LEADERSHIP FOR CHANGE IN AN ALL GRADE SCHOOL

AUBREY VINCENT

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LEADERSHIP FOR CHANGE IN AN ALL GRADE SCHOOL

by

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ABSTRACT

This study investigated the interactions between an administrator and the staff in a school characterized by the following: (1) a reputation for innovative teaching methodologies; (2) a reputation for dealing with multiple changes; (3) a principal who demonstrates the characteristics of a transforming leader.

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

The school was selected based on the reputation of the school and the recommendation of school improvement personnel within the District.

The study used three major sources of data collection: interviews, a questionnaire and a collection of artifacts from the school.

A questionnaire has been constructed by modifying an existing questionnaire from the "Leadership for Change Project" directed by Dr. Kenneth Leithwood at the Ontario Institute of Studies in Education, with additional questions on facilitative power. The questionnaire was administered to all the staff members in the school to be studied with a response rate of 65%.

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

A mean score was calculated for each of the 137 items in the questionnaire. The data B was collated and the means of the various constructs were determined. After items were categorized within the various constructs, appropriate tables were created.

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

The case study determined that in this school there was strong evidence of all aspects of transformational leadership and facilitative power.

One construct of transactional leadership, contingent reward, was present in the leadership. A correlation coefficient of .79, at the .01 significance level was established between transformational leadership and facilitative power.

One incidental finding in the study was that there was more teacher collaboration in the primary and elementary levels than in the junior high and high school levels of the school.

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CHAPTER I

THE PROBLEM

Introduction

There has been a great deal of emphasis on education
and the need for educational change in the past decade. The
Report of the Newfoundland Department of Education Royal
Commission, Our Children, Our Future, emphasizes the changes
taking place in Newfoundland society, specifically: " ...
the changing nature of the work place, the introduction of
new technologies ... changing family structures ... and a
heightened awareness of the rights of individuals and groups
whose liberties have been constrained in the past" (p. xv).
The report also refers to the public's demand for real and
immediate educational change (p. xvi).

The literature on educational change shows that
attempts at changing schools are often unsuccessful (Fullan,
1982, Little, 1982, Rosenholtz, 1989. Passow (1989), in
reviewing the research of Rosenholtz and Lieberman,
concluded "the major barrier to change in the school is the
culture of the school - its school organization and
'regularities' that govern the way things happen - the major
bridge to improvement and change is the same culture" (p.
32). The question that needs to be answered is: How can the
culture of the school become a bridge to change and
improvement, instead of a barrier?

In order to meet the challenges of the future, schools

must change. Research has found that schools with collaborative cultures are more adaptable and successful (Little, 1982). The style of leadership which supports and encourages the growth of a collaborative culture is of particular interest to this study.

Background to the Problem

Leadership

A great deal has been written about leadership. For the most part, the theories of leadership have evolved in the past century. The process began with Taylor's Classical Model, in 1911, that focused on "man as machine". Follett (1924) and Mayo (1945) came later, with their Human Relations Theories which emphasized "maintaining dynamic and harmonious relationships". More recently, James MacGregor Burns proposed the theory in which organization is "characterized by cultural and moral leadership"(Hoy and Miskel, 1987; Sergiovanni, 1990). Much of the literature relating to leadership, focuses on the role of power, influence and authority of the leader.

Winter (1973) says power "derives from the old Latin root potere, which means to be able" (p. 4). Wood, Nicholson and Findley (1985) say power is thought of as what is needed to attain the organizations goals"(p. 81). Hoy and Miskel (1987) provide a detailed account of the theories of Etzioni. According to Etzioni's theories,

compliance is achieved by coercive, remunerative and normative power(p. 41). French and Raven (1968) define power in terms of influence in bringing about change. Dejnozka (1983) says power is "the potential to induce or influence another" (p.125). They define power, in organizations, as: "the capability, inherent or acquired, to direct others toward realization of goals or objectives" (p. 125).

Dunlap and Goldman (1991) provide another concept of power called "facilitative power". They say "administrators use facilitative power to work through others rather than to exercise power over them"(p.14).

Most definitions or descriptions of power make reference to influence. Influence is often used synonymously with power. Winter (1973) makes a distinction between influence and power based on the status of the two individuals. He suggests: "If the two actors are of equal status, we are more likely to call it 'influence' or even 'peer leadership' "(p. 8). Dejnozka (1983) says influence is "the capacity to induce behavioral changes in individuals and groups" (p. 84).

Burns (1978) says "Authority ... was legitimated power...it was legitimated by tradition, religious sanction, rights of succession, and procedures, not by mandate of the people" (p. 24). Abbott and Caracheo (1988) refer to authority as one of two sources of power. They emphasize that the power-wielding individual "occupies a legally

established position with a social institution" (p. 24).

In the past decade or so, a concept with a new appreciation of leadership practices has been proposed by Burns (1978). He identified two broad types of leadership, transactional and transformational. Sergiovanni (1990) distinguishes between these types by saying: "Transactional leadership focuses on basic and largely extrinsic motives and needs; transformative, on higher- order, intrinsic, and ultimately, moral motives and needs" (p. 23).

Bennis and Nanus(1985) say that transformational leadership is present when followers' motives and goals are shaped and elevated. They suggest that this leadership "is collective, there is a symbiotic relationship between leaders and followers, and what makes it collective in the subtle interplay between the follower's needs and wants and the leader's capacity to understand ... these collective aspirations" (p 217).

Statement of the Problem

The past three decades have seen many new ideas and reforms in the area of education. Many of these reforms have met with failure (Little, 1982; Fullan, 1982). In reviewing the findings of several researchers from 1968 to 1984, Rosenholtz (1989) concludes that "... teachers' ongoing professional education - whether through district-provided inservice or advanced professional training - appears to

contribute little to their instructional betterment" (p. 91).

Shroyer (1990) has outlined the research on change including the following factors:

-Change is a continuous process, not an event.

-Attention must be paid to the organization as well as the people within the organization.

-Teachers and administrators must feel a sense of efficacy and ownership concerning the change.

-Administrators must be committed to the change and provide the support to make it successful.

(pp. 3 - 4)

In order for change to be effective, there is need for a school culture that promotes change. Fullan (1985) synthesizes the research and outlines eight "organizational variables" and four "process variables" that would accentuate such a culture. Several of these include:

-instructionally focused leadership at the school level;

-ongoing staff development;

-a feel for the improvement process on the part of the leadership;

-a guiding value system;

-intense interaction and communication;

-collaborative planning and communication.

(p. 400)

Almost all the variables involved the leadership and the culture of the school. This is also supported by the research of Rosenholtz (1989) who included factors like principal behaviour, staff mobilization and teacher evaluation. She also highlights factors involving teachers. These include induction into teaching, decision-making and ownership. Purkey and Smith (1985) provide a summary in the following statement:

> Efforts to change schools have been productive and most enduring when directed toward influencing the entire school culture via a strategy involving collaborative planning, shared decision-making, and collegial work in an atmosphere friendly to experimentation and evaluation. (p. 357)

Leithwood, Jantzi and Dart(1991b) suggest that since the teacher and the principal are major influences on school improvement, it is important that the school..."the critical centre for acquiring authentic, situated knowledge, will be used as a primary resource for teacher development" (p. 10).

In order for schools to possess the above mentioned factors, leadership will have to be very sensitive to the needs of teachers. Transformational leadership will strengthen the culture in the school so that it can cope with ongoing change.

If the education system in Newfoundland is to meet the needs of students and the expectations of business,

needs of students and the expectations of business, technology and society generally, it is apparent that continuous improvement is necessary. Transformational leadership appears to be the type of leadership which can empower the teachers to develop a "culture of collaboration" (Hargreaves, 1989) and collegiality. Research is showing that a collaborative school culture facilitates teacher learning and continued teacher improvement. This will, in turn, have a positive impact on the learning of the students in the schools.

Purpose of the Study

The primary purpose of this study is to investigate the interactions between an administrator and the staff in a school characterized by the following: (1) a reputation for innovative teaching methodologies; (2) a reputation for dealing with multiple changes; (3) a principal who demonstrates the characteristics of a transforming leader.

The study will focus on: selected components of transformational leadership (using the work of Leithwood et al.); power relationships (using the work of Dunlap and Goldman); and conditions that encourage the building of a collaborative culture that is supportive of change. To achieve this, the study will investigate change, shared decision making, teacher empowerment, evidence of collegiality, power relationships and administrator support.

Research Questions

The study will address the following specific questions:

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

2. How is the school organized? Specifically:

    a) What is the organizational structure?

    b) How are decisions made?

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

CHAPTER 2

REVIEW OF THE LITERATURE

Organizations are viewed from many perspectives. They can be perceived as rational machinelike organizations, information processors or as cultures with values, beliefs and practices unique to that organization. For the purposes of this study, the organization, the school, will be viewed from a cultural perspective.

Culture

Many definitions of organizational culture are available, both informal and formal. Deal and Kennedy (1982) has provided a very meaningful, informal definition by saying culture is "the way we do things around here" (p.4). Deal (1990) says "Culture is a social invention created to give meaning to human endeavour" (p. 7). Schein (1985) refers to culture as:

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

In bringing the concept of culture to the school setting, Hargreaves (1989a) says "teachers develop enduring patterns of associating with their colleagues ... These cultures of teaching help give meaning, support and identity to teachers and their work" (p. 7).

Levels of Culture

Organizational culture can be viewed from three levels (Schein, 1985). At the most obvious level are the organizations <u>artifacts</u>. Daniel (1987) says that the "elements of culture at this level include specific organizational technologies, art (including symbols, myths, stories, and legends), and overt behaviour" (p. 12).

The next level of culture is seen in the organizations's <u>values</u>. Deal (1985) says "These values narrow a company's mission and offer guidelines for the behaviour of employees and decisions of top executives. Values evolve from a company's experience, sorting practices that work from those that do not" (p. 606). As the organization's values are accepted and become better known, the behaviour within the organization will be determined by those values.

Values and the artifacts associated with an organization will cause certain decisions to be made. As those decisions produce positive results, they become part of the organization's routine which leads to Schein's third

level of culture, <u>assumptions</u>. Daniel (1987) in referring to
assumptions, says that they "provide organizational members
not only with an understanding of what goes on in an
organization, but also with a sense of how organizations
ought to operate" (p.12).

Culture and Change

To bring about the desired change in the school, the
culture of the school needs to change. Every school has its
own unique culture that can either resist change or support
and encourage change. Hargreaves (1989a) suggests that
"Principals interested in change and improvement would ...
be well advised to work in and through the cultures of
teaching in the schools" (p. 7). A particular attitude
toward change, on the part of the teachers in a school, will
depend on the form of culture prevalent in that school.

Forms of Culture

The Culture of Individualism

Fullan and Hargreaves (1991) says "the most common
state for the teacher is not a collegial one. It is a state
of professional isolation; of working alone.."(p. 38). In
referring to teachers, Little (1990) says, "They work out of
sight and hearing of one another, plan and prepare their
lessons and materials alone, and struggle on their own to
solve most of their instructional, curricular and management

problems" (p. 165).

Hargreaves (1989a) refers to this state of isolation that pervades the school system as fragmented individualism. In his article, Cultures of Teaching: A Focus for Change, he addresses the implications of this isolation. He says that while this isolation offers teachers privacy and protection from outside interference, "it also shuts out possible sources of praise and support" (p. 7). In referring to teachers reluctance to change, he says, "....teachers within the culture of fragmented individualism stick with what they know" (p. 8). He also points out that staff-room conversation is limited to safe topics. Areas that might expose the teachers attitude for appraisal by other teachers are avoided.

In her book, Teachers' Workplace, Rosenholtz (1989) takes this isolation a step farther when she discusses the degree of self-reliance that teachers exhibit in their schools. She says "most teachers and principals become so professionally estranged in their workplace isolation that they neglect each other. They do not often compliment, support, and acknowledge each other's positive efforts. Indeed, strong norms of self-reliance may even evoke aversive reactions to a teacher's successful performance"(p.107).

Rosenholtz (1985) provides several effects of teacher isolation.

First, there is little opportunity to develop

collectively held notions about what is important

to emphasize in teaching, and about how success

should be gauged.....A second effect of teacher

isolation is that informal relations among teachers are

unlikely to centre around the substance of teaching as

a common work activity. (p. 364)

In her discussions of the interactions among teachers in

staff-room settings, she indicated that conversation was

limited to teachers attempting to outdo each other, with the

student as the brunt of the joke, or to topics totally

unrelated to teaching.

While possibly the most prevalent, the isolated

settings or fragmented individualism add very little, if

any, to teacher development or to change generally. It tends

to maintain teachers in isolation where the status quo is

supported and even defended.

The Culture of Balkanization

In some schools, teachers interact with each other and

actually work constructively with each other. They do not,

however, interact with all the staff. The tendency is to

work with a particular group and form a kind of sub-culture.

Hargreaves (1989a) says "Such schools have a balkanized

teacher culture - a culture made up of separate and

sometimes competing groups, jockeying for position and

supremacy like loosely connected, independent city states"
(p. 9).

While a degree of collaboration exists, the balkanized
culture impacts rather negatively on the school as a whole.
Fullan and Hargreaves (1991) say "Balkanization may lead to
poor communications, indifference, or groups going their
separate ways in a school. This in turn can produce poor
continuity in monitoring student progress and inconsistent
expectations for their performance and behaviour" (p. 53).

Balkanized cultures can be found at all grade levels in
the schools. In the secondary school, the staff tends to be
divided according to curriculum departments. This could also
be said for schools where French immersion and the English
program are in the same school; the divisions are on the
basis on language. In the primary-elementary, divisions may
appear between the primary and the elementary levels or more
specifically even with grade levels. Each group tends to
compete for status, time, finance, space and staff
allocations. There would be very little collaboration
between teachers of different groups. As a consequence,
there would be very little appreciation of each groups'
concerns, problems or achievements.

Contrived Collegiality

In recent years, a great deal has been written about
collaboration in the workplace. Principals may find the
process of achieving a collaborative culture from an

existing isolated or balkanized culture painfully slow and they may be tempted to take a short cut. They may also be somewhat uncomfortable with a culture that is not easily controlled. In either case, the attempt to circumvent the system to achieve collaboration may lead to "contrived collegiality". Hargreaves (1989b) describes "Contrived collegiality" as "a set of formal, specific bureaucratic procedures to increase the attention being given to joint teacher planning and consultation"(p. 22). The appearance of collaboration may exist but the attitude and the culture would not have changed.

As Hargreaves' definition indicates, contrived collegiality is a bureaucratic process. It can be a process dictated to teachers by a principal. This can have many negative affects. Fullan and Hargreaves (1991) say: "At it worst, contrived collegiality can be reduced to a quick, slick administrative surrogate for collaborative teachers culture. Such cultures take more time (and) ...can reduce teachers motivation to cooperate further" (p. 59).

However, contrived collegiality has some redeeming qualities. It is often used as a process toward a fully collaborative culture. Fullan and Hargreaves (1991) summarizes the positive attributes when they say:

At its best, contrived collegiality can be a useful preliminary phrase in setting up more enduring collaborative relationships between teachers. It is a

way of putting teachers in touch. Principals can then

build on these informal elements of recognition, trust

and support which are essential to creating an

effective teaching community. (p. 58)

Culture of Collaboration

Rosenholtz (1989) compares collaborative schools with

isolated schools. She describes collaborative schools as

having the following characteristics:

One where teaching is regarded as inherently

difficult; where many minds work better together; where

requests and offers of advice and assistance is the

norm; where teacher leaders encourage, solve problems

and are enthusiastic; where principals reweave,

unravelled schools; promote collegial interdependence

and have instincts for improvisation. (p. 208)

She also says that "It is assumed that improvement in

teaching is a collective rather than individual enterprise,

and that analysis, evaluation, and experimentation in

concert with colleagues are conditions under which teachers

improve" (p. 73)

Hargreaves (1989b) in his article, Cultures of Teaching

describes some of the elements of a collaborative culture as

follows:

- it is constitutive of, absolutely central to

  teachers' daily work;

- it is found in small gestures, in acceptance and

inter-mixture of personal lives with

professional ones;

- it is found in overt praise, recognition and

gratitude;

- it includes the sharing and discussion of ideas

and resources;

- failure is shared and discussed with a view of

gaining help and support;

- it requires broad agreement on educational

values that will tolerate and even encourage

disagreement within limits.(p. 20)

He sees some obvious benefits from a culture that is

collaborative. Hargreaves (1989b) says "The creation of

cultures of collaboration for a long time has been needed to

counter the widespread individualism and isolation that

impairs and inhibits teachers classroom performance and

their willingness to change and improve" (p.21).

Little (1982) discusses collaborative cultures by

referring to the following dimensions of the culture:

- Teachers engage in frequent, continuous, and

increasingly concrete and precise talk about

teaching practice;

- Teachers plan, design, research, evaluate, and

prepare teaching materials together;

- Teachers are frequently observed and provided

with useful critiques of their teaching;

- Teachers teach each other the practice of
  teaching. (p. 331)

Little suggests that staff development will have the greatest prospects for influence where there is "a norm of collegiality" and "a norm of continuous improvement"(p.339).

Rosenholtz (1989) reinforces Little's findings when she reports on the culture of high consensus schools. She says:

Shared goals, beliefs, and values led teachers
through their talk to a more ennobling vision that
placed teaching issues and children's to the
forefront, and that bound them .... to pursue that
same vision. On outcome of such unified, collective
thinking (is) teacher collaboration" (p. 39).

Factors Affecting Collaboration

In order for collaboration to be successfully introduced and maintained in the school, some factors need to be considered. Rosenholtz (1989) indicated that the teacher's self-esteem could be a factor which would discourage collaboration. She says "To forestall self-threatening possibilities that may arise in the offer or request of assistance, then, people seek ways to avoid it" (p.42). Another factor is the determination of what is the norm. If the factors determining success vary, then, determining ones success is difficult, particularly with teachers who are uncertain. Collaboration may be discouraged

since it would be exposing and opening up for comparison
the teaching style of that teacher.

In her study of 78 schools in the central USA,
Rosenholtz(1989) identified other factors which influence a
culture of collaboration: teacher certainty, team teaching,
shared goals, decision - making, school SES, and school
size.

Teacher Certainty

If the goals of the school are uncertain and ambiguous
and the socialization and evaluation lead in no particular
direction, the teacher is uncertain about the degree to
which s/he is achieving. This uncertainty discourages
disclosure and any request for help is seen as a sign of
incompetence (Rosenholtz, 1989, p.43).

On the other hand, if teaching is viewed as inherently
difficult and teachers are provided with a clear indication
whether they are meeting mutually agreed upon goals, then
teachers are much more willing to discuss their concerns
with fellow teachers or the principal.

Team Teaching

Rosenholtz(1989) found that there was a strong
correlation between team teaching and teachers' willingness
to collaborate. She says the teachers in the team "negotiate
instruction for students, make work-related decisions, face
common teaching problems, and, if the team is to survive,
solve them with mutual help" (p. 49).

Shared Goals

As was discussed with regard to teacher certainty, shared goals play an important role in giving a sense of direction. There is a sense of ownership, but also there is a sense to which the teacher knows where s/he wants to go and knows when s/he has reached the destination. Shared goals generally means that there is shared decision-making.

Decision-making

There is a significant correlation between decision-making and teacher collaboration. While it is possible that teachers' getting together to make decisions will have a positive impact on collaboration, it could also be a bureaucratic manoeuvre to give the appearance of collaboration or what Hargreaves call "contrived collaboration". Rosenholtz (1989) says norms of collegiality may evolve directly from faculty decision-making in at least three ways.

> First, in making technical decisions - in reasoning, formulating, debating and discovering - teachers may become sensitized to their own situations so that their needs become defined as "problems" for which possible solutions might be found.
>
> Second, teachers may discover the relevance and usefulness of colleagues' special skills and competencies, partaking of the pleasures of other people's work as well as their own.

Finally, decision-making opportunities may develop an

awareness that no teacher is immune to classroom

problems and therefore that all teachers stand to

benefit from the mutual exchange of ideas.....mutual

assistance may come to be understood as a necessary and

legitimate prerequisite to successful teaching.

(pp. 44-45)

Leadership

Changing Views of Leadership

Much of the recent school effectiveness literature

highlight the role of leadership in the improvement process.

While leadership is discussed at length, one is "hard

pressed" to write a definition of leadership. Bennis (1989)

says that while leadership is the most studied, it is the

least understood topic of all social sciences.

Krantz (1990) provides some insight in the following

statement:

Although the studies agree on little, a consensus

is emerging around the central requirements of

effective leadership at this time in history -

namely, the critical need to provide vision around

which members of an organization can coalesce and

direct their productive energies(p.50).

In the past, leadership definitions have focused on

management, on such concepts as order and efficiency. It

assumed that leaders did the thinking while the labourers did the work. In the current studies, there is a movement towards different concepts. Krantz(1990) cites Walton as saying "new forms of organization.....seek to replace obedience and obligation with commitment and personal involvement"(p. 52).

There are, then, numerous definitions of leadership. Etzioni (1961) says: "leadership is power based predominantly on personal characteristics, usually normative in nature" (cited in Hoy and Miskel, 1987, p.27). Roueche, Baker and Rose (1989) provides another perspective when they maintain that "leadership is not a phenomenon associated only with power, prerogatives, and prestige, nor is it defined by management tasks of planning, organizing, staffing, directing and evaluating" (p. v).

Burns (1978) views leadership as a special form of power. He says:

I view the power process as one in which power holders (P), possessing certain motives and goals, have the capacity to secure changes in the behaviour of the respondent (R), human or animal, and in the environment, by utilizing resources in the power base, including factors of skill, relative to the targets of the power-wielding and necessary to secure these changes"(p. 13).

All of the definitions center around the concepts of

power and influence, so changing concepts of power must be considered.

Changing Conceptions of Power

There are many potential forms of power at work in a school. Some authors categorize types of power (French and Raven, 1968); others stress domination, with a single powerful position/person in the organization (Abbott and Caracheo, 1988), while others emphasis power sharing, facilitative power and transforming power (Goldman, Dunlap and Conley, 1991; Burns, 1978). Each will be examined briefly.

French and Raven (1968)

French and Raven (1968) identify five major types of power which can be considered sources of traditional power.

Reward power. Reward power is defined as power whose basis is the ability to reward" (p. 263). This power depends on the reward, the degree to which the potential recipient believes the expected performance will be rewarded and the difficulty of the task.

Coercive power. It is similar to reward power but with a negative component or punishment if performance falls below an acceptable level. French and Raven (1968) compares reward and coercive power by their statement:

> Just as an offer of piece-rate bonus in a factory can serve as a basis for reward power, so the ability to

fire a worker if he falls below a given level of
production will result in coercive power. (p. 263)

Legitimate power. This type of power is defined as:
That power which stems from internalized values of P
(person) which dictates that O (social agent - another
person, a role, a norm, a group or a part of a group)
where O has the legitimate right to influence P and
that P has an obligation to accept this influence.
(French and Raven, 1968 p. 265)
This could apply to certain behaviours, attitudes or beliefs
that one holds. French and Ravens (1968) say "The feeling of
'oughtness' may be an internalization from his parents, from
his teachers, from his religion or may have been developed
from idiosyncratic system of ethics" (p. 264). Using these
internalized values, a power wielder would be perceived as
having a legitimate right to exercise that power.

Referent power. This category of power has as its basis
the identification of one with another. The leader can
influence the follower due to the follower's desire to be
like the leader. The leader can influence the follower
without the follower being aware of it. The stronger the
identification the stronger the referent power.

Expert power. This type of power is achieved when one
is perceived by another as being knowledgable in an
particular area. French and Raven (1968) says "accepting an

attorney's advice on legal matters is a common example of expert influence" (p. 267).

Abbott and Caracheo (1988)

Abbott and Caracheo (1988) introduce their definition of power by stating that they "consider power to be the generic and most encompassing term in the conceptualization of domination in social interaction" (p.241). They define power "as a force that determines behavioral outcomes in an intended direction in a situation involving human interaction" (p. 241). They differ with Raven and French by reducing the five bases of power to two which they call "authority and prestige" (p. 242). Their definition of authority is "the capacity of exercising power by virtue of the fact that an individual occupies a legally established position within a social institution"(p. 242). Abbott and Caracheo view prestige as "the capacity to exercise power by virtue of the fact that an individual possesses personal characteristics, either natural (candor, energy) or acquired (knowledge, expertise), that are valued by others" (p. 242). They distinguish between authority and prestige, in that authority is delegated while prestige is earned and cannot be delegated.

Burns (1978)

Burns (1978) provides a definition of power as "the potential to induce or influence another. In organizations, the capability, inherent or acquired, to direct others

toward realization of goals or objectives" (p. 125). He views power and hence leadership as a particular form of a relationship. In referring to this, he says

> To define power.....as a relationship in which two or more persons tap motivational bases in one another and bring varying resources to bear in the process is to perceive power as drawing a vast range of human behaviour into its orbit.(p. 15)

It is with that attitude toward power, that we find Burns discussing leadership.

Dunlap and Goldman (1991)

The concept of power is often viewed as "top-down" and "bottom-up". Dunlap and Goldman (1991) introduce another view of power that they term "facilitative power". They say "Facilitative power is rooted in the kind of integration, negotiation, and mutuality descriptive of professional organizations" (p. 13). In their discussion of the concept, they emphasize that facilitative power works through someone and not over someone. They outline four activities that illustrate an administrator's involvement in facilitative power:

> First, they help to arrange resources that provide support for educational activities.
> Second, they select and manage people who can work together effectively paying attention to both the skills and the personalities that comprise the mix.

Third, they supervise and monitor activities, not

to exercise hierarchical control, but to stress

feedback and reinforcement and to make suggestions.

Forth, they provide networks for activities....

(p. 14)

Changing Conceptions of Leadership

Transactional Leadership

Burns(1978) identifies two types of leadership, the
transactional and the transformational. He says "the
relations of most leaders and followers are transactional -
leaders approach followers with an eye to exchanging one
thing for another: jobs for votes, or subsidies for campaign
contributions" (p.4). Sergiovanni (1990) elaborates when he
says:

In transactional leadership, the leader and the led

exchange needs and services in order to accomplish

independent objectives. Leaders and followers assume

they do not share a common stake in the enterprise and

thus must arrive at some kind of agreement. (p 24)

Transactional leadership appears to be a negotiation process
where, if the price is right, work will be accomplished.
Sergiovanni (1990) refers to it as "leadership by
bartering".

Roueuche, Baker and Rose (1989) identified two forms of
transactional leadership: contingent reward and management

by exception.

Contingent reward. Roueche, Baker and Rose (1989) refer

to contingent reward as contingent reinforcement. They

define it as:

> An agreement ... between the leader and the follower
>
> on the need to attain a specific goal, and an
>
> understanding occurs about the reward for successful
>
> completion of the task or punishment for non-completion
>
> of the task.... Once the exchange is completed, there
>
> is no further need to interact unless another process
>
> of contingent reward is introduced. (p. 24)

Management by exception. Roueuche, Baker and Rose

(1989) elaborate on this element of transactional leadership

in the following statement: "Often transactional leader feel

no motivation to reward or to intervene if matters are

proceeding in the correct way. They will function as leaders

or controllers only if the follower strays from the path"

(p. 25).

Transformational Leadership

In contrast to this, transformational leadership has

leaders and followers united in pursuit of higher level

goals common to both (Sergiovanni, 1990). In his discussion

of transformational leadership, Burns (1978) says, "the

transforming leader recognizes and exploits an existing need

or demand of a potential follower   ...(s/he) looks for

potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower" (p. 4). He says "Such leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (p. 20). Leithwood and Jantzi (1990) discuss transformational leadership in the context of change. They refer to it as "the enhancement of individual and collective problem-solving capacities of organizational members; such capacities are exercised in the identification of goals to be achieved and practices to be used in their achievement" (p. 5).

In referring to transformational leadership, Roberts (1985) says:

It builds commitment, enthusiasm, and excitement... empowers those who participate in the process. Transforming leadership is a leadership that facilitates the redefinition of peoples' mission and vision, a renewal of their commitment, and the restructuring of their systems for goal accomplishment. (p. 1024)

Glickman (1990) in his discussion of empowerment, suggest "when given collective responsibility to make educational decisions in an information - rich environment, educators will work harder and smarter on behalf of their clients: student and their parents" (p. 69).

Roueche, Baker and Rose (1989) highlight five themes that were generated from their study. They are:

Transformational leaders believe in teamwork and shared decision making. They have a bias for action, and they empower others to act. They try a collaborative situation that is not dependent on any one individual for success.

They value people, both as members of the team and as individuals. They respect individual differences and value the opinions of others. They reward work well done. Students are a focal point of their efforts.

They understand motivation. They have high expectations of others and inspire them to develop their creative and problem-solving skills.

They have a strong personal value system.

They value consistency, integrity, commitment to student learning, and openness. They model the conduct they expect of others.

Transformational leaders have a vision of what their college can become. They are willing to take risks and commit their colleges to new directions that incorporate the needs of their communities. (p. 13)

Leithwood, Jantzi and Dart (1991) summarize what transformational leadership means to the school situation by saying "A more productive conception of transformational leadership is one in which necessary instrumental or

managerial tasks are used for transforming purposes" (p. 32). They provide a further interpretation in the following: "This means school leaders helping teachers find personal, professional significance in learning from everyday acts associated with school improvement processes that might otherwise be viewed as mundane or unremarkable" (p. 32).

Leithwood's Studies on Transformational Leadership Practices of Transformational Leaders

The ultimate aim of a transformational leader is to transform or to change the school. It means changing the culture from one of "isolation" or "Balkanization" to a culture of "collaboration", of shared decision-making and shared vision.

Leithwood and his associates have reported on their research into transformational leadership in schools. They found that in all cases, the trend was to "empower" the teachers by giving them greater discretion in shaping their own work, a more central role in school-level decisions and involvement in personnel assessment (Leithwood and Steinbach, 1991). Leithwood, et al. (1991a) outlined three insights from their studies about leadership that fosters commitment to change:

    1. Leadership is frequently shared or
    distribute. Consultants, teachers and school
    administrators all played prominent leadership

roles, even in the same schools.

2. It is especially important for those with
formal school leadership authority to consume a
significant portion of the leadership pie.

3. Practices associated with transformational
leadership theory, in building a commitment to
change, are very important. (pp. 32-33)

The findings mentioned above depend on the nature of
the leadership provided and, more specifically, the leader.

Transformational leadership is quite varied in nature.
Leithwood, Jantzi and Dart (1991b) identify six practices
currently associated with transformational leadership:

Identifying and Articulating a Vision - Behaviour
on the part of the leader aimed at identifying
new opportunities for his or her school, and
developing, articulating, and inspiring others with his
or her vision of the future.

Providing an Appropriate Model - Behaviour on the
part of the leader that sets an example for teachers
to follow that is consistent with the values the leader
espouses.

Fostering the Acceptance of Group Goals - Behaviour on
the part of the leader aimed at promoting cooperation
on the part of teachers and assisting them to work
together toward a common goal.

High Performance Expectations - Behaviour that

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

Providing Individualized Support - Behaviour on the part of the leader that indicates that he/she respects teachers and is concerned about their personal feelings and needs.

Intellectual Stimulation - Behaviour on the part of the leader that challenges teachers to re-examine some of their assumptions about their work and rethink how it can be performed. (p. 9)

Group Problem Solving

The trend was also toward group rather than individual problem-solving. Leithwood and Steinbach (1991) in reporting on their ongoing research, says there are three specific reasons for favouring group rather than individual problem solving. Some forms of group problem-solving contribute to:

Better solutions to immediate problems, long term "growth" on the part of the participant and greater motivation and commitment on the part of those involved to implementing better solutions. (p. 224)

It should also be noted that arguments have been put forward to support group decisions based on a concept called "bounded rationality" (Leithwood and Steinbach, 1991). They suggest, the phrase was coined "to draw attention to the limitations in a person's capacity to process information,

in the face of complex demands placed on that processing by frequently encountered problems" (p. 224). Leithwood and Steinbach (1991) say that under ideal collaborative conditions, better solutions could be achieved as a result of:

A broader range of perspectives from which to interpret the problem;

an expanded array of potential solutions from which to choose;

a richer, more concrete body of information about the context in which the problem must be solved;

the reduced likelihood of individually biased perspectives operating in the solution process.

(p. 225)

While the involvement of groups in decision-making has it obvious advantages, and empowers the participants, what affects does it have on the leader's control? Rosenholtz (1989), in her study in the school setting, found that what would appear to be a loss of control was actually a gain for the principal. She says, teachers' involvement in decision making "could be used to guide management decisions, helping principals to choose the most appropriate course of action, to select among multiple alternatives" (p. 63).

Goal Setting

Goal setting is an important aspect of transformational leadership. Leithwood and Jantzi (1990) found that

"Commitment to a shared set of defensible goals develops
when teachers are encouraged ... to explicitly set
relatively challenging, immediate, as well as long term
goals" (p.7). They elaborate by specifying teachers'
reactions to various level of difficulty of the goals.
Moderately difficult goals are motivating while excessively
difficult goals seem unrealistic. More immediate goals would
motivate and stimulate while long term goals may tend to
frustrate. They also point out that since these goals were
set "in a deliberative manner (with the aid of others) such
goals are less likely to be remote or unrealistic"(p. 7).

Leithwood, Jantzi and Dart (1991b) take it a step
farther when they discuss, not just the establishment of
goals, but the fostering of acceptance of group goals. They
regard it as part of the practices associated with a
transformational leader in "promoting cooperation among
teachers and assisting them to work together toward a common
goal" (p. 9).

The Principal

The Changing Role of the Principal

The role of the principal has evolved from that of
being a head teacher in relatively small schools to the
demanding and highly professional principalship of today.
Wood, Nicholson and Findley (1985), in their book, The
Secondary School Principal, capture this when they say:

In recent years, the role of the principal has
become increasingly complex. Teacher negotiations,
staff evaluation, student due process, student files,
discipline, book censorship, increased use of
computers, merit pay for teachers, accountability,
increasing school programs, fluctuating enrolments, and
the school budget funding problems have all complicated
the tasks of school principals. (p. 1)

They highlight some of the factors that influence the
changing role of the principal: "Continuing evolution of
secondary education, urbanization, population and school
enrolment changes, school district reorganization,
technological advances, student and teacher action to gain
increased voice in decision making, changing social values,
and teacher collective bargaining" (pp. 2-3).

The Principal and School Improvement

The Principals are on the front lines of change in
education. They are in the most important position to
influence change in the schools. Purkey and Smith (1983)
highlighted this role of the principal when they refer to
"strong leadership of the principal" as one of five factors
common to most effective schools (p. 435). Fullan (1985)
concurs when he lists leadership at the school as an
influential organizational variable of effective schools. He
also notes that "a feel for the improvement process on the

part of leadership" is an important factor that underlies a successful improvement process (p. 400). Leithwood, et al. (1991b) report from a study of a specific school that "Staff agreed that the principal was the key leader in supporting and guiding staff throughout the (school improvement) process" (p. 15). Rosenholtz (1985) suggests that a prerequisite to successful school improvement is a principal's conviction that teachers can improve performance. In all of these examples, it is apparent that the role of the principal is an integral part of the school improvement process.

Persell and Cookson (1982), in a review of more than seventy-five studies, suggest that good principals exhibited the following recurring behaviours:

- Demonstrating a commitment to academic goals;
- Creating a climate of high expectation;
- Functioning as an instructional leader;
- Being a forceful and a dynamic leader;
- Consulting effectively with others;
- Creating order and discipline;
- Marshalling resources;
- Using time well; and
- Evaluating results. (p. 22)

Fullan and Hargreaves (1991) stress that the role of the principal is crucial in the improvement process in the school. They say "... where leadership and school

environments are particularly and persistently unsupportive, the success of teacher efforts will be slim, short-lived or non-existent, and teachers will learn not to make them" (p. 84). They suggest eight guidelines to highlight the actions needed on the part of principals:

- Understand the culture;
- Value your teachers: Promote their professional growth;
- Extend what you value;
- Express what you value;
- Promote collaboration: not cooptation;
- Make menus, not mandates;
- Use bureaucratic means to facilitate, not to constrain;
- Connect with the wider environment. (p. 85)

Leithwood, et al. (1991a) completed a study of 12 schools in three separate districts. As a part of their survey, they asked a question concerning "key leadership" in the school improvement process. They found that despite the extensive collaboration in the schools, "the principals were most frequently identified as providing leadership and, in the majority of cases, that leadership was viewed as making a significant contribution" (p. 19). They found that certain functions in the school were carried out almost exclusively by principals. These include: "organizing and allocating resources (e.g., money, release time, materials); involving

teachers in decision-making; promoting collaboration; and organizing visits and visitors" (p. 20). Several of the principals in the study, were viewed as providing leadership when they:

provided in school staff-development; informed and involved parents in implementing the policy; provided background reading and information; served as mentors; and initiated other actions relevant to policy implementation(pp. 22-23).

Strategies by Administrators to Develop
Collaborative Cultures

Leithwood and Jantzi (1990) reported on a study involving 12 schools where one of the research questions dealt with "strategies used by school administrators to develop more collaborative cultures"(p. 9). The results suggested that six broad strategies were used to influence school culture. Administrators:

- strengthened the school's culture;
- used a variety of bureaucratic mechanisms to
  stimulate and reinforce cultural change;
- fostered staff development;
- engaged in direct and frequent communication
  about cultural norms, values and belief;
- shared power and responsibility with others; and
- used symbols to express cultural values. (p. 23)

Strengthen the school's culture

Several researchers have written about the state of the culture in school (Rosenholtz, 1989; Fullan and Hargreaves, 1991). In all situations, the culture was found to be quite weak. Firestone and Wilson (1985) associate such a weak culture with ambiguous and poorly specified purposes and low levels of commitment by the staff to the school's purposes. They also attributed this weak culture to teacher isolation from each other and from administrators (p. 10).

Teacher commitment can be achieved using a variety of means. Rosenholtz (1989) highlighted a significant role for shared goals in fostering shared technical culture. She says "where teachers help principals define school goals and interact about how best to pursue them .... teachers engage actively in constructing their school reality. Through these means school goals should come to be mutually shared"(p. 6). She also maintains that:

> Principals who facilitate networks among teachers
> to exchange ideas about the best way to reach
> school goals, who encourage teachers to accomplish
> school goals, and who themselves help teachers
> accomplish school goals, orient them to the school
> as a collective endeavour. These conditions increase
> the probability of shared schoolwide goals. (p. 15)

Leithwood and Jantzi (1990) suggest that creating opportunities for staff to influence one another is another

way to strengthen school culture. They give as examples "creating time for joint planning, holding staff retreats, asking staff to offer workshops to colleagues, encouraging teachers to visit one anothers' classes... or creating committees assigned specific tasks." (p. 24).

Finally, Leithwood and Jantzi (1990) refer to several examples where teachers were given the choice to understand and devote themselves to the school's purpose or to transfer to another school. Hiring would be based of the new teacher's commitment to the school's purposes (pp. 24 - 25).

Use of bureaucratic mechanisms

Bureaucratic mechanisms, according to Firestone and Wilson (1985), "establish constraints on and opportunities for how teachers teach" (p. 10 - 11). Leithwood and Jantzi (1990) report on a number of examples, provided from their studies with school administrators, to foster direct implementation of school improvement goals and to create more collaborative cultures. These examples include:

- Money (e.g., reallocating existing money for the project, finding new money, buying needed materials);
- Planning and scheduling (e.g., providing time for collaborative planning during the workday, timetabling students to allow teachers to work together, keeping school improvement on the forefront of meeting agendae);

- Decision making structures (e.g., establishing
  divisional and committee structures, pairing
  teachers for planning);
- Staffing procedures ..... (e.g., selecting new
  staff based on improvement priorities and
  willingness to collaborate, involving staff in
  hiring decisions);
- Evaluation (e.g., progress with school
  improvement across school, supervise improvement
  efforts in individual classrooms). (p. 25)

Staff development

Fullan (1990) defines staff development as "any
activity or process intended to improve skills, attitudes,
understandings, or performance in present or future roles"
(p. 3). He also makes a link between staff development and
successful innovation. In referring to previous research,
Fullan says "we learned that staff development should be
innovation-related, continuous during the course of
implementation, and involve a variety of formal (e.g.,
workshops) and informal (e.g., teacher-exchange) components"
(p. 4).

Little's (1982) research suggests that there is a
logical connection between staff development and increased
collaboration. She says:

To the extent that school situations foster teachers'
recourse to others' knowledge and experience, and to

shared work and discussion, teachers are likely to favour participation in staff development ... staff development appears to have greatest prospects for influence where there is a prevailing norm of collegiality. (p. 339)

Leithwood and Jantzi (1990) suggest "Staff development which acknowledges what can be learned from one's immediate colleagues, as well as others, fosters a collaborative culture and is, in turn, nurtured by the same culture" (p. 26).

Use of Symbols and Rituals

Leithwood and Jantzi (1990) discuss the use of symbols and rituals in schools, to influence school culture as a "way to make more visible those aspects of the culture that principals believe are valuable"(p. 29). They report on a study of 12 schools in which the principals in the study highlighted three ways to use symbols and rituals to foster collaboration. They are:

1. At staff meetings and assemblies principals celebrated and publicly recognized the work of staff and students who contributed to their school improvement efforts.

2. Principals wrote private notes to staff expressing appreciation for special efforts.

3. Staff were encouraged to share experiences with their colleagues, both as a source of stimulation

for colleagues and also for recognition by other

adults. (p. 29)

In the above mentioned activities where certain rituals were

used to stimulate collaborative culture, teachers were given

opportunities to share and influence each other. It could

also increase the teacher's self esteem. Rosenholtz (1989)

identified "teacher certainty" as a factor influencing the

culture of collaboration. The above mentioned activities

could certainly lead to this feeling of reassurance.

Direct and frequent communication

Principals' direct and frequent communication with

their staff can be very important as this quote from a

principal in Leithwood and Jantzi's (1990) study,

illustrates:

In actual planning in half day sessions I was

actively involved with a planning team working with

consultants. It's important to work through with the

teacher to understand each unique classroom setting and

the problems that may arise ... I think the thing I've

learned (in this process) is that a principal needs to

learn as much as she can about a teacher. You need to

know your staff thoroughly, listen and show people you

truly care about them. When they realize you are ready

to help them realize their goals, you will find a

positive and favourable response. (p. 27)

Communication is an important component of all

strategies mentioned so far but this particular emphasis
puts administrators in a role where they are "the source of
communications and, as a result, controls its content more
directly than ... other strategies" (Leithwood and Jantzi,
1990. p. 27).

Shared Power and Responsibility

Fullan and Hargreaves (1991) accentuate the importance
of sharing power with the following statement:

The principal has to be willing to share control,

show vulnerability, and look for ways to involve the

reticent or the opposed ... If the whole school culture

is to change, it will be necessary to spread

responsibility for leadership beyond heads of

departments ... The message is stimulate, look for, and

celebrate examples of teacher leadership. (p. 91)

Leithwood and Jantzi (1990) suggest that "delegating
power to others is a key strategy for building collegial
support..." (p. 27). Shared power is important in that it
broadens the base of decision making but it also puts the
teacher in the middle of the action. Barth (1990) reinforces
this, when he says: "the moment of greatest learning for any
of us is when we find ourselves responsible for a problem
that we care desperately to resolve" (p. 136).

CHAPTER 3

METHODOLOGY

Introduction

This study was concerned with an indepth study of one
school. Questionnaires, interviews and a collection of
school documents were the sources of data for the study. The
documents, such as mission statements, school reports and a
other material were collected. The remainder of this chapter
is divided into two parts dealing with the two other forms
of data collection: the questionnaire and the interview.

The Questionnaire

The questionnaire is discussed using the following
headings: the instrument, procedures, sample and data
analysis.

The Instrument

Once the school was selected, a modified version of the
staff survey used by Leithwood and his colleagues in the
"Leadership for Change Project" was distributed to all staff
members. Permission to use the questionnaire was received
from Dr. Leithwood. Questions on facilitative power were
added.

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

Part B contain 56 items relating to the nature of

leadership. These items were distributed among constructs as follows:

1. Transformational leadership

   - Provides Vision and Inspiration

   - Provides Appropriate Model

   - Fosters Group Goals

   - Provides Support

   - Holds High Performance Expectations

   - Provides Intellectual Stimulation

2. Transactional Leadership

   - Contingent Reward

   - Management by Exception.

Another section of the questionnaire dealing with factors affecting implementation of change make up Part C. This section included 35 items distributed among the following constructs:

1. School Goals

2. School Culture

   - School Culture - Collaboration

   - Teacher Talk

   - Joint Planning

   - Teacher Teaching

   - Teacher Observation

3. Teachers.

Part D investigated strategies used by school leadership and include 42 items distributed among

48

constructs, as follows:

1. Strengthen Culture

2. Use of Bureaucratic Mechanisms

3. Staff Development

4. Use of Symbols and Rituals

5. Shared Power and Responsibility

6. Direct and Frequent Communication

7. Facilitative Power.

The final section consist of 7 items used in gathering background information including the following:

1. Current Position

2. Years teaching

3. Years at present position

4. Years at this school

5. Numbers of teachers the respondent collaborate with in curriculum and instructional matters

6. Gender

7. Age.

For further information on the specific items in each construct, see Appendix B.

The questionnaire made use of the Likert Scale Technique. Two advantages of this scale is provided by Kannampadam (1978): "The first involved (respondent's) anonymity... The second concerned the need for group collation of responses" (p. 41). He describes the scale as using a five point continuum of "strongly agree", "agree",

"undecided", "disagree" and "strongly disagree" (p. 42).

To determine the arithmetic value for each response, the positively stated items were weighted as follows:

Strongly Disagree   1

Disagree   2

Undecided   3

Agree   4

Strongly Agree   5

The negatively stated items were weighted as follows:

Strongly Disagree   5

Disagree   4

Undecided   3

Agree   2

Strongly Agree   1

Scores were collated and means of various constructs were determined.

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

Procedure - Administration of Questionnaire

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

The initial plan was to administer the questionnaire in a staff meeting so that the rationale behind the research could be explained. It was thought that this might improve the chances of all staff members completing the form. However, due to time constraints and the possibility of a job action by the Newfoundland Teachers Association this was not possible.

The questionnaires were delivered to the school and presented to the principal. A procedure was put in place where a questionnaire and a letter of consent was provided to all teachers in the school through their mailbox. The letter of consent included a section explaining the study and asking for their support. The staff were informed through memo that the administration was cooperating with this project. A large envelope was placed in the office, with the school secretary, where completed questionnaires were returned anonymously.

The questionnaires provided an opportunity for all staff members to express their opinions on the questions under study.

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Sample

 The sample for this study was an all grade school (K-
level three) on the Avalon Peninsula of the province of
Newfoundland. Superintendents and/ or consultants at the
board level were asked to identify a school which met the
following criteria:

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

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

 3. Decision-making is reputedly shared with the
teaching staff.
While the questionnaire was provided to all the staff, 25
staff members or 65% of the staff, actually completed it.

Table 1

Respondents to the Questionnaire

Respondents	n	%
Full time teachers	14	56
Part time teachers	4	16
Department Heads	1	4
Vice Principal	1	4
Principal	1	4
Other	2	8
Incomplete	2	8
Total	25	100

Data Analysis

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

Data collected from the questionnaire were analyzed using the Statistical Package for Social Sciences (SPSSX). A mean score was calculated for each item in parts B, C, and D of the questionnaire. The data from Part B was collated and the means of the various constructs were determined. Two other constructs were created. A construct for

transformational leadership was created by determining the means of the various constructs pertaining to that form of leadership. Another construct was generated for transactional leadership using the two constructs relating to that form of leadership.

Part C deals with factors affecting implementation of change. Means of the various constructs were generated from the collated data.

Strategies used by school leadership is covered in Part D. Again, the various constructs were created using the data from the appropriate items.

After items were categorized within the various constructs, appropriate tables were created.

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

<div align="center">The Interview</div>

The interview is dealt with using the following headings: instrument, procedure, sample and data analysis.

Instrument

The instrument employed in this process was created based on the literature, in particular the work of Leithwood et al., and Dunlap & Goldman. The interview protocol included a set of questions which acted as a guide only. It

also included a number of concepts from the literature which acted as prompts for the interviewer. The ultimate objective of the interview was to answer the research question of the study. (See Appendix C)

Glesne and Peshkin (1992) differentiates between the various type of interview. This interview would fall into a category that they refer to as:

Depth-probing - you pursue all points of interest with various expressions that mean "tell me more" and "explain". Such a broad-scale approach to understanding is drawn from the assumption that qualitative research ... is directed to understanding the phenomena in their fullest possible complexity. (p. 92)

Procedure

Interviews were held with the principal, the assistant-principal, and teacher-leaders to determine how the school is organized, how leadership is provided, and how decisions are made.

Since this study is concerned with identifying both formal and informal leaders, the principal and assistant principal were initially asked to identify teachers who are considered leaders within the school. On the basis of information provided through these interviews, four other school leaders were identified and interviewed. These included a primary teacher, a Department Head, a special needs teacher and an Educational Therapist.

Finally, a second interview with the principal was necessary at the end of the data collection process. The purpose of this interview was to clear up any misunderstandings or answer questions which resulted from the interviews.

All interviews were taped and lasted approximately one hour.

Sample

The sample was mentioned in the procedures of the qualitative component of the study. The selection of the principal and assistant principal was essential because of their pivotal leadership role within the school. The other staff members were selected based on the leadership role they play in change initiatives within the school. They were mentioned in the interviews with the administration as leaders in certain change initiatives.

The interviews were arranged by the administration during a time that was convenient for the staff member and the interviewer - during the last period of the school day or after school. All those who were asked to participate in the interviews agreed to do so. It should be noted that the request came from the administration and this may have had some impact on the acceptance rate.

Data Analysis

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

1. The role of the principal

2. The role of the vice-principal

3. The role of department heads

4. The role of informal leaders

5. The role of committees in the school

6. Decision making process in the school

7. Power relationships (including facilitative
power)

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

9. Culture

10. Transformational leadership

11. Teacher empowerment

12. The change processes within the school

13. Staff development

14. Bureaucratic mechanisms

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

Limitations of the Study

The study was limited to a study of a specific school
and the findings cannot be generalized.

The correlations coefficient was used to determine the
degree of relationship between two variables. It does not

provide cause and effect relationships.

Conclusion

To achieve a better perception of the school, three sources of data collection was utilized: questionnaires, interviews and artifacts from the school. This approach is supported by Woods (1986) in his statement: " ..in social scientific research, the use of three or more different methods or bearings to explore an issue greatly increases the chances of accuracy"(p. 87). What Rosenholtz (1989) said of her study, in Teacher Workplace, is equally true in this study:

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

CHAPTER 4

THE CONTEXT FOR LEADERSHIP

This thesis attempts to answer three questions. This chapter will give information on the first question: What is the context for leadership in the school?

The Context: The External Environment

The Community

The school under study is located in a semi-rural community adjacent to a high population urban area. For years, the community has had a poor reputation among its neighbouring communities. A significant number of its population are of a low socio-economic status, being either low income earners or seasonal workers. Many of the residents of the community also attended this school.

The school has existed in the community, possibly since the 1930's, though not in the existing building. The actual structure that is presently being used consists of, what looks like, three additions over a number of years. The school was known as one suffering from vandalism, low achievement, high absenteeism, a high drop out rate and low self esteem on the part of the students.

All of the teachers felt that traditionally the attitude of the parents in the community was quite negative toward the school and the teachers. There was a tendency for

parents to find fault with the school for not accommodating their children. They took very little responsibility for their children's education. In referring to parent visits to the school, a teacher was heard to remark "They're not coming in placing the blame", an obvious reference to the attitudes of the past. As the principal stated:

> The kids in this school start off behind the eighth ball. They come from a family or a community in which most parents have not had success with school. There wasn't a high value on education as a result of that. Besides that, the second strike was the stigma attached to the whole community and the damage that that's done to the kid's self esteem.

In discussing the stigma attached to the "second strike" against the students in the school, the principal was referring to an attitude that if you came from this community, your chances of success were diminished. He said:

> (The community) had a tarnished reputation and been put down so much and quite unfairly. There has been that self fulfilling prophecy that has crept in the you can't expect too much from the poor little kids from ---- anyway. They really can't do that well.

However, the attitude of the community towards education has generally improved in the past number of years. The parents are more cooperative, involved and supportive of the school and the teachers. Many of the

present day parents were students of the school and unlike
their parents, more of them have actually graduated from the
school.

> "Our (parents are) a lot more educated than they used
> to be. They went through this school, some have gone to
> university .... they are more informed."

School Board

The School Board initiated a school improvement program
in 1988 with the aim that it would "help improve quality
education". Each school in the District was invited to
participate in the program. However, the requirement for
participation was strong support in the school for the
program; specifically 75% of the staff would need to support
the program before it could be introduced in the school.

With the encouragement of the school staff, School
Board personnel helped introduce the school improvement
process in the school. They trained two teachers from the
school and have provided support in helping the school
implement their goals. The Board Office has two coordinators
responsible for school improvement and they have worked with
the administration and the staff in the school improvement
process. They have also made available to the school
resources that directly support the school goals. One
teacher observed that many of the new resources involving
the writing process were provided by the School Board. Two

Coordinators have also helped in the implementation of the major goal for the year, the introduction of a writing process for all students of the school. The principal noted that in the elementary grades, one Coordinator:

> Has been in every elementary classroom for a week, since we started this process in January, working with teachers. He's gone through the whole writing process with them and set up the writing folders, and the whole process involved. He's gone through the whole process with students, had them complete a piece of writing following all the steps and corrected it. (He's) given it back and gone in and worked with the teachers.

There seems to be a very positive attitude toward the School Board and the support provided by them to help the staff achieve their stated goals.

The Context: The School

The school under study is an all grade school on the Avalon Peninsula of Newfoundland. The school houses over 500 students with two classes of each grade/level; the exception being grade nine where the population warrants only one class. Physically, the school is divided into three sections: the primary (K-3), the elementary (4 - 6) and the high school (7 - Level 3).

The school has 38.5 teaching units with a full time principal, a full time assistant principal, an Educational

Therapist, a Guidance Counsellor, a music teacher, a physical education teacher and the full time equivalent of 3.5 special needs teachers.

As a result of the attitudes toward the school and education generally, the students were lacking in self esteem and had very negative feelings toward themselves and possibly the whole educational process.

In the past number of years, there has been an attempt to raise the students' self esteem. As the principal, in a discussion on renewed emphasis on academics, stated:

Last year, our results were not great, we were not getting good results. The high school hadn't been for years and we had some bomb outs the previous year ...it's alright to talk about self esteem. I don't know what you're doing with the kid's self esteem if they're not succeeding.

The School Staff

Many of the teachers in this school have been there for quite some time. Table 2 shows the data of the respondents only. Several of the senior staff members did not complete a questionnaire and four respondents did not complete this section of the questionnaire.

Table 2

Respondents' experience at this School

Years	n
1	4
2	5
3 - 5	2
6 - 10	5
11 - 19	3
20 +	2

N = 21

In the primary and elementary areas, teachers have experienced very little mobility. One teacher indicated she was a junior staff member in her area with fourteen years at the school. In referring to some of the teachers in this area, the principal said:

They have been here a long while and have been in the same grade a long time and they have been looking for transfers but not as a reflection of the school or anything else, but in a healthy and positive way, they want to get some renewal. They're in a rut but unfortunately because of the whole transfer process, it is very difficult sometime to get transferred.

While they have been teaching at the school for many years, the primary teachers seem to be quite willing to accept change. In this school, many changes and innovations have been implemented in the past five years. Even after that, one person said "I think you would be kind of blown away with the enthusiasm of the teachers ... a number of those teachers have been here over 20 years".

Chapter Three provides a description of the constructs created from the quantitative data. One of these constructs, under the heading, "Factors Affecting Implementation of Change", is entitled Teachers. Table 3 provides a fairly clear perspective of teachers attitudes, in the school, relating to change.

Table 3

Factors Affecting Implementation of Change: Teachers

_____

Statements	Mean	SD
1. Teachers within this school are very reluctant to implement changes.(R)	3.96*	.91
2. We are highly committed to continuous improvement.	4.16	.75
3. We feel that what goes on in our school is our responsibility; we share responsibility for our school's successes and shortcomings.	3.92	.86
4. We are too busy with the day to day demands of teaching to engage in activities for our own professional development.	2.96*	1.21
5. Teachers in this school frequently take initiative in implementing new programs or new teaching strategies.(R)	3.64	.99
6. We are highly satisfied with our jobs as teachers.	3.04	1.10
7. We are committed to ongoing professional development.	3.80	.65
8. We are highly motivated for implementing new initiatives in this school.	3.68	.80

Table 3

Factors Affecting Implementation of Change: Teachers

Statements	Mean	SD
9. We have significant input into the decisions relating to change.	3.48	.96
*Reverse	3.63	.54

The mean scores in the table indicate a fairly positive attitude toward change. There was one rather negative score in the area of professional development. The principal pointed out that this was indicative of the desire to learn and improve on the part of the staff.

The situation regarding teacher mobility is quite different in the high school. For some reason, there has been a high turnover in staff. In his comments on this area, the principal indicated: "We have a lot of turnover. We have a lot of young people coming in all the time. These young teachers are interacting with their colleagues who have been there for some time".

In discussions of the staff in the school, a recurring theme arises, the age and experience of the teachers in the school.

Table 4

Respondents Age

Years	n
- 30	2
30 - 39	13
40 - 49	5
50 - 59	1

N = 21

One teacher commented, "We have a number of people in the high school who have been here for awhile who are real friends to the students and to their parents and who like being here and like the people here". Another remarked: "I find this school very open to change, regardless of the age of the individuals. Some close to retirement is as dynamic and open to change as the youngest people on staff".

School Improvement Initiatives

For the past five years, this school has participated actively in a school improvement process with very significant and meaningful improvements. Since the beginnings of the school improvement process in the school, students' self esteem, academic excellence and school-community relations have been priorities. Respondents to the questionnaire were asked to list some of the initiatives of

the school. Table 5 provides this list with the number of
times they were mentioned by the staff.

Table 5

Respondents' List of School Initiatives

_____

School Improvement Initiatives   Responses

1. Improve the achievement level of our students.   14

2. Introduction of the writing process   11

3. Students' self esteem   10

4. School-Community Relations   9

5. Physical improvements   6

6. Homework Policy   4

7. Discipline policy   3

8. Reading Committee   3

9. School Improvement Committee (1988)   3

10. Language Arts Committee   2

11. Resource Based Teaching   2

12. Systematic Training, Effective Teaching Course   3

_____

N = 22

        The direction of this school improvement process was
not always clear. In the early stages of the process, it
experienced some uncertainties. Several of the staff who
were interviewed elaborated on what appeared to be an

initial power struggle. In promoting teacher empowerment, the personnel from the school board had not yet come to terms with the degree of empowerment. An administrator elaborated on this:

> The school improvement concept wanted to put decision making in the hands of this school improvement committee instead of the administration. There was a bit of a power struggle. I think you can over do collegiality. Someone finally has to say this is it. I don't think that's a fault of the school improvement committee. That was an attitude that was encouraged by the proponents of this (school improvement) plan.

For some time, this created some ambivalence in the decision making process in the school. The principal elaborated on these growing pains by saying:

> There was a source of a problem on staff that didn't need to be there and I speak of the beginnings of the school improvement committee process 5 years ago. .. I think it was the message they were given by people at the School Board. They really didn't have a clear idea of what they were looking at themselves. I think mixed messages were sent out. Some people had the impression that the staff would meet regularly and whatever the majority felt then that was it. Anyone would realize that that's not realistic. You just can't have 40 people running the school on a daily basis and get

agreement all the time.

As a teacher also pointed out, over the five years, the nature of the school improvement committee evolved to become more consultative:

I think those committees in this particular school had much more power then they presently have, in that it seems to me that decision that were made in the past were based on the power of this committee ...That doesn't occur here now. The committee is looked upon in a consulting role, where you go to look for ideas and innovations. The principal and assistant principal make the final decision based on input and information from various sources.

Out of the school improvement process, the school developed a mission statement.

Mission Statement

The initial school improvement project in the school was the writing of the mission statement for the school. A committee was struck to coordinate and lead this process. After some introductory work with the staff, a one day process was planned. Teachers met in small groups. One teacher said:

We were looking at ways to improve ... not just the students but the teachers as well. What could we, as educators, do for the children? How could we involve the parents? We looked at education as more than the

basic 3 R's. We looked at the needs of the community.

After much discussion, each group presented their version of a mission statement which was then given to the school improvement committee for further refinements. A proposed mission statement was produced based on the ideas from the groups. The proposed statement was accepted by the staff. It read:

The community of --- School is committed to cultivating Christian values, self-esteem, and the desire for life-long learning by providing a caring, challenging environment that respects needs and differences.

Improvement Initiatives

After the mission statement was in place, the school improvement committee began the process of determining the goals of the school with the participation of the whole staff. In reaction to the problem of students' lack of self esteem, the school improvement committee set this as the priority in the school. This was in place as a priority for several years. After several workshops each year, teachers and students began to appreciate what self esteem was all about. Perhaps, because the goal was not curriculum related, teachers found it difficult to come to terms with this goal.

It was too vague a concept to work with. It was lovely to have a workshop to talk about self esteem ... it was

then left to the individual teacher to implement in the classroom and when you're not constantly calling people together and focusing on something, I felt it was something that was dying out.

Other initiatives, more academic in nature were also introduced, along with the ongoing focus on self esteem. The principal of the school said: "I felt the way to increase student's self esteem is to give them the skills and the education so that their confidence is increased and they can walk with their heads high". Many of those who were interviewed expressed similar concerns that academics be emphasized. One teacher, in a discussion of the focus on writing as an initiative, described the change in emphasis as follows: "We looked more at the school as an academic institution and our major goal was to improve the academics of the students. We got more of a focus ... students come to school to do well academically". As a result, writing, reading and resource based learning became improvement areas.

Communications with Parents

During the past year, greater parental involvement was identified as a school goal. The goal of the school was to involve parents in as many of the school activities as possible. To do that, it was felt that communications with parents had to improve. To achieve that, the school initiated several activities. The following were mentioned

by the principal in his 1992 <u>School Improvement Update</u>:

1. A meet-the-teacher night was held. Parents were informed of the schools expectations and asked for their support.

2. Handouts were provided for parents, indicating ways they could support the efforts of the school.

3. An open house was organized during spirit week. Parents are also invited to the school during religious celebrations and concerts. They were also invited this year to view the new renovations.

4. Letters are regularly sent to parents reminding them of the school goals.

5. Letters and radio announcements are used to thank parents for their interest and support.

6. Parent programs and meetings were held throughout the year, in line with the goals of the school. This included a drug and alcohol awareness workshop, a Systematic Training - Effective Parenting program and a grade two reading meeting.

7. Teachers regularly contact parents by telephone regarding student performance.

8. Parental involvement in fundraising has increased significantly.

9. Recently, a committee has been set up to produce a regular newsletter for parents, with articles and suggestions for helping their children at home.

The school improvement committee is remaining quite active, with 10 to 12 members, representing primary, elementary, high school, and special needs. As goals are emphasized, the school improvement committee is responsible for the implementation and the ongoing supervision of the activities that are required. This is done in consultation with and the help of the school administration.

Administration

The administration, the principal and the assistant principal, have distinct responsibilities but work very much as a team. The principal described their roles as:

> ... a team approach. It's really like two principals. I guess for any serious matters, (the assistant principal) will confer with me but we both operate on our own and as a team. I feel quite comfortable with any decision that he makes. We really think a lot alike and we work very well together.

The Principal

The present principal has taught in the school for a number of years and most recently spent several years as the assistant principal. He has been in the present position since September of 1991. He has recently completed a graduate degree and is very familiar with the recent literature in the areas of leadership and school

improvement.

During his tenure as assistant principal, the school improvement process was initiated in the School Board and the staff of the school choose to be a part of that process.

He relates well to the staff, the students and the community at large. He is regarded by the staff of the school as a visionary. He is described as being very focused and being very fair.

The Assistant Principal

The assistant principal became associated with the school two years ago. He has considerable administrative experience in other schools in Newfoundland. While not previously exposed to the school improvement process, he is very much committed to it in this school.

The School Culture

Passow (1989) says " ... the major bridge to improvement and change is (school) culture" (p. 32). The school culture will be discussed based on data from the interviews and the questionnaires. Culture will be discussed under the following headings: teacher collaboration, teacher talk, joint planning, teacher teaching and teacher observation. The findings of the questionnaire data are summarized on Table 6.

Table 6

School Culture

Statement	Mean	SD
1. We collaborate with colleagues in planning for instruction within our classrooms.	4.08	.65
2. At this school we agree on the objectives we're trying to achieve with students.	3.84	.69
3. There is ongoing, collaborative work among staff members within our school.	4.08	.70
4. Most teachers at this school share a similar set of values, beliefs and attitudes related to teaching and learning.	3.88	.78
5. We have input into selecting the focus for our professional development programs.	3.22	.95
6. We collaborate across grades/ departments to plan improvements for our school.	3.83	.76
7. We have strong working relationships with teachers in other grades/ departments.	3.80	.91
8. Relationships between the staff and the school administration are acrimonious.(R)	3.84*	1.11
9. There is ongoing, collaborative work among staff members across grades/departments within this school.	3.44	.92

N = 25

Teacher Collaboration

Teacher collaboration is emphasized in the literature as having a major impact on change. Table 6 provides a meaningful measure of the degree of collaboration in this school. The mean score of these items is 3.87, providing an indication that teacher collaboration is a strong part of the culture in this school. The interview data reinforces this. A primary teacher explained how the Grade Two teachers planned together.

> You have two planning period, back to back so you get
> to work on your themes. We keep adding to our plans
> from year to year to accommodate changes in the
> classes. We're basically going from scratch in the
> whole language. That's why we have it in the
> computer...as we go along we will have ideas from
> bright to average to above average children.

She also mentioned sharing these activities when another teacher was having difficulty accommodating certain students. Collaboration is a significant part of the culture of the primary area of the school. The elementary teachers also collaborate with each other. The principal, when asked about teacher collaboration in the elementary and high school, responded:

> It is occurring much more in elementary in the past two
> years. They meet on a regular basis ... There is alot
> of collaboration going on there. They do alot of

sharing together.

You would see less of it when you get in the junior high and the high school. I don't think it is because the teachers are not as open to it as much as it's difficult to get the time together because you have so much subject teaching. It's a job to get them all off at the same time.

He described the planning for the implementation and continued emphasis on the writing process. The three teachers, the Department Head and the administration meet regularly to discuss the progress made in the introduction of the writing process. They also plan for their classes in this area.

Collaboration appears to be a stronger part of the primary and elementary culture. It has been point out that while there is less informal interaction in the junior high and high school, the interaction does take place. It tends to be in the form of meetings with the Department Heads or informal interactions through the appropriate Department Head. In the high school, there appears some collaboration on a personal, one to one basis. A special needs teacher discussed several examples of teachers interacting with her on a regular basis, relating to the needs of the students assigned to her.

Teacher Talk

Little (1982) highlights a dimension of a strong

culture that is present in the conversations of teachers in the school. She says "teachers engage in frequent, continuous, and increasingly concrete and precise talk about teaching practice" (p. 331) in strong school cultures.

Table 7

Teacher Talk

Statements	Mean	SD
1. We frequently talk about teaching practices.	3.52	.96
2. We can go for days in this school without talking to anyone about what we are doing within our classrooms.(R)	3.92*	1.15

N = 25

The two items in Table 7, while limited in scope, did produce a mean of 3.72. This provides an indication of what teachers talk about since one of the items said: "We frequently talk about teaching practices". The interview data provides several examples of what teachers talk about. A primary teacher was asked what teachers talk about during their lunch period. She responded: "Personal things (but) if there is a problem that we think should be addressed, we come up with solutions. We sometimes talk curriculum. We

have lunch meetings some days ... a lot if it is curriculum". She suggested that if a teacher has a problem, the others will discuss it with the teacher. After listening to the problem, she said ..."we'll suggest what she can do next ... There's a skills continuum for everything. We'd get into the methodology and give her ideas. If it's a behavior problem, we work with that too. We have (different) strategies, so we'll decide what to use with this child".

The assistant principal provided another example of curriculum based conversations. He mentioned a conversation with the kindergarten teacher where she said: "several children need remediation. We can't get a remedial teacher but we have two parents who have been really helpful this year ..... why don't we use them as volunteers to help out in this area?".

It should be note that while at least two teachers in each grade are involved in the same curriculum in the primary and elementary areas, teachers in the high school have very little overlap in courses. Planning for specific courses is not relevant in this area. They do, however, discuss topics that cross over several grades. There are frequent meetings to discuss the goal for this year, the writing process.

Joint Planning

Little (1982) describes joint planning when "teachers plan, design, research, evaluate, and prepare teaching

materials together"(p. 331). Table 8 include two items associated with joint planning.

Table 8

Joint Planning

Statements	Mean	SD
1. We frequently work with at least one colleague to prepare course outlines and instructional materials.	3.62	1.16
2. Planning for courses, including selection and development of teaching materials, is done by each teacher in isolation.(R)	3.83*	.87

*Reverse

N = 25

The respondents to the questionnaire felt some joint planning was taking place in the school. The mean of the items is 3.73.

The principal shared an example of fairly typical planning in both the primary and elementary areas. He said:

Besides meeting with us and in other committees, the elementary teachers just took it upon themselves to meet regularly to discuss relevant curriculum matters.

They've done up a plan as to where they're going with

mathematics so that they are all aware of what they're

doing in Grades Four, Five and Six and they're doing

the same thing in writing.

Planning can be either formal or informal. The examples

provided have been informal in nature. The formal examples

can be found in the many committees that exist in the

school.

Teacher Teaching

In Table 9, we see two factors dealing with teachers

teaching each other.

Table 9

Teacher Teaching

Statements	Mean	SD
1. We share our professional expertise with our colleagues.	3.80	.71
2. We are encouraged and given opportunity to teach each other new instructional strategies.	2.88	.99

N = 25

The item dealing with sharing professional expertise was

quite high with a mean of 3.80. However, the other item

dealing teaching each other strategies had a mean of only 2.88.

This result is fairly similar to the other construct relating to teacher observation of each other.

Teacher Observation

Little (1982) identified teachers' criticism of each other as being an important component of change. In this area, the school being studied was very weak. Table 10 will illustrate the findings.

Table 10

Teacher Observation

Statements	Mean	SD
1. We frequently are observed by colleagues who provide us with useful critiques of our teaching practices.	2.26	.81
2. We observe each other's teaching and then discuss our observations as a means of gaining a better understanding of our own teaching strategies.	2.30	.76

N = 25

The mean of the items relating to teacher observation is

2.28. During the interviewing process, no mention was made of this actually happening in the school. This will probably change quite significantly in the next few years with the introduction of a new evaluation policy.

In summary, the culture of the school was quite strong. That is, the teachers in this school collaborate and learn from each other. According to the literature (Little, 1982; Hargreaves, 1989), this is quite conducive to change taking place in the school.

CHAPTER 5

THE ORGANIZATIONAL STRUCTURE

This chapter will discuss the findings, primarily from the interview data, relating to the organization and the decision making processes in the school.

Organizational Profile

Role of the Principal and Assistant Principal

The general administration of the school is shared with significant collaboration between the principal and the assistant principal. Together, they ensure all the various administrative tasks in the school are taken care of.

The principal elaborated on this in the following manner: "Basically, the principal is in charge of the general overall running of the school. The assistant principal and the principal ... work as a team".

While they work as a team, the assistant principal has specific responsibilities for arranging substitute teachers and for discipline. He is also involved, along with the Educational Therapist, in working with students and parents in the development of programs that help deal with discipline problems in the school.

The principal is the person in the school who maintains the focus of the school. He is the person who spends a significant amount of time talking to teachers and students.

As one teacher noted; "His bent is improvement and he spends a lot of time dealing with how we get kids motivated to achieve.... and I think that motivates other people."

Role of Department Heads

In this school there are four Department Heads, responsible for social studies, English, mathematics and science. The Department Head position is assigned, by the Department of Education, to high schools only. However, in this school which houses classes from Kindergarten to Level 3, the role of the Department Head has been somewhat enlarged.

First, Department Heads are responsible for curriculum decisions in their subject areas. They coordinate their subject area in the high school section but are also available to the primary and elementary teachers in a consultative role. "They are given more input and they're sought out for their knowledge and expertise and they seem to do a lot of coordinating here".

Second, in this school, Department Heads are sometimes asked to facilitate workshops in their area of expertise, if the need is perceived at the school level. An example of this occurred when: "The elementary teachers felt a lack of a clear direction from School Board and lack of knowledge in the science area. The administration went to the science Department Head and suggested an ... inservice with the

elementary teachers."

Third, another major role of the Department Heads concerns their involvement in the Staff Council, a committee of the administration and the Department Heads. As members of this committee, the Department Heads are regarded, by administration, as part of the administrative team. As part of the team, they participate in making decisions on curriculum, the day-to-day operation of the school and development of school policy. An administrator pointed out: "They work as a team with us in the running of the school, developing policies and so on." One teacher noted that throughout the school, the Department Heads would prefer being regarded as teachers rather than administrators.

<div align="center">Role of Committees</div>

There are a number of committees functioning in the school. Some are permanent committees while others are ad hoc or short term, temporary nature.

Two major committees exist in the school. They are directly involved in the administration of the school and in setting the direction of the school.

The School Improvement Committee

The school improvement committee began in 1988 and is a voluntary committee with some members changing each year. The members of the committee include both administrators and representatives from the primary, elementary, junior high,

high school and special needs. The school improvement
committee plays two roles. First, it provides the focus for
staff development, change and improvement within the school
in consultation with the administration and the staff:

> The school improvement committee's role is more
> general. They centre on the school focus, which is
> school improvement, academic performance and the
> writing process. They have a very general mandate
> .. they do that in line with our mission statement.

Second, the school improvement committee is also
involved with implementing any new initiative that emanates
from the improvement process. The emphasis on the writing
process, the focus for the current year, was decided upon
after significant discussion between the staff and the
administration. It was passed to the school improvement
committee for fine tuning and then for determining the
details associated with the initiative. Most of the
decisions relating to the implementation of an initiative
would be left to this committee. An example of this was
provided by an administrator:

> It was suggested that we extend the Sustained Silent
> Reading Period to the high school classes. (The junior
> high teachers) made that suggestion and we brought that
> to the school improvement committee because that's part
> of their mandate to improve writing. The junior high
> people felt reading and writing go hand in hand.

The Staff Council

The Staff Council is made up of the Administration (principal and assistant principal), the guidance counsellor, and the four Department Heads. Unlike the school improvement committee, membership on this committee is not voluntary. The committee meets at least once a month.

There had been some controversy about the membership of this committee. The total membership consist of the administration and Department Heads who specialize in and teach in the high school area. The Department Heads have responsibility for all grades in this school and were perceived by the administration as being representative of the school. This was not totally accepted by the staff. This has since resolved itself, to a degree, and an administrator explains that possibly 99% of the decisions made in the Staff Council actually apply only to the high school area and the students in that area. If policy relating to the whole school is discussed, input will be sought from other sources, such as the primary and elementary staff meetings.

Generally, the Staff Council is part of the administrative team for the school. They make decisions relating to curriculum and the day-to-day operations of the school. While decisions are made in this committee, input from the staff is usually sought prior to the decision.

They also give direction in the development of policy for the school. An administrator pointed out:

The Staff Council focuses in on more specifics as they apply to the curriculum. The role of the council is to deal with the day-to-day specifics of running the school .. they are more curriculum oriented. They also give suggestions where the administration feels direction is needed ... they also deal with all aspects of school policy.

Other Committees

Many other committees exist in the school. Some are ongoing, like the reading committee, the social committee and a teacher-parent committee (produces newsletter), while others are of a short term nature, as in the committee to organize the senior prom, Education Week and spirit week. Teachers are asked to volunteer for those committees and there is an attempt to have each section of the school represented.

Other committees are initiated by teachers. The primary and elementary, informal, committees have been in place for a number of years to address the concerns in their specific areas.

Staff Meetings

There are two types of staff meetings. General staff meetings are called about once a term. They involve the total staff. Sectional staff meetings are more frequent and apply to the staff of one section of the school.

This procedure is used, due to the multiplicity of

topics and concerns from Kindergarten to Level 3. "Primary and elementary teachers were sitting through discussions of high school problems that didn't really concern them and it was a boring type thing for them."

Most staff meetings are information sessions with a limited time for feedback in the meeting. On many occasions, a proposal is put forward for teacher input. If teachers don't feel they have had adequate input in the meeting, they may stay after the meeting to discuss the issue or they may drop in and discuss it with the administration.

Staff meetings are also times to react to proposals from the School Board. Recently, a staff meeting was held with one item on the agenda, a new teacher evaluation process being proposed by the School Board. This was a time for teacher input and reaction.

Many decisions are made in staff meetings, particularly in the sectional staff meetings:

We make a lot of decisions in staff meetings with teachers and different groups. If primary teachers have concerns, they will ask for a meeting. We have meetings there (to react to this request), you're only talking about 7 or 8 people.

The decisions made in sectional staff meetings apply to that section only and would usually involve curriculum related decisions.

Role of Informal Leaders

While the administrators, or the Department Heads
provide leadership, it is certainly not limited to them. If
one is looking for leadership with colleagues, with the
community, or in the school generally, one does not have to
look very far. Interview data provides evidence of many
individuals who take leadership roles. The principal
maintained:

> We have a lot of teachers that don't need to be led.
> They're leaders themselves in the sense they feel the
> responsibility for the success of the whole school on
> how things are run, how students behave, how students
> achieve. They don't see their role as been limited to
> the classroom.... A lot of them have been here for a
> number of years and are very competent and they take
> leadership roles in certain areas.

An example of informal leadership in the elementary section
of the school was provided by an administrator:

> In the elementary area there is a teacher who is the
> unwritten leader in that area. She initiated this
> meeting that these teachers have once a month among
> their colleagues. They alternate the chairperson and
> she (provides the administration with a report).

The primary section has organized in a similar fashion with,
at least, one of the teachers taking a leadership role. Some
teachers at the Grade Two level saw a need for greater

involvement of parents and took the initiative to organize a
parents' meeting. The principal reported:

> ... teachers took it upon themselves to get the parents
> involved. The grade 2 teachers last year identified a
> serious problem with the reading.... so the two
> teachers called a meeting of all the parents of the
> grade 2 classes. They planned the meeting with
> overheads, handouts, etc. This showed them how to help
> their children with reading.

In the high school, there are a number of teachers who
provide leadership with the students and the parents. The
principal reported:

> We have a number of people in the high school who have
> been here for awhile who are real friends to the
> students and to their parents and who like being here
> and like the people here. They do a lot of things
> whether it is senior prom or some other student related
> activity ... they work very closely with parents. They
> are very supportive in what we're trying to do as a
> school.

While some teachers work independently, others provide
leadership roles through their involvement in the committees
of the school.

Individual Input

The administration takes teacher input quite seriously.
While committees play a significant role, the individual

teacher is encouraged to provide the administration with input before decisions are made. "Most people feel they have significant input in decision making...". When asked about input, the principal's response was: "I believe in input ... I have no hesitation in seeking input from teachers, parents and students". One teacher noted:

> There's a lot of room in this school for you to have your say if want to put it that way. That doesn't mean you're going to get your way... you might have your say. However, there is an opportunity for you to speak your piece.

The administration attempts to maintain an open door to the staff. Data obtained from the administration and the staff would concur that the administration is available and willing to listen to staff concerns. The assistant principal noted "I think part of what happens here in decision making is the spontaneity - that our personalities are such that teachers feel free to come and talk to us and make suggestions. There is a freedom to make suggestions or criticisms."

The data also indicated that in the primary and elementary sections, concerns are discussed before they get to the administration. One primary teacher said:

> If there is a problem that we think should be addressed, we (determine) the extent of the problem (and) ways we can solve it. We can go to (the

principal) and say I have a problem and he'll say lets

sit down and figure it out.

Also in the primary and elementary sections, they have

informal and self initiated meetings. Any concerns from

these meetings are brought to the sectional staff meeting

for discussion with the administration and for a decision.

It was also noted that high school teachers tend to

meet less frequently and almost not at all informally. With

this in mind, the findings that high school teachers tend to

individually address a problem with the administration is

predictable.

Information gleaned from the interview data indicate

that any decision can be questioned by a staff member. One

teacher said:

I can go to the principal's office and complain about a

decision. He will provide his reason for the decision.

I may not like the decision but I generally accept his

rationale ... His decisions are usually based on what

is best for the school and the students.

Several teachers mentioned that this administration was

willing to make decisions. They get input from all sources

and then make a decision. The principal said "If I think in

my own heart that it's the right thing for the school and

the best thing for the kids .... I make my decisions based

on that".

Decision making is somewhat difficult to address in

that it takes place as various levels, within various committees and depending of the critical nature of the decision within various time spans. It should be emphasized, that within this school, whether committees make decisions or the decisions are made in the principal's office, significant input from teachers, who are affected by the decision is always considered.

One teacher noted:

> Issues that are brought before the administration are handled in a democratic fashion and they allow for discussion to ensue. They will seek the advice of teachers and in some cases, external agencies and then basically, they'll go back and make an informed decision. While you may not always agree with the particular decision that comes down, it is generally based on being informed. They do take time to consider what comes before them and they are able to make decisions and that's what I see as true leadership.

CHAPTER 6

LEADERSHIP

The purpose of this chapter is to report on and discuss the findings of the study relating specifically to leadership.

The respondents to the questionnaire made up approximately 65 % of the total sample. Other data was gleaned from interviews with the principal and assistant principal and four staff members in the school.

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

Leaders in the School

The questionnaire provided respondents with an opportunity to indicate whom they perceived to be leaders in the school. The following table shows that leadership within the school comes from many sources. Note that the principal is seen as the main source of leadership, with various types of committees also playing an important leadership role.

Table 11

Sources of Leadership

Leadership Sources	No.	%
The principal	24	96
Committees of administrators and teachers mandated to provide leadership for all change efforts	16	64
Committees of teachers set up especially to coordinate specific initiatives	15	60
The vice-principal	14	56
A committee of administrators and department heads/cabinet which has ongoing leadership responsibilities	10	40
Individual teacher(s) given primary responsibility for specific tasks	10	40
Individual teachers who are self-motivated	9	36
The school administration team of principals and vice-principals	8	32
Other _____	3	12

N = 25

Transformational Leadership

As noted in Chapter One and Two, transformational leadership is present when followers' motives and goals are shaped and elevated. Bennis and Nanus (1985) write that transformational leadership "... is collective, there is a symbiotic relationship between leaders and followers, and what makes it collective is the subtle interplay between the follower's needs and wants and the leader's capacity to understand ... these collective aspirations" (p 217).

The findings from the study are discussed in relation to the characteristics of transformational leadership.

Provides Vision and Inspiration

Teachers' responses to the vision shown by those they perceived as leaders are illustrated in Table 12.

Table 12

Provides Vision and Inspiration

Statement	Mean	SD
1. Demonstrates a clear understanding of school goals and how to achieve them.	4.12	.60
2. Gives us a sense of overall purpose.	4.04	.84
3. Has the capacity and judgement to overcome any obstacle.	3.64	.91
4. Develops our commitment to school goals.	4.08	.50
5. Commands respect from everyone in the school.	3.76	1.05
6. Excites us with visions of what we may be able to accomplish if we work together.	3.75	.79
7. Determines what is really important for us to consider.	3.37	1.01
8. Continually seeks new ways to improve our school's programs.	4.28	.54
9. Undermines our enthusiasm for our work as educators.(R)	4.40*	.76
10. Makes us feel and act like leaders.	3.80	.71

Note: *Reverse   3.96   .44

It is obvious from the quantitative data that the people who provide leadership in this school have a clear vision of what they want to achieve and they articulate that vision to the staff.

The data from interviews in the school shows the principal is very good at providing a vision for the school. There is significant visionary input from the school improvement committee and from individual staff members in the form of informal suggestions. One teacher referred to the principal as "our vision leader". She said "everything has a vision ...everything we do has a purpose ... in Monday's newsletters, he always has something on vision.... He has mission in mind for everything he does ... He always knows why he does everything. .... Everything is focused".

The school's reputation appears to be improving. Interview data indicates that parents' attitudes have changed dramatically. In a report on school improvement in June, 1992, the principal highlighted the following indicators of improvements over the past year:

1. The Canadian Test of Basic skills for Grades Four to Six, showed significant improvement.

2. Testing of primary special education students showed tremendous gains over a seven month period.

3. The newly implemented homework policy in Grades Four to Six showed significant improvement in the completion of home assignments.

The principal shared his vision of the school and student achievement in the following statement:

> Its been my vision since I've (become principal) that ... these kids are as intelligent as any other and we have a responsibility and are challenged to work hard to give them every possibility to achieve ... We still need to increase our expectations a lot more as teachers. We could be demanding a lot more from students and getting a lot more from students. I think we're getting there and we're on the road but there's a lot of areas that we could be improving.

Provides Appropriate Model

The staff of the school, under study, were asked to evaluate the degree to which the leaders provide an appropriate model, in the context of the expressed values of the school. The following table illustrates the results.

Table 13

Provides Appropriate Model

Statements	Mean	SD
1. Provides good models for us to follow.	3.80	.96
2. Expects a level of performance from others that does not apply to own work.(R)	4.00*	.96
3. Symbolizes success and accomplishment within our profession.	3.92	.76
4. Leads by "doing" rather than by simply "telling".	3.76	.93
Note: *Reverse	3.87	.72

The interviews provided the participants with an opportunity to discuss role model in the school. Many mentioned the administration as modelling what the school stand for in respecting opinions of others.

The principal, in the interview indicated that if he was recognized as a role model, he wanted to be recognized for his hard work and his respect for others. He said "I think you lead by example .... I try to lead by hard work, and by treating people with respect. I think you treat adults the same way as you treat children. Most respond to respect."

Other staff members were mentioned as role models in the school. An elementary teacher was named as a role model for a teacher in the high school. The teacher was a leader among her colleagues; she was an innovative teacher and a person who approached problems and concerns with common sense and logic.

Several participants made mention of the Educational Therapist in the school. She was a model for the staff in her approach to the teachers, students and the parents. She initiated a program for parents called "Systematic Training, Effective Parenting" which provided parents with necessary skills in dealing with behavioral problems at home as well as in the school. She appears to be held in high regard in the community as a result of her work with parents. She is also a participant in a committee that writes a regular newsletter to parents with helpful advice for them in the areas of homework, discipline and other pertinent topics.

Some of the more senior teachers were regarded as role models in their approach to the students and their parents. In the past three years, a number of new teachers have joined the staff, particularly in the high school. Some of these teachers were mentioned for their creativeness and their encouragement of change in the classroom.

Leaders in this school do show through their actions the key values they believe to be important. Most of the teachers interviewed, mentioned the work ethic of the

principal. They also indicated that the principal is always willing to listen. He treats the children, the parents and the teachers with respect.

Fosters Group Goals

The following table summarizes the quantitative data on the role of leadership in the school, in fostering cooperation in working toward common goals.

Table 14

Group Goals

Statements	Mean	SD
1. Facilitates an exchange of ideas about appropriate school goals among teachers.	3.87	.69
2. Rarely puts into operation suggestions from teachers who have no formal leadership role.(R)	3.71*	.91
3. Provides for our participation in the process of goal formation.	3.92	.70
4. Inhibits collaboration among teachers.(R)	3.96*	1.02
5. Encourages us to be 'team players'.	4.20	.65
6. Gets us working together for the same goals.	4.16	.55
7. Makes us less concerned about our own immediate needs and more concerned about our school reaching its objectives.	3.38	.82

Note: * Reverse   3.90   .41

Table 14 provides strong evidence of leadership behavior conducive to common goals in the school.

One participant in the interviews provided a fairly detailed account of the setting of one of the school goals,

the improvement of the writing process.

I remember a questionnaire was sent to all teachers
when the writing process was a decided goal for
academic improvement from the school improvement
committee and teachers were specifically asked what
problems do you encounter in your daily teaching with
children? With the writing process, ... what needs to
be worked on? That I suppose would be formal and
another thing ... is that the administration conducts
at least three interviews with each teacher throughout
the year and in that they would get at what should be
worked on... what are some of the goals that you think
we should be looking at? That might be formal..... and
I guess the informal stuff comes from being around,
being in the classrooms, visiting classrooms,
consulting with different teachers about different
ideas.

Another teacher felt that the common focus on the
student helped foster group goals:

I suppose one of the reasons (for such a positive
environment) here is that the goals here are
focused. We have a goal and the goal is ... academic
improvement and that seems to be the major thrust in
all of what is done. Regardless of what program is
implemented the bottom line is that we want to improve
the academics of our students.

<u>Provides Support</u>

The following construct examines the aspect of leadership that shows respect for teachers' "personal feelings and needs".

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Table 15

Provides Support

Statements	Mean	SD
1. Helps us clarify exactly what is required for implementation of school goals.	3.92	.50
2. Facilitates assistance and support for us from external personnel, as required.	3.96	.95
3. Expects us to implement change but does not follow through with the required resources.(R)	3.40*	1.22
4. Treats us as individuals with unique needs and expertise.	3.76	1.01
5. Ensures opportunities for us to get together for the purpose of solving practical problems or overcoming obstacles.	3.84	.69
6. Provides us with feedback about our work.	3.88	.78
7. Initiates actions without considering our options.(R)	3.63*	1.10
8. Behaves in a manner thoughtful of our personal needs.	4.00	.96
9. Ignores our views on current education-related issues.(R)	4.04*	1.00

Note: *Reverse   3.93   .56

As Table 15 shows, there is a definite indication of leadership activities that demonstrate a sensitivity to the needs, concerns and attitudes of the school staff.

During a discussion on the positive nature of some sections of the school and the less positive nature of other sections, the principal showed his concern and sensitivity toward the teachers when he said "They have been here and in the same grade a long time and they have been looking for transfers but not as a reflection of the school ... but in a healthy and positive way, they want renewal".

The administration has also reacted to concerns of teachers in curriculum areas by respecting their wish to change and by arranging support from outside the school. The new emphasis on the writing process came as a result of teachers' concerns. The administration arranged with the School Board personnel to participate in the introduction of this program, since there was obviously a change in teaching methodology and teachers needed support. There was a professional day where a Coordinator provided all the staff with an introduction to the process. The principal reported very strong support from the School Board personnel. An example of that support was found in the work of the Coordinator:

Since January, when we started this process in the elementary section, a School Board Coordinator has worked closely with teachers. He's gone through the

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whole writing process with them and set up the writing
folders, and the whole ... process involved. He's gone
through the process with students ... and had them
complete a piece of writing following all the steps.
He's corrected it, given it back and gone in and worked
with the teachers. So he's been very positive, and
teachers are very positive about it.

The administration provided support by being available
to discuss issues with teachers. In the primary section,
teachers meet informally to discuss concerns and make
suggestions. A primary teacher reported that if they ask the
administration for a meeting to discuss an issue from the
informal meeting, the administration is very accommodating.
In the primary section, teachers in the same grade have the
same planning periods. This is an opportunity for them to
interact with each other.

The administration is appreciated in the school as one
that seeks the opinions of teachers. One teacher said the
principal and the assistant principal always seek teacher
input before any decision affecting teachers is made.

Attempts have been made to show teachers that they're
appreciated. The principal reported on several activities to
show teachers they weren't being taken for granted. He said:

Last year we had a number of spontaneous times. On
Thanksgiving Day, we called an emergency staff meeting
at 2:30 where we had a whole load of pizzas and beer

laid out in the staff room. We told them that this is a thank you for your efforts. At Christmas time, we gave a gift of a bottle of wine which had never been done before with a thank you card. During teacher appreciation week, a tray of goodies was provided with a card of thanks on behalf of the students. We also had students take a carnation to each teacher. I've written personal thank you letters.

The leadership in the past two years, has provided support in recognizing the needs of teachers. It has shown appreciation for their efforts in the school and has provided external support in curricular areas, when the need arose.

Holds High Performance Expectations

Table 16 investigates aspects of leadership that demonstrate an expectation for excellence on the part of teachers.

Table 16

High Performance Expectations

Statements	Mean	SD
1. Insists on only the best performance from us.	4.08	.72
2. Pressures us to become involved in improvement efforts.	3.16	1.18
3. Shows us that there are high expectations for us as professionals.	4.24	.44
4. Will not settle for second best in performance of our work.	3.71	.86
	3.77	.47

The interview data provides further insight into the expectations of the leaders in the school. A teacher says: "(The principal) encourages us to always do our best and praises us for it ... he doesn't put pressure on you but he likes to know that you are doing the best you can."

One of the ways that the administration in this school encourages high performance expectations is through an interview. Together, the principal and assistant principal conduct an interview with each teacher three times each year. While this is a time consuming process, it is seen as

a valuable experience which provides an opportunity for honest communications about the strengths and weaknesses of the programs offered. It also encourages comments, suggestions or criticisms that will lead to further improvement in the school. The principal stated:

> We have a format ... 3 times a year .... we ask teachers to submit to us a brief report on each subject taught with the number of students, the passing percent and the class average ... They are asked if they're pleased with the results and what steps do you plan to take to improve the achievement levels.

The administration of this school are actively encouraging high expectations but as indicated below, they still have a way to go in this area.

> We still need to increase our expectations a lot more as teachers. We could be demanding a lot more from students and getting a lot more from students. I think we're getting there and we're on the road but there's a lot of areas that we could be improving.

Provides Intellectual Stimulation

In this school, intellectual stimulation is an important component of change, particularly when the staff has worked at the school for a long time. The principal has been involved in providing training in the writing process and in other programs. One of the possible results of the teacher interviews with the administration is to discuss

teaching and learning in the classroom and to challenge them to try new approaches. The following table indicates the degree to which the school leadership provides intellectual stimulation.

Table 17

Provides Intellectual Stimulation

Statements	Mean	SD
1. Provides information about the process for introducing change.	3.92	.64
2. Challenges us to think about old problems in new ways.	3.72	.94
3. Challenges us to reexamine some basic assumptions about our work.	3.76	.66
4. Provides for extended training to develop knowledge and skills relevant to new programs.	3.24	.93
5. Asks questions that prompt us to think about what we are doing.	3.75	.85
6. Challenges us to rethink some of our own ideas which we had never questioned before.	3.50	.72
7. Provides information about improving our school's programs.	4.12	.44
8. Stimulates us to rethink the way we do things.	3.83	.70
	3.70	.50

There is an honest effort in this school to encourage teachers to re-examine what they are doing. There seems to be an ongoing desire to improve and change for the better. Teachers are encouraged to do this by other teachers. "They came from the workshops, the teachers will share what they can find." "Often in our mailbox, (the principal) or someone else will find something and will copy it and provide us with a copy. The language arts consultant is very good at providing us with new ideas on ways of teaching."

Summary: Transformational Leadership

In summary, transformational leadership has been examined using the six constructs in the questionnaire administered to teachers. A summary of the data from the questionnaire regarding transformational leadership is displayed in Table 18.

Table 18

Transformational Leadership

Constructs	Mean	SD
1. Provides Vision and Inspiration	3.96	.44
2. Provides Appropriate Model	3.87	.72
3. Fosters Group Goals	3.90	.41
4. Provides Support	3.93	.56
5. Holds High Performance Expectations	3.77	.47
6. Provides Intellectual Stimulation	3.70	.50
	3.83	.46

As can be seen from Table 18, in all of the constructs, the leadership in the school appears to be behaving in a way that is appropriate for transformational leaders.

Transactional Leadership

Sergiovanni (1990) discusses transactional leadership by saying:

In transactional leadership, the leader and the led exchange needs and services in order to accomplish independent objectives. Leaders and followers assume they do not share a common stake in the enterprise and thus must arrive at some kind of agreement. (p 24)

Transactional leadership will be reported using two constructs from the questionnaire: management by exception and contingent reward.

Contingent Reward

The aspect of transactional leadership can be regarded as a form of transforming leadership. Leithwood, Jantzi and Fernandez (1993) suggest "The possibility of providing informative feedback about performance in order to enhance teachers' capacity beliefs as well as emotional arousal processes makes this behavior potentially transforming" (p. 13). However, a closer look uncovers possible negative implications. Roueche, Baker and Rose (1989) state that in certain situation: "These contingent exchanges with positive rewards are underutilized ...the form (of leadership) that is pursued is one of negative reinforcement through intervention, generating negative feedback or disciplinary action" (p. 25). The following table provide teachers' perceptions of the existence of contingent reward in the school.

Table 19

Contingent Reward

Statements	Mean	SD
1. Provides special recognition when our work is especially good.	4.28	.84
2. Rarely acknowledges out good performance. (R)	4.44*	.71
3. Assures us that we can get what we personally want in exchange for our efforts.	2.83	1.24
4. Pays us personal compliments when we do out standing work.	4.08	.86
5. Would do anything possible to help us advance in our careers if our work is consistently above average.	3.29	.75
6. Provides special recognition and promotion for good work.	3.83	.87
7. Provides positive feedback when we perform well.	4.16	.62
8. Helps us get what we decide we want.	3.58	.72
	3.73	.53

The results, of this construct, were very high in this school. The items appear to be quite positive if one is in a positive environment. The results are a reflection of the

attitude in the school where the interactions between the administration and the teachers are so positive and where rewards are viewed in a very positive light.

Management by Exception

The following table provides teachers perceptions of the presence of management by exception on the part of leaders in the school being studied.

Table 20

Management by Exception

Statements	Mean	SD
1. Asks no more of us than what is absolutely essential to get our work done.	2.42	1.14
2. Is satisfied with our performance as long as the old ways work.	1.96	.86
3. Does nor try to change anything as long as things are going all right.	2.04	.71
4. Provides only the information that we have to know to do our jobs.	2.09	.79
5. Allows us to take initiatives but does not encourage us to do so.	2.08	.76
6. Is content to let us continue to teach in the same way as always.	2.21	.98

The table shows very little evidence of the presence of management by exception. The interview data showed almost no indication of its existence in the school. This is not surprising when one considers the total interactions between the administration and the teachers. There is very much a hands on attitude on the part of the administration.

The results showing the degree of transactional leadership present in the school were possibly misleading based on the fairly high score on the contingent reward construct. Table 21 is a summary of the data relating to transactional leadership.

Table 21

Transactional Leadership

Constructs	Mean
Contingent Reward	3.73
Management by Exception	2.13
	2.98

Strategies Used by School Leaders

Leithwood and Jantzi (1990) provide us with strategies used by school administrators to develop more collaborative

cultures. They suggested that six broad strategies were used to influence school culture:

- strengthened the school's culture;
- used a variety of bureaucratic mechanisms to stimulate and reinforce cultural change;
- fostered staff development;
- engaged in direct and frequent communication about cultural norms, values and belief;
- shared power and responsibility with others; and
- used symbols to express cultural values. (p. 23)

Each of these strategies were tested in the questionnaire to determine the degree to which the leadership in the school used them.

Strengthen Culture

The culture of the school needs to be quite strong, encouraging teachers influence on each other in the establishment of goals or in change generally. Table 22 provides the data relating to the degree to which the school leadership's activities are directed toward strengthening the culture of the school.

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Table 22

Strengthen School Culture

Statements	Mean	SD
1. Builds consensus regarding the nature of our beliefs about how students learn and what it means to be a teacher.	3.58	.93
2. Builds consensus regarding the professional values on which our work should be based.	3.79	.59
3. Builds consensus on school goals.	3.96	.68
4. Builds consensus regarding the basic assumptions about our work.	3.58	.88
5. Builds consensus regarding how best to accomplish our purposes for our students.	3.84	.62
	3.71	.62

The data in the above table indicates fairly strong evidence that the leaders in the school are attempting to strengthen the culture in the school. The qualitative data from the interviews provides insights in this area. One area emphasized in the literature is the presence of shared goals. There is very little doubt that the goals of the school are shared by the vast majority of the school. Many

opportunities have been provided to determine the goals of the school.

The culture of a school can be strengthened through committee work, joint planning and classroom visits with other teachers. Joint planning was discussed earlier relating to the primary teachers activities. The role of committees was discussed in Chapter Five indicating that many of the staff are involved in ad hoc committees. It would appear that the school, under study is moving in the right direction in strengthening school culture.

Use of Bureaucratic Mechanisms

Leithwood and Jantzi (1990) provide a list of ways to use bureaucratic mechanisms. They are:

1. Allocating money

2. Planning and scheduling

3. Decision making structures

4. Staffing procedures

5. Evaluation (p. 25)

Table 23 shows the staff perceptions of the school's attempts to achieve a strong culture through bureaucratic mechanisms.

Table 23

Bureaucratic Mechanisms

Statements	Mean	SD
1. Makes every effort to ensure appropriate resources are available to support our efforts to implement change.	3.84	.75
2. Facilitates timetable adjustments to provide time for joint work and planning.	3.29	1.08
3. Ensures that hiring procedures facilitate selecting new staff who support our school goals.	3.75	.85
4. Disregards our efforts in achieving goals when supervising/evaluating us.(R)	4.22*	.95
5. Allocates as much money as possible from the school budget to support change effort.	3.83	.83

Note: *Reverse   3.72   .71

At this school, many of the items in Table 23 received
a fairly high score with the possible exception of the Item
2, relating to timetables adjustment to encourage joint
planning. While there has been an attempt to encourage
planning through timetable adjustments, there is limited
scope in this area. Resources have been allocated based on

the determined goals of the school. A significant amount of money has been assigned to the introduction of the writing process. With a renewed emphasis on academic excellence, the administration managed to find the resources to purchase ten new computers and new equipment for the science labs, thus reinforcing its commitment to academic excellence.

Staff Development

Fullan (1990) says "we learned that staff development should be innovation-related, continuous during the course of implementation, and involve a variety of formal (e.g., workshops) and informal (e.g., teacher-exchange) components" (p. 4).

In the school, under study, staff development receives significant attention as is demonstrated in the following table.

Table 24

Staff Development

Statements	Mean	SD
1. Recommends professional reading for us to use for discussion or personal reflection.	3.37	1.06
2. Discourages us from attending workshops and conferences relevant to change efforts.(R)	4.44*	.71
3. Provides opportunities for us to share our expertise with colleagues.	3.40	1.00
4. Contributes directly to staff development by sharing own expertise with teachers.	3.50	.88
5. Encourages us to discuss curriculum and instruction issues with colleagues.	3.80	.82
6. Encourages us to pursue personal professional development goals.	3.92	.81

Note: *Reverse   3.76   .60

The qualitative data provided several examples of staff development.

The introduction of emphasis on the writing process in the school involved formal workshops. It also involved small group meetings where the classroom teachers discussed ways and means to implement it in their classroom. This is

ongoing and continues to be refined as teachers get more experience with it.

It would appear that cooperative learning may be introduced to the teachers next year. The principal said:

I'd like to get into cooperative learning ... We're pushing for the School Board to move into it actually. The inservice on it shows dramatic results... teachers need to start varying their teaching methodologies. Kindergarten to Grade Six teachers have gone through that, with a lot of group work and a lot of different ideas in teaching using different approaches. Junior high and high school teachers are very traditional .... they have never been exposed to, inserviced in or trained in anything else.

Use of Symbols and Rituals

The leaders in the school can make use of certain rituals and symbols to encourage a more collaborative culture. The table below, shows staff attitudes relating to the use of rituals and symbols in the school.

Table 25

Use of Symbols and Rituals

Statements	Mean	SD
1. Demonstrates or models core values in the school through own behavior and daily routines.	4.00	.87
2. Rarely gives recognition for achievements. (R)	4.04*	1.02
3. Tells stories, on occasion, that illustrate shared values within the school.	3.22	.90
4. Makes every effort to acknowledge specific contributions made by individual teachers.	4.24	.83
5. Gives public recognition for contributions in the school improvement process.	4.28	.54

Note: *Reverse   4.04   .47

The table above, shows a very strong indication of the use of rituals and symbols in the school. The interview data provides many examples of the use of rituals. Many of the rituals are ways of showing the staff appreciation for their efforts in the improvement process. The principal said:

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>That was one of the things that I set out to do when I became principal, probably because I had been on staff here myself and I had seen and felt it was lacking. I felt that a great deal of the efforts of the staff who went above and beyond was taken for granted. It wasn't recognized so we do a lot of things.

Students and teachers are recognized every month with a Student of the Month assembly where a student from every high school class is recognized for academics, behavior, or attendance, depending on the discretion of the teacher. Teachers are also recognized there for any particular accomplishment. During Teacher Appreciation Week, the principal reported: "Trays of goodies were provided with a card of thanks on behalf of the students. Students also delivered a carnation to each teacher". He reported on several social events, Christmas gifts, personal letters to teachers and public recognition on the public address system. A newsletter is also used to show appreciation as the principal reported:

>Every Monday I send out a Monday newsletter and I try to put in as much as possible of anything that's going on that week, anything that's occurred the week before, or some kind of an award ... a thank you to some people. For example last week I thanked the senior prom participants ... about 20 teachers. I make an effort to put around a newsletter every Monday.

Direct and Frequent Communication

The principal of a school is in a pivotal position to communicate with staff, students, parents and external agencies. S/he is also the key person to work through committee processes with teachers. It is an ideal way to really become acquainted with the feeling and attitudes of other staff members. Communication is also an integral part of the role of a school leader in focusing teachers' attention of school improvement initiatives.

Table 26

Direct and Frequent Communications

Statements	Mean	SD
1. Frequently communicates with us about the status of new initiatives.	3.72	.94
2. Spends time talking about the purposes of our school.	4.08	.49
3. Initiates discussions with me about various initiatives underway within the school.	3.72	.98
4. Keeps us fully informed of what is happening in our school.	3.88	1.05
5. Uses interactions with us as an opportunity to discuss school improvement initiatives.	3.92	.57
	3.86	.61

Table 26 illustrates a strong communication process in the school.

The Monday newsletter is used to communicate any happenings in the school. It is also used to help teachers focus on the school goals.

In this school, staff meetings usually consist of a

small group of teachers, representing one section of the school. This is an ideal way to achieve two way communication. The principal said, "We have a number of meetings ... particularly the administration. We have so many meetings because we try to meet with everyone. We also do regular teacher interviews that we find very effective and very interesting".

Possibly the most effective form of communication is that between the leaders in the school and the remainder of the staff. The writer saw many examples of these conversations in the corridors, the general office or in the staff room.

Shared Power and Responsibility

Power and responsibility can be regarded as the domain of the administration or it can be shared with teachers in the school. This school shows a fair indication of shared power and responsibility as is illustrated in Table 27.

Table 27

Shared Power and Responsibility

Statement	Mean	SD
1. Establishes committee(s), as appropriate, to undertake responsibility for various aspects of the school improvement.	4.16	.62
2. Involves us in a collaborative process for making decisions that determine goals and procedures.	3.84	.69
3. Utilizes the school decision-making process in such a way as to ensure collaboration on decisions.	3.72	.84
4. Limits responsibility for decision making to the school administrators.(R)	3.48*	1.12

Note: *Reverse   3.80   .64

The qualitative data yields many instances of shared decision making. Many of the decisions are made in staff meetings, the school improvement committee, the school council or other committees assigned on an ad hoc basis for a specific task. When decisions are required on important issues, the principal elaborates on the process:

I very believe in and encourage input. By that I mean

... I will have meetings ... I will listen and debate
it but ultimately I let people know that the ultimate
decision is going to be made by me or the
administration, because we are the people that are
ultimately responsible for the decision and I feel
that's very much shared decision making. Many times a
decision is agreed upon by all but not all the time.
The other thing I believe in from the effective school
literature is the dual concept of pressure and support
... if you have too much of either there is a problem.
The key is the balance. I started off last year really
heavy on support and not enough on pressure. I was
probably taken for granted on certain things ... they
thought he was a really nice guy and gets along well
with everyone so I won't take him too seriously. I
think I've changed .... I don't believe in top down
management ... but I also think the bottom up is not
the right approach either.... there is the balance
again and I think we tend to go to extremes. That's the
thing we've been struggling back to ... balance.

Facilitative Power

To what extent do the administration arrange resources,
place certain people together on committees, supervise and
monitor activities and maintain networks within and outside
the school? Table 28 will illustrate the degree to which the
leaders in the school use facilitative power.

Table 28

Facilitative Power

Statement	Mean	SD
1. Provides us with opportunities to discuss problems and collaborative decisions.	3.76	.97
2. Makes budget decisions which reflect school priorities.	3.74	.69
3. Listens to staff suggestions regarding use of school resources.	3.88	.74
4. Makes decisions on use of school resources after careful consideration of teachers views.	3.67	.64
5. Takes into consideration individual differences in teachers when creating committees to work together.	3.54	.72
6. Provides opportunities for teachers to collaborate in planning professional development activities.	3.76	.83
7. Has helped us with skills needed to work together.	3.52	.92
8. Works collaboratively with the staff members of this school.	4.08	.49
9. Knows what is going on in this school.	4.16	.80
10. Visits the classroom regularly, on an informal basis.	2.84	1.21

Table 28 continued

Facilitative Power

Statement	Mean	SD
11. Provides useful suggestions regarding teaching.	3.46	.88
12. Is highly visible in the school.	3.88	1.17
13. Provides information on educational matters.	3.96	.68
14. Has a network of resource people to call on.	3.92	.78
15. Publicizes our initiatives and successes.	4.20	.41
16. Draws on community and district resource people to help us make the best decisions possible.	3.88	.83
	3.77	.52

The staff of this school appears to feel that facilitative power is a significant part of the leadership process in the school.

Items 2, 3 and 4 relate to the arrangement of material resources to provide support for educational activities. These items appear to strongly support the view that the administration allocates and arranges resources based on educational needs and school priorities.

The degree to which the administration selects and

manages people who compliment each other on committees and
provides the training in collaborative behaviour for these
people, is determined in items 5 - 8. It would seem that a
fairly strong indication of this behaviour is present in the
school, particularly item 8, which show the administration
collaborating with the staff.

Does the administration supervise and monitor to
provide feedback for the staff? Items 9 - 12 test this
aspect of leadership behaviour. There was a very high score
relating to knowing the school and being visible in the
school. The other items, relating to visiting the classrooms
and making suggestions, received lower scores --
particularly low was the item on informal classroom
visitation. This would initially appear to be a concern in
the school but one teacher put it in perspective when she
indicated that the staff would like to see the
administration in their classrooms more often. While the
administration may visits classrooms, they are not able to
maintain the requests from teachers. At a visit to the
school, the writer found the administrative offices to be
vacant -- both the principal and the assistant principal
were participating in an activity that represented the
culmination of a unit of work in an elementary classroom.

The final aspect of facilitative power to be tested in
this construct was the degree to which the leadership
provided networks for activities including: adding members,

linking to outside activities, going public and diffusing new ideas. Items 13 - 16 show a strong indication of the presence of the above mentioned leadership activities relating the providing networks.

Leadership Forms and Facilitative Power

When one compares the basic concepts associated with the various forms of leadership and facilitative power, there appears to be some very significant similarities. The Pearson r correlation was run determining the relationship between each of the constructs discuss in this chapter. Borg and Gall (1983) describe a correlation coefficient as "a precise way of stating the extent to which one variable is related to another ... (they) cannot be used to determine cause-and-effect relationships ..." (p. 573).

The following table shows the correlational relationship between several of the constructs.

Table 29

Correlations of Selected Constructs

	Transform L-ship	Transact L-ship	Fac. Power
Transformational Leadership	1.00	.34	.79*
Transactional Leadership		1.00	.55
Facilitative Power			1.00

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

In an analysis of the correlations in Table 29, there has been an attempt to determine whether a relationship

exists between the two forms of leadership, transformational and transactional, and facilitative power. While a relationship exist between transactional leadership and facilitative power, it is significantly less powerful then the relationship between transformational leadership and facilitative power which has a correlation of .79 with a significance of .01.

Other constructs are of interest as leadership strategies for school improvement are considered. What is the relationship between the two forms of leadership, facilitative power and the constructs relating to these leadership strategies? Table 30 will illustrate these relationships.

Table 30

Correlations of Forms of Leadership, Facilitative Power and Leadership

Strategies for School Improvement

	1	2	3	4	5	6	7	8	9
1. Strengthen Culture	1.00	.81*	.77*	.62	.69*	.65	.77*	.44	.78
2. Bureaucratic Mechan.		1.00	.95**	.76*	.77*	.81**	.83**	.42	.93**
3. Staff Development			1.00	.72*	.72*	.83**	.78*	.46	.91**
4. Use of Symbols				1.00	.74*	.87**	.85**	.20	.68*
5. Shared Power					1.00	.73*	.73*	-.05	.70*
6. Direct Communication						1.00	.88**	.41	.82**
7. Transform. Leadership							1.00	.34	.79*
8. Transact. Leadership								1.00	.55
9. Facilitative Power									1.00

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

The future of the school improvement processes will likely be influenced by the forms of leadership and the type of power used by administrators and leaders generally. There is a very strong relationship between the school improvement strategies in the school under study and the forms of leadership. Transactional leadership shows a very weak, positive relationship with most of the strategies and even a slightly negative relationship with the construct determining the existence of shared power in the school.

Transformational leadership, however, shows a very strong relationship with all of the school improvement strategies, particularly with the use of bureaucratic mechanisms, the use of symbols and rituals, and direct and frequent communication.

<u>Summary</u>

The findings indicate that the leadership in the school under study make use of the transformational form of leadership more then transactional leadership. It also showed the presence of the use of facilitative power in the school.

While analyzing the data, using correlation coefficients, it was determined that there was a strong relationship between transformational leadership and facilitative power in the school. There was also a strong relationship between the leadership strategies used and both

facilitative power and transformational leadership in the school.

CHAPTER 7

SUMMARY, CONCLUSIONS AND IMPLICATIONS

The purpose of this chapter is to provide: a summary of
the study; a discussion of the findings with practical
implications; and recommendations for further research.

Summary of Research Procedure

The purpose of this study was to investigate leadership
provided for change in one school. To achieve this, the
study investigated the following: the nature of leadership
in the school; facilitative power; factors affecting
implementation of change; and strategies used by leadership.

The school was selected based on the recommendation of
the Superintendent and consultants at the Board Office using
the criteria that:

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

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

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

The study is based on data collected from a
questionnaire and interviews. The questionnaire is an
adapted version of one used by Leithwood et al. in their
"Leadership for Change Project" in 1990. One additional

construct was added to gather data on the use of facilitative power in the school. Interviews were conducted with the principal and assistant principal and, based on their perception of the teachers who played leadership roles in the school, four other staff members were selected and interviewed.

Before the data collection begun, the questionnaire was administered in another school and tested for reliability. Minor editorial changes were made as a result of that process.

The questionnaires were administered during the first two weeks of April, 1993 with a 65% response rate. The interviews were completed within the next month.

Summary of Findings

The staff viewed the major sources of leadership in the school as: the principal; committees of administrators and teachers mandated to provide leadership for all change efforts; committees of teachers set up especially to coordinate specific initiatives; and the assistant principal, in that order.

In Chapter 1, three research questions were posed. Each question will be discussed in the context of the findings of the study.

Leadership Context

The first question dealt with the context for

leadership in the school. The school studied had a history that was less than flattering, since both the school and its surrounding community, had once had a very negative attitude towards education. It is only in recent years that this attitude is changing. This is due to many factors but it appears that the school staff and administration has made significant progress in changing the attitude of parents and their children, the students.

Both the principal and the assistant principal were appointed two years ago and they have encouraged and continued with the school improvement process that the School Board began three years prior to their appointments.

The culture of the school is, currently, quite strong, with teacher collaboration, joint planning, teachers talking among themselves about teaching, and shared goals. The staff of the school is quite positive about change in the school and is quite willing to accept any new initiative if they regard it as sound and for the improvement of the students.

School Organization and Decision Making

The second research question was concerned with the organization and decision making in the school.

The qualitative data provided a fairly clear depiction of the organization in the school. Many of the decisions in the school are made either in committees or by consulting with committees. There are many permanent committees in the school with fairly limited mandates. These committees make

decisions or recommendations to the administration on their particular area of concern. Other ad hoc committees were struck for a limited time with a specific mandate. These committees tend to be more planning or reactive committees.

There are two major decision making committees: the school improvement committee and the staff council. The school improvement committee is a voluntary group in the school that has a mandate to plan and implement change or school improvement initiatives in the school.

The staff council is a committee comprising the principal, the assistant principal, the guidance counsellor and the department heads in the school. It is responsible for many policy decisions, as well as many of the day to day decisions in the school.

Staff meetings are usually divided into the various sections, primary, elementary and high school. Many decisions and consultations take place in these staff meetings which actually function like a committee with interest in the specific grades it represents.

The data was very clear that the principal and assistant principal are quite capable and willing to make decisions but they are recognized for the consultations that take place before decisions are made. In this, teachers and the administrations alike both feel that they are part of shared decision making.

Leadership in the School

The study assumed a certain form of leadership would be found within the school. After analysis of the quantitative data, from the questionnaires, and the qualitative data, it was quite evident that many of the characteristics of transformational leadership were present in the school.

The existence of facilitative power was also tested in the questionnaire. Facilitative power received a high score, indicating its use in the school.

A correlation coefficient was run to determine if there was a relationship between transformational leadership and facilitative power and the correlation was .79, with a significance of .01.

Transactional leadership was also present in the school. As was mentioned in Chapter Six, one of the constructs measuring transactional leadership, contingent reward score quite high. While this can be a very negative approach to leadership, in this school, it scored high. The staff has experienced positive and consistent rewards and viewed this construct as being a part of this. This probably gave this form of leadership a much higher score than it would ordinarily get in this school.

Many of the writers in school improvement and leadership suggest strategies to improve a school and ultimately bring about change. Several strategies were tested in the questionnaire and they all score quite high

with mean score ranging from 3.71 to 4.04.

Discussion of Findings

It was assumed, based on the recommendations, that the school under study was one that dealt effectively with multiple changes and used innovative teaching methodologies. The other assumption was that the principal and other leaders in the school used a form of leadership that is referred to as transformational.

Factors Affecting Change

School culture. The literature indicates that a particular school culture needs to exist before change can take place (Hargreaves, 1989a, Hargreaves, 1989b, Little, 1982). The literature review referred to four types of culture ranging from a culture of individualism, where teachers work behind closed doors, to a collaborative culture where teaching is regarded as inherently difficult where one seeks and offers advice to each other. The interactions of a collaborative culture is a necessary prerequisite to positive change.

The culture in the school under study is somewhat varied depending on the grade level. Teachers are involved in decision making, collaborative planning and the determination of shared goals in the school. Within the primary area of the school, collaborative planning and shared decision making for issues relating specifically to

the primary are regarded as the norm. The resulting attitude
on the part of the teachers appears to be quite positive
toward any new initiatives. They actually appear to be quite
excited about the changes that have taken place in the past
two or three years.

The elementary area appears to be similar to the
primary area. However, the high school is somewhat
different. The staff appears to be quite open to change but
their culture tends to be more a culture of individualism
where teachers work on their own courses. They do
collaborate, however, in many committees. This is voluntary,
in most situations, but the committee structure may be
regarded as an imposed form of collaboration. Fullan and
Hargreaves (1991) refer to this as contrived collegiality.
They indicate that while this is an artificial form of
collaboration, it is a first step in building trust and
support, a necessary part of collaboration.

While the school may not have attained the ideal degree
of collaboration, many elements of a collaborative culture
are present in the school. It is working, very well, with
change initiatives.

School goals. An important element of change is the
existence of shared goals in the school. Goal determination
is an significant process, in that there is a degree of
ownership, but more importantly, the shared goals of a
school give direction. It also permits one to determine if

success has been achieved. The staff of the school under study is well aware of the school goals. They are not only aware of the school goals but they can tell how the goals were set and, in most cases, the direction for the long term future. The school has achieved significant success in goal setting and the achievement of these goals.

Teachers' attitudes. Teachers' attitude in the school is a factor determining the success of change. According to the data, they were highly committed to continuous improvement and highly motivated for implementing new initiatives in the school.

Leadership

Roueche, Baker and Rose (1989) write: "Leaders make a difference ... the leader is a critical factor in the effectiveness of any organization" (p. 17). The data indicates that there are many leaders in this school. They play an important role on committees, in their curriculum area or with parents. For the purpose of this discussion, the principal will be the focus.

This school is particularly fortunate if one regards transformational leadership as being an ideal. In all of the characteristics associated with transformational leadership, the leadership in the school scored quite high. The practices in the school indicate a very strong leaning, on the part of the principal, toward the transformational form of leadership.

Almost every person interviewed referred to the principal's role in maintaining the staff and students' focus on the shared goals of the school. He not only promoted the goal but was also very instrumental in providing opportunities where goals could be determined.

The transformational leader provides vision and inspiration. The principal in this school is a visionary. One teacher indicated that teachers look at the needs of the school and discuss it with the administration, thus beginning the process whereby a perceived need becomes a shared goal of the school. The principal has a vision of where he would like to take the school and the achievement of each goal is a step closer to that vision.

The transformational leader has high expectations for the people he or she works with. This is certainly the case in this school. With three interviews with the administration a year, teachers are held accountable and encouraged to raise their expectations. This also applies to the students. Since the current principal assumed his position, the goals of the school have been refocussed from self esteem generally to academic excellence leading to a sense of self worth and self esteem.

There is also great persistence on the part of the principal in focusing on the initiatives that lead to the successful attainment of a goal. He has staying power and with the help of the school improvement committee sees that

the initial enthusiasm for an initiative is maintained to the end.

Facilitative Power

Facilitative power is a fairly recent concept in leadership literature. It promotes: collaborative decisions; resource allocation based on school priorities; creations of committees taking individuals into consideration with their differences; and networking with resource people and others.

This school administration facilitates the decision making process within small group meetings in the school. Committees are created with sensitivity to representation, and also to the individuals that make up each committee. Their abilities and concerns should complement each other.

Strategies Used by School Leadership

Strategies that encourage a collaborative culture in a school have been identified by several writers (Persell and Cookson, 1982; Fullan and Hargreaves, 1991; Leithwood and Jantzi, 1990). In all of the strategies discussed from the questionnaire, the leadership in the school received a high score.

In this school, with a senior staff, the need for staff development is quite obvious. Many of the teachers received their educational training 15 to 20 years ago. With the challenges of education today, there is an ongoing need to retrain and stay informed with the current teaching methodologies. The qualitative data indicated very clearly

that this was the case. Many of the more senior teachers are actually the leaders in the implementation of new methodologies. The emphasis on high expectations in the school is possibly a factor in encouraging teachers' continued professional development.

Communications is another strategy emphasized in the literature -- both within the school and with the community at large. In the past two years, great strides have been taken to improve communications. The results appear to be obvious. The staff have certainly bought into the ongoing improvement in the school. The attitude of the community have come a long way from one of blaming the school and apathy, to an positive attitude where the school receives support and encouragement from the parents.

In conclusion, while this study makes no attempt to evaluate the effectiveness of the school or the school leadership, it does explore the form of leadership, the culture of the school and the strategies used to encourage a collaborative culture. In most of the areas of study, the leadership in the school score quite high with the possible exception of a construct entitled Management by Exception. This is an indication that the school leadership is certainly aware of the recent literature in the area of school improvement as it attempts to bring about change.

Recommendation for Further Research

1. This study looked at one all-grade school. It would be useful to do further studies of all-grade schools with particular emphasis on collaboration at the various grade levels.

2. For schools beginning the school improvement process, it would be useful to study the possible power struggle that emanates from the empowerment of the staff.

3. This study showed a very positive correlation between facilitative power and transformational leadership. Further study of these concepts could be of help to administrators in the schools.

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APPENDIX A

LEADERSHIP FOR CHANGE QUESTIONNAIRE

Section A

> This section is intended to provide information about the improvement/ change efforts underway in your school.

1. List the improvement/ change initiatives currently underway (or recently achieved) in your school. Underline those that have a **direct impact** on your work.

_____

_____

_____

_____

1B. Briefly describe the focus of the improvement/ change effort in your school with the **most direct**, current or potential, impact in your work. **Use this example as the context for responding to questions in the remainder of this survey that refer to change or improvement efforts in your school.**

_____

_____

_____

_____

_____

Section B:

> This section deals with the source and nature of
> leadership within your school. I am interested in your
> **perceptions of the leadership function** within your
> school, not a description of individuals undertaking
> leadership roles. The complexity of schools may result in
> a division of responsibility for various short-term
> activities. You are asked to identify the sources of
> leadership within your school. Respond to this item by
> circling your response in the right margin.

I. Sources of Leadership:

1. Who is providing leadership for implementing change
within your school? (Circle as many responses as apply.)

(a) The principal	(a) 1
(b) The vice-principal	(b) 2
(c) The school administration team of principals and vice-principals	(c) 3
(d) A committee of administrators and department heads/cabinet which has ongoing leadership responsibilities	(d) 4
(e) Committees of administrators and teachers mandated to provide leadership for all change efforts	(e) 5
(f) Committees of teachers set up especially to coordinate specific initiatives	(f) 6
(g) Individual teacher(s) given primary responsibility for specific tasks	(g) 7
(h) Individual teachers who are self-motivated	(h) 8
(i) Other (specify)_____	(i) 9

II. Nature of Leadership:

> The following statements are descriptions of leadership
> that may or may not reflect leadership practices in your
> school. You are asked to indicate the extent to which you
> agree with the description fits the leadership within
> your school. Respond to each item by circling the NUMBER
> in the RIGHT margin that corresponds to your response.

Response options: 1. Strongly Disagree
                     2. Disagree
                     3. Uncertain
                     4. Agree
                     5. Strongly Agree
                     NA Not Applicable

The person(s) providing leadership in this school:

Q#	SD	D	U	A	SA	NA

1. Provides special recognition when our work is especially good. — 1. 1 2 3 4 5 NA

2. Demonstrates a clear understanding of school goals and how to achieve them. — 2. 1 2 3 4 5 NA

3. Rarely acknowledges out good performance. — 3. 1 2 3 4 5 NA

4. Facilitates an exchange of ideas about appropriate school goals among teachers. — 4. 1 2 3 4 5 NA

5. Helps us clarify exactly what is required for implementation of school goals. — 5. 1 2 3 4 5 NA

6. Facilitates assistance and support for us from external personnel, as required. — 6. 1 2 3 4 5 NA

7. Gives us a sense of overall purpose. — 7. 1 2 3 4 5 NA

8. Provides information about the process for introducing change. — 8. 1 2 3 4 5 NA

9. Challenges us to think about old problems in new ways. — 9. 1 2 3 4 5 NA

10. Challenges us to reexamine some basic assumptions about our work. — 10. 1 2 3 4 5 NA

11. Insists on only the best performance from us. — 11. 1 2 3 4 5 NA

12. Asks no more of us than what is absolutely essential to get our work done. — 12. 1 2 3 4 5 NA

13. Is satisfied with our performance as long as the old ways work. — 13. 1 2 3 4 5 NA

14. Assures us that we can get what we personally want in exchange for our efforts. — 14. 1 2 3 4 5 NA

15. Does nor try to change anything as long as things are going all right. — 15. 1 2 3 4 5 NA

16. Pays us personal compliments when we do outstanding work. — 16. 1 2 3 4 5 NA

17. Provides good models for us to follow. — 17. 1 2 3 4 5 NA

18. Has the capacity and judgement to overcome any obstacle. — 18. 1 2 3 4 5 NA

19. Expects a level of performance from others that does not apply to own work. — 19. 1 2 3 4 5 NA

20. Symbolizes success and accomplishment within our profession. — 20. 1 2 3 4 5 NA

	SD	D	U	A	SA	
21. Leads by "doing" rather than by simply "telling".	21. 1	2	3	4	5	NA
22. Expects us to implement change but does not follow through with the required resources.	22. 1	2	3	4	5	NA
23. Provides for extended training to develop knowledge and skills relevant to new programs.	23. 1	2	3	4	5	NA
24. Develops our commitment to school goals.	24. 1	2	3	4	5	NA
25. Would do anything possible to help us advance in our careers if our work is consistently above average.	25. 1	2	3	4	5	NA
26. Treats us as individuals with unique needs and expertise.	26. 1	2	3	4	5	NA
27. Asks questions that prompt us to think about what we are doing.	27. 1	2	3	4	5	NA
28. Pressures us to become involved in improvement efforts.	28. 1	2	3	4	5	NA
29. Rarely puts into operation suggestions from teachers who have no formal leadership role.	29. 1	2	3	4	5	NA
30. Commands respect from everyone in the school.	30. 1	2	3	4	5	NA
31. Provides for our participation in the process of goal formation.	31. 1	2	3	4	5	NA
32. Ensures opportunities for us to get together for the purpose of solving practical problems or overcoming obstacles.	32. 1	2	3	4	5	NA
33. Provides us with feedback about our work.	33. 1	2	3	4	5	NA
34. Challenges us to rethink some of our own ideas which we had never questioned before.	34. 1	2	3	4	5	NA
35. Provides only the information that we have to know to do our jobs.	35. 1	2	3	4	5	NA
36. Inhibits collaboration among teachers.	36. 1	2	3	4	5	NA
37. Excites us with visions of what we may be able to accomplish if we work together.	37. 1	2	3	4	5	NA
38. Determines what is really important for us to consider.	38. 1	2	3	4	5	NA
39. Initiates actions without considering our options.	39. 1	2	3	4	5	NA

	SD	D	U	A	SA	

40. Provides information about improving our school's programs. 40. 1 2 3 4 5 NA

41. Behaves in a manner thoughtful of our personal needs. 41. 1 2 3 4 5 NA

42. Ignores our views on current education-related issues. 42. 1 2 3 4 5 NA

43. Shows us that there are high expectations for us as professionals. 43. 1 2 3 4 5 NA

44. Allows us to take initiatives but does not encourage us to do so. 44. 1 2 3 4 5 NA

45. Will not settle for second best in performance of our work. 45. 1 2 3 4 5 NA

46. Is content to let us continue to teach in the same way as always. 46. 1 2 3 4 5 NA

47. Encourages us to be 'team players'. 47. 1 2 3 4 5 NA

48. Provides special recognition and promotion for good work. 48. 1 2 3 4 5 NA

49. Continually seeks new ways to improve our school's programs. 49. 1 2 3 4 5 NA

50. Gets us working together for the same goals. 50. 1 2 3 4 5 NA

51. Makes us less concerned about our own immediate needs and more concerned about our school reaching its objectives. 51. 1 2 3 4 5 NA

52. Provides positive feedback when we perform well. 52. 1 2 3 4 5 NA

53. Stimulates us to rethink the way we do things. 53. 1 2 3 4 5 NA

54. Helps us get what we decide we want. 54. 1 2 3 4 5 NA

55. Undermines our enthusiasm for our work as educators. 55. 1 2 3 4 5 NA

56. Makes us feel and act like leaders. 56. 1 2 3 4 5 NA

Section C: Factors affecting implementation of change.

> This section lists factors that may have influenced implementation of an improvement/change effort in your school. You are asked to use the improvement initiative which has the greatest impact on your work (as identified in Section A above) as the context for your responses. Circle the number corresponding to your response in the right margin.

Response options: 1 Strongly Disagree
                     2. Disagree
                     3. Uncertain
                     4. Agree
                     5. Strongly agree
                     NA Not applicable

To what extent do you agree with each of the following statements?

		SD	D	U	A	SA	
57.	Our improvement/ change efforts are compatible with our general school goals.	57. 1	2	3	4	5	NA
58.	We collaborate with colleagues in planning for instruction within our classrooms.	58. 1	2	3	4	5	NA
59.	Our school goals are vague and ambiguous.	59. 1	2	3	4	5	NA
60.	At this school we agree on the objectives we're trying to achieve with students.	60. 1	2	3	4	5	NA
61.	Teachers within this school are very reluctant to implement changes.	61. 1	2	3	4	5	NA
62.	We frequently are observed by colleagues who provide us with useful critiques of our teaching practices.	62. 1	2	3	4	5	NA
63.	We are highly committed to continuous improvement.	63. 1	2	3	4	5	NA
64.	We feel that what goes on in our school is our responsibility; we share responsibility for our school's successes and shortcomings.	64. 1	2	3	4	5	NA
65.	We are too busy with the day to day demands of teaching to engage in activities for our own professional development.	65. 1	2	3	4	5	NA
66.	There are explicit guidelines in our school about what we are to emphasize in our teaching.	66. 1	2	3	4	5	NA
67.	We share our professional expertise with our colleagues.	67. 1	2	3	4	5	NA
68.	There is ongoing, collaborative work among staff members within our school.	68. 1	2	3	4	5	NA

		SD	D	U	A	SA	

69. Discussion about goals and means of achieving them is a regular part of our school staff meetings and/or inservice sessions. **69.** 1 2 3 4 5 NA

70. We frequently work with at least one colleague to prepare course outlines and instructional materials. **70.** 1 2 3 4 5 NA

71. At staff meetings, we spend most of our time on the small stuff; rarely having a chance to talk about the bigger issues in teaching and learning. **71.** 1 2 3 4 5 NA

72. Teachers in this school frequently take initiative in implementing new programs or new teaching strategies. **72.** 1 2 3 4 5 NA

73. Most teachers at this school share a similar set of values, beliefs and attitudes related to teaching and learning. **73.** 1 2 3 4 5 NA

74. We observe each other's teaching and then discuss our observations as a means of gaining a better understanding of our own teaching strategies. **74.** 1 2 3 4 5 NA

75. Planning for courses, including selection and development of teaching materials, is done by each teacher in isolation. **75.** 1 2 3 4 5 NA

76. We frequently talk about teaching practices. **76.** 1 2 3 4 5 NA

77. We have input into selecting the focus for our professional development programs. **77.** 1 2 3 4 5 NA

78. Decision making for the improvement/ change effort includes consideration of how the decisions will influence achievement of our school goals. **78.** 1 2 3 4 5 NA

79. We are highly satisfied with our jobs as teachers. **79.** 1 2 3 4 5 NA

80. We collaborate across grades/ departments to plan improvements for our school. **80.** 1 2 3 4 5 NA

81. We have explicit goals for student achievement in this school. **81.** 1 2 3 4 5 NA

82. The goals we hold for our own work are compatible with the school goals. **82.** 1 2 3 4 5 NA

83. We are committed to ongoing professional development. **83.** 1 2 3 4 5 NA

84. We have strong working relationships with teachers in other grades/ departments. **84.** 1 2 3 4 5 NA

		SD	D	U	A	SA	
85.	We are highly motivated for implementing new initiatives in this school.	85. 1	2	3	4	5	NA
86.	We are encouraged and given opportunity to teach each other new instructional strategies.	86. 1	2	3	4	5	NA
87.	Relationships between the staff and the school administration are acrimonious.	87. 1	2	3	4	5	NA
88.	We have significant input into the decisions relating to change.	88. 1	2	3	4	5	NA
89.	We regularly evaluate the progress of new initiatives.	89. 1	2	3	4	5	NA
90.	There is ongoing, collaborative work among staff members across grades/ departments within this school.	90. 1	2	3	4	5	NA
91.	We can go for days in this school without talking to anyone about what we are doing within our classrooms.	91. 1	2	3	4	5	NA

Section D
Strategies Used by School Leadership

You are asked to indicate the extent to which you agree that the following strategies are used by leaders in your school (both formal and informal) to facilitate the implementation of new policies or programs. Use as your context for responding to these questions the improvement or change activity(ies) that you identified as having the most direct impact on your work.

Response options: 1 Strongly Disagree
2 Disagree
3 Uncertain
4 Agree
5 Strongly Agree
NA Not applicable

The person(s) providing leadership in this school:

		Q#	SD	D	U	A	SA	NA
92.	Builds consensus regarding the nature of our beliefs about how students learn and what it means to be a teacher.	92.	1	2	3	4	5	NA
93.	Provides us with opportunities to discuss problems and reach collaborative decisions.	93.	1	2	3	4	5	NA
94.	Demonstrates or models core values in the school through own behavior and daily routines.	94.	1	2	3	4	5	NA
95.	Rarely gives recognition for achievement.	95.	1	2	3	4	5	NA
96.	Has helped us with the skills needed to work together.	96.	1	2	3	4	5	NA

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Q#	SD	D	U	A	SA	NA

97. Builds consensus regarding the professional values on which our work should be based.
97. 1 2 3 4 5 NA

98. Frequently communicates with us about the status of new initiatives.
98. 1 2 3 4 5 NA

99. Visits the classroom regularly, on an informal basis.
99. 1 2 3 4 5 NA

100. Makes every effort to ensure appropriate resources are available to support our efforts to implement change.
100. 1 2 3 4 5 NA

101. Builds consensus on school goals.
101. 1 2 3 4 5 NA

102. Provides information on educational matters.
102. 1 2 3 4 5 NA

103. Recommends professional reading for us to use for discussion or personal reflection.
103. 1 2 3 4 5 NA

104. Tell stories, on occasion, that illustrate shared values within the school.
104. 1 2 3 4 5 NA

105. Makes budget decisions which reflect school priorities.
105. 1 2 3 4 5 NA

106. Establishes committee(s), as appropriate, to undertake responsibility for various aspects of the school improvement.
106. 1 2 3 4 5 NA

107. Makes every effort to acknowledge specific contributions made by individual teachers.
107. 1 2 3 4 5 NA

108. Makes decisions on the use of school resources after careful consideration of teachers views.
108. 1 2 3 4 5 NA

109. Facilitates timetable adjustments to provide time for joint work and planning.
109. 1 2 3 4 5 NA

110. Spends time talking about the purposes of our school.
110. 1 2 3 4 5 NA

111. Takes into consideration individual differences in teachers when creating committees to work together.
111. 1 2 3 4 5 NA

112. Gives public recognition for contributions in the school improvement process.
112. 1 2 3 4 5 NA

113. Discourages us from attending workshops and conferences relevant to change efforts.
113. 1 2 3 4 5 NA

	Q#	SD	D	U	A	SA	NA
114. Works collaboratively with staff members of this school.	114.	1	2	3	4	5	NA
115. Ensures that hiring procedures facilitate selecting new staff who support our school goals.	115.	1	2	3	4	5	NA
116. Provides opportunities for us to share out expertise with colleagues.	116.	1	2	3	4	5	NA
117. Knows what is going on in this school.	117.	1	2	3	4	5	NA
118. Involves us in a collaborative process for making decisions that determine goals and procedures.	118.	1	2	3	4	5	NA
119. Contributes directly to staff development by sharing own expertise with teachers.	119.	1	2	3	4	5	NA
120. Publicizes our initiatives and success.	120.	1	2	3	4	5	NA
121. Disregards our efforts in achieving goals when supervising/evaluating us.	121.	1	2	3	4	5	NA
122. Allocates as much money as possible from the school budget to support change effort.	122.	1	2	3	4	5	NA
123. Listens to staff suggestions regarding use of school resources.	123.	1	2	3	4	5	NA
124. Builds consensus regarding the basic assumptions about our work.	124.	1	2	3	4	5	NA
125. Initiates discussions with me about various initiatives underway within the school.	125.	1	2	3	4	5	NA
126. Provides opportunities for teachers to collaborate in planning professional development activities.	126.	1	2	3	4	5	NA
127. Utilizes the school decision-making process in such a way as to ensure collaboration on decisions.	127.	1	2	3	4	5	NA
128. Encourages us to discuss curriculum and instruction issues with colleagues.	128.	1	2	3	4	5	NA
129. Is highly visible in the school.	129.	1	2	3	4	5	NA
130. Keeps us fully informed of what is happening in our school.	130.	1	2	3	4	5	NA
131. Encourages us to pursue personal professional development goals.	131.	1	2	3	4	5	NA
132. Has a network of resource people to call on.	132.	1	2	3	4	5	NA

Q#	SD	D	U	A	SA	

133. Builds consensus regarding how best to accomplish our purposes for our students.

133. 1 2 3 4 5 NA

134. Uses interactions with us as an opportunity to discuss school improvement initiatives.

134. 1 2 3 4 5 NA

135. Provides useful suggestions regarding teaching.

135. 1 2 3 4 5 NA

136. Limits responsibility for decision making to the school administrators.

136. 1 2 3 4 5 NA

137. Draws on community and district resource people to help make us make the best decisions possible.

137. 1 2 3 4 5 NA

Section E: Background Information

> This section is intended to provide some information about
> your teaching experience. Circle the LETTER in the RIGHT
> margin that corresponds with your response.

1. What is your current position? (Circle one
   letter only)

   (a) Full-time teacher   (a) 1
   (b) Part-time teacher   (b) 2
   (c) Department Head   (c) 3
   (d) Vice principal   (d) 4
   (e) Principal   (e) 5
   (f) Other (specify) _____   (f) 6

2. How many years (including this year) have you
   been teaching?

   (a) 1 year   (a) 1
   (b) 2 years   (b) 2
   (c) 3 to 5 years   (c) 3
   (d) 6 to 10 years   (d) 4
   (e) 11 to 19 years   (e) 5
   (f) 20+   (f) 6

3. How many years have you held your present
   administrative role (e.g., principal, vice
   principal. department head)?
   (a) 1 year   (a) 1
   (b) 2 years   (b) 2
   (c) 3 to 5 years   (c) 3
   (d) 6 to 10 years   (d) 4
   (e) 11 to 19 years   (e) 5
   (f) 20+   (f) 6
   (g) Not applicable   (g) 7

4. How many years (including this year) have
   you been at your present school?

   (a) 1 year   (a) 1
   (b) 2 years   (b) 2
   (c) 3 to 5 years   (c) 3
   (d) 6 to 10 years   (d) 4
   (e) 11 to 19 years   (e) 5
   (f) 20+   (f) 6

5. How many teachers do you collaborate with
   regularly (i.e., at least monthly) on
   curriculum and instructional matters?   _____

6. Gender:

(a)	Female	(a)	1
(b)	Male	(b)	2

7 Age:

(a)	Less than 30 years	(a)	1
(b)	30 - 39	(b)	2
(c)	40 - 49	(c)	3
(d)	50 - 59	(d)	4
(e)	60 + years	(e)	5

APPENDIX B

Questionnaire: Items by Construct

Section B:
<u>Nature of Leadership</u>

C1   <u>Transformational: Provides vision/inspiration</u> (10)
2.   Demonstrates a clear understanding of school goals and how
        to achieve them.
7.   Gives us a sense of overall purpose.
18.   Has the capacity and judgement to overcome any obstacle.
24.   Develops our commitment to school goals.
30.   Commands respect from everyone in the school.
37.   Excites us with visions of what we may be able to accomplish
        if we work together.
38.   Determines what is really important for us to consider.
49.   Continually seeks new ways to improve our school's programs.
55.   Undermines our enthusiasm for our work as educators.(R)
56.   Makes us feel and act like leaders.

C2   <u>Transformational: Provides Appropriate Model</u> (4)
17.   Provides good models for us to follow.
19.   Expects a level of performance from others that does not
        apply to own work.(R)
20.   Symbolizes success and accomplishment within our profession.
21.   Leads by "doing" rather than by simply "telling".

C3   <u>Transformational: Fosters Group Goals</u> (7)
4.   Facilitates an exchange of ideas about appropriate school
        goals among teachers.
29.   Rarely puts into operation suggestions from teachers who
        have no formal leadership role.(R)
31.   Provides for our participation in the process of goal formation.
36.   Inhibits collaboration among teachers.(R)
47.   Encourages us to be 'team players'.
50.   Gets us working together for the same goals.
51.   Makes us less concerned about our own immediate needs and
        more concerned about our school reaching its objectives.

C4   <u>Transformational: Provides Support</u> (9)
5.   Helps us clarify exactly what is required for implementation
        of school goals.
6.   Facilitates assistance and support for us from
        external personnel, as required.
22.   Expects us to implement change but does not follow
        through with the required resources.(R)
26.   Treats us as individuals with unique needs and expertise.
32.   Ensures opportunities for us to get together for the purpose
        of solving practical problems or overcoming obstacles.
33.   Provides us with feedback about our work.
39.   Initiates actions without considering our options.(R)
41.   Behaves in a manner thoughtful of our personal needs.
42.   Ignores our views on current education-related issues.(R)

C5   <u>Transformational: Holds High Performance Expectations</u> (4)
11.   Insists on only the best performance from us.
28.   Pressures us to become involved in improvement efforts.
43.   Shows us that there are high expectations for us as professionals.
45.   Will not settle for second best in performance of our work.

C6   <u>Transformational: Provides Intellectual Stimulation</u> (8)
8.   Provides information about the process for introducing change.
9.   Challenges us to think about old problems in new ways.
10.   Challenges us to reexamine some basic assumptions about our work.
23.   Provides for extended training to develop knowledge and skills
      relevant to new programs.
27.   Asks questions that prompt us to think about what we are doing.
34.   Challenges us to rethink some of our own ideas which we
      had never questioned before.
40.   Provides information about improving our school's programs.
53.   Stimulates us to rethink the way we do things.

C7   <u>Transactional: Management by Exception</u> (6)
12.   Asks no more of us than what is absolutely essential to get
      our work done.
13.   Is satisfied with our performance as long as the old ways work.
15.   Does nor try to change anything as long as things are going all
      right.
35.   Provides only the information that we have to know to do our jobs.
44.   Allows us to take initiatives but does not encourage us to do so.
46.   Is content to let us continue to teach in the same way as always.

C8   <u>Transactional: Contingent Reward</u> (8)
1.   Provides special recognition when our work is especially good.
3.   Rarely acknowledges out good performance.(R)
14.   Assures us that we can get what we personally want in exchange
      for our efforts.
16.   Pays us personal compliments when we do out standing work.
25.   Would do anything possible to help us advance in our careers
      if our work is consistently above average.
48.   Provides special recognition and promotion for good work.
52.   Provides positive feedback when we perform well.
54.   Helps us get what we decide we want.

Section C:
<u>Factors Affecting Implementation of Change</u>

C9   <u>School Goals</u>(9)
57.   Our improvement/ change efforts are compatible with our general
      school goals.
59.   Our school goals are vague and ambiguous(R)
66.   There are explicit guidelines in our school about what we
      are to emphasize in our teaching.

69.   Discussion about goals and means of achieving them is a
      regular part of our school staff meetings and/or inservice
      sessions.
71.   At staff meetings, we spend most of our time on the small stuff;
      rarely having a chance to talk about the bigger issues in teaching
      and learning.(R)
78.   Decision making for the improvement/ change effort includes
      consideration of how the decisions will influence achievement of
      our school goals.
81.   We have explicit goals for student achievement in this school.
82.   The goals we hold for our own work are compatible with the school
      goals.
89.   We regularly evaluate the progress of new initiatives.

C10   <u>School Culture</u>(17)
58.   We collaborate with colleagues in planning for instruction within
       our classrooms.
60.   At this school we agree on the objectives we're trying to achieve
       with students.
68.   There is ongoing, collaborative work among staff members within
       our school.
73.   Most teachers at this school share a similar set of values,
       beliefs and attitudes related to teaching and learning.
77.   We have input into selecting the focus for our professional
       development programs.
80.   We collaborate across grades/ departments to plan improvements for
       our school.
84.   We have strong working relationships with teachers in other
       grades/ departments.
87.   Relationships between the staff and the school administration are
       acrimonious.(R)
90.   There is ongoing, collaborative work among staff members across
       grades/departments within this school.

       <u>Teacher Talk</u>
76.   We frequently talk about teaching practices.
91.   We can go for days in this school without talking to anyone about
       what we are doing within our classrooms.(R)

       <u>Joint Planning</u>
70.   We frequently work with at least one colleague to prepare course
       outlines and instructional materials.
75.   Planning for courses, including selection and development of
       teaching materials, is done by each teacher in isolation.(R)

       <u>Teacher Teaching</u>
67.   We share our professional expertise with our colleagues.
86.   We are encouraged and given opportunity to teach each other new
       instructional strategies.

       <u>Teacher Observation</u>
62.   We frequently are observed by colleagues who provide us with
       useful critiques of our teaching practices.
74.   We observe each other's teaching and then discuss our observations
       as a means of gaining a better understanding of our own teaching
       strategies.

C11   <u>Teachers </u>(9)
61.   Teachers within this school are very reluctant to implement
       changes.
63.   We are highly committed to continuous improvement.
64.   We feel that what goes on in our school is our responsibility;
       we share responsibility for our school's successes and
       shortcomings.
65.   We are too busy with the day to day demands of teaching to engage
       in activities for our own professional development.
72.   Teachers in this school frequently take initiative in implementing
       new programs or new teaching strategies.
79.   We are highly satisfied with our jobs as teachers.
83.   We are committed to ongoing professional development.
85.   We are highly motivated for implementing new initiatives in this
       school.
88.   We have significant input into the decisions relating to change.

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Section D
Strategies Used by School Leadership

C12   Strengthened Culture (5)
92.   Builds consensus regarding the nature of our beliefs about
      how students learn and what it means to be a teacher.
97.   Builds consensus regarding the professional values on which
      our work should be based.
101. Builds consensus on school goals.
124. Builds consensus regarding the basic assumptions about our work.
133. Builds consensus regarding how best to accomplish our purposes
      for our students.

C13   Use of Bureaucratic Mechanisms (5)
100. Makes every effort to ensure appropriate resources are available
      to support our efforts to implement change.
109. Facilitates timetable adjustments to provide time for joint
      work and planning.
115. Ensures that hiring procedures facilitate selecting new staff
      who support our school goals.
121. Disregards our efforts in achieving goals when
      supervising/evaluating us.(R)
122. Allocates as much money as possible from the school budget
      to support change effort.

C14   Staff Development (6)
103. Recommends professional reading for us to use for discussion
      or personal reflection.
113. Discourages us from attending workshops and conferences relevant
      to change efforts.(R)

116. Provides opportunities for us to share out expertise with
      colleagues.
119. Contributes directly to staff development by sharing own expertise
      with teachers.
128. Encourages us to discuss curriculum and instruction issues with
      colleagues.
131. Encourages us to pursue personal professional development goals.

C15   Use of Symbols and Rituals (5)
94.   Demonstrates or models core values in the school through own
      behavior and daily routines.
95.   Rarely gives recognition for achievement.(R)
104. Tell stories, on occasion, that illustrate shared values within
      the school.
107. Makes every effort to acknowledge specific contributions made
      by individual teachers.
112. Gives public recognition for contributions in the school
      improvement process.

C16   Shared Power and Responsibility (4)
106. Establishes committee(s), as appropriate, to undertake
      responsibility for various aspects of the school improvement.
118. Involves us in a collaborative process for making decisions
      that determine goals and procedures.
127. Utilizes the school decision-making process in such a way
      as to ensure collaboration on decisions.
136. Limits responsibility for decision making to the school
      administrators.(R)

C17   <u>Direct and Frequent Communications (5)</u>
98.   Frequently communicates with us about the status of new
        initiatives.
110.   Spends time talking about the purposes of our school.
125.   Initiates discussions with me about various initiatives underway
        within the school.
130.   Keeps us fully informed of what is happening in our school.
134.   Uses interactions with us as an opportunity to discuss school
        improvement initiatives.

C18   <u>Facilitative Power</u> (17)

        <u>Reflects a process that allows subordinates to enhance their
        individual and collective performance.</u>
93.   Provides us with opportunities to discuss problems and
        collaborative decisions.

        <u>Helps to arrange material resources that provide support for all
        educational activities.</u>
105.   Makes budget decisions which reflect school priorities.
123.   Listens to staff suggestions regarding use of school resources.

108.   Makes decisions on use of school resources after careful
        consideration of teachers views.

        <u>Selects and manages people who can work together effectively
        (skills and personalities): provides training and models
        collaborative behaviour.</u>
111.   Takes into consideration individual differences in teachers when
        creating committees to work together.
126.   Provides opportunities for teachers to collaborate in planning
        professional development activities.
96.   Has helped us with skills needed to work together .
114.   Works collaboratively with the staff members of this school.

        <u>Supervises and monitors activities to provide feedback and
        reinforcement and to make suggestions</u>.
117.   Knows what is going on in this school.
99.   Visits the classroom regularly, on an informal basis.
135.   Provides useful suggestions regarding teaching.
129.   Is highly visible in the school.

        <u>Provides networks for activities -adding members, linking to
        outside activities, going public, diffusing new ideas</u>.
102.   Provides information on educational matters.
132.   Has a network of resource people to call on.
120.   Publicizes our initiatives and successes.
137.   Draws on community and district resource people to help us make
        the best decisions possible.

APPENDIX C

The interview protocol is seen as a guide only. The interview will be guided by the discussion as the researchers want to be able to probe and react to the information given.

Interview Protocol

Thank-you for agreeing to take part in this interview. Time is a precious commodity and I appreciate your willingness to share it with me.

The purpose of this interview is to gather information on how your school implements change and the role that leadership plays.

Please be assured that the purpose of this interview is exploratory and is not evaluative in any way. I am interested in finding out about the processes followed and the roles played. I am not interested in gathering information of a confidential and personal nature.

1. Please give a brief description of your school--the number of classes, the teaching assignments (specialists), the students, class size, etc. Is there a mission statement? Is there a school plan?

2. How is this school organized? By this I mean:
    What is the role (duties) of the principal, vice-principal, department heads?;
    Is there an Administrative Council? Is there a Parent Advisory Committee? What are their responsibilities?
    What committees are in place and what are their responsibilities?

3. Tell me about some of the good things that are happening in this school.

4. Choose one or two of these initiatives and tell how you achieved them.

    prompts:
        -shared decision-making
        -shared goals
        -power relationships
        -context; outside influences: parents, board, Dept. of Ed.,
        -committees; rubber stamp decisions?
        -role of staff meetings
        -organization

   -leadership
   -support/pressure/motivation
   -role model
   -communication
   -vision
   -recognition of efforts
   -provision of resources
   -collaborative planning
   -problem areas

5. Who played leadership roles in these changes? What sorts of things did they do?

6. Is there anything that we should know about the way change takes place in your school that we haven't already discussed?

7. I'm trying to understand how you perceive your leadership role in the school. Is there anything we haven't spoken about that could help me with that understanding?

APPENDIX D

<u>SAMPLE CONSENT FORM</u>

Dear Teacher/Principal:

I am a graduate student in the Faculty of Education at Memorial University. I will be administering a questionnaire and doing interviews to investigate leadership and change in your school. I am requesting your participation in this study.

Your participation will involve the completion of a questionnaire. Some will be asked to participate in an interview. The questionnaire or the interview should take less then an hour of your time. The interview will be taped and transcribed to accommodate the analysis of the data. The tapes and transcripts will be stored in a secured area.

All information gathered in this study, including the identification of individuals and the school, is strictly confidential. I am interested in studying leadership in a school that has implemented multiple changes. The study is exploratory in nature and is not meant to be an evaluation of individuals nor the school. Participation is voluntary and you may withdraw at any time.

The study has received the approval of the Faculty of Education's Ethics Review Committee.

If you agree to participate in this study, please sign this form and return one copy to me via the school secretary by _____.
Please retain the second copy for your files.

Thank you for your consideration of this request.

Yours sincerely,

I _____ (teacher/principal) agree to participate in this study of the leadership in our school. I understand the participation is voluntary and that I can withdraw at any time. All information is strictly confidential.

_____   _____
_____Date   Teacher/Principal
Signature

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_____   _____
Teacher/Principal   Date
Signature