organized, shows he values input from community; professional in way meetings are conducted.

END

28-09-95

FIN